



Public School Choice 4.0 Academy Session

## SESSION 3 REPORT – SCHOOL PLAN GUIDE REVIEW

**NAME OF SCHOOL:** COLISEUM STREET ELEMENTARY SCHOOL

**DATE OF SESSION 3:** 11/13/2012

**NAME OF ORGANIZATION REPORTING:** *Building Skills Partnership*

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:** JUAN CARLOS VENEGAS

**DATE THIS REPORT IS COMPLETED AND SUBMITTED:** 11/16/2012

### REVIEWING YOUR EDUCATION, YOUR OPTIONS

The participants were divided into small working groups. Each group was given the task to review the School Plan Guide submitted by the Coliseum Street Elementary School's planning team headed by the school's principal. The participants in the focus groups went over the proposed plan with the guidance of a staff member of the PSC team. The focus groups reviewed the school plan to see if it met their expectations in the following areas:

- 1) **Student Vision**
- 2) **School Vision**
- 3) **School Performance: Where is the School Now?**
- 4) **School Priorities**

The following is the captured feedback, questions, and comments the session participants provided as they reviewed each area of the School Plan Guide.

#### **Area One: Student Vision**

During the small group discussion, and based on the amount of written feedback provided, session **participants conveyed how the plan lacked clarity**. This theme was substantiated by the following written feedback:

1. Can we be provided with more explanation as to how this goal/vision will be achieved, or accomplished?
2. Can we be provided a clear explanation for the vision of the students and how will it be accomplished? What steps will be taken to specifically bridge the gap between the students who are not proficient and those who are?
3. Help make the vision clear using pictures. Could you have fewer words and more pictures?
4. We need more info on how the plan is going to work. What are the steps to bring the kids up to par?
5. The school vision is vague. It's too generic.
6. How are the students being taught morals? We want clarity in the plan (about how it will work) towards creating a respectful community.



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The participants also shared the following verbal and written feedback about the student vision and **the need for students to be taught to respect authority and to respect one another:**

1. There needs to be more respect amongst each other (students, parents, and staff).
2. There should be something in the plan that addresses anger management.
3. The children need to acquire a sense of responsibility towards the community and develop the values needed for success.
4. Are all student's needs being addressed? Are the needs of special need students, English learners, and other groups being addressed?

There were also additional comments on this section which were not part of the theme but reflected other feedback, needs or concerns as follows:

5. There should be communication between parents, teachers, and students.
6. The school needs to improve its rules and a good academic plan.

### **Area Two: School Vision**

Session participants also discussed in small groups and through written feedback **the importance of a positive school environment, including school and student safety.** This theme was shared through the written feedback provided:

1. The school needs more supervision.
2. There needs to be more supervision in the playground and when kids are let out for the day.
3. We need to work with our children with computers, because the kids need some structure and they waste too much time.
4. The school's late student policy/system needs to be looked at. Students that are a couple of minutes left are being held up in the office and made even more late and are having to wait in the office instead of getting to class.

Session participants also expressed the **need in having a stronger school-parent partnership in order to increase student outcomes and create a better relationship between parents and school staff.** The following is the written feedback provided on this theme of *school-parent partnerships*:

1. There needs to be a better plan to engage more parents.
2. Office staff needs to be more open to parents, and stop making us feel like we only need to be patted down or go through a metal detector to get by/in.
3. There needs to be a friendlier staff and there needs to be a school environment that is welcoming.
4. There should be more bilingual staff in the office that can attend to us and who are more capable.
5. There should be more Spanish speaking staff in the office.

There were also additional comments on this section which were not part of the theme but reflected other feedback, needs or concerns as follows:

1. High expectations and hopefully they come to fruition.



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2. How will the proficiency gap be fulfilled and/or closed? And how to interact in team play?
3. How can we develop students that are leader minded?
4. I like how section 3 was written. It was straight to the point.
5. We need a 21<sup>st</sup> Century technology like a computer lab.
6. How are we going to reach our goals with this plan? I still don't have it clear in my mind. I would like to know how this will be applied step by step.

### **Area Three: School Performance: Where is the School Now?**

During the small group discussion, and based on the amount of written feedback provided for this area, session participants identified **the need of continuing to improve the proficiency rates and improve student behavior**. The following is the written feedback for this theme provided by the participants:

1. We are too low in proficiency.
2. We are too low academically.
3. I don't understand if students of special needs (African Americans, ESL/Eng. Learners) are going to be given the attention and tools that they need for their progress. (academic progress)
4. Coliseum Street Elementary should implement programs such as Second Step and SDAIE. (In order to improve student behavior and proficiency)
5. Student attendance is an issue. The suspension rate is too high and all the absent students are missing valuable instruction time and this affects the proficiency rates across the board.
6. The plan is fine. We need to continue moving forward for the sake of the students.

