



Session 1 Report – Student Vision

NAME OF SCHOOL: 153RD ST.

DATE OF SESSION 1: 9.25.12

NAME OF ORGANIZATION REPORTING: Pathways

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.4.12

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: the development of the students' character, strong academics with a concentration in Math and Reading, and study habits.

Character Development

The participants acknowledged that in order to achieve high academic rigor students need to have a component of character development. One participant offered the following comment about this need for the vision: **"I want my child to respect others and to have great citizenship (be a great friend to others) at school. I want her to be diligent and to always finish her homework and reading assignments from school. Her character will reflect a dependable, responsible, and trustworthy young woman by always turning in her assignments."**

Another participant expressed her feelings about this need for the vision through the following comment:

"Quiero que mi hijo sea más fuerte. Y pueda superar cualquier obstáculo que se le presente. Y sea una persona lo suficiente preparado para tener un mejor futuro." (I want my son to be stronger, and to be able to overcome any obstacle that he may encounter. I also want him to be sufficiently prepared so that he may have a better future). The rest of the comments and written feedback under this theme were as follows:

1. Tenga sus propias decisiones que tenga facilidad de aprendizaje que a lograr todo lo que se proponga para esto con ayuda de sus maestros y padres para que se enfoque en los estudios
(That he be able to make his own decisions and be able to learn without difficulty so that he can achieve everything that he chooses with help from his teachers and his parents so that he can concentrate on his studies)
2. Que aproveche más oportunidades que se le presentan y que actué con responsabilidad y con respeto que es lo importe para llegar hacer ser una gran persona.
(That he be able to benefit from more opportunities that are presented to him and behave responsibly and respectfully since this is what matters, so that he can become a great person).
3. Ser responsable. Poner atención en clase. Respetuoso.
(To be responsible; To pay attention in class; To be respectful).
4. Que desarrollen todas las habilidades que más les guste. Para ser unas personas positivas. Buscar la ayuda adecuada para su éxito en su futuro.
(That they develop the skills that they most enjoy. I want them to be positive people. I want them to seek the appropriate assistance so that they can be successful in the future).
5. Responsible and friendly.



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6. Que se desenvuelva solo. Que venga todos los días a la escuela
(That he develop independently. That he go to school every day).
7. Quiero que aprenda a ser responsable y respetuoso con los demás y que salga lo suficientemente preparado.
(I want him to learn to be responsible and respectful towards others and that he end up sufficiently prepared).
8. To be prepared. To listen and be obedient and always be helpful to others. Love one another. Be courageous in speaking.
9. To gain the knowledge to interact with other people.
10. Believe in yourself. Be confident.
11. Que sea compasiva, respetuosa, honesta.
(That she be compassionate, respectful, honest).
12. Mantener una mente abierta.
(To keep an open mind).
13. Respect other's ideas.
14. Que en la escuela aprenda no solo cuestiones académicas sino valores para ser un buen ser humano
(That at school she learns not only about academics, but also about values related to being a good human being)

Strong Academics

This theme was repeated by all groups of participants as reflected by the number of comments and the types of comments expressed. One participant expressed this need in the vision by stating: **“Yo quiero que mis hijos cuando terminen el grado tengan mejor racionamiento y desarrollo mental en todas las materias y que sean mejores personas respetando al país y a su nación y a las personas.”** *(I want my children to have better thinking skills, and develop in all the subjects. I want them to be good people and to love and respect their country and all people).* Another participant also stated the need for the group to include this statement into the theme:

“I want my child to know how to read and understand what she is reading. I want her to know math each and every step. Take pride in her work at all times. I want my child to be able to work with other kids.”

The rest of the statements describe this need to include strong academics with an emphasis on reading, English and Math development. The comments and written feedback are as follows:

1. Yo quiero que sean profesionales en el trabajo y para eso necesitan esfuerzo, en ingles Matemáticas algebra y todas las materias que las instituciones ofrezcan A+ para graduarse.
(I want them to be professional at work, and for that they will require support in English, Math, Algebra, y all other subjects that the institutions offer A+ to graduate).



