



Session 1 Report – Student Vision

NAME OF SCHOOL: 42ND ST. ELEMENTARY SCHOOL

DATE OF SESSION 1: 9/27/12

NAME OF ORGANIZATION PREPARING REPORT: E.M.G. Enterprise

NAME OF INDIVIDUALS REPORTING IN BEHALF OF THE ORGANIZATION: BEVERLY MATTHEWS, KARIMU MCNEAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 9-29-2011

The Student Vision was created by a combination of feedback provided by small group activities, discussions, and annotated narrative data. During the small group exercises the parents were asked to create the Student Vision for their school.

The main themes of the small group discussions were around the topics of academic achievement, student culture/characteristics & safety between the school, students and parents. There was a prevalent issue that was present throughout the creation of the student vision which was the concern about their children possessing good manners and being proficient when they entered the next grade level and beyond. The written feedback was generated from the question **“What do I want my child to know and be prepared to do when he/she leaves the school to ensure success at the next level and beyond:** The parents comments are as follows:

Theme: Academic Achievement

- To receive culturally relevant instruction
- To have good listening and social skills
- To have good study habits; entering next grade at a proficient level
- To love & be excited about learning
- Have college and career goals in mind
- Learn Spanish in elementary
- Provide more support for English only students like the other students
- To learn a higher level of math & English
- To learn public speaking skills
- Possess good reading comprehension skills & vocabulary skills
- More rigor
- Reading to your grade level-AA
- Que tenga – High score on SAT – Academic Achievements
- Que sepa leer bien – Know how to read well-Academic Achievements
- Comprencon de lectura-Comprehend the lecture-Academic Achievements
- Clases may avansadas a la capacidad del estodiante-More advance classes to the capability of student - Academic Achievement
- Que obtengan trabajos segun su capacidad intellectual -?
- Rendir a su nivel de grado- Reading to your grade level-Academic Achievement
- Que esten preparado para un major futuro y ayuden a la comunidad
Prepared when going to high school-Academic Achievement
- Alto nivel academico Buena disciplina-High level of academic discipline-Academic Achievement
- Escribir ensayes- Write essays-Academic Achievement



Theme: Culture/Characteristics

- Be more responsible
- Be more respectful
- To have good friendship skills
- To accept criticism
- Communication
- To be flexible, honest
- To increase the number of days in school
- Offer positive reinforcement and praise for good work
- To learn public speaking skills
- To have more activities
- Posses a positive attitude toward other students
- Decrease play time
- High expectations; building positive self esteem
- Que tenga mente abierta - Open minded-
- Que sea dependiente- To be dependable
- Que sea respetuoso- He will be respectful
- Quiero que mis ninos sean responsables en la escuela y que amen lo que hacen
I want my children to be responsible in the school and to love what they do-
- Quiero que mis ninos sean repetuwas consus companeros y maestros
I want my children to be responsible in the school and to love what they do-
- Orgulloso por sus trabajos - To be proud for their work
- Disciplinado –Disipline
- Culto – Refined-
- Quiero que mi ni no responsable –I want my child to be responsible
- Escuchar sin interrumpir – Listen without interrupting-
- Que sea respetuoso – Be respectful
- Que esten preparado para un major futuro y ayuden a la comunidad - I want them to be prepared for a good future and help their community
- Que este preparadcademi mentente en matematicas y en lectutra – I want them to be prepared in math and english language arts.



Theme: Safety

- Increase supervision and security

There were other concerns that came about through subsequent discussions and share out exercises. The comments and discussions were as follows:

- The parents discussed how they would like to be involved in the classroom structure
- Teachers should let the parents know about their child's weaknesses before the report card
- The need for bullying classes for parents and students
- The need for parent education classes to teach parents how they can help their children succeed
- The need for a parent support group
- The need to teach Spanish speaking parents English instead of always demanding English speakers to learn Spanish
- The need for more security & supervision to prevent fights
- The need for IEP support
- The need for a clean campus
- Increasing parent support - volunteerism
- More translation-translate materials that are in writing that's being passed out to parents and provide translation at school when parents visit the school, attend meetings, and talk to the teachers and staff.



Session 1 Report – School Vision

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NAME OF ORGANIZATION PREPARING REPORT: E.M.G.

NAME OF INDIVIDUALS REPORTING IN BEHALF OF THE ORGANIZATION: BEVERLY MATTHEWS, KARIMU MCNEAL

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 9-30-2011

The School Vision was created by a combination of feedback provided by small group activities, discussion, and annotated narrative data from the parents and grandparents of 42nd St. Elementary. During the small group exercises the parents were asked to create the School vision for 42nd St. Elementary School.

The main themes of the small group discussions were around the topics of safety, communication between the school, students and parents and academics. There were prevalent issues that were presented throughout the creation of the school vision concerning: safety and supervision on the patio and school yard, interpretation and translation for ELL population, additional support for the standard English speakers, the school communicating and partnering with parents to address student behavior and bullying along with school cleanliness and continued character education. When the parents were asked what must the school do or have in order to meet the needs of the students, parents and community members, they wrote:

1. “The School at this time I feel has improved, we just need more time as for my son and behalf of other special needed children, we need more behavior support for kids who are struggling with that issue. For example we have here at the school an art teacher, music teacher, Playworks, to help the general children and their struggles kind of like an extra support”.
2. “The school must get more participation from those who have problems and special needs. Those who are parents of underperforming students don’t show up for meetings, conferences, or other school functions. Participation for underachievers should be mandatory”.