Additional written comments not related to the main theme were as follows:

1. Section 3 was well written. I personally think it meets the needs of student behavior well and the rationale is on point.
2. I would like to see more of a visual. There is a lack of picture. How it's being drawn up, so that I can picture it. Also, yes on part 2. Some parents have difficulty reading a plan on this level so we need help understanding.
3. Section 1, 2, and 3 are written very well.
4. I personally think that this is great, in that we work together. It is important that we do so.

### **Area Four: School Priorities**

The following is the written feedback provided for this section of the reviewed plan:

1. Is it possible for parents to somehow get involved in the second step lessons?
2. SDAIE program? What is this program and its methods?



3. Can we have another meeting were the plan is broken down better for me as I struggle reading?
4. What is the SDAIE program?
5. There are some very good ideas

## Session 3 Report – Dialogues with Planning Teams

This section is composed of two parts: 1) The Planning Team Presentation, and 2) the questions and answers dialogue with the planning team.

### **Part One: Planning Team Presentation**

The Planning team present was the School Principal Dr. Karin S. Diskin and one more team member. Dr. Diskin provided the session participants with a quick summary of their proposed school plan that included several areas of focus such as math proficiency of students, improvement of attendance rates, lower suspension rates with an emphasis on dealing with behavior issues. A bilingual copy of the summary was provided to each of the participants and Dr. Diskin went over the strategies that her team’s plan will feature which are included in the following outline:

1. Developing a Professional Learning Community
  - a. Professional Development of teachers.
    - i. Math Development Skills.
    - ii. Family Development skill.
    - iii. Parent Engagement.
      - From the beginning to the end (Pre-k – 5<sup>th</sup> grade).
    - iv. Classroom Management Skills.
      - Student dialogue with teachers.
    - v. Teachers as leaders.
2. Attendance
  - a. Ask/invite Parents to discussion groups.
  - b. Lower the suspension rates.
    - i. Reflection room.
      - A classroom with a credentialed teacher to focus their attention with those students.
    - ii. Work as a team and come up with strategies.
    - iii. Address social skills.
  - c. Weekly assessments of proficiency rates and teacher evaluations.
    - i. Deeper analysis of data provided by assessments of teachers, staff, and weekly state prep exams.
  - d. Tardiness
    - i. School incentives for attendance.



3. Student Vision
  - a. Develop the skills and knowledge of the students at Coliseum Street ES.
    - i. Develop students that are proficient and have good social skills that are transferable to the next level (Middle School).
  - b. Coliseum Street students should acquire the skills needed to develop job skills for their future.
    - i. Begin to acquire the vocational skills to succeed at the next level.
  - c. Develop the problem solving skills of students.
    - i. Teach students the skills to be able to work with other people.
4. Raise the proficiency levels and API score.
  - a. Continue the improvement of the scores (Score has gone up to 703).
    - i. Math scores dropped in certain areas.
    - ii. ELA scores rose.
5. School Vision
  - a. Staff member input is welcomed for this plan and its implementation
  - b. Create an environment of responsible citizens with critical and creative thinking skills
  - c. More creativity
  - d. Embrace 21<sup>st</sup> century opportunities

## **Part Two: Questions and Answers**

The following were questions directed to the team during the dedicated questions and answers section of the session:

**Question 1:** How will repeat offenders be handled? (In regards to students that continue to end up in the 'Reflection Room' for behavior problems).

**Answer:** Invite the child's grown-up or whoever is the particular child's guardian in for a meeting and depending on the situation share the information with the discipline review team. Also, a discipline plan is written for them (for the student), for example (of an item/strategy included in the discipline plan), provide a cushion/stress ball to help the student with anger and other issues. Tweaks will be made to the discipline plan as they are needed. Also after a grown-up/guardian is brought in, this tends to lessen the child's issues.

**Question 2:** What is happening with the child's safety when school lets out at the end of the day, because when they are let out of school and parents don't get there on time to pick them up, we are afraid of the students running/being outside without supervision? What is being done about this issue of children being let out into the street after school is out?

**Answer:** When the school day ends and children are let out, they are guided to wait for whoever is picking them up at the lunch benches. Kindergarten students are never unsupervised, or allowed to leave school grounds alone. The older kids are given a choice: a) go



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to the yard or b) go wait in the office. Some kids say that their parents get annoyed and don't like them to wait in the bench area because they cannot hear them when they arrive and are outside honking. There is no district policy and/or system to address this issue.

