

# **Fairview Community Council**

**Serving Fairview where  
*"People Make The Difference".***

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## **Education Committee**

Report on the  
**Fairview Education  
Summit**

**Date of summit: May 2, 2003  
Date of Report: August 7, 2003**

**Edited by  
Dale H. Myhill  
Education Committee Chair**



# Report on the Fairview Education Summit

## EXECUTIVE SUMMARY

The story of the Education Summit is best told through the words of the participants. Included here is background material on Fairview and community work done there in Elementary School education, and the story of how the Summit came to be and its purpose. The central part of the report is the section on parent comments, panel discussion points, and narratives from individual participants in the Summit. Following that is a section on resources and how other schools have handled similar problems. Finally there is an action plan.

In summary, Fairview has a history of working hard and demanding the best for the children of the community. Since the new Fairview Elementary School was opened in 1998, the community has not seen the anticipated increase in education excellence. Even considering population changes and mobility, test results have been disappointing. This is distressing in light of the new expectations created by *No Child Left Behind*.

At the beginning of 2003, interested members of the Fairview Community Council under the leadership of chairperson Dan Loring started an Education Committee to address community concerns about education in Fairview. As its first order of business, the committee voted to sponsor an Education Summit to gather information on the state of Elementary School instruction in Fairview and the results it was producing.

The primary concerns parents mentioned at the Summit were: safety and discipline, communication, parent involvement, and best use of school resources. Concerns of school staff were that staff and student performance suffered when neither student attitudes nor the environment in the school, neighborhood, and family made academics and education a priority.

Parents offered solutions including enforcing consistently the present district discipline policy and communicating with parents in their native language in monthly meetings and about homework assignments. Staff solutions included better preparing students outside of school for classroom learning, spending more time actually teaching, and more support from the community and home.

The main elements of the action plan are:

- Strictly and consistently enforce the ASD school-wide discipline policy.
- Communicate with parents in their native languages in monthly meetings.
- Make academic excellence and education the highest stated priority.
- Involve community leaders in increasing support from the community
- Make preschools easily available to all regardless of income
- Be sure Fairview area adults are aware of English language resources.

## **Future Image**

In February 1997, Charles Stovall and Celeste Benson co-lead a team of 19 community leaders in developing the Future Image Fairview Community Action Plan through the COMPASS Institute. Education was a primary component of the overall community improvement action plan. Part of that plan was the following vision statement.

### **Vision**

The vision of Fairview School is to create a Community of life long learners where all children, extended families, businesses, and school staff are partners in learning.

Our educational community embraces the values of: respect for self and others, equity, cooperation, individual empowerment, and celebration of community diversity.

The atmosphere of our educational community is inviting, cooperative, and soul fulfilling.

The Fairview community vision seeks to create a focus on academic, artistic, and social excellence, where opportunities are expanded and accomplishments celebrated.

The Future Image Action Plan used hired staff to do home visits and create summer experience activities to accomplish the goals of

- Engaging parents and children together in field trips
- PTA membership, and school event attendance increase
- Parent involvement in planning community events
- Literacy classes
- Youth involvement at the Recreation Center

These goals were designed to overcome the barriers of low parental involvement in education, language and cultural barriers, and a mobile population of lower income renting families with a high number of single parent households. This was to be accomplished through community collaboration and partnerships that would produce healthy and successful families that had a positive community identity with a safe, clean, beautiful neighborhood.

The Education Benchmarks were:

- increased participation by parents,
- higher test scores,
- increased attendance at extra-curricular activities, and
- decreased drop-out and absentee rates.

# A FAIRVIEW HISTORY

As told by Celeste Benson

Fairview is one of the oldest neighborhoods in Anchorage. It grew from the homes of construction workers who built the Alaska Railroad into a community of entrepreneurs with a vision of wealth and prosperity. Modest homes were built and families started.

Fairview is a community in which people have made a difference carving a unique history and will continue to shape their future in a positive way, regardless of the challenges.

In the 50's, before there was a Fairview Elementary School, the children walked to Denali Elementary, because most of them lived outside the bus requirement limit. After having children left behind by the "car pool mother," a group of parents decided to acquire a bus and went to work raising the funds. Helene Hennings was the first school bus driver. There was a charge of ten cents per ride; however, children were not denied a ride if they did not have the money. The committee of parents then went to work to convince the school district that Fairview children needed a school. The school was built in 1946, the bus was sold, and the parents got busy again and bought playground equipment.

After 50 years and many children passing through its doors, Fairview Elementary School became worn out. Year by year portable classrooms were placed in the school yard to accommodate the growing number of children. By the time the request for a replacement school was put on the ballot, there were 14 portable classrooms that filled the entire playground. Brown water ran through the pipes and signs of "old age" were everywhere, but in spite of all this, the children brightened its halls and teachers proudly took children lovingly from one stage of their life to another.

In April 1996, the Fairview Replacement School was on the ballot. By December, the community celebrated the planning and design of a new school for Fairview children. During this same time the study, design and development of major streets in the community, including 15th Avenue safety improvements was in progress. Throughout the year, many hours were volunteered in citizen advisory groups to work with the professionals to maintain the integrity of the community and uphold the standards for safety and quality of life issues.

On Wednesday, September 2, 1998, the new replacement Fairview Elementary School opened on time. Charles Benson reported in the Fairview Council News, "When I went in the office two of the staff greeted me with smiles of pride, in spite of a very busy morning that followed many hours of preparation. Mrs. Long (Principal) joined me and we tried to determine who had the biggest smile of pride. It was a tie, because smiles do not extend beyond ear-to-ear."

