



SESSION 3 REPORT – SCHOOL PLAN GUIDE REVIEW

NAME OF SCHOOL: 42ND STREET ELEMENTARY SCHOOL

DATE OF SESSION 3: 11/14/2012

NAME OF ORGANIZATION REPORTING: E.M.G. Enterprise

NAME OF INDIVIDUAL REPORTING IN BEHALF OF THE ORGANIZATION: BEVERLY MATTHEWS

DATE THIS REPORT IS COMPLETED AND SUBMITTED: 11/20/2012

REVIEWING YOUR EDUCATION, YOUR OPTIONS

The participants were divided into small working groups. Each group was given the task to review the School Plan Guide submitted by the 42nd Street Elementary School Falcons' Planning Team. Each of the groups spent 15-20 minutes reviewing the school plan, noted the questions they had and identified whether the school plan met their expectations in the following areas:

- 1) Student Vision
- 2) School Vision
- 3) School Performance: Where is the School Now?
- 4) School Priorities

The following is the captured feedback, questions, and comments the session participants provided as they reviewed each area of the School Plan Guide.

Area One: Student Vision

During the small group discussion, and based on the amount of written feedback provided, session participants discussed academic classes, staffing, skills and knowledge gained. The following is the written feedback provided on *academic classes*:

1. What happen to science & history? We can only see information about Math and English Language Arts. The good subjects are math, language arts, reading, history and science.
2. What happen to the rest of the subjects? What happened to teachers being more active with students?
3. Science, physical education and music classes are important too.
4. African American students are always the lowest performers and what are we going to do about that?

The participants also shared comments about staffing:

1. Teachers need to watch the movie "Boom".
2. How will you accomplish your student vision outlined if you do not have enough staff, i.e., teachers aids, librarian, parent volunteers, community members, etc.?



The participants shared the importance of skills and knowledge gained:

1. We need more specific information about the skills and knowledge children will know and demonstrate for next level of learning.
2. What about pushing our students beyond grade level?
3. There is no communication with parents or teachers when a child is above/below grade level.

Additional Comments:

1. I agree with all things in the plan.
2. Where are they implementing workshops for bullying?

Area Two: School Vision

Session participants also discussed in small groups and through written feedback the importance of skills needed in the future. The following is the written feedback provided on skills needed:

1. I agree with the plan.
2. What are the skills needed in the 21st century?
3. Being able to read and write above average.
4. The mentor student program is Good!!!
5. Classes should be introduced at next grade level so that our students are ahead and learn more to compete with other students outside of 42nd Street.

Session participants also expressed an interest in school staff and areas to address and support the school plan. The following is the written feedback provided on staff:

1. Being able to talk to the whole staff is important.
2. More staff is needed in the office.
3. The 2nd grade teachers are very successful. How can they model for other teachers?
4. Staff members should be able to set a good example for our school – students and parents.
5. Help to identify what type of learner the student is (A) (kinesthetic) hands-on (B) (auditory) listener, or (C)(visual) learner and work out problems based on how they learn.
6. How will you form a network of community learning?

Additional comments:

1. Student government is needed.
2. Attendance issues needs to be addressed with a PSA counselor.
3. Tutoring - how is it implemented (2 hrs. volunteer no pay) is it the teacher or parent?
4. How are the standards going to be met?



Area Three: School Performance -Where is the School Now?

During the small group discussion, and based on the amount of written feedback provided, session participants discussed the importance of teacher and student attendance as a part of continuing to improve school performance. The following is the written feedback provided on attendance:

1. Teacher's attendance is important.
2. Kid's attendance is important.
3. There is a serious need for teacher aides.
4. What can they do to make or require the parents be more involved in school?
5. We need to bring up all test scores.
6. What can we do as parents to help involve our children?
7. We need to find ways to stop bullying. I think the school plan and priorities is a good thing to bring parents and teachers back together.
8. How do we bring up scores?
9. How are the teachers and parents going to help bring up scores?
10. What steps will the principal take to bring all children up to grade level?

The participants also shared the importance of increasing **parent engagement** and *communication between parents and school*:

1. Better communication with ISIS system. Go back to the attendance card. Many discrepancies with the function or attendance issue.
2. Teacher communication is a good strength for me here.

Additional comments:

1. How can we get 55% of students at grade level on the CST scores?
2. Discipline on the yard and in the classroom has been a problem.

