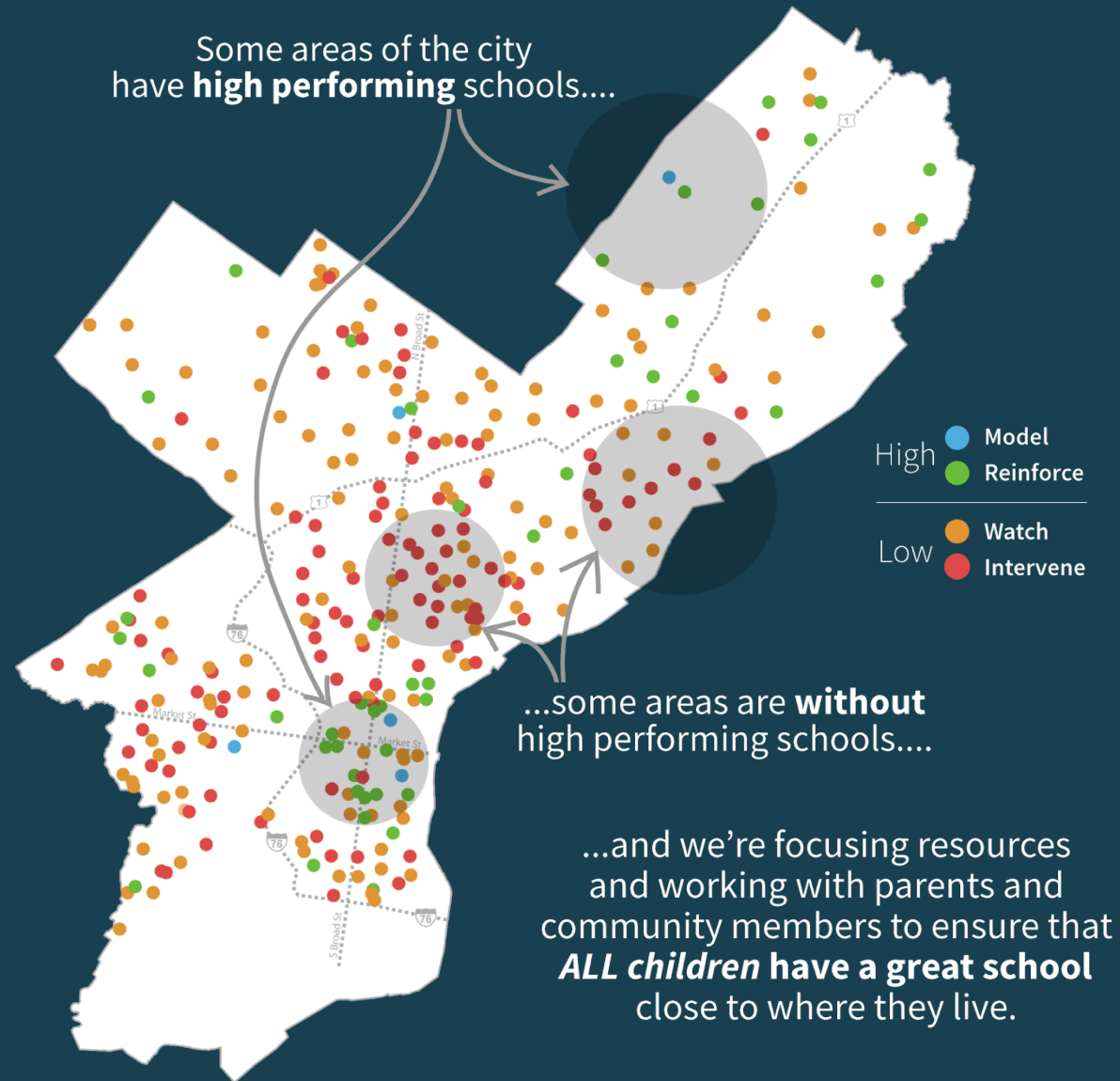


Feedback and Findings Meeting

John Marshall Elementary School

December 13, 2016

All children deserve a **great school** close to where they live.





Agenda

- Why We're Here
- Site Visit Findings
- Stakeholder Feedback
- Additional Ideas
- Next Steps



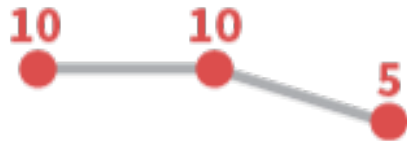
Why is my school being considered?