The dedication for the new school was held on October 15, 1998 at 7:00 PM. The community packed the auditorium for this monumental occasion. Superintendent

Bob Christal, Commissioner of Education Shirley Holloway, Architect Pat Krochina and President of the Anchorage School Board Harriet Drummond joined Principal Eunice Long. Many of the former principals of Fairview Elementary were welcomed at this event. The Alaska Symphony String Ensemble held the audience in awe with their musical selections, which included the National Anthem and the Alaska Flag Song. Fairview student's performance exemplified the pride and talent of Fairview students with two musical selections, the favorite being "We are Fairview Family." The Fairview Community Council received a Certificate of Appreciation from the school district for their support in the development of this wonderful facility.

And now we, as a community, will face the challenge of the day and seek the best environment to ensure that all children succeed in school and that no child is left behind.

## **Fairview Education Summit**

Date: Saturday, May 3, 2003

Place: Fairview Elementary School

### **Purpose**

- To decide what type of schools we want in Fairview to meet student needs and attract residents to the Neighborhood
- To begin an ongoing Neighborhood process for systematic educational improvement in Fairview.
- To provide additional feedback from Fairview to the Anchorage School District for their Six-Year-Plan.

### **Mission**

- Gather neighborhood opinions, concerns, and ideas
- Review current statistics and test scores and their implications regarding our Elementary schools
- Discover what Fairview children need to prepare them for success in Middle School, High School, and Higher Education.
- Discuss what is working in our schools that serve the Fairview Neighborhood and what should change
- Listen to ways to increase Fairview Neighborhood involvement in education
- Provide additional community input for the School Report Card
- Determine a specific focus and instruction plan for Fairview Elementary School
- Design a plan for implementing the recommended changes
- Begin to put the plan for educational improvement into action, including active Neighborhood involvement in P.I.E.=A (Partners In Education=Action)
- Plan to involve a member of the Community Council Education Committee in interviews
- Plan an August 2003 joint Community/Staff Retreat

# FAIRVIEW EDUCATION SUMMIT

Saturday, May 3, 2003

10:00 AM-2:30 PM

Free lunch 11:30-12:30

Fairview Elementary School

**For every person interested in education in  
the  
Fairview Neighborhood**

**10:00 Registration and Informal opening**

Free childcare while your are at the Summit

**10:30 Small group discussions**

Leaders will speak Spanish, Samoan, Hmong, and English  
You will have time to ask questions and give your opinions

**11:30 Lunch**

During lunch young dancers will entertain you

**12:30 Panel Discussion**

Experts will listen to your concerns and answer your  
questions

**2:00 Closing Summary and Debrief**

Invitation to continue to be involved in Fairview education

**2:30 Close**



**These were the remarks opening the Education Summit.**

Welcome to the first  
Fairview Neighborhood Education Summit

My name is Dale Myhill. I work here in Fairview.  
I am the Chairman of the Community Council Education Committee.

Why are we here?  
What is the purpose of this Summit?

Over the past year we have heard and read about huge changes in Education.  
We hear about the Federal *No Child Left Behind* Legislation  
We read about the Alaska State Exit exams in High School and how our children  
have to start preparing for them even in Elementary school.  
We have an ever-changing array of tests that our children seem to be continuously  
taking.  
Meanwhile, we read about violence on our school buses and fights on our  
playgrounds.  
We hear about teachers moving from some schools as soon as they can find  
another job, and homebuyers who refuse to buy homes in neighborhoods near  
some of our schools.

And what about those tests? Do they mean anything? What happens if our kids  
don't pass? What happens if we fail? What happens if we as a neighborhood  
fail?

We hear a lot of reasons why our school scores low. Everyone who goes to  
Fairview Elementary is in the minority. Some children have parents who speak  
little English. What happens when the teacher asks the family to read together?  
Most families here have all the adults out working all day. How do you tell the  
boss you have to take half a day off for a parent teacher conference? Or what if  
you want to volunteer at the school, or attend an assembly, or just come to eat  
lunch with your kids, or they get sick?

You talk about *No Child Left Behind*. Some of our kids are already left behind on  
the first day of Kindergarten. And then how well do they do when they get to  
Middle school? Are they ready? What about High School and those exit exams?  
Will they pass?

Are our children getting what they need right now from our schools in this  
Neighborhood that will prepare them--not just to graduate, but to earn an  
education that will allow them to not only make choices between Military service  
or retail sales, but also between trade school or college.

We all want our children to do better than we did. We need schools that will help us to do that. We are tired of hearing that “it’s good enough for Fairview, and it’s Fairview, you can’t expect much.” We want families competing to get into our schools, rather than trying to away from them.

Several months ago, members of the Fairview Community Council voiced some of these same concerns. An Education Committee was formed. The first project from that committee was this Summit.

The purpose of the summit is to decide what kinds of schools we want for our children and the neighborhood. What do we want them to do, and how do want them to do it?

We want to find out what we are already doing right and how to build on that.

We want to find out where we need changes and how to start doing that.

And we want to begin a ongoing process for systematic educational improvement in Fairview.

There are a lot of good things going on in Fairview. Look at the beautiful school we have. A new building is nearly ready for Denali School. Our schools have scores of dedicated, caring, experienced, and professional educators. We have many volunteer parents and other volunteers from the community. We have plans from the District for meeting the education challenges, and more money at Fairview Elementary than we have ever had. We have parents and other community members gathered here today who care about their children and about Fairview.

