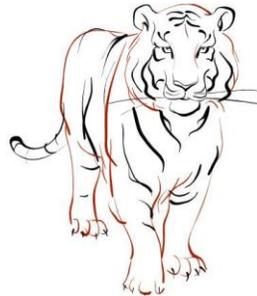


WEIGAND AVENUE ELEMENTARY SCHOOL:

A FOCUS SCHOOL

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A. VISION AND INSTRUCTIONAL PHILOSOPHY

What is your school’s vision for the child or youth who will matriculate from your school? What is the vision of the school that will help achieve the vision of the successful future graduate described above? Describe the instructional philosophy that is connected to achieving the vision of the child/youth who will matriculate from your school and the overall vision of the school. Why do you believe this is the best approach?

Our Vision

It is our vision that Weigand Avenue Elementary School students will be college bound, career ready and active citizens, who are able to

- Infer and make interpretations of text
- Draw conclusions from text
- Support arguments with evidence
- Resolve conflicting views encountered in source documents and real life situations
- Solve complex problems with no obvious answer

as independent, self-sufficient, learners, thinkers and communicators.

Our Belief Statement

It is our firm belief that providing students a strong foundation in literacy skills will prepare them for the 21st Century. Students will succeed academically, take responsibility for their own learning and grow personally while achieving academic excellence. Students will develop a respect for all people in a diverse community and know that empowerment comes from the building of a strong foundation in the ability to gain information from text and be able to communicate it. The Weigand community firmly believes that it is critical for every student to be prepared for an adult life as a productive, analytical, participatory member of society. The students of Weigand will be fully prepared to pursue a college education by developing those key cognitive strategies and skills necessary to succeed in college and be career ready.

Under-developed literacy skills are the number one reason why students are retained, assigned to special education, given long term remedial services and why they fail to graduate from high school. (2004, p. 29) It is impossible to overstate the importance of literacy. (Schmoker, 2011)

The staff is committed to a powerful combination of the following strategies for *all* students in order for them to be active citizens in the 21st Century. The Weigand Avenue Staff is committed to three spheres of influence: *Knowledge, Developing Values, and the Ability to Communicate.*

- Everyone is committed to the development of a core base of knowledge. The key foundational skills of learning are taught hand in hand with critical and independent thinking. Adequate time will be devoted to the development of foundation skills that will enable each learner to develop into an independent thinker able to contribute to society in a meaningful and productive manner.
- Everyone will develop an understanding and appreciation for their sense of purpose and impact on the community. Students will take ownership of their learning and demonstrate an understanding of academic progress and accomplishment. Students will be able to demonstrate intellectual/thinking skills (e.g., argument, problem solving, reconciling opposing views, drawing one’s own conclusions) in order to face challenges and be independent.
- Everyone will develop the ability to speak and write one’s thoughts, ideas, and communicate positively with one another within the community. The ability to listen to others and be sensitive to their thoughts and ideas will foster collaboration and help students learn from one another and be members of the community (reciprocal teaching/learning). The school will focus on “*authentic literacy*”—purposeful reading, writing, and discussion as the primary modes of learning both content and thinking skills through well-crafted lessons which include clear learning objectives

and the consistent checking for understanding in order to assure that students convey their understanding, thoughts and ideas.

The Weigand Community will be focused on elevating the essentials and building a strong foundation of skills and high expectations.

Weigand Staff will focus on two fundamental things through Professional Learning Communities, internal Professional Development, and in collaboration with the Leadership Team:

1. Teams of teachers, with the support and guidance of the Leadership Team, will identify essential standards, create and help each other to implement a quality, common curriculum for every grade level (the first foundational step toward improvement and the building of authentic literacy).
2. Teams will develop their practices to ensure sound, ever-improving instruction and lessons. To ensure implementation, leaders (including teacher leaders and Leadership Team members) meet with teams each quarter to discuss progress on common quarterly assessments (which will have a writing component and key benchmark diagnostics).

Our Mission

Weigand Avenue Elementary School is committed to providing a learning environment that challenges all students to reach their full potential academically, civically, and socially in order to be participating and cooperative members of society. Working together the Weigand Community will provide a stimulating and challenging learning environment in which highly-trained staff will provide quality teaching working in collaboration and developing rigorous quality instructional units.

The key to developing literacy and academic progress for all students will be the development and implementation of strong lessons that have key elements. These lessons are developed working in Professional Learning Communities (PLC), using the *Instructional Rounds* process (Elmore, et al), which is guided by observations, analyzing observational data, discussion, providing feedback, identifying a problem of practice, and recommendations to teachers. We will continually analyze data in order to provide professional development that is targeted and relevant to the identified problem(s) of practice, addressing the teaching and learning areas that need to be developed. The PLC will develop a theory of action and go through the process of lesson study. Professional Development will take the form of Team Planning, coaching and modeling, and lesson study. *The Teaching Learning Framework* (TLF) by Charlotte Danielson and adapted by LAUSD (*LAUSD Teaching and Learning Framework*) will be used as a tool to enhance the instructional program at Weigand Avenue Elementary School.