**Follow-Up Question:** I see kids running across the street and I don't see any adults or staff looking after them when they are let out after school hours. How will this be addressed?

**Answer:** Unfortunately, we (Coliseum Street) do not have the resources to look after kids on the street when they're let go. We do have an after school program and they can go in and out and that allows them to wait for someone to pick them up. It would be great to have someone there to look after the kids, but we simply don't have the resources to have someone outside during this time.

**Comments from other parents in relation to this:**

- This is something that we need to add to our 'parent wish list.'
- This is a clear opportunity for volunteers (parent volunteers).

**Question 3:** Can you explain to us the role and effect of the second step program?

**Answer:** The second step program is a social and skill building program provided by the district. It is a very organized program that implements some of its components (programmatic components) through weekly themes. For example, one of the themes that they can have is teaching kids how to recognize facial expression and how to respond accordingly.

**Question 4:** How do you bridge the gap between what is being taught in the classroom and supported at home and all the other student concerns?

**Answer:** The plan will be tailored to student needs. It addresses different behavior issues and will take into consideration the social space and skills that are taught at the kids' homes.

**Comment:** Kids come home and tell us (parents) what they are being taught in school. For example, my daughter came home after they were taught about the 'space bubble' and told me: "you're in my space mommy."

**Comment/Suggestion:** Parents should be given 'a heads up' about what kind of things our children are being taught so that we can continue it at home with them.

**Response:** A newsletter/flyer will be sent out about what is being taught.



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## Session 3 Report – Participant Feedback Form Responses

### PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

The feedback forms were collected and the ratings per section were tallied while at the same time all the written comments/feedbacks were recorded and themed when appropriate. ***There were a total of 16 forms collected.***

1. Student Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	1	8	3	3
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	1	4	7	3
TOTALS PER COLUMN	2	12	10	6
<p>Session participants included statements which questioned the actual strategies the school is intending to use to meet proposed plan's goals:</p> <ol style="list-style-type: none"> <li>Specifically, what steps will be taken to help ALL students and bridge the gap between the students who are not proficient, who are proficient, and who are above proficient?</li> <li>The school plan is foolish because the school has not and will not try enough to follow plans. They have not tried their very best implementing or obtaining many resources to help the school. The staff is lazy when it comes to the structure of this school.</li> <li>More info needs to be provided as to how the vision will be accomplished or achieved.</li> </ol> <p>Other comments:</p> <ol style="list-style-type: none"> <li>We need help in Spanish in the office.</li> </ol>				



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<b>2. School Vision</b>	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	1	3	7	2
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	0	5	5	4
<b>TOTALS PER COLUMN</b>	1	8	12	6

Session participants included statements about the shortcomings that they see in this plan:

1. The plan is in place, but there is no goal within it when it comes to the school staff.
2. I feel that this section of the plan is not giving a clear view of what the atmosphere will feel like once the plan is implemented.

Other comments:

1. We need to be more attentive about the school reports (like the School Report Card) for the sake of the development of the children.
2. I would like for there to be some kind of video surveillance system so that there can be more control over and avoid some things/behaviors (i.e. vandalism, fights) that have occurred in the past. I would also like to see everything that was talked about come to fruition.
3. I find teachers at Coliseum to be very open and welcoming to parents including myself, but office personnel needs to work on their attitude with parents and on their phone manners.

<b>3. Student Performance: Where is the School Now?</b>	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	1	5	3	5
The writing team identified areas of concern where growth is needed.	1	3	6	4
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	1	1	7	5
<b>TOTALS PER COLUMN</b>	3	9	16	14

Written feedback from participants on this section:

1. My expectation of this plan following through is very low.





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<b>4. School Turnaround: School Plan Priorities</b>	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	1	4	7	2
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	2	4	6	2
The writing team identified various strategies that will be used to ensure the success of students.	1	1	10	2
The writing team identified support that is needed for their faculty and staff to turnaround the school.	1	1	10	2
<b>TOTALS PER COLUMN</b>	5	10	33	8

Written feedback from participants:

1. I am hopeful that everything that was talked about in these meetings and outlined in the plan by the writing team comes to fruition and does not just become commentary. We need this to actually happen for the betterment of our children and the school.
2. My expectation of this plan following through is very low.
3. I did not see anything referring to identifying support that is needed for the faculty and staff to turn around the school.
4. Coliseum needs to put together some incentive for more parents to be involved. This is the only way for every kid to perform at a higher grade level.