You were asked to sign an information sheet when you arrived. Be sure you check the last box that asked whether you want to be involved in change—in ongoing improvement in Fairview Education. A report summarizing the Summit will be written and made available to you before school starts in the fall. It will contain an ongoing plan based on the information gathered here today.

Today’s Schedule calls for meeting in small groups for the next hour, and then being entertained during lunch starting at 11:30. After lunch we will interact with a panel of experts for an hour and a half, followed by a short debriefing.

It all starts now. The purpose of the small group discussions is to listen to you. I want you to make a group list of your concerns and questions. I want you to add your ideas and dreams for Fairview education. In the afternoon we will present your questions to the panel, and also present your suggestions and ideas. Everything will be gathered together for the final report. Let’s start now.

## **This is a list of parent concerns and suggestions from the Small Group Flip Charts**

### **Samoan group**

- Good dedicated teachers
- Use present programs to best advantage
- Communication problems; parents intimidated by staff; do not feel comfortable at school
- Bus discipline and classroom discipline is not consistent
- Enforce ASD discipline plan strictly and consistently for classroom and bus violations.
- Parent rider on bus to help with behavior problems and safety.
- Parents appreciate staff members who do so much extra towards student success.
- Monthly after-school meetings in Samoan to focused on problems relating to Samoan students.

### **Spanish group**

- Communication problems with homework. Parents do not know what is expected and do not understand teacher instructions so parents are frustrated when they help with homework.
- Discipline and safety on the bus and behavior in classrooms.

### **English Group**

- Things that are working are: team effort to build school, open door policy, celebrating diversity, professional development for staff, parent support.
- Unsure of opportunities for parents and community to help address the achievement gap.
- Critical transition at 3rd to 4th Grade from learning to read to reading to learn.
- Transition program for students going to Middle school Teaching Teams
- Structural changes to improve achievement, esteem, and success.
- Support for teacher mentoring
- More emphasis on closing the Indian achievement gap.
- Increase incorporation of diversity into regular school day and school philosophy.
- Develop school programs to integrate resources from business, community, parents, UAA.

## **Student Group**

- Things that are good: Science, reading, writing, history, math; football, sports; good friends; volunteers, respecting authority.
- Changes needed: teachers to be fair, healthy food, more history, better explanation of assignments, more computers, supplies, books; softball and other sports.
- How to improve the school: pick up trash, more science and scientists, better environment, more study sessions.
- Things liked about school: people, how we are treated, teachers and their attitudes, dance, gym and lunch, recess and breaks from work, Fairview community, nice friends.

## **A ROUND TABLE DISCUSSION**

### **TEACHERS' EXPECTATIONS**

What are teachers' expectations when children come to school? Are they prepared? What assets do they need to succeed upon their arrival at school? These are some of the questions that parents should be asking themselves during the first years of their child's growth and development. The years before children enter kindergarten lay the foundation for their success in school. The following are concerns, challenges and recommendations presented by the panel of educators, parents and community members during Fairview's Educational Summit.

### **THE FORMABLE YEARS**

A former Head Start teacher had specialists come to her school to teach staff to learn and work as a team. She does not think we have enough head start schools here. She said that this program has a waiting list and is only for children from low-income families. She represents 50,000 students, 4 are hers. Another teacher reiterated that preschools prepare children. "They get jazzed and want to be there (at school)." A "hands-on" approach by parents was mentioned as a very important factor that should be looked at seriously. Parents must take an active role in the child's life and continue their involvement throughout the child's school years.

A parent asks, "Why don't we have a preschool if we say it is so important?" Another responded that when the school was being planned we wanted a preschool. There was space and funding for three Kindergarten rooms and one preschool classroom, however the fourth room was needed for kindergarten. A Fairview teacher said that there is not enough room for the kids we have. Classrooms are too crowded. Fairview averages 18 to 20 children per classroom. A "hands-on" approach by parents was again mentioned as a very important factor that should be looked at seriously. Parents must take an active role in the child's life and continue their involvement throughout the child's school years.

### **READING ACTIVITIES**

It could not be stressed enough the importance of parent's reading and story telling as a process to prepare children to learn to read. Activities such as talking, reading, and singing increase a child's language capacity. The more adults talk to children, the more their vocabulary increases and the more prepared they are to enter the first years of their school life.

### **ENVIRONMENT**

Preschool and Head Start was again mentioned as a wonderful program, especially for children with English as a second language in their homes. Oral development, especially with bilingual children, poses a learning deficiency for children when they arrive in kindergarten, especially when they are placed in an over-crowded classroom. In response to the challenge of teaching bilingual

children, it was suggested that a "floating teacher" be assigned to the classroom to assist the children and teacher. Language development leads to reading and writing skills that help children succeed.

Learning to play was said to be an important factor in preparing children for school. Swimming, dancing, and gymnastics help prepare children for school. Not only is it important for children to develop their long and short muscles, play also stimulates the mind. As children play, they learn to problem solve and get along with other children.

Lunch time was mentioned as an important part of the child's structured day. Kindergarten children have 20 minutes for their lunch time. A parent participant said that this was not enough time for children to eat and digest their food. Lunch time was also important to the young people in their workshop. They said that the food was greasy and stressed that they wanted more healthy foods.

