



## Session 1 Report – Student Vision

**NAME OF SCHOOL: WOODCREST ELEMENTARY**

**DATE OF SESSION 1: 10/11/12**

**NAME OF ORGANIZATION: BUILDING SKILLS PARTNERSHIP**

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: DANIEL PAREDES**

**DATE THIS REPORT IS COMPLETED AND SUBMITTED: 10/15/12**

The Student Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout. During the group exercises, parents were asked to create the vision for their student. They expressed for their student vision they wanted their students to possess the following characteristics and/or abilities: *Mathematics and Reading/Writing Comprehension, Aspiration for Academic Success, and Development of Character.*

### **Mathematics and Reading/Writing Comprehension**

Many of the participants expressed that they would like their children to be competent when it came to mathematics, reading and writing. They expressed that it was really important for the students to understand these subjects. A parent commented, **“My child needs a lot of help with writing and math”** and a student wrote, **“I need a lot of help with math.”**

Other comments included:

- A parent wrote, **“Read, write, do math at grade level”**
- Many parents felt that their students needed more help with math and writing. One parent wrote, **“I want my child to write well, to be able to recognize numbers and letters.”** Another parent wrote, **“My child needs help with math especially with division and subtraction. Also he needs help with writing, he doesn’t know how to write a sentence.”**
- Several parents articulated that they would like their students to understand what they were reading, one parent wrote **“For my daughter to comprehend what she reads.”**
- A parent wrote, **“To be focused while Reading to be able to comprehend.”**
- Another parent wrote, **“To be able to solve word problems.”**
- One parent wrote, **“Be better at math. I test my kids to find out what kind of subject they need help in.”**
- Another parent wrote, **“My child needs a lot of help with writing and math.”**
- A parent wrote, **“I need for my daughter to be competent and understand everything she is doing for her future.”**

### **Aspiration for Academic Success**

Participants stated they would like their students to aspire for academic success. They wanted their students to create and meet goals, manage their time well, and have an all-around desire to be successful. A parent wrote, **“For my students to build the habit of reading”** another wrote, **“To love the learning process, keep an open mind to be able to learn.”**

Other comments included:

- Several parents mentioned that they would like students to have **“Better time-management.”**



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- One parent wrote **“For [my student] to have no limits.”**
- A parent wrote, **“Finishes whatever she starts.”**
- Many parents wrote that they would like students to have dreams and goals. One parent wrote, **“To be able to reach his/her goal.”**
- A parent wrote, **“To learn the learning process.”**
- Another parent wrote, **“To have a vision of excelling.”**
- **“Help for my daughter to create a space to do homework.”**
- One parent wrote, **“Focus on reading.”**
- Another parent commented, **“To have a vision to continue studying to have a better future.”**

### Development of Character

During the exercise, participants expressed they would like their students to have great moral character. They added that they wanted students to be respectful, responsible, and confident individuals. Parents wrote that they wanted students to **“Be good role model”** and **“respect others.”**

Other comments included:

- A parent wrote that they wanted their student to be **“Respectful and law abiding.”** Another wrote, **“Respect the law”**
- One parent wrote, **“For my girl to be responsible, reliable, friendly, compassionate, and respectful.”**
- Many parents articulated that they wanted their children to have good self-esteem and **“Love himself/herself the way he/she is”.**
- A parent wrote, **“Respect other cultures.”**
- Several parents wrote that they wanted their children to take on leadership roles one parent wrote, **“I would like for my daughter to be a leader.”**
- One parent wrote, **“To be a volunteer in the future.”**
- A parent wrote, **“Think before you act.”**
- One parent wrote, **“To know how to face his/her community, since it impacts his/her school performance.”**

Additional comments:

- Talk and express his/her needs
- Not afraid to ask questions if they don’t understand.
- To be able to talk in front with confidence.
- Exercise and play sports.
- For my child to get a head in all areas of learning
- Psychological support
- A student wrote, **“Im a child who needs a lot of help to pass the first grade.”**
- Perform at grade level.
- Understand instructions
- Ability to solve problems
- Several parents articulated that they would like for their children to communicate bilingually, writing, **“My child only speaks English”** and **“I need for my child to speak more Spanish because I cannot communicate with him”.**