John Marshall Elementary School

SPR

3-year SPR trend

2012-13 2013-14 2014-15



3-year SPR average

8.3

Key Data

2014-15 Performance

Reading Achievement*	<u>22%</u>
Math Achievement*	<u>13%</u>
Attendance	<u>32%</u>

* School Year 2014-15 performance for achievement equals the percentage of students scoring proficient or advanced on the English language arts and math PSSA exams



School Quality Review

Purpose:

- Identify main factors that support student learning
- Identify main factors that limit student learning

Impact:

- Cause and effect



School Quality Review

Process:

- **Rubric: 5 Domains**
 - Quality of Learning and Teaching
 - Curriculum and Assessment
 - Leadership, Management, and Accountability
 - Culture of Learning
 - Family and Community Engagement (FACE)



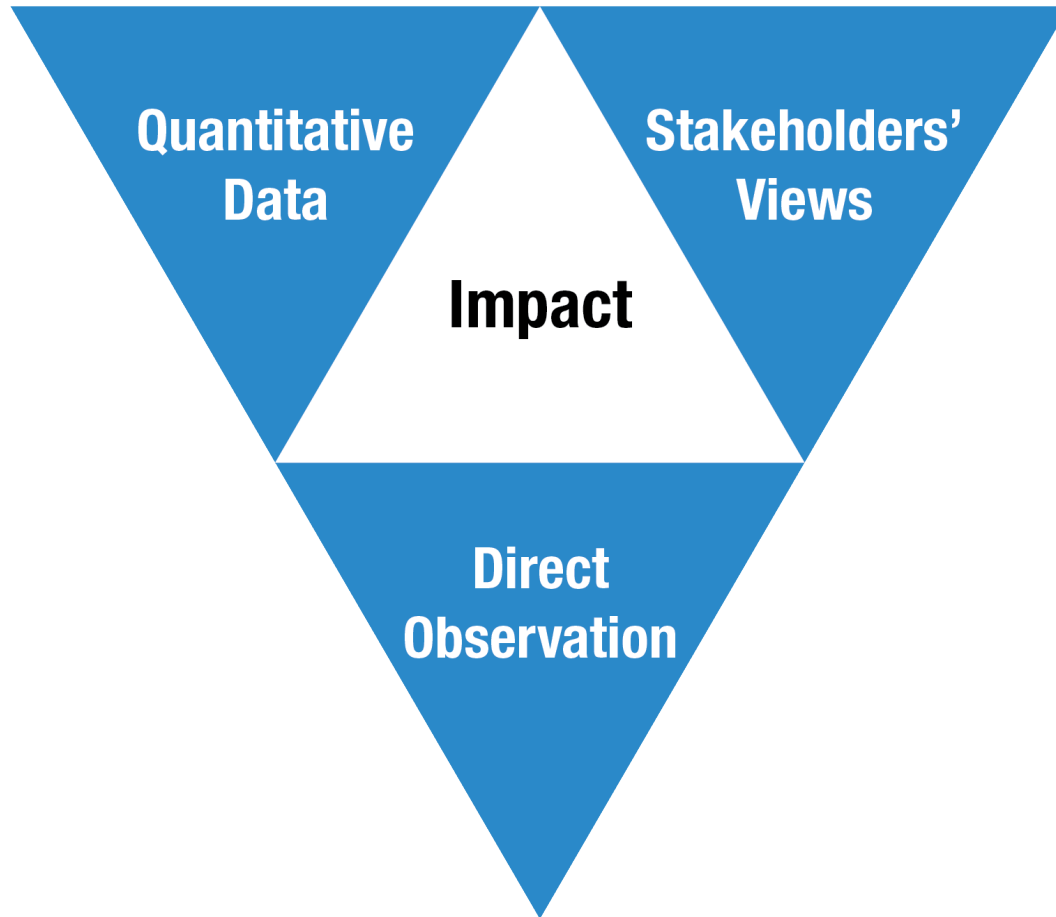
School Quality Review

Evidence:

- Actions by adults or students
- Statements or questions by adults or students
- Observable features of the classrooms or school
- Documentation



School Quality Review





School Quality Review

Factors that support learning:

