

**PSC School: Woodcrest Elementary School**

**PSC 4.0 Evaluation Rubric  
Superintendent’s Review Panel**

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
<b>A. Vision and Instructional Philosophy</b>	<p>The vision statement communicates the school’s fundamental beliefs about student learning and high expectations/rigorous standards for both students and adults. The vision statement and explanation of the vision provides a clear statement of values that will lead to the success of the school’s future graduates. The key priorities of the school are meaningful, measurable, ambitious yet attainable, and appropriate for the target student population, as are the instructional strategies.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The Review Team senses a strong voice in this vision: Students can achieve proficiency in all content areas, as well as in the guiding principle that closing the achievement gap is a moral responsibility. The skills to be able to compete in the 21<sup>st</sup> Century are listed and they include technology, cultural sensitivity, reflective learning. The vision is further explained as the school’s Theory of Action in which key priorities are clearly aligned to instructional strategies and teacher practice that provide students better access to the curriculum. Not only did the section cite the use of DIBELS, Writers’ Workshop, CST, SDAIE, and other strategies, but more importantly, they connected these to expected student outcomes that involve higher order thinking skills. The vision demonstrates high expectations, quality teaching, and collective responsibility.</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>The only concern is regarding the section under the Theory of Action chart—how are the student tasks and activities raised to the higher level of “synthesizing, creating, evaluating,” instead of just using the words “posing, using, maintaining,” among others.</li> </ul>	
<b>B. School Data Profile/ Analysis</b>	<p>A wide range of data is used to conduct a thorough, in-depth analysis—at a minimum the review must discuss (a) areas of strengths and concerns; (b) areas of improvement over recent years; (c) both positive and negative trends over the past few years; and (d) underlying root causes of persistent trends.</p> <p>The data analysis conveys a highly complex and profound understanding of the school community and whole student, including physical, emotional, social, and academic needs. The application focuses in on three to five critical issues that are highly relevant to the school and will have far-reaching impacts when improved upon. The issues identified cover instructional, behavioral, and operational needs, rather than focusing solely on one area.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The Review Team members strongly agree that the descriptive and detailed narrative of the school profile/data gives a clear picture of the school. It gives a sense of what the school feels like, not just numbers in a chart. Connections are seamlessly made between the performance areas of need and the action steps. Analysis of data and evidence focuses on characteristics of school transformation by looking at it from a holistic perspective.</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>Third Grade is identified as strong and even outshining other grade levels, but the section does not incorporate what 3<sup>rd</sup> grade is doing as something that may be applied school wide.</li> </ul>	
<b>C. School Turnaround</b>	<p>Overall, the strategies, practices, programs, and policies identified in this section are linked to the vision statement of the school and the results of the team’s data analysis—it is clear that when the strategies are fully, effectively implemented, the priority area will be addressed. The plan is clear, concise, and provides evidence that the school will</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The Review Team has come to understand that the strategies are working for the school and the evidence is found within this section and throughout the plan. This section has identified the school’s focus on student achievement and behavior, as clearly drawn from the data. The writing team collaboratively made decisions by giving</li> </ul>	

## PSC School: Woodcrest Elementary School

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
	<p>accelerate student achievement fairly quickly, over the next few years.</p> <p>Evidence is provided to show that the strategies for turning around the school culture, into one that promotes the intellectual and social development of all students, are effective as well as realistic given the context of the school. Systems and structures will be established to support the transition to a culture/climate that supports the vision of the school and success of each future graduate.</p> <p>The plan demonstrates a thorough knowledge of the current school community and its stakeholders, including staff, students, parents and community members. This knowledge was used to develop thoughtful, tailored strategies to share, communicate and generate interest and create excitement for the school turnaround plan. The plan recognizes the need for a differentiated approach in order to fully engage each of the various stakeholder groups.</p>	<p>a voice to the school community. Programs, policies and practices are clear; they provide details and describe how/who/when the strategies will be implemented. This section specifies the supports that will be provided to the students by grade level. A clear delineation is set for all grade levels. Teachers will engage in data dialogues. This approach will be used in all grade levels. Professional development will take the partners into the classroom. Rather than just say that RTI will be used, the plan illustrates in detail how the different tiers of RTI will look, including who is providing the intervention, and who receives the intervention. There is an emphasis on a cultural shift where the child believes that s/he is a college-bound and career-ready scholar.</p> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>While this section includes detailed descriptions with research and references, the Review Team does not think that these ideas are outside of the box. If this school is looking for a quick turnaround, implementation of the same programs and strategies with fidelity is not going to do it. There needs to be a change in the way things are implemented, such as: instead of pull-out RTI, why not implement a collaborative in-class RTI so that the instructional coaches and coordinators not only service the students from the different tiers, but they also begin to co or team-teach with the classroom teachers. This way the approach is beneficial in two ways: student intervention and teacher support. There was no specific service plan for Special Education students. This section does not address how accommodating and modifying the learning environment for special education students as well as mainstreaming and inclusion are going to address their access to general education curriculum. This section in general has good ideas, but lacks innovation and is not anything different than what other schools are already doing.</li> </ul>	
<b>D. Implementation</b>	<p>The benchmarks for determining progress are clearly articulated and will provide an accurate measure of whether or not the strategies, practices, programs, policies are having the intended impact. The timeline and process for measuring progress will be frequent and regular, enough to ensure that the team can spot trouble areas immediately and make mid-course corrections as necessary.</p> <p>There is a clear understanding of the realistic challenges that the school may face in turning around the school. The ideas for for counteracting these challenges are thoughtful, applicable, creative, and within reason.</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The Review Team has consistently found this section and plan to be focused on instruction as evidenced by their focus on benchmarks month by month and weekly assessments. The planning team is open to be flexible if certain strategies are not functioning well. It is imperative to note that the plan explicitly states that “they were going to focus on what they have control over (instruction).” By doing so, they have a clear understanding and description of the systems they will put in place to monitor if the strategies are working. Data dialogues, classroom observations, leadership team meetings all measure the progress towards student achievement.</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>The Review Team has not identified any concern for this particular section.</li> </ul>	
<b>E. Alternative Governance Models &amp;</b>	<p>The plan presents a clear rationale for the chosen alternative governance model as well as any requested autonomies and how these elements fully support the school’s vision and instructional</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>The plan identifies Traditional model of governance as their choice, but is interested in becoming a LIS. This section clearly demonstrates the school’s strong ability to rally</li> </ul>	