### **BEHAVIOR AND DISCIPLINE**

Too often the environment at school focuses on improper behavior and discipline. A teacher stated that we have no control over the home environment. The environment at school must focus on behavior. A Head-start teacher spoke on two issues: 1) Behavior contributes to burn out in all staffs from Head-Start to high school. The student won't tell you what is going on at home. No matter how rough it is, they want to hold the family together. The oldest kid has the greatest responsibility. 2) Parent involvement – what do you mean? There is high mobility rate of children and their families in our school. They do not know where to sleep or whether they will eat. Several comments were made regarding behavior and discipline:

- It is possible to achieve and reach high goals
- Students must learn to balance culture and education
- Adults must set an example. Children watch adults
- Anger Management should be taught to everyone
- Follow school-wide discipline per ASD policy – not come up with something new
- Must have parents involved
- Ms. Mance sets priorities. Have steering committee, staffing, reconfigure how staff works and invite parents to be a part of that
- One Friday each month invite a Samoan parent to talk about discipline issues – we have lost touch with our culture, which is based on respect
- Kids must know their culture – it will help with discipline
- Have leadership class for students – 8th graders talk to 6th graders
- Open dialogue between students, administration, teachers re: field trips, lunch, curriculum, discipline
- Talk about what it means to be a caring community
- Kids must know we are all on the same page

From the student's point of view, as expressed in their workshop, they liked their teachers' attitudes, but they do not always understand their directions. Homework is not always explained clearly and sometimes the teacher goes too fast.

## **KEEPING TEACHERS AT FAIRVIEW**

A former teacher stated that the finest teachers she has ever worked with were at Fairview. In the past there was very little turnover; however, upon returning to Fairview staff, she has found more turnover of teachers and principals. Another teacher said that the main reason teachers leave is they get tired of not teaching. 17% of waking hours are in the classroom, while 83% are outside the classroom. Everything has to happen in the classroom. "Books don't go home because they won't come back." Another said that we must focus on prevention. Teachers need to be supported "from above." A Central Middle School participant said that children have homework when they get to middle school. If we do not train kids to prepare for this, we are setting them up for failure. One teacher stated that the reason teachers leave is because they have to spend too much time as drill sergeants. They get tired of not being able to teach. Again the round table discussion turns to discipline. The following are comments from the panel discussion:

1. We need positives – take off labels. Kids in Title 1 Schools are just as beautiful and smart as children in non-Title 1 schools
2. Kids are people with feelings
3. Kids want healthier food – greasy food is not conducive to learning
4. Be sure we have enough books and supplies so that classroom learning is not disrupted
5. Use Central Middle School's model for discipline
6. Understand child's behavior – why is there a problem and what is the cause
7. Raise expectations for our children and involve parents
8. Develop a strong PTA – do whatever it takes to bring parents into the school
9. Develop a Parent Resource Center where parents can speak with a teacher or counselor in an unthreatening environment
10. Have Diversity training
11. Do a 6th grade exit survey to hear what students concerns are and what life skills they have learned while in Fairview
12. Study why some kids make it and some don't and try to find solutions

## **INDIVIDUAL EDUCATIONAL PLANS (IEP's)**

The IEP is an important function used mainly in the special education program. This form of information gathering and planning is important to the teacher.

## **NETWORKING and SUPPORTIVE NEIGHBORHOODS**

Getting information out to families regarding the resources available to them was an important point made by a participant. Working with community groups such as Foster Grandparents, local banks, the Health Center, Community Councils and other local organizations allows the school to benefit from those who have a special love for children. The community must model behavior, not just teachers

and kids. It was stated that the community leadership can help the school support our kids who are our future.

#### **SUMMARY COMMENT**

The Carnegie Task Force on "Meeting the needs of young children" lists a number of factors that children need to be successful. Children need a "supportive community, such as a caring neighborhood, a nurturing ethnic group, or a supportive religious group, school, or community organization." All children, but especially those from low-income, low-education, and single-parent backgrounds, may benefit from experiences that their families cannot provide. From *Successful Children - The Science Behind the Child Success Pyramid* - Page 24)

The Fairview Community Council will continue to carry out its mission to improve the quality of life for all who live, work and go to school in our community. We will strive to work with the administration to find ways to serve the needs of Fairview Elementary School children, the future leaders of this nation.



Chuck Stovall  
Ameree Community Coordinator  
Anchorage Elks Youth Activities Coordinator

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To: Fairview Elementary Educational Summit Panel

Date: June 2, 2003

Re: Team Assessment So the Engine Can Achieve Full Operational Success

**Evaluation:**

There are answers and solutions to problems. The blame cannot be placed on one person. Everyone must be responsible for our schools and community, and interact with our children.

The word "discipline" was used as "punishment" at the Education Summit. One teacher addressed concerns how teacher feelings are hurt each day, and that they feel disenfranchised by the school, parents, and the community. The staff wanted "Mutiny on the Bounty" at Fairview Elementary School.

Management at the school feels like the "Lone High Plains Drifter." Management makes the mistake of building a power base within. Information and power surveys of all surrounding neighborhoods and community leaders are needed to assist in establishing new structural operation of the school, work from the community, and back inter-management.

"The parents do not feel welcome at Fairview Elementary."

The business community feels as though they need to do more. The questions are, "What can be done?" "How much improvement is needed?" "What are the most important needs of Fairview School and the community? How can we get the parents to participate? "How do we get the parents, teachers, management and the community to interact with each other on a daily basis, weekly basis or monthly basis?" The questions can go on, but actions are needed and not talk!

**Summary:**

This brief evaluation is not the sole answer or solution. It is just like the spokes in a wheel which give support, and this must be digested the same.