Area Four: School Priorities

During the small group discussion, and based on written feedback provided, session participants discussed the importance of maintaining advanced students and student achievement. The following is the written feedback provided on *parent partnerships*:

1. What is going to happen to maintain our students who master CST scores?
2. What about student achievement and those who are at grade level or above.
3. Would it be a good idea to single out a student to help them improve one on one?
4. How do we improve confidence and achieve our priorities?
5. Teach children at a higher level.
6. Drastic measures needed - variation in classroom instructions. If classes are showing growth, allow those teachers to help others.
7. Use best teaching strategies from award winning teachers.

The participants also shared the importance of challenging youth. They felt that the following six areas mentioned could really change the school:



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1. Targeted intervention in class
2. Use UCLA tutors
3. Tutor 2 hours per week
4. Target “Gate” students.
5. Don’t let gifted students Fall behind.
6. Identify gifted students and challenge them, and give them incentives to help others.

Additional Comments:

1. What if the proposal doesn’t past?
2. Is there a governing body where teachers and students will come together so that everyone has a role and can help change the thinking?
3. Where is the Superintendent? Why isn’t he here to hear our concerns? He should put in an effort too!
4. How do we implement a closed campus – ID is required when entering school grounds?
5. We like how Playworks activities are functioning on the ground during recess and lunch which helps kids play better and get along with each other.
6. What efforts are being made to identify and support Gate students?



Session 3 Report – Dialogues with Planning Teams

This section is split into three sections: 1) The Planning Team Presentation, the 2) Q&A time and the 42nd St. Elementary School Planning Team 3) Further Suggestions/Comments that were shared during the dialogue.

Section One: Planning Team Presentation

The team provided session participants with a quick summary of all four sections of their plan. A bilingual copy of the summary was provided to each of the participants. Several of the team members were present, including: Ms. Mc Lellan-Teacher, Mr. Lamotte-Teacher, Mrs. Leslie-Teacher, Mrs. Ridgeway, principal, Sharon Giddens Parent, Center Rep., Ms. Bankole, Ms. Ruth Gentle-Teacher. These individuals spoke on behalf of the team and presented the school plan.

The team shared with the participants their perspective that kids come to 42nd Street School with a lot of excitement and passion, but from our data the students are not achieving at their maximum potential.

The planning team's goal is to make sure that their plan reflected the following for their students and their school community:

- They want the students to understand who they are with respect to their culture and their ability to succeed.
- Students should be able to learn how to make good choices.
- Students should be able to learn how not to be swayed by peer pressure.
- Students should have choices and ownership of their behavior at all times.
- To have a vision with an end goal in mind that would put the all students on the path to be successful.
- We want the students to have more pride in themselves and the school.
- We want the students to develop their own goals.
- We want the school to be a nurturing and a structured place where kids compete in the greater world just like in Brentwood.
- We want to change how people interact with the students and each other on campus & in the classroom.
- We want a school community who understands the students, their needs and that the students need work on increasing student achievement.
- We want the teachers to stop being the boss of the classroom and start being the facilitator.

There were several additional areas of concentration regarding the plan which included the Professional Learning Community (PLC), Academic Achievement, and School Culture.



Professional Learning Community (PLC)

A Professional Learning Community is a community in which teachers would be engaged in Professional Studies to enhance researching as a group. This would be a school wide concerted effort. Also, to increase student's achievement a PLC would play a big part in raising the students from FBB to BB to Basic. We will start with whatever it takes. We will use PLC when kids are not learning and teach the staff how to reach those students.

Also *Professional Cohorts* would be instituted in which grade level teachers would plan together to regroup our kids. Teachers will rotate from room to room to see how everyone's instruction is progressing. In the PLC, rigor would be discussed and what it would look like for our school.

Third grade parents would participate in the schools instructional rounds to see strengths and shortcomings of the classroom. This will indicate whose better at math and take those strategies into the 4th grade. The instructional rounds will illustrate to faculty what can we do better, and how can we improve instruction regarding student achievement. This would answer the question: **Is the instruction rigorous?** Also, the Professional Development will work on improving our lesson plan strategies.