# Session 1 Report – School Vision

**NAME OF SCHOOL:** Woodcrest Elementary School

**DATE OF SESSION 1:** 10/11/12

**NAME OF ORGANIZATION:** Building Skills Partnership

**NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION:** DANIEL PAREDES

**DATE THIS REPORT IS COMPLETED AND SUBMITTED:** 10/15/12

The School Vision was created by compiling information gathered in the small group activity, discussions, and notes taken throughout. During the group exercises, parents were asked to create the vision for their school. Parents stated for their school vision they want to see the following components (in no particular order): *Safety/Security, Parent Engagement, Teacher Competency, and Support Services.*

## Safety/Security

A major concern for the parents was the issue of safety and security. One parent wrote, **“We need personal security that pays more attention to the children.”** Several participants articulated that there was a cleanliness problem at Woodcrest Elementary. One parent commented, **“My daughter does not want to come to school sometimes because the restrooms are dirty”** another wrote, **“We need more personnel at the cafeteria and the restrooms to clean and supervise.”**

Other comments included:

- Many parents wrote that they were concerned about the lack of shade in the play areas. One parent wrote, **“More share in the yard when children are playing.”**
- Another parent wrote, **“There is a fear of being harassed in our community. We want supervision in our community because we need to lower bullying.”**
- Many parents were concerned about the safety of their children in the school yard. One parent wrote, **“More supervision in the cafeteria and yard”** another wrote, **“More security in the yard and outside the school.”**
- A parent wrote, **“Other children bother my daughter.”**
- Another parent wrote, **“[My student] no doesn’t want to go because other children fight with him.”**
- Several parents commented that classes were too overcrowded. One parent wrote, **“Classes are too full.”**
- Parents were concerned that the older students would bully younger student. One parent wrote, **“My daughter doesn’t want to come because older children hit the younger ones, they make fun of them, and they don’t let them use the restroom.”**
- One parent wrote, **“My son is worried about a ‘lock down’, lack of safety bothers him.”**

## Parent Engagement

Many participants in the session voiced that they wanted more access to the school, teachers, and staff. They articulated that they weren’t given access to come on to the campus until certain hours which meant that they would have to wait outside for long periods of time. One parent wrote, **“Allow parents on campus after school so parents won’t be waiting at the gate too long. The streets on 109<sup>th</sup> get very congested”** another parent wrote, **“To allow parents on campus between 7:30am-8:00am to help with coverage.”**

Other comments included:

- One parent wrote, **“For teachers to be more accessible.”**
- **“More parent volunteers to help manage classroom better.”**



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- Another parent wrote, **“When a parent comes to the office to talk about a problem there is no attention from the staff.”**
- One parent wrote, **“To have more communication with parents and teachers.”**
- A parent wrote, **“Staff should let parents know when another parent will be participating in a school activity.”**
- Another parent wrote, **“To communicate information in Spanish for the parents.”**
- One parent wrote, **“We want the parents, teachers, and students to come together to make a difference.”**
- A parent wrote, **“Teachers need to address behavioral problems to parents and find a way to change it.”**

### Support Services

During the small group exercise parents wrote down that they would like the school to provide more services that would help both students and parents. One parent wrote, **“Have childcare during school meetings”** another parent wrote, **“Have tutoring for the students.”**

Other comments included:

- A parent wrote, **“Childcare so that the parents can go to English classes.”**
- Another parent wrote, **“To tend to the needs of each child.”**
- One parent wrote, **“I would for you to get my boy to go to high school because I do not speak English.”**
- Another parent wrote, **“Implement a system of ‘walking to school safe’.”**
- A parent wrote, **“Good afterschool programs.”**
- Several parents commented on the status of after school programs. One wrote, **“After school program to include some sort of art.”** Another parent wrote, **“The after school program should be restructured to include more fun activities.”**
- Several parents wrote that they would like for there to be more tutoring.
- A parent commented, **“For there to be a bilingual psychologist and a social worker to help parents and children.”**