The Weigand Staff is committed to the following Key Elements of Instruction being present in all deliveries:

- Lessons include clear learning objectives that incorporate background knowledge, connection to prior knowledge and create an interest. The objectives will be derived from the agreed upon curriculum of the essential standards identified by teams working in collaboration.
- Content and skills are taught/modeled/demonstrated allowing students to gain insight and make connections to what is being taught. The delivery will vary from direct instruction to lecture with explanation, demonstration, and instruction taking place throughout the lesson. Within the context of the lesson, frequent checking for understanding takes place using students work, interacting via pair/share and share out.
- Guided practice is a fundamental component allowing students to be guided through the content and skill in a practical manner that will elicit major participation and application. The intervals are brief, allowing for students to practice and apply what is being taught and modeled while the teacher observes and guides their work through questioning and refocusing their work. The students are provided opportunities to work together while the teacher serves as a facilitator.

- Frequent checks for understanding occur during the lesson in order to monitor and adjust the pacing of the lesson. Formative assessments guide the direction and the amount of time necessary to have the students gain mastery. This step is used consistently throughout the lesson in order to clarify or explain in a different manner points of misunderstanding or lack of connection. The teacher circulates, observes and listens to students working in pairs, calling on students or pairs randomly between steps.
- Independent practice allows students to develop mastery by having practice directly tied to a strong lesson that allows the students to demonstrate and apply the knowledge gained through the lesson. The task must be relevant and rigorous in order for the students to develop their cognitive skills and strategies to work independently to complete any task.

In order to fulfill the Vision and Mission of Weigand Avenue, the staff believes in the Six Principles of Gradual Improvement (Stigler, et al,) that:

1. *Improvement will be continual, gradual, and incremental*

It is our belief that growth will be long-term when embraced as gradual, but steady. Expectations are continually reset based on common formative assessments which anticipate slow and steady improvement by clearly identifying a viable curriculum that progressively scaffolds foundational skills. The development of a teaching system/culture that makes change through small steps: Defining, Identifying, Anticipating, Planning, Implementing, Reflecting on Effectiveness, Revising. The evolution of student learning will be through a long-term view with designed initiatives that will lead to the improvement of teaching through a collaborative effort.

2. *Maintain a Constant Focus on Student Learning Goals*

Staff will maintain a clear focus on student learning by developing incremental goals for achievement. Through collaborative efforts planning, implementation, and assessment will be monitored through persistent checks for understanding and reflecting on effectiveness and revision. Teams will set *Specific, Measurable, Actionable/Attainable, Research-based, Timely (SMART)* Goals and will assess progress through common formative assessments throughout the unit. The Leadership Team will meet to review and look for patterns after Benchmark/ Periodic Assessments to determine growth. “*The goals of teaching is students’ learning. The goal of improving teaching is improving student learning*” (Stigler, et al)

3. *Focus on Teaching, Not Teachers* - Improving The Scripts We Use And Accumulate Them.

Staff will work together in teams to develop effective methods of teaching and develop lessons that are clear and focused. Teams will accumulate and share practices and observations in order to improve the programs and practices through planning, implementation, assessment, and collaboration to achieve the standards. The *TLF* will provide us with clear expectations for effective teaching practices along with the essential elements of an effective lesson defined in *FOCUS* by Mike Schmoker.

4. *Make Improvements in Context* - Increase The Awareness Of The Importance Of Context In Understanding And Facilitating Learning – Teacher Learning.

Improvements to teaching will be made in the classroom “*where teachers teach and students learn*” (Stigler, et al,). Through the practice of instructional rounds and lesson study, teams will determine the essential elements of an effective lesson and how to apply them in their own classrooms. The importance of context in understanding and facilitating learning will enable teachers to focus on the essentials that need to be taught and the sequence of instruction to take place. Context is the central function of the teachers’ work in the classroom. Teachers must see themselves as learning practitioners

5. *Make Improvement the Work of Teachers*

The improvement must take place in the classroom at the hands of teachers. Teachers are the driving force behind change and through a reflective process will increase student achievement. Gathering evidence from classroom observations and multiple sources of data, they are in the best position to understand the problems students face and generate possible solutions. Teachers have the experience and continually work towards impacting student learning directly by refining their practices.