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2. Que se gradúe de la Universidad, que sepa lo que quiere, aceptar consejos. Que se sienta feliz de lo que hace para que se desenvuelva mejor.
(That he graduates from the university, that he knows what he wants, and be able to accept suggestions. That he feel happy about what he does so that he can develop better).
3. Para mi hijo quiero lo mejor para su educación quiero que algún día se gradúe del universidad.
(For my son I want the best for his education, I would like for him to someday graduate from the university.)
4. Escribir ensayos *(Write essays).*
5. Practico vocabulario para extenderlo. *(To practice and develop his/her vocabulary)*
6. Habilidad de comprensión. *(The ability to comprehend).*
7. Good writing skills like making (writing) letters or any kind of correspondence.
8. Que este al nivel de su grado en lectura, comprensión y pueda comentar acerca de lo que leyó.
(That he is at his grade level en Reading and Comprehension, and that he is able to comment on what he has just read.)

Study Habits

This theme was a strong subsection from academics. Participants emphasized how important this aspect was to be successful in academics that it merited its own section. One parent expressed the sentiment for this theme in this manner: **“I want my child to be a focused listener. So she can interpret what she hears and apply it to her school work. I want him to have a passion about learning, and stay enthusiastic about school, to take pride in all she does and let it reflect in her study habits.”** Another participant succinctly put the focus on the theme by stating: **“Que le guste estudiar.”** *(I would like for him/her to like studying).* The rest of the comments and written feedback about this theme were as follows:

1. Darle confianza al niño para que haga su trabajo bien
(Encourage him so that he does his work well).
2. Que vengan diario ara escuela y que aprendan que sean responsables con sus estudios.
(That they go to school daily, and that they learn and to be responsible with their studies).
3. Tomar exámenes.
(Take tests).
4. Study during free time.
5. Saber cómo administras su tiempo.
(To learn to manage his time.).
6. Que mi hijo enfoque en lo que está aprendiendo y que sigan como ahora como en lo académico en su disciplina.
(That my son focus on what he is learning, and that they continue as they have until now, not only with regards to his academics, but in the area of discipline.)



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Other

There were other comments that did not fall into the main themes but nonetheless were included into the vision for the students at 153 Street Elementary.

1. Have parents who are involved in their education. Push them to strive and succeed.
2. Keep yourself involved in doing things (busy)
3. Having good roles models. Good friends (influence). Ask for help when help is needed. Be pushed to doing things and do well in school.



Session 1 Report – School Vision

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DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.1.12

During the breakout groups, the parents, students, and community members that participated in the activity shared what their vision of the school is thorough written comments, discussion, and annotated written data.

The main themes for the vision of the school were: Good responsible teachers, Programs and activities that support student learning, and a system of communication that is understood by all.

Good responsible teachers

There were many comments that lead to the inclusion of this main theme that indicated a concern over the issue of teacher attendance. Many participants commented on the absenteeism of teachers and how that affects the students. One participant shared the need to: **‘Tener maestros capacitados para ayudar a los niños en su aprendizaje asegurar la asistencia de maestros, seguridad en la escuela mas actividades para los niños tutorial en la escuela.’** *(To have skilled teachers that can help the children learn, ensure that the teachers attendance, better security in the schools, more activities for the children, tutorials in the school.)* Another participant put the whole theme in context by stating: **“I would like for my school to have more accountability for the teachers. The school should do their best to make sure that their primary teachers are the in class to teach. We need fewer substitute teachers. We also need for the state of California to put more money into school programs to eliminate work furlough days and minimal supplies for the students.”** The rest of the comments expressed the need for accountability and responsibility in the classrooms via these feedback points:

1. The school needs to be consistent in order to help build children’s self-esteem, character, and learning habits.
2. Mas motivación para que ellos estudien. *(More motivation for those that study).*
3. Que hayan más maestros. *(More teachers).*
4. Have good teachers that care for them. Teaching them good skills.
5. Ponerles como homework (tarea) leer y preguntarles que entendieron.
(Assign them homework in which they read and are asked what they understood).
6. Ayuda adicional aparte de los maestro como asistentes, de maestros.
(Additional help from others besides teachers, like the teacher’s assistants).
7. Yo de la escuela quiero que el personal sea más responsable en su trabajo. Que les ponga más atención. En su educación que ayuden a los niños que von mal.
(As far as the school, I would like the personnel to be more responsible in their duties. They should pay closer attention. They should be more helpful to the children that are struggling).