### Teacher/Staff Quality

Participants mentioned in during their small group discussion that they wanted Woodcrest Elementary to have quality teachers. One parent expressed, **“I want for them to help the children in Special Education because they are also intelligent and they only need the help of teachers with special training”** and another wrote, **“For teachers to be patient with children and be okay.”**

Other comments included:

- One parent wrote, **“To no yell at children.”**
- Another parent wrote, **“More training for office and yard supervision personnel.”**
- A parent wrote, **“For the school to have a registered nurse”**
- One parent wrote, **“[My student] does not want to come because the teacher yells a lot.”**
- A parent commented, **“For teachers to teach well.”**
- Several parents mentioned that they would like teachers to be punctual. One parent wrote, **“For the teachers to be in the classroom teaching at 8:00 in the morning.”**
- Another parent wrote, **“Teachers are very irresponsible.”**



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- A parent wrote, **“For teachers to focus more on helping students.”**

### Additional comments

- No discrimination.
- My daughter doesn't want to go to school because she doesn't like the food, it doesn't sit her well.
- Many parents wrote that they would like the school to implement a uniform system. One wrote, **“Wear uniforms for the children to be more formal at school.”**
- Many parents commented that they would like there to be a healthier menu implemented in the school.



## Session 1 Report – Dialogues with Planning Teams

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**DATE OF SESSION 1:** 10/11/12

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### Dialogue between Woodcrest Elementary planning team and participants

This planning team discussion was led by 5<sup>th</sup> grade teacher Mr. Kelly. He shared Woodcrest Elementary principal and teacher's vision for the school with participants and opened up the discussion for any additional questions/comments from participants afterward.

1. Mr. Kelly went into detail showing percentages and statistics reflecting where the students stood after taking the proficiency exams, one parent asked, **“Why are only some of the students taking these tests? I heard only 90% of students took this test.”**  
Response: 100% of students take proficiency exam. I can assure you that every single 5<sup>th</sup> grader took the exam.
2. A number of parents commented that student character development needs to start at home. They mentioned that parents have to be positive role models for their children. One parent said, **“Parents need to educate the child at home. We need support from other parents in disciplining their children. Parents need to motivate their children saying ‘you can’.”** Another parent said, **“We as parents need to dedicate more time to help students and take responsibility.”**  
Response: We understand that there are parents that have unconventional schedules (working late shifts, double shifts, etc.). As staff, we have to come up with a plan that teaches students to work independently. We need to be culturally relevant and understand the needs of each student.
3. Several parents commented that there needed to be more parent engagement. One parent said, **“It’s important for parents to build [students’] self-esteem at home and also teach them to respect other cultures and ethnicities so they’re able to work together”** Another parent said, **“[Students] are not born with prejudice, they learn it from us.”**  
Response: I agree. As teachers, we have to check ourselves too.
4. A parent asked, **“You talked about homework and technology [in your school plan], have you thought about different technological ways to distribute or give access to homework like a messenger service, twitter, website, etc.?”**  
Response: We haven’t looked into it, but we would like to incorporate that kind of technological support.
5. One parent commented, **“I believe there has to be more training for teachers and staff so students don’t lose motivation.”**  
Response: We want teachers continue to grow. Part of this school plan includes staff development.

Other questions and comments included:

- There must be a change of the campus and staff.
- We can make this plan work if parents and teachers worked as a team.
- The school should hire a bilingual psychiatrist and a social worker that will help children and parents with problems. There needs to be a coach for teachers and better training for office and cafeteria staff.



## Public School Choice 4.0 Academy Session Reporting – Student Vision

- I want for the teachers to have more short and long term goals and for them to communicate with parents.
- Better care for our children with special needs.
  - o To not make fun of them and focus on their academic development.
- We want classes for parents.
  - o Of self-esteem.
  - o How to raise our students.
  - o How to help our children at home.
- Individualized plans for students according to need.
  - o Example: 3 months/6 months.
- Clear communications between parents/teachers/school
  - o Example: Special Ed., therapy services, etc.
- Parent does their part if school drops the ball.