6. *Build a System That Can Learn from its Own Experience*

We must move beyond a temporary fix and build strong foundational skills in literacy and develop cognitive skills. The development of a system to accumulate knowledge about teaching and share this knowledge with colleagues, parents, and new practitioners will be the outcome of the work. The system will be an evolving document that consists of scripts that are effective and contingent on student needs.

Weigand's vision, mission, and core beliefs will be realized through the implementation of an engaging, challenging curriculum that supports content acquisition through a range of instructional modes, techniques and develops cognitive strategies. Staff will collaborate and support one another in Professional Learning Communities (PLCs), the utilization of the Peer Coaching Model (PCM), Lesson Study on key content and the protocols of *Instructional Rounds* as a means of strengthening instructional practices. In order to provide quality first teaching, all teachers will engage in the teaching approach outlined by *FOCUS* by Mike Schmoker as the standard for all lessons.

B. SCHOOL DATA PROFILE/ANALYSIS

Where is the school now? What does the data/information collected and analyzed tell you about the school? Based on your analysis, please identify the most central and urgent issues/challenges that are hindering the school from improving student learning and achieving the vision of the successful future graduate and the school articulated above? What is the supporting evidence that leads you to identify the items listed above as high priorities?

Weigand Avenue Elementary School serves the Watts community providing support to the families from the Jordan Downs Projects and neighborhood of 103rd to Santa Ana between Lou Dillon Avenue to Mona Blvd. Weigand Avenue Elementary School provides services for students from State Pre-School through Fifth Grade.

DEMOGRAPHIC DATA

School Population

Our current enrollment stands at 411 students. Weigand Avenue Elementary School is comprised of 17% African American and 83% Hispanic. We currently serve 40 Pre-K, 78 Kindergarten, 81 First Grade, 62 Second Grade, 63 Third Grade, 51 Fourth Grade, 48 Fifth Grade, and 26 Special Education SDC students.

Our demographics by language classification are as follows: 52% English Learners, 9% Reclassified, 39% Initially Fluent/English Only. Our 16 General Education classrooms are designated as Sheltered English Immersion.

Our special education program is comprised of a half time Resource Specialist Teacher, two Special Education Day Classes serving Students with Specific Learning Disabilities and Autism with the appropriate related services. We currently serve 42 special education children.

Weigand Avenue Elementary School is a School-Wide Title One program with 100% of the children receiving a free lunch. Weigand Avenue Elementary School is a Program Improvement Five Year Plus school.

Credentialed Staff

Over the past four years, the number of teachers serving students at Weigand Avenue Elementary School has varied with changes occurring every year and a change in out of classroom support staff. In the 2010 – 2011 school year, there was a turnover of 11 teachers. During the 2011-2012 school year, the teaching staff was stable. Of the current staff of 16 general education teachers, 6 have been at Weigand over 5 years, 6 are entering their third year, 4 have 2 years, and 1 is new to Weigand. The Principal is entering her fourth year at Weigand Avenue Elementary. The Special Education program consists of 3 teachers with more than 5 years of experience and 1 entering her second year at the school. The out of classroom support changed dramatically in 2009-2010 as the school converted from a three track year round schedule to a single track school. Prior to 2009-2010, there was a full-time Assistant Principal, EIS, Categorical Programs Coordinator, Literacy Coach, and Mathematics Coach.

TEACHER POSITIONS	2009-2010	2010-2011	2011-2012	2012-2013
Total Number Of Teacher Positions	22	26	26	22
Previously At Weigand Prior To 2009	22	14	11	8
New To School	0	12	7	1
Grade-Level Change	1	3	3	4
Coordinator/Coach	0	2	2	3
BCLAD	8	10	11	9
NBC Teacher	0	1	1	1
Left The School	0	8	4	2
Long-Term Substitutes	1	0	2	2
Assistant Principal, EIS	0.5	Limited	1 day	1 day

Implications:

The ongoing changes in staff caused the constant rearrangement of different teams at each grade level. There was limited support in place to build teacher capacity and to ensure for the smooth implementation of the new mathematics program. PLC work must center on the development of a system that identifies target curriculum and instructional units crafted with the key elements of effective instruction. The development of strong effective instruction and consistency of practices is a central focus of the school’s instructional program.

STUDENT LEARNING DATA

CST Data Review

Over the past five years, Weigand Avenue Elementary School has demonstrated growth. It had a tremendous incremental jump in 2009 with 39% of its students scoring Advanced or Proficient in English Language Arts and 57% of its students scoring Advanced or Proficient in Mathematics. This was an increase of 18% of students in ELA. In 2010, the percentage dropped to 34% in ELA and 53% in Mathematics. The decline continued in 2011 dropping to 30% in ELA and 47% in Mathematics. In 2012, ELA increased to 35% and Mathematics decreased to 45%.