Management is not "dignity," but human, full of mistakes, errors and a lot of times does not get along with everyone! As the controlling factor, management must learn diplomacy and adapt to the wants and needs of the community as a whole. Make every agenda suitable to address all concerns.

**Suggested Steps:**

1. Let punishment be a correction. First, do studies on the problems with teachers, parents, and management. Oversee the process with community leaders.
2. Discipline is the correct tool to keep one accord and harmony among the school's daily operations.
3. The teachers, parents and management must agree collectively on how to solve problems and what type of training to implement.
4. A key point is to make the students part of the solution and implement how to listen to each other. Student body and student conflict resolution was suggested.

5. Must gather business leaders to help with life skills, jobs, additional education, and mentorship needed by students and their parent(s).
6. Another statement was made that needs to be understood correctly regarding uncontrollable behavior. Feelings lead to thoughts. Thoughts lead to behavioral reactions. We have no clue what makes each student act out in an uncontrollable fashion. We must give each child every opportunity to succeed in school and life.
7. Health and Human Services Community Nursing Counselor, the Community Schools Coordinator, one community leader, a trained parent, and management needs to interact with students, parents, and the community. Develop a welcome package and visit every student's home to learn about his or her environment.
8. Create special programs for students, parents, management and the community. Include an open-ended invitation to each parent.
9. Train parents in the art of Parent-to-Parent Mentor Training so they will be able to help each other with problem solving and how to communicate with each other.
10. Invite parents into the school to help develop projects. Have the students assist and include students from West High School to participate in Projects.
11. Use past projects that work, such as the Compass Program, workshops, field trips, and parent supervised projects--40 Developmental Assets and existing assets.
12. What is necessary to achieve this point of peer-to-peer association to work? [ENGINE: Everyone is, Necessary to, Give Individuals the Needed Empowerment]. [TEAM: Together Everyone Achieves More].
  - A) Staff, teachers, parent(s), management, businesses and community leaders should start working and running in sync as a TEAM.
  - B) Start the ENGINE to develop rehabilitation, reconstruction and redesign of the entire structure as a whole.
13. The Engine that drives the Team must lead them to the root of the problem within, and problems out in the community.
  - A) The old must be torn down to ground level.
  - B) A new foundation must be built brick by brick until it is strong enough and cured with time to be approved by everyone in a cohesive manner.
  - C) Only then can the construction of the first floor begin.
  - D) This method has the Teamwork approach as well as an oiled and timed Engine.
  - E) This develops into pride, more participation, and a better economic base for new teachers and families at Fairview. Fairview will become a much safer and healthier community.
14. The Mission Statement and Community Vision must be written with all participants in leadership and management, who must agree.

There is much that could be said, but Fairview needs to act now to start "Restoration"! Thank you for letting me a part of your Education Summit Committee.

## **A PARENT'S STORY**

Written with the permission of a parent

My daughter and I moved to Alaska a few months ago. One of the main reasons for the move was to maintain the mother-daughter relationship and to get her more involved academically. In doing so I planned to get more involved, myself, in her school activities.

Upon entering Fairview Elementary School I received a warm welcome and was introduced to her teacher and the programs Fairview offered. She got into the Century 21 Program and sports activities. I could see her excitement and, after a few weeks, I decided to stop by after 3:30 PM to chat with her teacher.

Well, based on the conversation with my daughter, everything at school was okay, except that a boy was always picking on her and calling her mom names. She also said that she "just doesn't get the math." When I questioned her further she told me that the boy picks on everybody. I told her to ignore him and if the problem got worse she needed to talk to her teacher. Her response to this was that he picks on everybody and gets away with it.

In dealing with my daughter's math problem I got tutoring help for her. After the first week she improved and the tutor stated that she showed her how to do the problems and discussed the formulas with her.

And now, sitting in her classroom, her teacher said that my daughter was doing well in all subjects, except math. She was a week behind in her homework assignments and during math period she always complained of having a headache and put her head on her desk. I must admit that I was shocked and disappointed. Shocked, because my daughter didn't tell me about her problems and disappointed that the tutoring had not helped her.

Now, I tried to analyze things. My response was to be really firm with her. I immediately pulled her from the basketball team, however I was advised that this was not good and that I might be creating something worse. She also needed balance with fun things to do to as well as school work.

At this point my follow-up with everything is disappointing, because the situation with the little boy arose again, but worse. I had just questioned her about the little boy and her response was that "it wasn't her week to be picked on." Why, then, did I get a message from the teacher stating that she had been in a little confrontation? When I went to school I found out that my daughter had been expelled from school for one day because she and the boy had collared each other in the gym. My heart went out to my daughter during the conference with her teacher. As she was receiving her punishment she cried and was saying how sorry and embarrassed she was and said, "Mommy I just got tired of him."

I had to repeat some of things we had discussed before about allowing adults to take charge and no matter how much the boy talked she could not put her hands on him.

I know I have to use the "tough love" tactic, but deep inside I feel I must challenge this decision and question, "How did it get to this level?"

Table 18

**Fairview School Overview**

**Statement of Program**

Fairview Elementary School, located near downtown Anchorage, provides a standard school program of instruction in grades K-6. The staff includes certified classroom teachers, a resource librarian, Federal and State program support staff. A community school program is also housed at Fairview.

The basic instructional program is self-contained with specialists leading art, classroom music, physical education, band, and orchestra. The vision of Fairview is to create and nurture a full service school of life-long learners where all children, their families, school personnel, community members and businesses are partners in learning.

