

McKinley Elementary School

Bakersfield City School District

April 30, 2017

Authored by:

Rev. Wendell M. Bass Jr.

Minerva Salas, Ed.D.

Recommendations:

In looking at McKinley's chronic low academic achievement data over the years, it is evident that fundamental changes must happen at the site to accelerate student achievement. The recommendations below are based on current student achievement data, Audit Team interviews with representatives of all stakeholder groups, classroom and school site observations:

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 the academic achievement of students and to improve their literacy skills, reading and writing across the curriculum must be a school site focus. All teachers, especially in the upper grades, must have Professional Development in how to teach reading and writing.
5. 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.
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. To prepare students for entry into kindergarten, two transitional kindergarten classes should to be created.

8. To enhance the physical development of all students, recess time needs to be increased significantly. The play/recess area for Kindergarten students must be enlarged.
9. To decrease the number of Special Education (SPED) students and staff that must be served on the campus, the County Special Education Program needs to be moved to another facility. This program, its staff and the students served in the program are above and beyond the number of SPED students that McKinley staff must serve from their resident population.
10. To support teachers and the implementation of their learning into their teaching practices, Professional Development (PD) topics must be fewer in number and determined in collaboration with teachers. PD must be focused on the needs of teachers. PD should at times be grade level specific. There must be PD that is designed for 1st year teachers. PD must be provided that helps all teachers and staff improve their knowledge base and skills/strategies in teaching and serving the many students who have high needs related to their social and behavioral issues. Leadership must monitor and provide feedback and next steps to teachers related to implementation of their Professional Development learning into their classrooms.
11. To help teachers collaborate around successful teaching practices and programs directly impacting their instruction, Professional Learning Communities (PLC) agendas and meeting must not be inundated with extra administrative and procedural demands.
12. Due to differences between leadership and teachers related to the effectiveness of PBIS, there needs to be a total reboot of the program with all staff collaborating on redeveloping the program so that it can be implanted effectively and consistently with agreed upon expectations for students and staff. Positive referrals and consequences for negative behavior at the tier 1 and tier 2 levels must be clearly defined and appropriately and consistently applied.
13. To support the academic needs of students, Response to Intervention (RTI) structures need to be further developed to handle the tier 2 and tier 3 academic needs of students.
14. There needs to be an assessment to determine if more Intervention Specialists for academics and behavior are needed and if more Instructional Aides for classrooms are needed. If staffing is not increased, then every effort should be made to reduce class size.
15. To provide stability and support in classrooms and offices, qualified substitute teachers and substitute classified personnel need to be assigned to work only at McKinley.
16. 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.

17. To improve Parent Engagement, Leadership and Staff must create venues of opportunities for parents to be engaged in the school. This includes increasing the number of parents actively participating in the PTO, 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.
18. To create a positive image of the school in the District and the community, the District, the Leadership Team, the staff, students, parents and community members and businesses, in collaboration with each other, must develop ways to rebrand McKinley to change the negative perception the school has in the District and the City.
19. To help improve attendance, the District must examine ways to expand Transportation options for students and their families. The District should partner with the City's Public Transportation system to increase the number of pick-up and drop-off locations for students and families.
20. To show that positive change is happening, to boost School pride and morale and to change the image of McKinley in the City of Bakersfield, the District should upgrade the Physical Plant in some of the following ways: (1) Upgrade the lighting systems in all classrooms and offices, (3) paint the interior of all classrooms, (4) upgrade the technology and (5) enhance and expand the landscape with more trees, flowers and grassy areas.