Academic Achievement

The planning team asked themselves this question: *What & who do we need to target?* Based on that question, the teachers and staff agreed to offer and bring more to the table. Such as:

- One-Hundred (100) additional hours of service to our students would be added to the school year to increase student achievement, academic and personal growth.
- Teachers will commit to 2 days/week-2 hour sessions of intervention. (It's a voluntary measure). Within the 100 hours, 66 hours will be committed to tutoring kids who really have a chance of moving up to advance, and also the students that need the additional help (FBB-BB students).
- The students will also be enrolled in an online assessment program called "Burst". Thirty-three hours will be committed to developing other programs like "Back to School Night", a school picnic, and much more to get parents and students more engaged in the school.

Also, another mechanism for enhancing academic achievement is the GATE Program.

In addition to the GATE Program, 42nd Street School will participate in the GETTY Program which takes art and integrate the kids to be more expressive which will improve their writing skills.

- Teachers have to encourage growth. We have to improve communication skills between each other and the kids. We have to meet the kids where they are. We have to tailor instruction to meet their needs. It's not a one size fits all scenario. A **Prescriptive intervention** method will be instituted to focus on weaknesses and strengths to bring the students up to grade level and beyond.



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Additional strategies and programs that increase achievement at 42nd Street School are the Clippers reading log & supplies, fitness wall, and comprehension questions every night. Field trips are being provided by outside entities. There is a need to integrate the science fairs.

Mrs. Ridgeway shared her sentiments about these points by stating: “If we say we’re going to do it and we don’t do it hold us accountable.”

School Culture

42nd Street School is participating in a program called “Playworks”. This is a comprehensive program that teaches the kids to think and act in a different way in regards to caring for their school community and the community at large both in the classroom and on the playground. This program also has a “Cross-Age Buddies” component within it. Whereas, kindergarten students are matched with 3 grade students and 1st graders are matched with 4th grade students. The students are matched to form a better community and serve as role models for the younger students.

The following question was posed by a participant during this segment: Is there a student government component connected to “Playworks”? **The answer to the question was:** Yes.

Also by the students participating in this program they’ll have more empathy and accountability towards each other. There’s also a parent section within this program. Attendance, reading, language arts, and math skills have gone up because of the students participating in “Playworks”.

Another way to change the school culture is by having teachers mentor students that are in their classroom and mentor students that aren’t in their classrooms. Each teacher, office staff member and Parent Rep. will have a small group of kids that will be mentored by them exclusively. Every adult on campus will be on a kid’s team.

Section Two: Questions and Answers between participants and planning team

Upon completion of the Planning Team’s Presentation, the PSC workshop participants were given the opportunity to ask questions of the team and receive answers. The questions and answers are as follows:

Question One: Why did 42nd Street School go down by 26 points (650 to 631)?

Answer by Mrs. Ridgeway: The data speaks for itself. 42nd Street School goes up and down. We need to have ownership of the classroom. Students just finished an assessment in math & science. Only four kids scored advance and proficient because **the students rush through the test**. The 3rd graders nose-dived. The kid’s goal is to rush through the test. We need parents to work through the test strategies with their children. Parents need to work with teachers across grade levels to improve student achievement. It’s about comprehension for the 21st Century student.



Question Two: What about faculty & staff attendance?

Answer by Mrs. Ridgeway: It has greatly improved. We receive the best substitute teachers also.

Question Three: Why is Norm Day so important?

Answer by Mrs. Ridgeway: Based on enrollment, **Norm day** determines how many teachers can stay on our staff. That's why we have to group kids in grade level for that specific reason. School enrollment is a long tedious process.

Question Four: How many parents would you like to see participate at the school to make the plan work?

Team member response: We would like to have 50 parents participate at the school. In order for the plan to be successful, parent involvement is the key and the parents have to ask the teacher to see their child's work. If you have not seen a paper or homework then you have a problem. You need to know if your child is on grade level so you need to become proactive.

Question Five: What does it mean if my child receives a 4 on their report card?

Team member response: This means that the student exceeded grade level.

A parent asked a follow up question: What does that mean exactly?

Team member response to follow up question: Exceeded means that the teacher set a goal, and the child met that goal. It also showed that the child can go further.

Question Six: I receive calls from the school regarding my child being absent when in fact I dropped him off at school. What's going on?

Mrs. Ridgeway's response: Teachers are asked to submit their attendance by 10:00 a.m. When that is not done, the district will make a call to your house.

Question Seven: What percentage of the staff is on board with the PSC plan?