Observables

Evidence/Analysis

35% of students are Proficient/Advance in English Language Arts (ELA). There was a 5% gain from the previous year 36% of students are Below Basic(BB)/Far Below Basic(FBB) in ELA. There was 3% decrease from previous year (2011-2012 CST Results)	CST Mean Percent Correct in both Reading Comprehension and Literacy Analysis is 51% School-Wide In order to increase the number of Proficient/Advance students the Mean Percent Correct in Comprehension needs to be 60-70%. The development of literacy is key to the overall success of students.
Third Grade increased the percent of students at the Proficient/Advance level on ELA by 9%. Third Grade decreased in the percent of students at the Below Basic/Far Below Basic students on ELA by 15%. (2011-2012 CST Results)	CST increase from 15% to 24% CST decrease from 54% to 39% There is growth but not reaching district targets. There needs to be a focus on developing and reinforcing foundational skills. Students are not developing the skills needed to maintain proficiency at third grade.

<p>Overall Mathematics score decreased by 2% marking a four year downward trend (2012-45%, 2011-47%, 2010-54%, 2009-58%, 2008-50%, 2007-37%) Fourth Grade made gains in Advanced/Proficient students</p>	<p>CST Proficient/Advance decreased from 47% to 45% Second Grade from 46% to 47% Third Grade from 52% to 45% Fourth Grade from 42% to 51% Fifth Grade from 49% to 49%</p> <p>Students are not able to solve problems with accuracy and precision. There are grade levels where mathematics is not a priority. There is a problem with basic foundational skills. CST Mean Percent Correct in Number Sense Operational was at 62.5%, Algebra 65.25% School-Wide Students have not mastered operations in order to solve higher level problems or apply them. Operations needs to have a mean percent correct in the 80-85% range in order to improve overall math achievement.</p>
<p>In Mathematics the number of Below Basic/Far Below Basic students remained the same over all Second and Third had more students from previous year, while Fourth and Fifth reduced the number of students BB/FBB (2011-2012 CST Results)</p>	<p>The percentage of students that were BB/FBB remained the same.</p> <p>Students are not making progress in the basic skills in Math. The intensive group of Math is not being addressed by any intervention that facilitates the development of skills. 2011 to 2012 BB/FBB data Second Grade from 31% to 34% Third Grade from 27% to 35% Fourth Grade from 38% to 32% Fifth Grade from 47% to 30%</p> <p>Essential standards are not being addressed in a meaningful and measurable way; differentiate learning based on conceptual development and application skills through problem-solving.</p>

Implications:

English Language Arts: There is an urgency to identify, develop, and consistently deliver classroom instruction that focuses and develops foundational literacy skills in depth by utilizing close reading, discussion and writing across the curriculums. Parents and students must be informed in a timely manner of the progress being made towards grade-level standards. The feedback must include resources on how to achieve or make progress towards mastery.

Mathematics: The downward trend in Mathematics demonstrates a lack of consistent planning and use of the District’s Curricular Program (*Envision*). There is a need to scaffold instruction and develop a deeper understanding of mathematical key concepts, practices, and skills. The effect of literacy has a direct impact on the ability of students to read each problem and understand what is being asked and what skills/concepts to apply. Teaching in depth and assuring for 80% understanding by students on a concept or skill is a priority. During the 2011-2012 school year, coaching support in the upper grades had a positive effect on teaching and student achievement. *Our focus is on the development of teacher capacity focusing on the quality of instructional delivery model – assuring that essentials are part of every lesson.*

English Language Learners (EL)

English Language Learners have been making gains on the CELDT. The use of a block instruction, where students EL level is the target, has resulted in increased student movement on the CELDT. In order to identify students not advancing in ELD, there is a need for consistent referrals to the Language Appraisal Team (LAT) to determine the root cause of why they are not moving up and acquiring language in a timely manner. The new requirements have reduced the number of students qualifying for reclassification: first graders can no longer reclassify and second graders must wait for the second English Language Arts Periodic Assessment.

