



College of Education  
TEMPLE UNIVERSITY®

**System of Great Schools  
School District of Philadelphia  
Edward Gideon Elementary School  
Parent, Family & Community Input Report  
November 2017**

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## INTRODUCTION

In the fall of 2017, the School District of Philadelphia, in partnership with Temple University, embarked on a school review process. Temple University Urban Education faculty and graduate students took the lead in the development, data collection, and analysis of parent and community experiences with the six target schools. This report represents a synopsis of the major themes from the focus groups and meetings conducted at Gideon K-8 School.

## DATA COLLECTION AND ANALYSIS

Between October 4 and October 26, Temple facilitators visited Gideon for five events: a community kick-off meeting, three parent focus groups, and a community input and ideas meeting. At each event, the team held between 1 and 3 small group discussions with parents and community members, for a total of 8 facilitated discussions. According to the district's Family and Community Engagement (FACE) Team, 69 parents, 7 staff members, and 35 community members participated in the data collection process at Gideon. The vast majority of participants were women—mothers, grandmothers, and relatives of students attending the school. While other people (staff, community activists, etc.) also attended the events, the analysis here focuses on parents (or caregivers) and their comments about their and their children's experiences.

The goal in conducting focus groups was to understand how parents experienced Gideon, what they saw as its strengths and challenges, and what suggestions they had for its improvement. Facilitators developed a question protocol to discuss specific issues such as academics, climate, leadership, and parental involvement, but the team was also open to topics that parents felt were important to them. Maia Cucchiara attended every event and was assisted by four Temple graduate students. The conversation at each meeting was recorded and transcribed by a professional transcription service.

Analysis involved multiple steps. First, after conducting two rounds of meetings (the community kick-off meeting and focus group 1) and debriefing about the conversations, the facilitating team revised the protocol for the community input and ideas meeting to allow the team to dig more deeply into key topics and test emerging theories about parents' perspectives. The team then read the transcripts, making notes about key themes and important issues. Next, the team created a coding system, which included such codes as "Academics," "General Climate," "School Safety," "Leadership," etc. A coding book, with definitions for each code, facilitated consistency across coders. Each transcript was coded, with all data related to a particular topic highlighted and put into a new document. Coders also included comments aimed at summarizing and interpreting the quotes. Then the lead researcher for the school re-read the coded data to further examine themes and patterns, compare parents' comments, identify points of

agreement and disagreement, and prioritize areas of concern to the parents. The results of this analysis appear in the feedback and findings presentation and, in greater depth, in this report.

In this report, the team lays out findings, summarizes data across key issues and uses quotes from parents to illustrate the points. Each topic discussed here surfaced at multiple sessions and was voiced by several parents. For each, the team assessed the extent to which parents generally agreed on the issue or whether or not there were opposition perspectives. The examples that appear in this report are not the only instances of parents speaking on a particular topic. Rather, they were chosen because they are especially clear, best represent parents' perspectives, or raise issues for further analysis.

## SUMMARY OF FINDINGS

### Major areas of strength:

- Friendly and dedicated teachers
- Parent volunteers

### Major areas of concern:

- School safety
- Investment in school resources
- School climate and student behavior
- Large class sizes
- Parent-school relations
- Parent interactions with school leaders
- High teacher turnover and number of substitute teachers
- Lack of rigorous instruction

## MAJOR AREAS OF STRENGTH

Findings related to school strengths coalesced around two issues: teachers and parent volunteers.

### 1. Friendly and dedicated teachers

Parents saw the teachers as generally friendly, accessible, and willing to help the students.

*"I can see teachers, and they're like, "Hi. Hello, how are you doing? Do you need anything?"*

*"I actually communicate with my children's teachers daily. So I'm like, 'this is homework, how'd he do last night, how did he do the day before?' I'm on a day-to-day basis. I'd like to stay that way, stay on the same page.... If you show that you are a concerned parent, they'll work with you."*

*"They have study periods with the teachers.... The parents, if they see the child need that period, the teachers will work with them and say, 'Sure. Come on in.'"*

*"One of the teachers, my grandson's teacher is pretty nice. She works with him. He needs a lot work, and she's doing it."*

Though parents expressed many concerns about the school, as will be clear below, their concerns tended not to focus on the work of the teachers per se. Rather, they saw the teachers as doing their best in an impossible situation.

