



SESSION 2 REPORT – SCHOOL PLAN PRIORITIES

NAME OF SCHOOL: FLOURNOY ELEM.

DATE OF SESSION 2: 10.9.12

NAME OF ORGANIZATIONREPORTING: Pathways

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.12.12

• 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 (2) points of interest of the report. Participants were most interested in knowing how to interpret data, wanting to have more data to better inform them, and understanding how data can provide improvements for their school and child.

- Narrative “quotes” from the small group discussions and presentations
 - “I want to look for ways to be more informed about our children’s performance.”
 - “I want to find out the concerns of the remaining %’s of students not performing at grade level.”
 - “Out of a possible 23 AYP requirements, we passed 19. What are the requirements that we did not meet?”
 - “While we improved in both ELA and Math (AYP), we were below the district’s average.”
 - “Our African American, Special Education, and EL students need more help. There are delays in their learning.”
 - “There is a big drop in the ELA from last year...”34% to 19%
 - “Having this information helps us to help our children.”
 - “Students need to learn and apply multiplication, Algebra 1&2, and Geometry.”

II. School Plan Priorities Brainstorm

Participants agreed that communication is vital to the school making improvements. There was no central theme by participants in this activity – comments and thoughts ranged from providing increased academic and developmental support to students, proper implementation of IEP goals & objectives (following the actual IEP document in terms of services provided), re-teaching concepts in Math to students who are unable to grasp and apply information.

- There should be more intervention program and activities for EL students in the areas of reading and writing.
- There should be no combination classes
- After school tutoring and summer school
- More attention by school administrator when issues occur. A communicated structure that articulates how problems will be addressed and solved in timely manner.



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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 Flournoy can achieve with greater success. Parents stated that they “demand” no combination classes. Participants were able to identify specific areas of need and concern that focused on academic achievement: **“We request that the school provides extra assistance for students with special needs. “We request that the school provides classrooms aides to assist teachers and students.”**

A re-occurring statement that participants stated was that the site administrator be more proactive in solving daily student disturbances and communicate with parents in a timely manner (when reporting on investigations).

There were (5) central themes to this section: Academic/Instructional Support, Operational Support (safety and supervision), Parent involvement, Communication, and Other items.

• **Academic/Instructional Support**

“Push our students . . .”

- More traffic signs in front of the school for safety
- Hold onto good teachers
- Provide summer school.
- Provide the same academic support and high expectations as you do for Magnet students for all students.
- Provide enough students materials.
- Teachers should ensure that all students are learning and understanding what is being taught
- Parents should be helping with homework and difficult academic subject.
- Provide morning and afternoon tutoring.
- Increased assist in Math (helping students to understand concepts and applications).
- Increased reading and writing programs.
- Teachers that motivate students.
- More field trips to museum etc. (instructional)
- Increased support for students and teachers with special needs.
- Provide assistance to students mastering skills.
- Implementation of IEP goals/objectives – following proper procedures
- Reduction in staff turnover.
- Assessing learning styles of students.
- Flexibility in students’ learning styles.
- Academic-based after school activities.
- Incentives for good behavior – set high student expectations

• **Operational Support (safety & supervision)**

“5th grade students are supervising the younger students. We would like to be here for our students. Where are the teachers . . . we have mentioned this but no changes. I would like to know why this happens.”

- More security during lunch
- More traffic signs in front of the school for safety
- Provide a clean school.
- Provide increased school safety with installing lights and cameras



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- **Parent Involvement**

“Help provide more training for us so that we can help our children.”

“Always the same group of us . . .Most parents just drop off their students. We want Flournoy to be the best.”

- More information on parent trainings – in order to help our children.
- Increase active parent involvement

- **Communication and Structure**

One reoccurring statement/feeling that participants expressed was that site administration was not responsive to parents when dealing with student behavioral issues.

- More immediate attention by the Principal when issues occur
- Implement reward system for teachers/staff members who set provide evidence of high teaching standards.