**PSC School: Woodcrest Elementary School**

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
<b>Autonomies</b>	<p>philosophy. A thorough explanation is provided for how the selected model will allow for high levels of academic achievement among the target population of students. Plan provides a thoughtful, comprehensive rationale for why each requested autonomy is necessary to support student achievement at the school. The plan explains what steps the school will take to ensure that a culture of shared leadership and decision-making focused on high student performance is in place to effectively implement the governance model and requested autonomies. Where applicable, evidence of staff input from UTLA members (e.g., petition, vote tally) is attached to the plan.</p> <p><i>Governing School Council (pilot schools only):</i> Composition of the Governing School Council is in compliance with state regulations. Membership selection process is fair, equitable and also in compliance with state regulations. Roles and responsibilities of governing council is clearly articulated and broader than School Leadership Council. A draft of the Elect to Work agreement is attached. <i>NOTE: All pilot school applications will also be reviewed by the Pilot School Steering Committee.</i></p>	<p>the support of all stakeholders as well as to educate them as they consider other options for governance.</p> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>The Review Team has not identified any concern for this particular section.</li> </ul>	
<b>F. School Planning Team</b>	<p>Members of the school planning team were identified by a fair, equitable, transparent process; the team is diverse and representative of the entire school community, including faculty, staff, students, parents, and community members. All members, including the leader, fully participated and actively contributed to the plan development/writing process. Member contribution is noticeable and extended beyond those typically attributed to them (e.g., parents contributed in more ways than in discussions solely related to parent engagement). Parents and students were specifically engaged as plan writing/developing members and as leaders in the process. The process of developing the plan included equitable delegation of work and responsibilities, a comprehensive communication strategy to ensure all members are fully informed of decisions, and a conscious effort to regularly update the school's community-at-large (beyond the members of the school planning team).</p>	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>This section gives a detailed profile of who is on the planning team and what their role is at the school. There is a strong evidence of parent and community involvement, from hosting an orientation where 100 parents were part of the attendance to narrowing down to the final members of the planning team. This section also took into account students' perspectives by including the Student Leadership Team's input in the writing process.</li> </ul> <p><b>Concerns</b></p> <ul style="list-style-type: none"> <li>The Review Team has not identified any concern for this particular section.</li> </ul>	

**PSC School: Woodcrest Elementary School**

**School Visits**

Did your Review Team conduct a School Visit? (circle one) YES / NO

**Planning Team Interviews**

Did your Review Team conduct a Planning Team Interview? (circle one) YES / NO

**Final Recommendation to the Superintendent**

**Overall Rating:** (circle one)      Beginning      Developing      Well-Developed      Exemplary

**Overall Comments:**

The Review Team feels that the plan exhibits some of the characteristics of an exemplary response but does not demonstrate high rigor to actually merit an exemplary rating. While the plan includes complete, clear, and aligned information, the question becomes: is this plan out of the box and innovative enough to deliver a sense of urgency in terms of pushing school-wide proficiency beyond 30% of the students? Supports and specificity may be needed in order to make sure students in the classroom are engaged in higher order thinking tasks and rigorous activities. More supports to build the capacity of teachers are necessary. Incorporating more critical thinking skills (open ended questioning, Blooms method of questioning to push the envelope) both in parts by the teacher and the students will increase student achievement and prepare them for the demands of the Common Core Standards in the very near future. Students need to be given more responsibility over their learning by teaching them to ask and answer higher level questions while the teacher serves as facilitator.