## **2. Parent volunteers**

Parents reported spending a great deal of time at the school, helping to maintain order, providing emotional support to students, and supporting the teachers.

*"We all try to fill in to help out."*

*"We are always around."*

*"[Last year] Ms [...] had a flood of parents volunteer. Me and her [pointing to another parent], at the school. Me and her was up here every day helping [teacher] because she had like 32 students. She had a lot of support last year. All the way up until the end of the school year."*

Though the school's SAC has not been able to meet, due to some complications around a meeting space and coordinating times with the principal, SAC members reported having collected donated items and being eager to share them with students in need.

## **AREAS OF MAJOR CONCERN**

Parents had many concerns about the school, especially the extent to which it was keeping students safe and providing them with appropriate educational experiences. To do justice to the intensity of parents' concerns, each of these challenges are detailed in order of importance as expressed across multiple focus groups.

## 1. School safety

*“What’s it going to take, for someone to get really hurt in here, to get a cop?”*

*“Security is like the number one problem.”*

Parents’ comments about safety focused on before and after school, access to the building, hallways and bathrooms, and systems of discipline.

### **Before/after school**

Before and after school was a time of particular concern for parents, largely because they saw so many fights between students.

*“They started fighting. Nobody was out there to control them. When the teachers came, they backed up. Nobody wants to be hurt by these strong teenagers. Who’s going to control the kids when they go in the yard? They’re everywhere out of control. There’s nobody out there to control those kids.... Even the kids that don’t want to fight, that back up from the fight, they have no choice because it’s a free-for-all when you’re out there.”*

*“Two fights after school, one started inside the schoolyard and the next one went over to right on the side where I was, and I’m not able to intervene.... And I’m literally trying to monitor them too. Might have been like 30 or 40 students, maybe even 50 and there were like three people up there? I’d say six to be gracious.”*

Parents also expressed concern that the lack of supervision in the yard before school means that students whose parents have dropped them off do not remain on the school grounds:

*“I went around here to make sure he made it, because I’m one of those mothers. He’s outside of the gate, across the street! When I came inside the building, I asked, ‘Are there any adults that work here at this school? That are scheduled outside?’”*

### **Building access**

Parents expressed significant concern about access to the building, noting that the systems for monitoring who enters and leaves the building are ineffective.

*“Anybody can get in here. Or one of these kids will come up missing in a blink of an eye. Or somebody can come here in a blink of an eye.”*

*“Now just anybody can just come in here and do whatever. It’s not safe.”*

Parents wanted to see increased security at the door and stricter enforcement of rules for visitors. This felt especially important given that the neighborhood around the school has high crime rates.

### **Within the school**

The hallways and classrooms of Gideon also did not feel safe to parents.

*"I can say I hear a lot of things about school, but from my son. Sometimes he's scared in his classroom because of the fights and things that goes on his classroom. I believe on Friday, a little boy choked a girl in his class or something. The teacher's never called or said there was an issue or anything."*

*"My child was like, 'Well, mom, I got the same boys that was in my class last year that picked on me and bullied me and said all these awful things,' and every that little boy comes around, she be like, 'Mom, I want to stay over here, I want to stay next to you,' and I feel as though my child shouldn't have to come to school and feel that way."*

From a focus group conversation:

*PARENT #1: "You got more kids in this school that are like really behavior issues. You understand? I mean that they are so hyper and have so much anger in them..."*

*PARENT #2: "From 8:30 to 3:09 they are out of the classroom. Completely out of the classroom."*

*PARENT #1: "Slam the doors, kick the doors."*

*OTHER PARENTS CHIME IN: "They roam the school all day long. All day up and down."*

*"When they're babies, they need to go to the bathroom. My son, he almost got taken in the bathroom by the bigger boys grabbing him."*

This pattern was disturbing to parents because it created an unsafe environment that limited learning. Thus one mother commented: *"You can't learn unless you're safe. You know what I mean? You have to be safe first of anything."*

### **System of discipline**

Many parents in the focus groups expressed frustration with how discipline was handled at the school, especially with respect to communications with parents and bullying issues.

*“Last year, my son wrote me a note [with] 20 reasons why he needs to transfer to another school. One of the main reasons is he's scared. Last year, some little boy brought a hammer to school. No one told me, no one notified me. I didn't know anything about it, until he told me.”*

It is important to note that parents were not unanimous in their criticism of how the school handled discipline incidents.

