

Fremont Elementary School

Bakersfield City School District

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Recommendations

1. To accelerate student achievement in all academic content areas and based on a history of chronic low achievement at all grade levels, an engaging, rigorous, standards-based instructional program must be consistently implemented in all classrooms. A school-wide instructional framework should be created and implemented. This framework should provide a common language shared by every teacher and all other support staff.
2. To accelerate student achievement in every subject area and at every grade level, an engaging, rigorous, critical thinking, problem solving, risk taking, print rich, collaborative classroom environment must be created and implemented. This kind of classroom environment also includes such things as students completing projects, students using rich academic language, both peer to peer and student to teacher, and the teacher regularly implements a Socratic approach to teaching and learning. There must be on-going teacher assessment of student's academic skills so that teaching can be prescriptively tied to what students need, so that they can become advanced and proficient in their grade level standards.
3. To help students become advanced and proficient in their grade level standards, teachers must have Professional Development that re-enforces how to scaffold instruction to support student's ability to access content matter.
4. To accelerate student's achievement in reading and writing, all classrooms must have a library, with hundreds of leveled books, available to all students, that supports guided and independent reading and the development of other literacy skills.
5. Teachers need more round tables in their classroom. Additional classroom materials, furniture and equipment may be needed to support such things as listening centers with headphones and reading areas with bean bags.
6. To accelerate the achievement of each child needing additional academic support, a well-funded, After School Academic Support Program, tied to the overall instructional program of the school, must be in place. This includes the Magnet Program.
7. Focus Professional Development in the areas of: School Culture, Reading, Discipline and working with ELL students.
8. To provide stability and support in classrooms and offices, qualified substitute teachers and substitute classified personnel need to be assigned to work only at Fremont.
9. To meet the academic needs of students, all Site and District budgets must be realigned, implemented and monitored to ensure that the needs of students is being met.

10. The culture of Fremont needs an “overhaul.” While the staff and families are committed to and invested in Fremont, there needs to be a strategic plan/focus on creating a new mindset of practices that celebrate, encourage and reward students, teachers and support staff.
11. PBIS needs to be re-introduced and implemented with fidelity and consistency with monitoring and on-going assessment related to how well the program is operating. This needs to be a collaborative process involving leadership, classified staff, teachers, parents and if appropriate, students.
12. Stable consistent leadership is critical. The Fremont Vice Principal should remain. Her relationships with students, teachers and families is very positive. Students need to return to Fremont next year with a familiar leader.
13. To help meet the needs of families, the District and the School must provide expanded, on-site social/mental health/medical wrap around services for students and their families. This includes developing partnerships with City, County, State and Federal social/mental health/medical resource agencies and organizations.
14. To improve Parent Engagement, the Staff must create venues of opportunities for parents to be engaged in the school. This includes increasing the number of parents, especially African American parents, actively participating in the School Site Council and DLAC, developing a booster club, having more parent/teacher conferences, developing a variety of ways of communicating to parents and developing a before the beginning of the school year activity to help parents understand the school’s expectations related to teaching and learning and the importance of students attending school every day.
15. To show that positive change is happening, to boost School pride and morale and to change the image of Fremont in the City of Bakersfield and the District, the entire campus is in dire need of cleaning. The exterior of the campus needs to “power hosed.” There needs to be a total Physical Plant assessment detailing such things as needed repairs/replacement, painting the interior of all classrooms and offices, plumbing, resurfacing pavements and play areas. As an example: The poles and doorways of offices and classrooms need to be re-painted and the black top needs to be re-paved. The bathrooms need to be steam cleaned to eliminate the odor. Classrooms need to be deep cleaned, furniture upgraded and rearranged so that rooms are more conducive for student learning. In addition: upgrade the lighting systems in all classrooms and offices, upgrade the technology and enhance and expand the landscape with more trees, flowers and grassy areas.