



THE SCHOOL DISTRICT OF
PHILADELPHIA

Feedback and Findings Meeting

Lewis Elkin School

November 19, 2019



Agenda

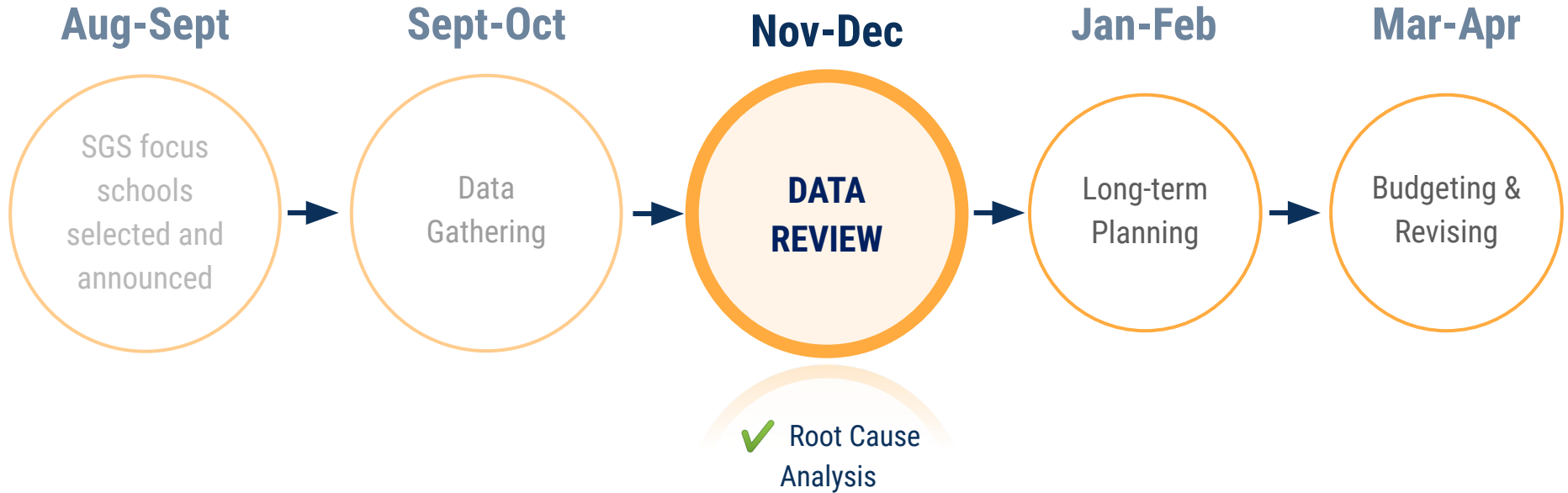
- Why We're Here
- Planning Overview
- Feedback and Findings
- Next Steps
- Questions

Vision: All children have a great public school close to home

- Some schools need more support so that children can have the learning opportunities they deserve
- **Elkin** has been identified for additional funding to support the school in meeting its goals
- **Your** feedback on school strengths, challenges, and ways to improve will help us develop a long-term plan



Phases of the planning process



What data did we gather?

■ Focus Group Feedback:

- 38 focus group participants, one school visit, and one parent phone interview

■ School Quality Review (SQR):

- 2 day whole school review
- Visited every classroom for average of 15 minutes
- Teacher and student interviews
- Teacher survey

How did we organize the information?

- Instruction
- School Culture, Climate
- Family & Community
- Leadership and Systems

Findings: Instruction

Practices that Support Student Learning

- Use of curriculum materials and scope & sequence is consistent across grade levels.
- School has implemented clear systems for staff professional development, including structured Common Planning Time that promotes consistent grade-wide instructional practices.

Practices that Limit Student Learning

- While teachers are showing an awareness of grade-level standards (ie. written objectives), student practice (task) is not consistently aligned to standards skills and concepts.
- Teachers carry the majority of the cognitive load, giving students little or no opportunities to struggle, discuss, and show their understanding.

Family Feedback: Instruction - Strengths

■ Teachers are well liked and respectful.

Examples from family members include:

- “The teachers are good.”
- “I feel being respect a lot from the school teachers and the officers of the school. They're very nice, very polite, they've got good manners, and that my little girl sees, and she copies.”

■ There are positive feelings about the curriculum and pedagogy.

Examples from family members include:

- “My daughter has been here since kindergarten, and I don't have any complaints, at all, in regards to instructions.”
- “I do not complain. My child is progressing along very well...The education is good”

Family Feedback: Instruction - Challenges

- There is not enough communication about homework and information families can use to support their students at home.