*“I feel like my child is fine. It's my child. My child in first grade and he has a behavioral problem, so it's not like my child's not safe because they do help. They call me every day when something's going on, they call. I'm not going to say they don't call me. I'm not going to say it's not safe, because it is. I get a phone call and everything, even the principal call me.... Everybody calls me, so I'm not going to say I don't feel like my child is safe in here.”*

Some parents at the focus groups told stories of the school not responding to their own or their children's concerns about threats or bullying.

*“How are they supposed to come to y'all for help if you just dismiss them? You got to listen to them. Sometimes they're not always just talking about anything. They really could be in need or reaching out to you, and you're not listening!”*

*“But for the last three weeks, she's been getting picked on.... For three weeks, I've been waiting for a meeting with the parents. Nobody came to me. The other day, I just had to snap with her. I'm not going to keep being pushed to the side when [she] is being abused.”*

Parents did not blame the school alone for these problems. At every focus group, parents talked about *other parents* escalating conflicts; behaving inappropriately; yelling at teachers, students, parents, and the principal; and otherwise inflaming already difficult situations.

*“I think the principal should have a class on how to talk and address and parents and parents should have a class, a parenting class, up here to learn how to address their anger about these issues. You understand? I think if they had classes on this here then it would be a lot better because then you'd both know how to approach each other.”*

## **2. Investment in school resources**

There is a strong sense at the school that it has been deprived of resources recently and that things are worse now than in the past.

*“We need help, and they not trying to give it to us.”*



*"It's like they are getting the bare minimum to have them pass. Literally. I totally feel that. Totally agree. It's the bare minimum.... This school is set up for kids to fail."*

*"This school was nothing like it was when my children went here. Nothing. This school has gone downhill. It is nothing like when my kids went here."*

Parents' comments on this issue focused on instructional staff, security staff, academic and behavioral support staff, and positive programming for children.

### **Instructional staff**

*"It's lack of staff and you know one teacher just can't help each individual kid. That's why they need an assistant in the classroom."*

*"I used to see a lot of teacher's aides. I don't really see it like that anymore."*

### **Safety staff**

*"There was a fight, and we didn't have much help, and I don't even want to say what I saw, we really need more safety, because, and like manpower....For safety reasons and like control."*

*"I get here around 7:59 with my son. I stand in the schoolyard, I watch all the kids. They don't have any type of NTA or anything for the kids in the morning and that's a safety issue right there. Anything could happen with them kids. Anything. You got the older kids fighting the little kids. That's a problem. I'm only one person. I can't break up two fights over there, three fights behind, that fight. I can't do that. But they need help in the morning time. We need more staff here."*

### **Academic support**

Parents felt that the school has insufficient support for student with special needs and that students do not receive the extra help they need.

*"This is what my child needs to be successful. You want my child to be successful. I want him to be successful too, but I shouldn't have to keep coming to you with the same thing."*

*"Why are you accepting kids if you cannot follow their IEP? You cannot give them what they're supposed to have. Why are you accepting kids? You're setting them up for failure!"*

*"That's probably why a lot act out, because of the struggle [to keep up]."*

### **Behavioral and emotional support**

Parents also worried about lack of support or resources for students who had emotional or behavioral needs.

*“Why are these same kids not being taken care of? Why are there not services that need to be in this school that these kids need that it's not being provided?”*

*“A lot of these kids have mental issues, have behavior issues, and they need some better—what’s the word that I’m looking for?—they just need more security, they need people that can work with them better. Like to me, I think you need more special education teachers in here, like behavioral type teachers. These kids roam the halls. You know they slam doors, they cuss you out, they hit you, whatever. The students, they need more structure.”*

### **Positive programming**

Finally, many parents felt that the school needed more positive programming—whether it was after-school tutoring, arts, sports, clubs, or other enrichment. They felt that there used to be more of these programs in the past and that students were being deprived of important opportunities for growth, positive connections, and fulfillment. Several times, parents mentioned that there was “a lot of talent” among children at the school, talent that was not getting cultivated or showcased the way it should.