- **Other Items**

- Provide discipline and respect for all students.
- School admin. to accept and solve learning styles.
- Implement career days



Session 2 Report – Dialogues with Planning Teams

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Dialogue One – Dialogue between first Planning Team and participants

Planning Team One Name: Principal & Resource Teacher

The Principal, Mrs. Brown welcomed participants to Flournoy. Mrs. Brown listed achievements made by the school as measured on 2011-12 CST. From the data shared, Mrs. Brown recommended that the whole school implement the Magnet-type program. The characteristics and data of the Magnet indicate that both students and teachers take exhibit increased accountability and higher expectations. “They see themselves as being able to achieve.”

The information provided to participants was taken directly from The Public Choice School Plan Guide – Section 4. There are (4) top priorities:

1. School Choice
2. Discipline and Character Building

Mrs. Brown: “Building ‘Character’ and ‘value’ traits. We will be sending the theme of the month traits. Being trustworthy, making appropriate decisions etc.”

“Suspensions have decreased. The mind set of students have to change. They have to end inappropriate behavior(s). We need a ‘value changing” program. We need to update our schools-wide positive support plan. There are problems/ issues in the home that have ‘carry-over’ effects at school.

3. Language Arts Instruction
4. Math Instruction

“We are emphasizing small group instruction.”

Mrs. Brown: “. . . no dittos. Only teaching with fidelity.”

Parent: “Great Math teams have been let go from school . . .”

Mrs. Brown gave (4) implementation strategies that will assist with achieving priorities:

1. Theory of Change
 - a. Identify a problem
 - b. Select a solution
 - c. Implement the solution
 - d. Change should happen
2. School Wide Positive Behavior Discipline Plan
3. Professional Development Learning Communities
4. Cognitive Coaching Model
5. Data Dialogue
 - a. Asking critical question as to measure student’s successes and challenges



Questions & Answers:

Parent: “How will the fidelity of the teacher be reflected?”

Mrs. Brown: “You should see it when you talk to the teacher and in your student’s work.”

Parent: “My daughter is taking too long to do the homework. What happens if students are having difficulty with homework? The teacher says she’s fine. I ask the teacher every day and she tells me that she is doing fine . . . but when she gets home, she is still struggling.”

Mrs. Brown: “If you are noticing that your child is having difficulty . . . that is a way of saying your child is having difficulty. It’s up to the teacher to differentiate the homework . . . If the homework is too hard, the teacher should adjust it to fit the needs of the child’s ability.”

Mrs. Brown continued: “You should support your child. The homework is for our child.”

The parent repeated her statement/concern

Mrs. Brown: “If the teacher says that she is fine, then you need to ask about specific areas. Where she might be struggling . . . The best way to assist them is to provide an environment suited for learning. Homework is not ‘new instruction’ (meaning, homework is previously taught and learn information).”

Parent: “I want to come into the classroom, but there is a time limit.”

Mrs. Brown: “You are free to observe as long as you want, as long as there are no interruptions during instruction.”

Parent: “Are students being taught according to their learning style? We need help with this as parents.”

Mrs. Brown: “That is something that we can have a parent workshop on.”

Parent: “I believe that teachers are here to educate and respect my child. Not to hit students.”

Mrs. Brown: “We are obligated to report incidents. If you child is experiencing that, he needs to report that.” (The Principal thought the parent was talking about a *student* hitting her child. The parent was talking about a *teacher* hitting her child).

Parent: “We need workshops for parents to help us be able to help our children. I understand how I was taught. But it’s different from the way children are taught today. It differs from country to country.”

Mrs. Brown & Resource Teacher: “Last year we provided workshops on these issues. ELAC & SSC provides ideas for workshops . . . but we need more parents who can provide more information to us in order to make a difference.”

Parent: “We need more attention to lunch supervision. There are too many students taking food that they do not want. We need someone to tell or suggest to students to not take certain items.”

Mrs. Brown: “Our students so waste a lot of food. Our new menu suggests that students do not take/like certain items – when this happens we have food wasted. Volunteers are welcomed to supervise.”

Parent: “Can we have a mid-year evaluation for our students how are not at grade level?”

Mrs. Brown: “We’re not waiting until mid-year. The key is early detection. Teachers have been providing after school tutoring. There are doing is this unpaid.”

Parent: “There are many positive things happening at Flournoy. We should appreciate all of the things that the school has done.”