Fairview builds on the strengths of its multicultural students, staff and community to broaden appreciation of cultures and heighten self-confidence, self-pride and achievement.

We believe that children should be given instruction to progress at an optimal rate according to their personal abilities. We believe that learning should be exciting and fun for children, and that quality education includes instruction in music, art, physical education, human relations, performing arts, social studies, science, health and work-study skills. The family/community/school partnership is vital to nurturing success in all children, and Fairview strives to achieve success through cooperation.

**SCHOOL GOALS**

Goal	Level of Achievement
In the area of instruction and curriculum our major goal is to continue to address improvement in literacy, building wide. Through the use of assessments, both Title I and those required by ASD.	Not Attained
The implementation of a Building-wide student Behavior Plan. By having a consistent, proactive, productive plan in which to address behaviors that interfere with the teachers ability to teach and the students ability to learn this plan is necessary to the attainment and maintenance of improved student achievement.	Partially Attained

**BUDGET\***

2000-01 Revised Expenditures	\$1,943,027
2001-02 Revised Budgeted Amount	\$1,940,787
2002-03 Proposed Budget	\$1,954,205
*Dollars budgeted or expended are general fund only.	

Fairview School Overview

School Report Card Statement

Lois Mance

Fairview Elementary School

In reflecting on my second year as principal at Fairview Elementary School, I can honestly say that I feel that progress is being made, slowly, but steady. Change is difficult when there is not consistency, stability and a shared-vision.

Consistency will be realized when our school curriculum is taught on a consistent basis Kdg. thru Gr. 6. I am hopeful that Fairview will be awarded the Reading Excellence Act grant. The grant supports the President's educational goal that all students should be able to read and compute by the end of grade 3. Selection in this grant will provide staff, students, parents and the community a fantastic opportunity to surpass our literacy goals K-6.

Stability in dedicated, flexible, positive and committed professionals who are team players are essential to the success of Fairview Elementary School. While tradition is grand and we must build on the past, we must also embrace the future and what is necessary for success that was not required ten or even five years ago. Individuals who have the mind set on blaming others and bemoaning efforts made toward a sound and stable learning environment should go elsewhere. Parents and community patrons are welcomed in the school at any time. It is important that one see for themselves what is happening in Fairview instead of taking the word of others, or relying solely on what is reported by the child. Partnerships must occur, are necessary and vital to the growth and development of a quality, academic, socially rich school environment. Teachers and other staff members value support and encouragement from me-building principal, colleagues, parents and community members. In addition to partnerships there must quality, relevant and meaningful professional development training for staff as well as parents. In order to accomplish this goal I will hire a Professional Development Specialist. This individual will work closely with me in coordinating building-wide Title I and ASD assessments, provide training, assist in mentoring new staff and help formulate instructional programs, i.e. after school reading / literacy instruction for students and parents. To address and build on the rich cultural diversity a Family Literacy program will be organized to assist bilingual parents become more proficient to assist their children in school.

Finally, creating a shared-vision of what Fairview is and can become in the future. We must all be on the same page and hold the same hope that our students can and will succeed. We must model for our students a positive outlook, and promote accord instead of discord. All this will happen, I'm sure of it. To become proficient in literacy, Fairview must have systematic and consistent curriculum. Stability of caring, highly literate, professional, and positive staff, parents and community patrons. Working - together- smarter and not harder will make the difference in both our academic progress and the school environment!

Fairview School Characteristics

SCHOOL MEMBERSHIP				
September 28, 2001 Membership	Percent of Capacity	Special Education	Gifted	Bilingual
456	78%	83	4	157

AVERAGE DAILY ATTENDANCE/AVERAGE DAILY MEMBERSHIP		
Average Daily Attendance	Average Daily Membership	Percentage of Daily Attendance
416.836	452.461	92.126

CLASSROOM GROUPS			
	20 and below	21 to 30	31+
Primary	10	5	-
Intermediate	5	6	-
Combination	-	-	-

CERTIFICATED STAFFING	FTE	SUPPORT STAFFING	FTE
Principals/ Assistant Principals	1.0	Special Education Aides	1.75
Classroom Teachers	26.0	Title I Coordinators	1.0
Librarians	1.0	Bilingual Tutors	3.0
Special Education Teachers	3.0	Indian Education Tutor/Counselor	1.0
Music Teachers	1.2	Teacher Assistants/Aides	2.0
Art Teachers	.6	Clerical Support Staff	1.625
Physical Education Teachers	1.2	Custodians	3.0
Bilingual Teachers	1.0		
Counselors	1.0		
Nurses	1.0		
<b>Special Programs:</b> Bilingual Ed., Community School, Full-Day Kindergarten, Indian Ed., Title I, Breakfast Program, Counselors			

Fairview School Characteristics

ETHNICITY REPORT - OCTOBER 2001						
Caucasian	African American	American Native	Asian/ Pac. Islander	Hispanic	Other	Total Minority
64 14%	111 24%	61 13%	87 19%	89 19%	54 12%	402 87%

FREE/REDUCED PRICE LUNCH INFORMATION				
Year	School Level	Number in Attendance Area	Number of Children from Low-income Families*	Percent of Children from Low-income Families*
2001-02	Elementary	456	397	87%

\* Estimate of children from low-income families is based on Free/Reduced Lunch Program.