### **3. School climate and student behavior**

*“I've been up here a couple times and I've seen it for myself, and it's sad that teachers really have to literally scream and yell or constantly say the same thing over and over again to someone that's literally 13, or about to go to high school.”*

*“So, these kids, walking around saying, ‘F you, kiss my, you big.’ I said, I didn't know you all had such big vocabularies in your system. So you see kids being really disrespectful. All day, every day.”*

*“What about kids that want to sit in front of the classroom, that want to learn, but they can't because the teacher got to keep stopping because of kids that don't want to learn? That's taking away from their learning time and what they need to learn.”*

Behavior problems appear to be especially severe on the third floor, where the older students are.

*“That third floor is hell. I don't go up there... because their mouth is out of control. I go from the second floor to the first floor. I call them all babies, but they're big babies. And we need help in here.”*

One of the problems, parents believed, is that the teachers do not seem prepared to deal with severe behavior problems.

*“I don't think the teachers are equipped with some of these students that go here. Some of these kids are like too rowdy to the top of disrespecting an adult. I don't know if they're scared they might lose their job, or they just don't have the training of how to go about if a child fights. These are little kids and stuff they should have training on how to deal with that.”*

#### **4. Large class sizes**

In every focus group, parents talked about classes that were too large.

*“It's 30 something kids in a second grade class....31, it started out 41. And they said that they still keep getting kids from different places to keep coming into this one little second grade class, and I don't think that's fair. How are all these kids going to learn with one teacher, and have 30 something students?”*

The large class sizes were especially problematic because they made behavior problems worse.

*“Half the class is throwing paper, like she said. Half the class wants to learn so the teachers put them in groups. My child is going on to work whereas the other kids who are throwing paper, they're putting off the work because they want to play.”*

*“Because the classroom is so large, it's things going in the back of the line. The teacher's in the front, so the whole class is turned around. That's my biggest concern is how large the classrooms are.”*

*“I just felt like it's a lot of children and one particular classroom, and it's only so much a teacher can do, especially to a child that doesn't listen to them.”*

*“My daughter's in the seventh grade and my son is in the second grade. Classes are too big and the third floor? They are in the hallway. I don't feel like the seventh grade classes is getting what they need. My daughter got As and Fs because she said because he can't teach the class. It's too large for him to teach.”*

*“You have one second grade classroom. I don't know about the other grades, but this one classroom and this one classroom and it's over crowded, it's over*

*crowded. You got the kids with the behaviors, you got the kids that want to learn. But then, the teacher has to stop teaching because the kids with behaviors are interrupting the class. Now we stuck on rewind, 'Okay, we're going to go over this one more time, class.'"*

Large classes were also a problem because they made it difficult for teachers to respond to students' needs.

*"By the classrooms being so large, I see more children falling behind just because they can't pay attention well enough to know what they're going to do ... how well they're going to do."*

*"My biggest issue would be the size of the class and the children getting the proper attention that they need for moving forward. Other than that, I think everything else will fall into place if we had enough teachers to accommodate our kids."*

Parents saw this affecting their own children, with some not being challenged enough and others not getting the support they need.

*"My son's in second grade. The class is too big. He's a little more advanced than other kids in there. He has to get work that is way too easy for him. He's not being challenged because she has to try to keep up with the other students that she's not trying to leave behind."*

*"My daughter, she was having a lot of problems in the class and when we go home and do homework time, it makes homework extra hard because she doesn't understand basically what's going on or what she's doing in class."*

## **5. Parent-school relations**

Parents reported not feeling welcomed at the school and told of some parents being banned from entering the building.

*"But you have so many parents, that they say the school district called them about this, and they said, 'Why am I going someplace where I am not welcome?' So yesterday we had seven parents. We should have more parents than that. But when you got parents in the community who say they aren't going to a meeting because they aren't welcome or they don't feel welcome or they feel like whatever they talk about is not going to be addressed, what do you do? What do you do to try to get them in here?"*

*"So why not hire people or get the community involved so you can get some help? As opposed to saying, 'Oh well I just had an argument with that parent, so*

*I'm shutting out all the parents, there is no more parent involvement.' How do you do that?"*

While parents would like to see a more welcoming school, they also believed that the behaviors of some of the *other* parents contributed to the problem. At each focus group, parents described other parents as behaving inappropriately—cursing at teachers or the principal or threatening violence.