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8. Para una escuela exitosa es que sea una escuela más responsable.
(In order for a school to be more successful, the school must be more responsible).
9. Supervisiones de la educación de niños académica. *(Supervision of the academic education of children).*
10. Que tenga maestros que amen su profesión y tengan el objetivo de ayudar a los alumnos.
(That the children have teachers that love their profession, and that their objective be to help the students).

Programs and Activities

Through comments and feedback, participants expressed the need to address the addition of programs and activities supporting the academic achievement and learning processes for the student. One participant commented the need of: **"Tener mas reuniones con public school choice para mejorar la escuela" (have more meetings like Public School Choice so we can better the school)**. Another participant offered the following comment in support of more programs to assist in academic achievement by stating she wanted the school to: **Que ofrezca tutoria INMEDIATA para aquellos estudiantes que vayan un poco atrasados. (To offer tutoring IMMEDIATELY to those students that are behind)**. The rest of the comments express this need to add more programs and activities:

1. Ira la biblioteca *(To go to the library)*
2. Good programs- after school programs for the kids in kindergarten
3. Colocar a los niños de acuerdo a su nivel de destreza y capacidad de educación no afectando a ningún niño de su grado que la escuela distinga a los niños.
(That the children are placed according to their skill levels and abilities so that no other child is hindered, that the school differentiates the children).
4. Provide more activities for students. Kids should feel safe and happy to go and be at school.
5. Paseos particulares a la biblioteca. *(Special trips to the library).*
6. I want my grand-child to be involved in every activity at home and at school if possible.
7. Support in the transition from the 1st to 2nd grades
8. Tener mayor enseñanza respecto al aprendizaje tener más frecuencia de evaluación para saber la ayuda que ocupa.
(More instruction regarding learning (sic), an increase in the frequency of evaluations so we can know what kind of help the student requires).
9. Que cuente con el material y la tecnología de punta para facilitar el aprendizaje de los niños.
(That they have the appropriate materials and technology so as to facilitate learning for the children).
10. Que mi escuela aporte a cada salón material instructivo para que los niños tengan con que trabajar en las proyectos que les pide la maestro.



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(That my school provides every classroom instructional material so that the children can have what they need to complete the projects assigned by the teacher).

Communication

Participants did not know how to gain information from the school. Their inclusion of this theme for the vision of the school was due to the participants' self-identified need to gain knowledge of how to seek and find school information. A quote from a participant exemplifies this need: **"The school needs to have a better communication model. Sometimes parents find things out at the last minute. Some solutions –Use e-mail, send out letters in advance, and a planning calendar online."** The rest of the comments and feedback points validate this theme:

1. Comunicación abierta y permanente entre padres y maestros
(Open and constant communication between parents Andrew teachers)
2. Quiero que mi escuela tenga mucha comunicación entre maestros y alumnos y padres.
3. *(I want my school to increase the communication between the teachers, the students, & the parents).*
4. Trabajo todos juntos. *(Everyone should work together).*
5. Que también nos den la asesoría. Para como poder ayudarles y también que nos pudieran dar clases para poderles ayudar.
(That they provide training & classes for us so that we can help them).

Other

These other comments reflected a need to include other points to the theme such as safety and cleanliness. These comments and feedback were as follows:

1. Supervisar a los niños, porque siempre hay otros niños que les pagan.
(Supervise the children, because there are always other children that hit them)
2. Safety in and out of the school premises for all students.
3. I welcome any good ideas and advice
4. Seguridad en la escuela par a los estudiantes around the yard. *(Safety of the students in the school around the yard)*
5. When parents ask for help there is intervention right away.
6. Clean bathrooms, more help in the classrooms and sports for students
7. We need the school to be a good place for the kids to feel very good safe and nurturing.