RETENTION REPORT									
Grade Repeated	K	1	2	3	4	5	6	Total	
Number Not Promoted	2	2	0	1	0	0	1	6	
Percent Not Promoted	3.5%	2.9%	0%	1.5%	0%	0%	1.7%	1.4%	

STUDENT POPULATION MOBILITY						
Membership	New Enrollment	Withdrawals	Transfer Out	Transfer In	Total Mobility	Percent Mobility
456	120	6	31	82	239	52%

TRANSIENCY RATE		
Students enrolled for >170 days	Students enrolled for >1 day	Percent Transiency
393	552	28.80%

Fairview School Achievement

BENCHMARK SCORES MARCH 2002								
Students	Advanced		Proficient		Below Proficient		Not Proficient	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
<b>Grade 3</b>								
Reading	7	11%	29	47%	15	24%	11	18%
Writing	3	5%	28	44%	26	41%	6	10%
Math	11	17%	28	44%	15	24%	9	14%
<b>Grade 6</b>								
Reading	6	10%	21	36%	20	34%	11	19%
Writing	6	11%	29	51%	21	37%	1	2%
Math	7	12%	12	21%	18	31%	21	36%

CAT PERCENTILE RANK SCORES AND NUMBER TESTED			
SUBTEST		GRADE	
		4	5
Reading	%ile	<u>21</u>	<u>29</u>
	No.	64	66
Vocabulary	%ile	<u>23</u>	<u>27</u>
	No.	63	66
Reading Composite	%ile	<u>22</u>	<u>28</u>
	No.	63	66
Language	%ile	<u>20</u>	<u>33</u>
	No.	64	66
Language Mechanics	%ile	<u>26</u>	<u>31</u>
	No.	63	66
Language Composite	%ile	<u>22</u>	<u>32</u>
	No.	63	66
Math	%ile	<u>18</u>	<u>28</u>
	No.	64	66
Math Computation	%ile	<u>32</u>	<u>48</u>
	No.	63	66
Mathematics Composite	%ile	<u>23</u>	<u>38</u>
	No.	63	66
Total Score	%ile	<u>18</u>	<u>30</u>
	No.	64	66
Science	%ile	<u>14</u>	<u>22</u>
	No.	63	66
Social Studies	%ile	<u>17</u>	<u>25</u>
	No.	63	65
Spelling	%ile	<u>30</u>	<u>31</u>
	No.	63	66



Fairview School Achievement

HISTORICAL PERFORMANCES CAT/6 PERCENTILE RANK SCORES 2001-2002 CAT/5 EQUIVALENT OF CAT/6 2001-2002 CAT/5 PERCENTILE RANK SCORES 1998-99 THROUGH 2000-2001						
Grade	Area	01-02 (6)	01-02 (5)	00-01	99-00	98-99
4	Reading Composite	22	27	32	43	57
4	Language Composite	22	23	38	43	53
4	Math Composite	23	30	39	49	59
5	Reading Composite	28	33	-	25	49
5	Language Composite	32	35	-	27	52
5	Math Composite	38	46	-	44	64

CAT and Benchmark Test Participation March 2002			
Grade	February 28* Membership	Number Tested	Percent Tested
3	64	63	97%
4	67	64	96%
5	71	66	93%
6	59	58	98%

\* Membership includes regular education and special education level 1 and level 2 students.

**The following Resource List was developed by:  
George Donart, Denali Elementary School teacher**

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**This is a very valuable site.**

**It has a wide variety of school reform models.**

<http://www.nwrel.org/scpd/catalog/index.shtml>

### **One example of a successfully implemented model**

**(there are many others):**

The example below is just one of many successfully implemented school change models. It isn't necessarily a direction that Fairview take, but it does illustrate the type of change that a school or district can go through in order to help children be much more successful in school.

**The Eight-Step Instructional Process technique** has been used to improve academic performance in schools throughout the district and is now being shared with educators from across the nation. The eight steps are:

- Disaggregate data.
- Develop timeline of skills, topics to be taught.
- Deliver instructional focus.
- Administer assessment.
- Enrichment.
- Tutorial.
- Provide ongoing maintenance.
- Monitoring.

### **The Plan-Do-Check-Act Process**

Implemented successfully by Gerald E. Anderson and Patricia Davenport in the Brazosport Independent School District, and advocated by Cawelti and Protheroe (2001) and Schmoker (2001), the Plan-Do-Check-Act process has generated interest around the country.

This instructional process enables administrators and teachers to base their planning and instructional decisions on fact, diagnose problems, and work together to close gaps in student performance.

#### **How?**

Faculty and staff are key players in the Plan-Do-Check-Act process, from the first stage of data disaggregation, through to the final phases of implementation and evaluation.

For more information on the process and the Brazosport experience, Gerald E. Anderson can be reached at [eeqc@earthlink.net](mailto:eeqc@earthlink.net) and Patricia Davenport at [pdavenport@equityineducation.com](mailto:pdavenport@equityineducation.com).

# Seeking Alternatives

After focusing on what's working and the challenges we face, looking for a new direction can be daunting. Schools, being learned institutions, have always changed themselves, sometimes from without, but often from within. Fortunately, others have gone before us.

In an ambitious project, the U.S. Department of Education established the National Clearinghouse for Comprehensive School Reform (NCCSR) in 1999. The NCCSR (<http://www.goodschools.gwu.edu/>), located at George Washington University disseminates information through a web site, reference and retrieval services, outreach, and publications. They have teamed with the Northwest Regional Lab (<http://www.nwrel.org/>), located in Portland, Oregon, and together have created a catalog of 26 school reform models.