Observables**Evidence/Analysis**

Students are progressing on the CELDT and Acquiring English Proficiency. (2011-2012 CELDT Results)	58% of our ELs demonstrated progress towards acquiring English Proficiency, increasing from 47% to 58% <i>ELs are being provided with instruction that provides them with the content necessary to demonstrate progress.</i>
There are some students who have made limited or no progress towards acquiring English and are long-term ELs.	20% of the EL students are considered Long-Term learners not moving to the next level or not Reclassifying. <i>There are a number of students that need to be provided with additional support. Individual records need to be reviewed to determine what is missing from their program and what intervention are being provided.</i>
Students are reclassifying and portfolios are being maintained. There has been a decline in the past year of students qualifying for reclassification.	Reclassification number: 2009-2010 – of 217 students, 22 reclassified (10.1%) 2010-2011 – of 218 students, 26 reclassified (11.9%) 2011-2012– of 220 students, 17 reclassified (7.7%) <i>There have been changes in the criteria for reclassification thus limiting the number of students that meet the criteria. Students must be provided with multiple opportunities to demonstrate mastery of ELD Standards and develop the awareness of what they need to work on.</i>

Implications:

We need to be more consistent in monitoring the need for explicit instruction and effective teaching and access to core strategies must be part of every lesson. In order to improve our CELDT scores and ELD reclassification rate, instruction must focus on reading and connecting it to writing. An awareness of where students are and the requirements needed to advance a level or reclassify must be consistent and monitored. Regular communications to parents regarding the status of English Language Development (ELD) will assist in home supports for the students. An action plan needs to be developed and followed for students needing further assistance. Students will be referred to LAT to determine what barriers maybe preventing them from advancing.

PERCEPTION DATA**Parent Participation via Parent Conferencing**

Parents must become active members of the classroom. Parents need to understand the goals and policies of each class. As part of a reflective process, parents are provided with a survey during conferencing in order to provide feedback to the teacher and the school. The attendance of Parent-Teacher Conferences is the best means of communicating both progress and policies. Parents must have a role in the progress of their child. End of the term conferences leave no opportunity for students to improve, reach proficiency or develop an action plan to help support the child at school and home. This year (Fall 2012), conferences were moved to the six-week marker.

There was an increase in the participation of the parents over the past year in conference attendance. Parents were actively engaged by being presented with performance descriptors and specific examples.

Observables**Evidence/Analysis**

There was an increase in parent-teacher conferences in the fall from 2011-2012 to the current year 2012-2013	2012 Fall Conference 328/409 Parents Attended (80%) 2011 Fall Conference 321/428 Parents Attended (75%) <i>Moving the conferences to the six-week mark has increased the participation. It allows for more time to make sure that contact is made before grades are given at the end of the trimester.</i>
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Implications: Informing parents of the progress of their child is key to their success. The top priority of our parent conferences is to develop an understanding of how progress is monitored and the significance of the alignment of the instructional program to achieving Advanced (4) and Proficient (3). This school

year, parent participation increased due to the implementation of Parent Conferences at the Six Week Marker. Parents were provided with detailed information regarding the progress of their child, last year’s tests results, and current year diagnostics. A plan of action was created for each child. The goal for all teachers was a 100% either in person or on the phone. Those parents not attending the conference were called by the Principal.

Parent Participation via Back to School Night

There was an increase this school year in parent participation for Back to School Night through multiple forms of communication and outreach (ConnectEd, Flyers, Newsletters).

Observables

Evidence/Analysis

<p>There was an increase of parent participation of 13% at <i>Back to School Night</i></p>	<p>2011-2012 – 113 parents attended (26%) 2012-2013 – 156 parents attended (39%) <i>Information regarding the instructional program, goals, and policies, especially homework policy, is only getting to 40% of our parents. Parents are not developing an awareness of the importance of homework, school rules, and the standards of each grade-level.</i></p>
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Implications:

As a means to increase parent participation in all events, we will continue the use of multiple communication systems and include students in the process through personalized invitations to parents and a recognition program. In order to increase parent participation at school activities and meetings, the school will implement a plan to motivate students to encourage their parents to participate in activities. We will provide student incentives and recognize classrooms that have 50% participation during Back to School Night and Open House. Individual families will receive a *Tiger Paws* for every event attended. At the end of the year, parents who have attended 10 events will receive a special award and recognition.

School Survey – Perception of Learning and Culture

The School Satisfaction Survey indicates that parents at Weigand Avenue feel involved (95.2%) and welcomed (92.7%). This data demonstrates an increase within the last year of parents being provided opportunities for involvement and feeling welcomed at the school. Additionally, although the satisfaction survey indicates an increase from 58.1% to 67.1% of parents who feel that they can communicate with their child’s teacher, the 67.1% rate is an area of opportunity to increase parent communication with teachers.