*"Parents are just coming from our side and threatening the teachers, the principal. The teachers are scared to say stuff to the kids because they're going to go home.... It shouldn't be like that.... That's how you lose teachers too."*

*"I can say personally that I will see none of the staff disrespecting the parents. I see a lot of the parents disrespecting them, and they keep their professionalism, but there's only so much a person can take."*

Though to a large extent this sort of behavior is beyond the school's control, parents would like to see the school respond differently in some instances.

*"Don't take one parent and say, 'This one parent was so nasty, I'm just going to shut all the parents out.' You can't shut the parents out; you can't do that. You have to be welcoming to all the parents."*

The lack of collaboration between school staff and parent volunteers was another point of concern.

*"Home and school and SAC worked together but we could not get a room last year so we had no room to work with. So I don't know if we'll have it this year or not."*

*"I have my clearances. I hand delivered them to an individual here and I'm here every day and I still get flak about going upstairs. My son has a one-on-one, like today his one-on-one is not here. So [my help] is more than likely needed, but yet you still get, "Okay, well, I gave it to this person." "Oh, well, we didn't get it." It's constantly that, like a tennis game."*

## **6. Parent interactions with school leaders**

Parents' relationships with the school leader seemed similarly difficult. It is important to note the possibility that the parents who participated in the focus groups are not representative of parents as a whole. It is possible that at Gideon, as at other schools, there are "factions" of parents with different perspectives and that the parents who attended the meetings belonged to a group that was especially critical of the principal. A different data collection process (such as random sampling of parents) might

have yielded different results. However, there were multiple opportunities for parents to participate and, while a core group of parents participated in several meetings, other parents also attended. In addition, with a few exceptions (discussed below), most parents who did participate expressed significant anger and frustration.

Parents saw the principal as less welcoming or communicative than they would like.

*"I made an appointment... there's only one day. The appointment was always Friday. Friday comes along, [another staff member] was thrown into the seat to talk to me. I felt angry because if I made an appointment with you, I made an appointment with you... If I make time out of my day to come up here to talk to you, it's important to me. I think that ... showing support to parents that way [by meeting with them] can help build that bond that we can trust you."*

*"I can't get an appointment scheduled."*

*"When we do want to meet with the principal, she's got to go to a meeting or she's go to do this or got to do that."*

There are clearly multiple sides to these stories, and the data here only speak to the perspectives of those parents who attended the focus groups. In addition, as discussed above, tensions within the community have spilled over into the school, meaning that some parents approach the school in a way that feels disrespectful or aggressive to school staff. However, it is important to note that several parents made a connection between what they saw as the principal's lack of responsiveness to their concerns and the escalation of tensions. For example: *"They'll be trying to come to her to [discuss their issues], and she would have her office call 911 because she doesn't want to address these parents."* Another parent spoke at length about this issue:

*"I know for a fact some of the parents came up here frustrated, wanting to [be violent towards the principal] because they been trying for two or three years to have one meeting with her. But instead of having that one meeting with her, she gives them a letter telling them they're not welcome on these grounds... But you would never feel threatened by me period if you would just step down to have a meeting on whatever issue is that's going on with that child."*

Not all parents were critical of the principal at Gideon. Some spoke of liking the school and principal and feeling like they and their children were welcome.

*"The principal is excellent."*

*"She is positive and relatable."*

*“Don’t get me wrong, Principal Taylor is doing the best that she can, and I appreciate her.”*

*“Some of the parents, they are upset with her, but you can't be upset with her, this is her job. This is what she’s supposed to do. She's not supposed to be your friend. This is her job.”*

## **7. High teacher turnover and number of substitute teachers**

Parents noted that teachers with whom they had had relationships had left, and new teachers appeared each year—or even in the middle of the year:

*“My daughter has been here since kindergarten, about two of these teachers are still here. Every year somebody else is here. I don't know if it's forced, I don't know when she came did she bring her own people...the teacher's that was here, and really gave a crap about the kids that was in here, they're gone.”*

*“We had one that was, by November, we had another teacher...She left. It was like she came in September, November she was gone, and then we had another teacher...Yeah, that was last year. So the turnaround of teachers is usually hard too because you cannot develop that relationship.”*

*“The first grade class that my granddaughter is in, they've had six teachers and they're not getting homework on a regular basis. She comes every day, she might get homework once or twice a week and it's only one sheet of paper. She’s used to reading 5 to 10 books a night, doing three pages of work, and now she's not getting anything and she's complaining about it.”*

## **8. Lack of challenging instruction**

A number of parents who participated in the focus groups felt that the work their children were doing was not pushing them academically.

