Feedback and Findings Meeting

Alain Locke School

November 20, 2018

Agenda

- Why we're here

- Where we are in the process

- 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.

- Locke has been prioritized for additional funding and support to quickly create better learning opportunities.

- Your feedback and school data help us understand school strengths, challenges, and ways to improve.

As we work to improve student outcomes, we believe...

- All students can learn and achieve

- There is a need for support and room for improvement

- Improvement is possible

- All stakeholders have a perspective that needs to be respected

- The work of school improvement is urgent and is a shared responsibility

What are the recommendation options for additional funding and support?

Enter into the Acceleration Network	Develop Academic Improvement Plan
✔ Defined improvement model ✔ Summer planning time ✔ Common network supports ✔ Keep and hire best staff	✔ Customized improvement model ✔ Commitment to deeper planning in spring ✔ Self-selected school supports ✔ Strong leader and leadership team

Note: School closure and becoming a charter school are NOT options

Where are we in the process?

Aug-Sept	**Sept-Nov**	Dec-mid Jan	late Jan-early Feb	Feb-Mar
SGS focus schools selected and announced	**Data gathering**	Data analysis	School recommendations announced (after new SPR release)	Planning and budgeting

Aug-Sept

Selection based on:

- 3-year SPR trend
- Current interventions

Sept-Nov

- Focus group feedback
- School quality review
- Feedback and findings meetings conclude data gathering phase

Dec-mid Jan

- School teams and central office review data

late Jan-early Feb

Two options:

- Acceleration Network
- Academic Improvement Plan

Feb-Mar

- Supports for Academic Improvement Plan begin
- Principal and teacher hiring process begins for Acceleration Network
- Allocate funding for SY19-20

What data did we gather?

Focus group feedback	4 focus group meetings, report card conf. interviews 60 attendees 43 family members
School Quality Review (SQR)	2 day whole school review - Visited every classroom for average of 15 minutes - Principal, teacher, and student interviews - Reviewed student work
School level data	- Attendance, suspensions, district-wide survey - PSSA, reading levels, grades, benchmarks

How did we organize the information?

1) **Instruction**

2) **School culture, climate**

3) **Leadership and systems**

Findings: Instruction

Practices that Support Student Learning	Practices that Limit Student Learning
● Structures are in place in classrooms and around the school to show student work, learning objectives and standards. ● Students have strong relationships with teachers and adults in the building, which creates the foundation for an appropriate learning environment.	● There were few examples of students engaged in classroom lessons and mastering what was being taught. ● Not all students are being challenged and pushed towards deeper learning.

Family Feedback: Instruction - Strengths

Teachers:

"They have some really awesome teachers. They do. They have some really good teachers that's willing to work with you at home, willing to work with your child."

"...some of them are really good. His kindergarten teacher was really good, his first grade teacher, I really love her."

"We have some awesome teachers here that went through and did all of the props and the scenery [for the play]."

Family Feedback : Instruction - Challenges

More staffing in the classroom so instruction can happen for each child:

"We need somebody in the class with the teacher. Somebody who could take three four kids to the side. Let them go back, take another group while the teachers learning or teaching something. Like I said, my son needs help."

"We need tutoring here. Every class needs tutoring" and "I think there needs to be a tutor for each grade."

Not challenging enough:

"My son in first grade, he said, "Mom, it's boring. It's boring. I do in the class and then I gotta come home and do it again." So I have, even last year, I talked to his teachers so they give him different work, a little bit more challenging…"

Findings: School climate, culture

Practices that Support Student Learning	Practices that Limit Student Learning
- There are incredibly strong relationships throughout the school. - Students consistently talk about the trust and care they receive from teachers and staff. - Adult interactions overall show care for students. - Staff demonstrate respect and work well with each other. - There is school-wide excitement and energy around positive behavior strategies.	- Students are not always held accountable to high behavioral expectations. - Students share a general sense of not always feeling safe, especially in lunchrooms, hallways, and recess. - Adults are not consistently holding each other accountable to improving the school culture.

Family Feedback: School Culture - Strengths

Parents mentioned some school events they valued, such as the school play and the dances:

"Then they had the father-daughter dance, the mother-son dance that they did."

Family Feedback: School Culture - Challenges

Too much negative student behaviors experienced throughout the school especially in the lunchroom and recess. Parents believe there needs to be more staff and more training for staff on how to handle discipline:

"..There is no respect. There's no discipline or there's no communication with children. There's a lot of bullying, there's kids being on their phone, they're not learning they're playing around at school."

"Sometimes I gotta check on my kids...I gotta check on everybody else's children and the whole thing is what's going on in the classroom. There's too much playing around in the classroom."

"I'm ready to pull my daughter from here...The other day she had food poured on her."

"We need some disciplinary action. But the bullying and all the fighting...To me he's not safe here."

Family Feedback: Family and community involvement - Strengths

Parents who knew about ClassDojo really liked it:

"I like ClassDojo. It's good to be able to text with the teachers and stuff and know what's going on."

"They send school closing [on Dojo] report card conferences. If anything they send home to the kids the normally send it on ClassDojo. I normally get through the day his point system so I know if he behaved, if he did this, how he was, if he had a bad day. Normally, if something goes on his teacher responds. Sometimes he won't tell me but she will send it."

Parents who knew about after school programming appreciated it and wanted more options:

"I'm actually happy that they finally have an after school program catering to all grades, instead of just certain grades"

Family Feedback: Family & Community - Challenges

Communication with parents needs to be improved:

"I do feel like in here, they don't know how to talk to people at all and that's how I feel like that's the part with kids too."

"I'm talking to everybody everyday like what happened?[after a student altercation]. You all call me but we don't get a parent conference. You all didn't do anything so you all didn't follow up to say how did my son feel after that."

Parents feel there should be many more after-school and before school options so students and parents could be more invested in the school. Parents mentioned activities like: sports, drama, robotics, cooking classes, chess clubs. While many of them knew about the reading after-school program, few knew of any other programs.

Findings: Leadership and Systems

Practices that Support Student Learning	Practices that Limit Student Learning
- Systems are in place for meetings and there are opportunities for collaboration and communication (e.g., leadership team, teacher teams meetings). - The school has prioritized resources to make sure personnel are available to support students in all areas (e.g., hallways, transitions, arrival and dismissal, classroom aides).	- After plans have been developed, there is a lack of follow up and review to ensure successful implementation throughout the school. - There is a lack of clarity around how each staff member's responsibilities align to school priorities and goals. As a result, staff are not always used efficiently.

Family Feedback: Leadership - Strengths

There are some leaders in the building that parents feel are strong:

"They have Officer Fritz, he's awesome. Helping to calm down and positively reinforcing them [the students]."

"She [the principal] went out of her way to write the grants to get extra funding that we got this year. She made strides last year to try and do things...She still has the fight and she still believes in the school and believes that we can get better. So she is doing everything that she can do."

Family Feedback: Leadership - Challenges

There was very limited feedback from parents when asked about the leadership. While some of those limited comments were positive, some parents felt leadership could be doing more to improve things at the school.

"...[It's been] the same for three years and nothing really changed. I know it takes time, but three years and nothing changed"

What are the next steps?

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Our children's potential is limitless.

- Each school has unique strengths and challenges.

- The goal for all children and all schools is the same:

to ensure that all children are able to learn and to succeed.