Observables

Evidence/Analysis

<p>There was an increase in the amount of parents responding to the Survey from 26.6% to 31.5% an increase of 4.9 % from 2009-2010 to 2010-2011</p>	<p>94.1% of the parents responded strongly agreed or agreed that opportunities for involvement were available at the school for parents an increase of 2.4% from 2009-2010. 94.1% of parents responded strongly agreed or agreed that they felt welcome at the school an increase of 1.4% from 2009-2010. 71.6% of the parents responded strongly agreed or agreed that they talked with teacher about child’s schoolwork an increase of 14.1% from 2009-2010. <i>The survey results are not current. There needs to be a larger percentage of responses in order to make changes where they are needed. Additional feedback surveys at the school level are needed to have immediate identification of trends.</i></p>
<p>There was an increase in the amount of students responding to the Survey from 71.8% to 78% an increase of 6.2% from 2009-2010 to 2010-2011</p>	<p>87.6% of the students responded strongly agreed or agreed that they felt safe on school grounds, an increase of 2.1% from 2009-2010. <i>The survey results are not current. Additional information is needed to address issues on campus on a more immediate level. Additional feedback surveys at the school-level are needed to have immediate identification of trends.</i></p>

Implications:

Weigand Avenue Elementary School will continue to support parent involvement in our instructional program through our academically and culturally focused Parent and Family Center. A community representative assists in the organization and operation of the Parent and Family Center. Weigand Avenue Elementary School will continue to provide district- and/or site-based translation at all school events, workshops, meetings, and parent-teacher conferences. The school will implement a plan to motivate students to encourage their parents' participation in the Parent and Family Center activities.

In reviewing the external and internal data, Weigand Avenue Elementary School has committed to assuring that each child has the foundational skills in English Language Arts and Mathematics that will prepare them for College and Career in the 21st Century. Weigand Avenue Elementary School is dedicated to the implementation of the premises set forth in ***FOCUS*** by Mike Schmoker, and David Conley's work on redefining college readiness, in order to ensure that all students receive a high quality education.

There are certain Key Actions and Strategies that have been identified in order to focus on a coherent curriculum: the implementation of sound and effective lessons, and purposeful reading and writing across the curriculum. These are steps necessary to address our four critical areas for all students including EL, and Special Education:

1. The development of literacy and process of writing in order to impact achievement.
2. The development of mathematics skills and concepts in order to impact achievement.
3. Supporting students performing below basic and far below basic in order to impact achievement.
4. developing and fostering parent and community participation.

C. SCHOOL TURNAROUND

Building on the priority areas identified above as central to turning around your school, what specific strategies, practices, programs, policies, etc. must be employed to address each priority area? What do you expect will change as a result of implementing these strategies, practices, programs, policies, etc.? What is the underlying theory/research that supports why you believe the strategies, practices, programs, policies, etc. identified above will dramatically improve student learning at your school? Describe the culture and climate (academic and non-academic) that is central to turning around your school and aligns with the instructional philosophy above. Why do you believe the culture described is one that will turn around your school? What research supports the actions you plan to take and the changes you expect to see?

UNIVERSAL KEY ACTIONS AND STRATEGIES IDENTIFIED TO ADDRESS FOUR CRITICAL AREAS:

PROFESSIONAL LEARNING COMMUNITY (PLC) – UNIVERSAL

Weigand Avenue Elementary School has implemented Professional Learning Communities with a focus on DuFour's (2009) Three Big Ideas: ***A Focus on Learning, Collaboration and a Focus on Results***. Research has shown that working in collaborative teams driven by results will improve teacher capacity. (DuFour, DuFour, Eaker, Manny, 2008). In professional learning communities, teachers at Weigand Avenue Elementary School engage in analyzing and improving classroom practices through a cycle of improvement. Teachers plan the instructional program, review achievement and diagnostic data, create and implement short and long term instructional goals, select appropriate core and supplemental instructional materials, and develop common formative assessments to monitor student's mastery of standards.

Grade levels work collaboratively to develop uniformed plans and exemplary lessons. PLCs will develop an agreed upon curriculum, Scope and Sequence, utilizing the district's core curriculum of ***Treasures, EnVision***, and exemplar text. Common formative assessments will be developed to refine instructional units and monitor the depth of understanding of the students. ***SMART*** goals will be created to move practice and progress. Through data conversations, Action Plans will be developed to assure that key standards are being addressed and monitored.

PLCs will identify standards that need to be addressed. Teams will work together to develop key lessons and will follow the protocol of Lesson Study to assure for quality instruction – refining and developing teacher capacity.

A waiver will be sought to increase to the number of professional development days to 90 minutes a week.

INSTRUCTIONAL LEADERSHIP – UNIVERSAL

Developing Teacher Capacity

The protocols of Instructional Rounds will be utilized in order to monitor the consistent delivery of the essential elements of effective instruction. Teams will prioritize support needed, based on observations, and work towards grade-level **SMART** goals. The process combines three effective elements in order to improve instruction: classroom observations, identification of an improvement strategy, and collaboration/networking of teams. It provides an inquiry process that is based on observation and problem solving allowing for the building of teacher capacity. The protocols fit within the Six Principles for Gradual, Measurable Improvement (Stigler and Hiebert).