*“It's not challenging enough, I don't think. I could be wrong, but I don't think it's challenging enough.”*

*“They are above their level, so they have to literally wait for everybody else to get to their level, so they're not really ... they're more advanced than other kids, and I think that my child needs to be doing the work that she needs to be having instead of being with everyone else, because she's already learned the stuff that she's bringing home.”*

*“I actually give my son more homework at home just so that I know that he knows what he's going to be able to tell his teacher the next day. I don't think*

*that it's enough work being sent home."*

## **SUGGESTIONS FROM PARENTS AND FAMILY MEMBERS**

Parents were not shy about their desire for the district to take action quickly in response to the problems at Gideon, especially those having to deal with safety.

*"I don't want my child to be a guinea pig while you guys figure out how to get this wrong, you got all these kids at the ankle, just holding on."*

*"We want to know when the complaints are going to be addressed. When are we going to hear from the school district? When will our complaints be addressed?"*

### **1. More staff**

This is urgent. Staff are needed to address safety issues and provide support in the classroom. However, staff should be trained to be responsive to children, especially those dealing with difficult situations.

*"I'm just asking, God forbid... [If] something happens to these kids today or tomorrow, it's gonna be a problem, and I don't want that to happen... But God forbid, like I said, we need help in here as soon as possible."*

*"We need somebody out there for tomorrow. I'm talking about, like, now. Like yesterday."*

*"But get them more help, from people that can really understand what they going through. They acting out for a reason. And to them, it just feels like the staff is not listening."*

### **2. Teachers skilled in engaging students and managing behavior**

Because parents were so worried about classroom management issues, they wanted teachers who excelled in this regard.

*"Hire good teachers but also hire good teachers that have that discipline to give these kids. These kids play with these teachers."*



### **3. After-school and enrichment programs**

Parents spoke strongly of the need for arts, sports, academic, and enrichment programs for the students after school. They felt that such programs would both capitalize on students' talents and help direct their energies in more positive ways. In particular, they want to see more programs for young boys.

*"A lot of these kids have talent. These kids have talent. Give them stuff to do."*

*But a lot of the families are missing that male image, whether it's a father or big brother, uncle or whatever. If they're having Boy Scouts, Boy Cubs-- they're doing an activity and they're also learning personal skills. Life skills.*

### **4. Smaller classes or more support in the classrooms**

Parents wanted to increase teachers' ability to manage student behavior and provide more individualized help to each student. They saw smaller classes or additional support staff in each class as essential.

*"I think they need to smaller classes with teachers.... [Or] probably get a teacher's aide in a lot of classes so that they can work with the ones that need to be worked with, that need extra help. The ones who don't need the extra help that much can keep going where they're going."*

### **5. Greater collaboration between the school and parent volunteers**

Parents wanted to see a stronger parental presence in the building. For this to happen, they believed, the school needed to do a better job welcoming parents and supporting volunteers, especially around obtaining clearances. They also suggested the return to an earlier practice of providing parent volunteers with a stipend.

*"For us, for parents to be more welcomed in the building, I think it would be helpful."*

*"So they need better systems in place so that all the volunteers get the same rules, get treated the same."*

*"Get badges for the parents that do have their clearances so they don't have to keep getting stopped."*

## **6. More collaborative, positive relationships with the school leader**

Parents wanted to feel respected, welcomed, and supported by the Gideon principal.

*“The principal, better relationships with her. So more parents would feel comfortable coming here. A lot of parents don't come because they are not comfortable. They don't feel welcome.”*

## **7. Cleaner yard and more updated classrooms like the one for the first grade**

*“She did the first grade class so nice. The kids came back in. They got new floors, new desks, new chairs.”*

*“They need to clean up. Outside, the trash, you know what I mean? It don't look inviting. You see the trash there and they just leave it.”*

## **8. Separate younger and older children more in school and yard**

*“Then it's like the middle school with the elementary kids. They don't need to be in school yard with the elementary kids. I had a seventh grader push my son.... I think the kindergarten through third grade need to go on that side. Then, the bigger kids on this side because it be too much on one.”*