- **Systems and structures to promote smooth and orderly school operations**
 - School leaders have created systems and processes for the orderly daily operation of the school.
 - Rules for student behavior are posted prominently in classrooms and corridors throughout the school.
- **Positive and caring culture**
 - The school has a positive and caring culture, and staff members visibly demonstrate a commitment to students' physical safety and social-emotional wellbeing.
 - "The school has a lot of children with behavior issues and the school works well in meeting the needs of students. The Climate Manager is aware of how to work with students with behavior and emotional needs." – parent



School Quality Review

Factors that support learning:

- **Focus on developing teacher leaders and structures for teacher collaboration**
 - School leaders have built a structure for developing teacher leaders, who are demonstrating their leadership skills through their work with the collaborative teacher meetings.
 - Teacher leaders also provide effective coverage of many administrative functions throughout the school both during the principal's absence and as a partner with her when she is on campus.
- **Number of highly impactful and strategic partnerships with community agencies**
 - The school has partnered with Carson Valley Children's Services and this year for the first time is has aftercare services.
 - Local businesses support school events via various donations such as food, money, clothing.
 - The community has supported community parades with police escort and the color guard from its feeder high school.



School Quality Review

Factors that limit learning:

- **Lack of academic rigor**
 - Questioning during lessons was commonly at the lowest cognitive level and students were seldom required to do more than sit passively during lessons.
 - In many classes the learning environment was not stimulating either visually or cognitively.
 - The environment was also hampered by poor management of student behavior, particularly in classes with more than 30 students.
 - Lessons were also repeatedly disrupted by non-emergency intercom announcements throughout the day, which disrupted the flow of instruction and contributed to off-task behavior.



School Quality Review

Factors that limit learning:

- **Many lessons showed little evidence of effective planning**
 - Too often students had to either wait for directions on what they should do next, or for teachers to locate materials.
- **Lack of plans for the effective use of additional personnel**
 - In a number of classes the additional adults were either seated or moving around the room without either redirecting behavior or providing meaningful support for completing assignments.



Stakeholder Feedback



Stakeholder Feedback

The process included:

- Student Focus Group
- Staff Focus Group
- Parent and Community Focus Groups
- Community Canvassing
- Community Partners Survey



Stakeholder Feedback

Things people like about the school:

- **Strong sense of teamwork**
 - All stakeholders work to promote the success of the school.
 - School stakeholders are regularly invited to share their ideas and expertise with the school.
 - The school listens and values the community's opinion.
- **Staff members are vested in working to improve the school**
 - The staff care.
 - Teachers go out of their way to make sure students are engaged.
- **The school is open to new ideas**
 - The school has a high priority on keeping families informed about their children's performance in school and has restructured the traditional teacher conferences into Academic Parent Teacher Teams (APTT).
 - Strong Families recently certified the school's Father's outreach program as a Father Friendly Flagship Agency (3FA).



Stakeholder Feedback

Things people like about the school:

- **The afterschool program**

Typical quotes from stakeholders about the afterschool program included:

→ “It’s a great safe place.”

→ “Students can do their homework...and get extra help with academic skills that need additional time.”

- **Outside organizations are welcomed and support the school**

→ “I have worked with this school for the past 21 years and I have never had any issues with staff.” – community organization

→ The school’s FAST (Families and Schools Together) program is an 8-week event that provides a wealth of resources, including funds for school supplies, opportunities for families to meet and talk with other families, and engaging activities for children.



Stakeholder Feedback

Things people would like to change about the school:

- The school needs more financial resources and human capital

Typical parent quotes included:

- “Class sizes are too large.”
- “There are 42 students in each 1st and 2nd grade classes.”
- “Teachers can’t manage that many students.”
- “Need aides in classes larger than 20 students especially with all of the emotional and behavior needs.”



Stakeholder Feedback

Stakeholder ideas for improvement:

- There should be more outreach and community events held at the school
 - “There should be more outreach and community events held at the school.” – parent
 - “Host more holiday or cultural recognition programs that students can participate in to enhance their learning.” – parent
 - “It would be helpful if events were offered at different times so that I could participate.” – parent
- Would like to see more school and/or community resources involved in supporting the school
 - “I would like see counseling for students during the after-school program.” – parent



Stakeholder Feedback

Other Feedback:

- What else do you think would help improve students' academic performance?
- What are other ways in which the school could involve parents and the community?



Next Steps

December

Dr. Hite, Assistant Superintendents,
and other District leaders review

- 1) Stakeholder feedback
- 2) Site visit results
- 3) School input
- 4) New data (SPR)

February

Recommendations for improvement
shared with community

March - June

SRC approvals as needed