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8. Fewer students in each classroom.
9. Que nuestra escuela sea segura. Para nuestros hijos y que tenga. Éxito para que pueda sobresalir y que haya disciplina y que este sobre todo limpia. Que haya voluntarios para todos los niños en general no nada más para. *(That our school be safe for our children, & that they (my child) be successful so that he can excel, and that there be discipline, and that (the school) be clean).*
10. Sus propios hijos y que les aporten el material que necesiten para aprendizaje de los niños. *(Their own children (sic), & that they provide the materials that the children will need for learning).*
11. Que sea una escuela limpia. *(That the school be clean).*
12. Que mi escuela sea segura. *(That my school be safe).*
13. Que tengan más ayuda en su grado, porque muchas veces ellos no entienden cómo hacer su trabajo motivarlos todos los días para que ellos estén felices yendo a la escuela. *(That (the children) receive additional assistance because often they do not understand how to do their work, motivate them every day so that they can enjoy going to school).*



Session 1 Report – Dialogues with Planning Teams

NAME OF SCHOOL: 153rd

DATE OF SESSION 1: 9.5.12

NAME OF ORGANIZATION: Pathways

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

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10.1.12

There was one Planning Team for 153 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.

Principal Willis welcomes and introduces herself to the group. She states that she represents many people including teachers, Special Education, English Language Development (ELD), PTA, School Site Council (SSC) etc. Mrs. Willis states that she has been listening and taking notes from the breakout groups and appreciates their comments. She is aware of the teacher/students attendance issues, and that she will be communicating to teachers later in the day those concerns regarding professionalism and accountability.

There can be several cross curricular lessons taught and learned throughout the school – math skills on the playground. Mrs. Willis stressed the need for students being college and career ready - That all students should be good citizens, and that all stakeholders must have a voice. Teachers use data and outcomes as the sole means to drive instruction. Learning objectives should be visible to the principal and others to observe ... And that differentiated instruction should be planned for and used to meet the needs for all students.

Communication is an important element in maintaining school relationships. That being said, the school uses a variety of ways to communicate to all stakeholders. The calendar is uploaded regularly on the schools' website (but Mrs. Willis will check to be sure).

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:

Comments, Questions and Answers by Principal Willis and 153rd Parents

1. Mrs. Willis shared some points about communication with parents by stating that it must be:
 - Clear
 - State time, purpose, outcomes
 - Community Outreach
2. Mrs. Willis will change the time of meetings to accommodate parents and community – perhaps having students perform.
3. Participant Question: How is information given out? There was some confusion as to how and when this happens. Answer: Through a Website and Posting of meetings.
4. Participant Question: “How are TAs used? **Answer by the Principal:** “Currently 153rd has 3 TA’s. They are used both in the classroom and at times on the playground.”



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5. Comment: There is great need to have volunteers to support Kindergarten. K- Students play on the yard according to “zones”. Play zones are grouped by grade levels.”
6. Participant Question: “How would you grade a teacher who is not a good teacher?” **Answer by the Principal:** “The new teacher evaluation process would assist me in letting a teacher go. Unfortunately for me... I have a way of encouraging others to go into another career.

Other Concerns that participants shared with the school Principal were:

- Teacher and students attendance rates
- Low achievement
- Fully credentialed teachers (highly qualified, and not effective)
- Communication with parents

Principal Willis continued to share the following in an informal dialogue with the participants:

- “I was asked by the Superintendent to come here. Now I see why... Please know that there is confidentiality. This school has to be as good for my child as it is for your children.”
- “Attendance issues motivate me to make this a priority. Don’t let my smile fool you.”
- “You can always e-mail me, walk in, and make school appointments. I respond in the timely manner.”

Mrs. Willis shared on the issue of parent involvement:

- “Right now we only have a few parents . . . Increased involvement? Well parents come into for students’ performances, food etc.”

Parent Comment: “That’s ridiculous that you have to do this!”

Principal Willis: “That’s where we are. Changing the time, and adding food, and student’s performances . . . I just appreciate who is here now.”

Parent: “We need communication to parents.”

Principal: “We currently have information on our website. I will recheck to see if it’s online and current. There is also a calendar of monthly events. How would it look if we changed the time of meetings (open ended question)?”