Mrs. Ridgeway's response: 88%. The teachers also voted on what type of governing model they wanted for the school and they picked the LIS model. In the fine print of the LIS model it states – at the end of each year everyone will have to sign the Commitment to the Plan agreement to remain at 42nd Street under the LAUSD / UTLA MOU.

Parent statement & Question Eight: We're hearing a lot about English and Math in this plan. What about science? Science is very important.

Team member response: There are science components on the CST test but they are not graded. The focus of the plan was Math and English. Deficiencies in reading will be related to math skills.

Parent Statement: The homework packets do not reflect science.

Team member response: We want a specific teacher to teach science in every grade level, but at this time we do not have one. Students are being exposed to social studies & science through their classes based on the teacher's preference. 42nd Street School teachers talked about the



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Endeavor space shuttle. Mr. Lamotte had students write a narrative regarding the space shuttle. Social studies play an important part of the instructional program at 42nd, but it may not be exactly the way you would like to see it.

Question Nine: What students are being targeted for intense invention?

Team member response: The FBB & BB students are the target.

Question Ten: What are we going to do with the students that are above grade level and they are dropping?

Team member response: The school cannot afford that. You cannot teach to the low students because the top students will go down. With academic rigor and project base instruction you'll get gifted students. Small group instruction is the key whereas, 5 of the students are at a higher level. Kids are grouped by needs. The whole school needs to function like that. Groupings – working with top students. Keep assessing students. This is fluid – the groupings.

Question Eleven: How will 42nd St School develop 21st century students? Has the writing team developed what the students will be taught? What does the research say?

Team member response: These are the students that will be working on iPods, state of the art electronics, and increasing the amount of entrepreneurs in the world. Refer to our "School Priorities" section and this question can be answered fully. Reading comprehension is a key component. Also they'll be learning algebraic expressions and other 21st Century math.

Question Twelve: On Professional Development days – are you open to having a private school teacher's input regarding how we can improve student achievement? Can a private school teacher come and bring ideas to our school?

Mrs. Ridgeway's response: Yes. Is the person you would like to invite to 42nd St. FREE?

Parent response: Yes, stated the parent. The person's name is Ms. Karen Burns.

Mrs. Ridgeway's response: As long as her presentation benefits the children and our teachers.

Question Thirteen: Are you going to identify students with learning difficulties?

Team Member response: Yes. Students are identified through IEP's and assessments. Regardless of a students learning difficulties we teach across all of the modalities

Section Three: Further Suggestions and Comments.

The following were additional verbal/written comments shared by parents and planning team members:

- The teachers have the students 6 hours/day. It's our responsibility to meet child where they are and show growth. We must nurture, plant that seed and grow.



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- Parents raised concerns about the lack of parent participation and how they're be informed about parent meetings. Parents receive flyers, calls, and incentives. The flyers will say, " We need you to be here – it's about our children". They come out when there are performances. When it comes to the PSC meetings, it is not working as it should. 42nd Street School had three meetings today. We placed flyers in the stores, laundromats, businesses, etc.
- Ms. Ramos told parents they need to come out and the parents came out. Parents relate to parents.
- If we have a core group of parents, that will make a difference. We will work with what we have and keep trying to reach more. Once the parents see that other parents are on board they'll get involved.
- The parents and the teachers have to be accountable. The parents have to push the teacher and the principal.
- When it comes to parent information – the Parent Center plays a big part in informing the parent and increasing the kid's achievement.
- Sentiments from Mrs. Ridgeway, "If we say we're going to do it and we don't do it hold us accountable".
- Parent asked about box top program. Mrs. Ridgeway appointed the parent that asked about the program and thanked him for being the coordinator of the box top program.
- As parents and teachers we have to have an open dialog with each other. The teachers are on board, but the parents are not on board. Accountability goes both ways.



Session 3 Report – Participant Feedback Form Responses

PARTICIPANT FEEDBACK FORM NARRATIVE & RESPONSES

This section contains the aggregated totals from the participant feedback forms which also include comments that have been themed when appropriate. Total forms: 17

1. Student Vision	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the skills and knowledge that students will gain to be prepared for the next level of learning.	0	3	10	3
The writing team has clearly identified what students will know, understand, and be able to do when they leave this school.	1	3	11	1
TOTALS PER COLUMN	1	6	21	4
NOTE: 1 forms missing partial or full answer to question.				

List of common themes that were discussed (comments heard) and written in the feedback forms.