Examples from family members include:

- “It's my first year here at the school, and I have a little problem with the homework, because sometimes my son asks me for help, but I don't know what that says, so I will not help him.”
- “He's sent home with stuff he doesn't know how to do. And he's doing two different things, one on his grade level and one not on his grade level, so I get really confused with that.”

- There is a lack of support staff in the school.

Examples from family members include:

- “Why Philadelphia can't have an extra person there for the teacher in the classroom?”
- “Teachers are good but they need assistants.”
- “I was thinking about the teacher, they control the whole class like this. A teacher can only do so much.”

Findings: School Climate, Culture

Practices that Support Student Learning

- All classroom spaces demonstrate consistent adoption and implementation of Second Step program.
- Students have bought into and can clearly articulate the school's Core Values Program (SOAR)
- Adult-Student interactions are generally positive and caring; Adults take steps to narrate positive student behavior in all spaces
- A school wide team has been established to improve supports to address Tier II student needs.

Practices that Limit Student Learning

- Inconsistent implementation of Tier I PBIS in classrooms and common space.
- Opportunities to improve how current MTSS system identifies and strategizes for interventions in support of large Tier II and Tier III student populations.
- Limited current Tier II and III supports does not allow for the majority of these students to receive the supports they need to engage fully in the classroom.

Family Feedback: School Climate, Culture - Strengths

- The positive reinforcement systems are well received.

Examples from family members include:

- “I like the sky dollars.”
- “And they get them when the cart comes every Friday, then they can buy things, or they can save up money for event...”
- “I like how they have parties if their attendance is good, every semester.”

Family Feedback: School Climate, Culture - Challenges

- There are a lack of reliable, safe, engaging, and high quality extra curricular before and after school programming/activities.

Examples from family members include:

- “Last year my son was in the after school program. He was like, ‘Mom, take me out. I don't want to be here.’ One, it was not active. Two, it was boring.”
- “I have to be to work sometimes 8:00 in the morning, sometimes 6:00. Because of that, sometimes my daughter can't come to school. Is it a way that she could come in and wait until it's time for school to open?”

- The area outside of the school is unsafe because of drug use and drug paraphernalia

Examples from family members include:

- “Like that man said, they sell drugs. We've got them driving up, going and shooting up right here by the school.”
- “The drug activity, that's a big issue.”

Findings: Family & Community

Practices that Support Student Learning

- Using ClassDojo, teachers are able to intentionally communicate with families

Practices that Limit Student Learning

- Students want more opportunities to be active participants in their larger school community and specifically participate in making the school environment brighter and more inviting.

Family Feedback: Family & Community - Strengths

- The school being close to home is an asset.

Examples from family members include:

- “We love the place where the school is situated.”

Family Feedback: Family & Community - Challenges

- There is a lack of communication between school staff and families.

Examples from family members include:

- “...one of the things that she would like ...is better communication.”
- “I'm big on emails just for the paper trail. It's just hard to get a response...”
- “We want more communication between the office, the workers and the office and the parents. When we call the office, they hardly ever do not give us a response to our call. At times, it even goes to a recording.”

Findings: Leadership and Systems

Practices that Support Student Learning

- There are systems in place for planning and collaboration to ensure teacher and teacher-leader development.
- A culture of responsiveness to student and community needs permeate throughout the school community.
- The principal is visible throughout the building and models an ethic of care for her students and staff.
- School leadership models the value of continuous improvement and staff input.

Practices that Limit Student Learning

- A clear school wide process that connects evidence-based instructional strategies, data, teacher development, and student learning is not readily evident.
- Strategic alignment and management of resources for school climate and culture, across all Tiers is not readily evident.

Family Feedback: Leadership & Systems - Strengths

- Principal is visible, supportive, and welcoming with students and families.

Family Feedback: Leadership & Systems - Challenges

- There is not a clear stance or system that the school has to define and address bullying quickly and fairly.

Examples from family members include:

- "...my daughter will come up and say, "Someone hit me. Someone did this." I say, "What did you do about it?" She says, "I tell the teacher." But then, there's nothing she can do, other than tell the mother, but they can't contact the mother, so the next day, my daughter is still getting hit on"

- The current procedure for drop off and pick up is frustrating for those who are driving because there is no place to park, resulting in families getting expensive parking tickets.

Examples from family members include:

- "Why are they issuing those tickets when there's nowhere to park? We have to park to get our kids."

Next Steps

- Comprehensive reports will be available to all staff and families
- Root Cause Analysis through December
- Long-term planning with your feedback in January through April



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