1. *Expect improvement to be continual; gradual, and incremental — Learning Stance* — Inquiry process that is genuine and looks at what we are doing in order to learn. The process is reflective and leads to the evolution of teaching through observation; it resets expectations anticipating slow and steady improvement.
2. *Maintain a constant focus on student learning goals — Unit of Improvement — Instructional Rounds* is a process to improve the collective – student learning. It reflects on the goals of teaching and what changes are needed to improve student learning.
3. *Focus on teaching, not teachers — Unit of Improvement* — Developing a system that focuses on the improvement of the collective and developing a system. The central focus of observation is student learning and developing effective methods of teaching by accumulating and sharing practice. It is making improvements through collaboration and working together to achieve the standards.
4. *Make improvements in context — Accountability* — it is a process that is lateral (peer to peer) reflecting on the implementation of an instructional plan and the established goals of achievement set. Improvement will happen in the classroom where teachers teach and students learn in context. Teachers become learning practitioners increasing the awareness of facilitating learning.
5. *Make improvement the work of teachers — Output* — It is looking at the next level through the collection of data and the commitment to student learning. Teachers must be the driving force behind the change. Teachers have the experience and can make the efforts to directly impact student learning. The improvement must happen in the classroom.
6. *Build a system that can learn from its own experiences — Primary Focus in the Classroom* — The instructional core and the development of a system that looks at student engagement and the quality of the tasks as they correlate to goals established is pivotal in order to make gains. This is the development of a system that accumulates knowledge about teaching and shares the knowledge with colleagues, parents, and students. It is making the script more effective and ever changing based on what works through the effective use of Instructional Rounds.

Lesson Development and Study on Key Standards — based on the observations and data (Periodic Assessments, Common Formative Assessments, Diagnostics) PLCs, along with Administrative Team, will develop lessons that address the key standards and provide teachers with an opportunity to refine their practices through observing model lessons and one another.

SMART Goals — setting based on multiple sources of data and indicators of progress at each PLC and action plan will be consistently monitored and refined.

Role of Principal — The principal is an active participant in the instructional program of the school (monitoring student progress side by side with teachers and providing strong leadership in the area of instruction). In order to drive instruction, the principal participates in the discussion of the elements of proficient and exemplary student work. The principal meets regularly with students and parents to discuss student progress and achievement in specific terms. Student evidence is provided through assessments that are administered by the Principal on monthly basis. Student diagnostic files are maintained by the principal. (Reeves, 2003)

Instructional Coaches — Modeling and Gradual Release Our Instructional Coaches provide a partnership approach to coaching (demonstrating, modeling, and handing off). The coaches will continue to use data and implement the essential elements of instruction. The administrator and coaches focus on working in collaboration with the teachers to develop common practices (close reading) and focus on a specific student goal (academic, behavioral, or attitudinal). Teachers will engage in work alongside of the coach and the coach will remain focused on the teachers' concern and building of their capacity. As the coach explains and demonstrates practice, they are precise and provisional, clearly explaining the practice in order for the teacher to be able to implement the practice effectively. The most critical part of the Partnership Coaching is assuring that teachers are asked how they can adapt practices to best fit their teaching style and be the most effective in meeting the needs of their students. The key to effective partnership coaching is to have teachers reflect on their own practices and processes and allow them to identify what will work for them. The goal of the work is to have teachers adapt and make practice their own. (Jim Knight, 2011)

The Instructional Coaches will review data with the teacher and identify a key area or practice of focus. The Instructional Coaches will develop instructional plans using the teacher's style and organization patterns to model in the classroom. There is a gradual release of responsibility over a two week period to the teacher, with the coach eventually becoming the observers; during this period of time, the teacher and coach discuss/reflect, plan and implement instruction.

Cognitive Coaching - This process of self-directed learning is where a teacher and coach can enhance teaching performance on the five states of mind: consciousness, craftsmanship, efficacy, flexibility, interdependence. The process uses a three-phase cycle of pre-conference (planning), observation, and post conference (reflection). The goal of the process is to help the teacher reflect and explore the thinking behind their practice in order to become a more effective practitioner. The center of the model is the teacher and their transformation in developing their autonomy: the ability to self-monitor, self-analyze, and self-evaluate. (Robert Garmston, Christina Linder and Jan Whitaker, 1993)

The end result is the improvement in the quality of the teacher-student interactions through transferring their Cognitive Coaching experience to the students, allowing them to become self-directed learners.

Peer Coaching Model In compliment with ***Instructional Rounds***, Lesson Study and Coaching (Partnership and Cognitive), and professional development, peer coaching will become a common effective model to transform practice. Weigand Avenue Elementary School will align its practice with the work of Easton, L (2004) *Powerful Designs for Professional Learning* Oxford, OH: National Staff Development Council. (186-188) to develop the school's peer coaching model.