There was more discussion of the school vision around these themes during the friendly conversation with the Planning Team. The written feedback included the following:

Theme: Safety on campus

- I want school to feel safe along with eagerness to come to a supportive and ready to be wanted environment.
- Safe secure, accomplished, well-mannered, well-rounded
- I want to see a clean campus that is safe for my child and restrictive to letting non-authorized on campus.
- More security
- More yard supervision during recess, lunch and before and after school
- More security to avoid fights on campus



- Parenting and student classes on bullying
- Parent volunteers throughout the school
- Quiciera mas acistencia en el patio para la bigilan cia de los ninos
More parent volunteers in the patio area at recess time to provide supervision
- Increase security and supervision
- Address restroom problems - no tissue and parent stated, “student behavior in bathroom and not putting waste where it belongs, students putting bo bo on the walls”.
- Mas atencion en la cafeteria de la escuela
More supervision in the school cafeteria
- Mas supervision
More supervision of school
- Supervicion en los salones
Supervision in the classrooms
- Que los ninos no vayan solos a la enfermeria
Students not go alone when they go to the nurse

Theme: Communication

Communication was another main theme that came about through the discussions, share out exercise and subsequent written feedback. Mentioned were concerns about communication between school staff and parents regarding student behavior, school environment, support and the need for interpretation at meetings and written communication. There were several comments documented below regarding their concerns.

- Conversation with parents
- Give parents respect
- Friendly greeting
- Monthly parent gatherings/ support group where they can share ideas
- Keep all parents informed of student progress before the report card
- Have a friendly and welcoming environment
- Teachers should welcome questions from students. Be more approachable.
- Certain conditions be addressed to the principal ex: bathroom, lunch area



- Que escuchen a los niños
Listen to students
- Tener comunicación escuela y padres
More communication between school and parents
- Que nos hablen con respeto
Talk to us with respect
- Que lo escuchen
Listen to the students
- Quisiera que la escuela tuviera todo el tiempo una traductora
School will always have a translator
- Más comunicación con los padres y mejor relación
Better communications with the parents and better relation

Academics

Academics are another main theme that came about through the discussions, share out exercise and subsequent written feedback. Mentioned was concern about parent involvement and training, academic rigor and culturally relevant instruction. Comments are from parents and grandparents focused around academic skills, tutoring, ELL students and notification of academic progress. The comments included the following:

- We have some great teachers
- Parent involvement in classroom instruction
- Parent worksheet pertaining to academic skills
- Parent Ed. Class to teach parents how they can help their children at home with homework.
- Keep all parents informed of student progress before the report card
- Tutoring and intervention classes for all subjects
- Culturally Relevant instruction
- Spend more time teaching standard English learners
- Quisiera tutorial des pues de classes
Would like to have tutoring afterschool programs
- Quisiera que ubiera motivacion para los niños que se portan bien
Positive incentives for kids that do well



Character Education

- Teach students manners
- Teach students to be respectful

Other Comments

- Quiciera que mi hijo no le boten su comida que el pueda comer bien
I want my son to be able to eat before they through away his food
- Quiciera mas limpiesa en la escuela
Have a more clean school
- Que se limpien mas los patios
Clean the yard
- Mas estricto con los uniformes
- More strict uniforms
- Que les den persmiso par air al bano cuando necesiten ir porque son pequenos
Let student go to the restrooms they need it because they are small
- Que los padres cooperen mas a las reunions
Parents to cooperate more in the meetings
- Que le pongan mas atencion a los ninos
To place/put more attention to the children
- Quiciera talleres para padre para como a pollar ayudar anuestro hijo
Parent workshops to support the students



Session 1 Report – Dialogues with Planning Teams

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There was one Planning Team for 42nd St Elementary school. A teacher planning team member represented the team. The teacher was well received by the parents, grandparents, and participants. 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.

The dialogue session began with an update from the Planning Team representative of the status of the school in relation to school safety, cleanliness, funding concerns, academics, Spanish translation, grants and loss of funding and attendance, along with writing process with PSC. Spanish speaking parents relied on interpreters to translate material and mentioned the need to have material in Spanish and English.

The Planning Team Representative introduced several programs that will be included in the plan: staff advocates, academics and character education program along with funding sources, and support and campus cleanliness. A handout of the draft plan was provided and reviewed. Key points covered:

- Research shows success with staff advocates at the high school level, and wants to bring it to the elementary level. It does not cost any money. Staff advocates would be the student cheerleader outside of the classroom such as someone like your family member.
- Character education programs: Playworks and Caring School Communities used in past for social skills and help with bullying has proven to be successful. Due to budget cuts, Playworks continues on a smaller scale.
- There is a need for more adults that want to be here
- Wrap around services
- Parenting classes
- A Parent Center of the community
- Attract more students in the community that is reflective of the middle class. Research shows middle class students come to kindergarten ready (academically) and this is their home school, come here.
- A handout of the student and school vision was passed out and reviewed.
- The school lost \$130,000 last year due to student absences. This is money the school could have used and really needs. It is so important that student come to school every day.

Follow up questions and answers with the Planning Team representative

After the update from the Planning Team Representative, the parents asked the following questions and the responses from the planning team representative are listed below the question.

1. How do we build a core foundation?
Programs and academics build a core foundation along with additional things mentioned in draft: staff advocates, PlayWorks, wrap around services, connecting and attracting the community along with other things such as writing grants and connected with other resources.
2. Why are the handouts not in Spanish? (The Planning Team did not have the School Plan Guide document translated into Spanish.)



We apologize for the handouts not being in Spanish. We had limited time and will work on it and get help for the next session.

3. How specific do you need to be in your plan or is it a sketchy thing?
The Team writes an outline including where are we are now, what needs to be done to move the school forward and then implementation phase is next.
4. Are there any parents on the team?
The parent representative is on the planning team as well.
5. How long do you have to use money that comes to the school?
The amount of time we have to spend money is based on the source, grant deadline and if it is school money it is the school year.