Because of its sheer size, it is unfortunate that we cannot include the entire document in this report. This 168 page document can be downloaded at: <http://www.nwrel.org/scpd/catalog/index.shtml>. The Table of Contents includes the following:

## WHOLE-SCHOOL MODELS

Accelerated Schools Project (K-8).....	2
America's Choice School Design (K-12) .....	7
ATLAS Communities (PreK-12) .....	12
Center for Effective Schools (K-12) .....	17
Child Development Project (K-6) .....	21
Community for Learning (K-12).....	25
Co-nect Schools (K-12) .....	30
Core Knowledge (K-8).....	35
Different Ways of Knowing (K-8) .....	40
Direct Instruction (K-6).....	45
Expeditionary Learning Outward Bound (K-12) .....	50
High Schools That Work (9-12).....	55
High/Scope Primary Grades Approach to Education (K-3).....	60
Integrated Thematic Instruction (K-12) .....	65
MicroSociety® (K-8) .....	70
Modern Red Schoolhouse (K-12) .....	74
Onward to Excellence (K-12) .....	79
QuESt (K-12) .....	84
School Development Program (K-12) .....	88
Successful for All/Roots & Wings (PreK-6).....	93
Talent Development High School with Career Academies (9-12) .....	98
Talent Development Middle School (4-9) .....	103
The Learning Network (K-8) .....	107
Turning Points (6-8) .....	111
Urban Learning Centers (PreK-12) .....	115

Ventures Initiative and Focus® System (K-12) .....	120
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**READING/LANGUAGE ARTS MODELS**

Cárbo Reading Styles Program (K-8) .....	125
CELL/ExLL (PreK-6) .....	130
CORE (K-8) .....	134
Early Intervention in Reading (K-4) .....	138
Exemplary Center for Reading Instruction (K-12).....	142
First StepSTM (K-10).....	146
Junior Great Books (K-12).....	151
Literacy Collaborative (K-2).....	155
National Writing Project (K-16) .....	159
Success for All (PreK-8) .....	164

The NCCSR site also includes steps to match a schools strengths and needs with appropriate school models.

This is a very valuable site. If you are interested in “what to do next,” try to spend some time visiting it (<http://www.goodschools.gwu.edu/>), as well as downloading a copy of the catalog (<http://www.nwrel.org/scpd/catalog/index.shtml>) onto your computer.

For more information on issues in schoolwide improvement, you can contact the NCCSR at: AskNCCSR@goodschools.gwu.edu or 1-877-766-4CSR.

**Some Other Resources:**

- <http://www.guhsduz.org>
- <http://www.ascd.org>
- <http://www2.milwaukee.k12.wi.us/>
- <http://www.op97.k12.il.us/>
- <http://www.ascd.org/readingroom/studyguides/schmoker02.html>
- <http://www.nfie.org>
- <http://www.jamievollmer.com/>
- [http://www.jamievollmer.com/blue\\_story.html](http://www.jamievollmer.com/blue_story.html)
- <http://www.brazosport.isd.tenet.edu> <http://www.guhsduz.org> <http://www.ascd.org>
- <http://www2.milwaukee.k12.wi.us/> <http://www.op97.k12.il.us/>
- <http://www.ascd.org/readingroom/studyguides/schmoker02.html>
- <http://www.nfie.org>
- <http://www.brazosport.isd.tenet.edu/>
- <http://www.jamievollmer.com/>
- <http://www.goodschools.gwu.edu>

As we all do further research, please keep a list of resources you think will be useful.

# FAIRVIEW EDUCATION SUMMIT ACTION PLAN

## **Safety, behavior, and discipline**

- Follow school-wide discipline per ASD policy.
- Enforce the policy strictly and consistently.
- Use cultural traditions to help with discipline.
- Have leadership class for students – 8th graders talk to 6th graders.
- Open a dialogue between students, parents, administration, and teachers.
- Teach students is possible to achieve and reach high goals
- Because children watch adults, adults must set an example.
- Since one reason teachers leave is because they get tired of not being able to teach, a school-wide tradition of classroom discipline would help with turnover.

## **Communication**

- Communicate with parents in their native languages in monthly meetings. These meetings should minimize giving out information and maximize gathering information from parents regarding their concerns and solutions.
- Place weekly homework assignments on the school website each week.
- Create a telephone homework hotline and update every Monday.
- Translate assignments into each major language for the hotline and website.
- Have steering committee, PIE committee, staff and parents be a part of setting priorities. Ask for and implement parent and committee recommendations.

## **Parent involvement**

- Involve parents in determining the best use of school resources
- Involve community leaders in increasing support from the community and home. These should include business, political, and religious leaders.
- Involve parent groups in teaching students how education is valued in their individual cultures
- Ask parents to revisit the school's vision and mission statement.
- Make academic excellence and education the highest stated priority.
- Consider emphasizing Science and Math at Fairview Elementary to prepare students for Central Middle School programs.

## **Preparing students outside of school for classroom learning**

- Make preschools easily available to all regardless of income
- Survey homes to be sure adults are aware of English language and other community educational resources.
- Begin a 6th grade exit survey to hear what students concerns are and what life skills they have learned while in Fairview.
- Study why some kids make it and some don't and try to find solutions.

# **Fairview Community Council**

**Serving Fairview where  
*"People Make The Difference".***

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## **Education Committee**

Report on the  
**Fairview Education  
Summit**

Date of summit: May 2, 2003  
Date of Report: August 7, 2003

Edited by  
Dale H. Myhill  
Education Committee Chair