Session participants included statements which questioned the actual strategies wanting workshops for parents on those strategies planned to use to meet its goals:

1. Will you provide workshops for parents that give examples of the knowledge & skills in each section?
2. Sometimes parents will not admit what they do not understand about educating students.
3. Please be more specific on the skills our children will know in prep for next grade level.
4. The presentation, though great, would have better explained with more descriptive details. (*I was 30 minutes late) perhaps I missed that overall. I appreciate the information given.

Other comments by participant regarding student vision:

1. What happen to science and history? Are they working on anti-bullying?
2. More parent involvement by working all together

Two participants expressed his/her support for the student vision of the plan:

1. Agree with the plan.
2. All my concerns were met by the plan leaders.



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2. School Vision	Does Not Meets My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team has identified what the school culture will feel like for parents and students.	1	3	8	3
The writing team has identified what the school must do to make sure that all students are successful and prepared to go to the next school level and beyond.	2	0	12	2
TOTALS PER COLUMN	3	3	20	4
NOTE: 1 forms missing partial or full answer to question.				

List of common themes that were discussed (comments heard) and written in the feedback forms.

Session participants included statements on network of learning an mentoring program to promote and increase student achievement:

1. How will you form a network of learning?
2. The mentoring program between students is an excellent idea!!

Participants also expressed the need for the school library to continue to provide students with the necessary support to improve student achievement:

1. Why isn't the school library open?
2. We need to see someone open the library.

One participant expressed her/his concern regarding communication and information provided regarding the school vision:

1. It was difficult to answer this set of questions because we had a modified version of the plan.
2. We as parents did not have the entire plan in front of us.

Other comments by session participants:

1. School vision where color lines don't interfere with the learning environment. (Is a need for the school)
3. How much information will be given to parents so that we know that they understand?
4. Classes should be introduced to next grade level material.

One participant expressed her/his support for the school vision:

1. I agree with the school vision.



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3. Student Performance: Where is the School Now?	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified areas within the school's performance that highlight areas of strength.	2	2	11	1
The writing team identified areas of concern where growth is needed.	0	2	10	4
The writing team demonstrated a thorough analysis of data to address the needs of all student groups.	0	1	12	3
TOTALS PER COLUMN NOTE: 1 form missing partial or full answer to question.	2	5	33	8

List of common themes that were discussed (comments heard) and written in the feedback forms.

Session participants included statements on how certain pieces of the plan require additional thought and clarity to ensure the needs of all students are met:

1. How can we get 50% of the kids at CST level and not below?
2. Please be sure that parents understand what growth is needed, and how to arrive at it.
3. I truly believe that our students will meet CST & master the standards.

Some of the participants expressed how the school still needs to do some work to continue to improve:

1. Classrooms need Teacher's Aides and discipline.

A couple of participants expressed their gratitude for the planning team presentation and the Principal's willingness to listen in support for the school plan and improved teaching strategies:

1. The writing team totally demonstrated how to meet the needs.
2. I appreciate the Principal's willingness to listen to another educator's strategy in order to educate the teachers on the new approaches to teaching.

4. School Turnaround: School Plan Priorities	Does Not Meet My Expectations	Partially Meets My Expectations	Meets My Expectations	Exceeds My Expectations
The writing team identified the top priorities for the school to improve student achievement.	0	3	10	3
The writing team clearly demonstrated that they know where the school is now and what needs to be done to get to the school of the future where all students are high achievers.	1	1	10	4
The writing team identified various strategies that will be used to ensure the success of students.	0	1	11	4



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The writing team identified support that is needed for their faculty and staff to turnaround the school.	0	2	11	3
TOTALS PER COLUMN	1	7	42	14
NOTE: 1 form missing partial or full answer to question.				

List of common themes that were discussed (comments heard) and written in the feedback forms.

Three session participants expressed their concern about the library closure:

1. We need to see someone open the library
2. Why isn't school library open?
3. Open the library.

Session participants expressed they liked the plan and the need to be on the same page with staff with plan and Gate identification:

1. Stop wasting time, implement these great ideas ASAP. Get teachers on the same page.
2. Challenge and quickly identify "Gate" kids.

One session participant expressed they liked the teachers commitment in the plan:

1. I see the commitment of our teachers to meet the various areas provide in the education plan.

One session participant expressed the importance of parent engagement with plan progress reports:

1. Please give us a progress report in this area... at various intervals – in writing.