Peer coaching is professional development strategies for educators to consult with one another, to discuss and share teaching practices, to observe one another's classrooms, to promote collegiality and support, and to help ensure quality teaching for all students. In peer coaching, usually two teachers (though sometimes three or more) come together, share in conversations, and reflect on and refine their practice. Their relationship is built on confidentiality and trust in a non-threatening, secure environment in which they learn and grow together; therefore, peer coaching is usually not part of an evaluative system. (Association for Supervision and Curriculum Development, ASCD)

Peer coaching will provide teachers with an opportunity to improve their work in context. The collaboration will encourage teachers to reflect and analyze teaching practices to more effectively plan, develop, and promote a system of feedback over time, thus creating a system that improves over time and learns from its own experiences. The teachers will be provided opportunities to select peers, curricular areas, schedules, and modifications in order to gain the maximum benefit of peer coaching.

RESPONSE TO INSTRUCTION AND INTERVENTION (RTI²) – UNIVERSAL

Response to Instruction and Intervention (RtI²) will serve as a multi-tiered approach to assure that we are able to reach all students (Robert Dufour). Tier 1 will focus on quality first teaching by aligning to the essential elements of a quality lesson, characterized by differentiation; Tier 2- Effective planning and use of frequent checks for understanding provide additional support through small group, team teaching – leveled direct and targeted assistance in order for students to develop mastery of standards and essential skills; and Tier 3 - intensive intervention for struggling students will be provided in a pull-out Learning Center where students are grouped and monitored for further action.

The social and emotional needs of all students are addressed through the systematic implementation of the RtI² model. The three tiers which address the students' social emotional needs include the following:

Tier 1 — Core — Universal preventative, proactive, and positive school-wide discipline practices that include: established expectations, explicitly taught expectations, reinforcement and acknowledgement of behavior expectations, and systematic correction and re-teaching of behavioral errors. Students reflect on their behavior and take responsibility for their actions by filling out *Think Sheets*.

Tier 2 — Strategic — Supplemental targeted interventions for students who are in need of behavioral supports in order to aid their learning. Targeted behavioral interventions include consistent parent communication and collaboration, while providing students with intervention based on their need (i.e., behavioral contracts, weekly home-school reports, group counseling, parent education classes, and school based mentoring).

Tier 3 — Intensive — Intensive individual interventions are provided for students who have not responded to a school-wide positive and proactive system and targeted intervention. Referrals to *Shields for Family* are made to support the child at home and school. This level of intervention includes wrap-around services, requires collaboration with family for parent participation in the school day, engages community agencies, and juvenile justice officials.

FAMILY AND COMMUNITY ENGAGEMENT – UNIVERSAL

Parent Meetings will present results of the English Language Arts and Mathematic CST, performance assessments (ELA, Math), writing pieces, and grades based on the achievement of the standards. Parent workshops on the elements of an effective lesson will take place throughout the year. Newsletters and communications (*ConnectEd*, individual letters, phone calls home) will bring an awareness of the importance of reading and the fundamental skills in reading, writing, and mathematics.

Parent-Teacher Conferences will take place at the six-week marker. Parents and teachers will discuss the progress of each student and the areas of strengths and development. An action plan will be developed with target standards. Teachers will review with parents what students must do to reach the next level, the steps being taken by the school to assist the student and what the parent can do to foster academic growth.

Parents as Educators Workshops will concentrate on what is expected at each grade-level. Data will be presented to parents regarding the school, grade-level and their child. The key standards will be presented for the unit of study. Parents will be provided with resources that will enable them to support their children at home.

Literacy/Mathematics Workshops and Nights will be provided for parents using essential elements of an effective lesson. Parents will have effective strategies modeled for them and be presented with different

approaches to help their child develop literacy at home. Parents will be provided with resources to show how important mathematics is to everyday life and its application.

Classroom Observation – Parents will be invited to walk through classrooms to see the Elements of an Effective Lesson at different grade-levels. Small groups will be led through the literacy block and observations will be made of what they have seen, as well as identifying and discussing the elements of quality instruction.

Kickoff Orientation – Before the start of the school year, parents and students will have an opportunity to meet the child’s teacher, parents to meet other parents, and students to meet their classmates. Parents and students will be provided with information regarding all the Involvement Opportunities, review their class schedule, discuss grade level benchmarks, the role of homework, expectations for student success, and discuss expectations of the SWPBS plan.

Volunteer Service Hours – 5 hours per year of Volunteer Service to the school will be requested of parents. Parents can fulfill their volunteer service hours by taking part in workshops, direct service to the school, such as make and take activities for the classroom, assisting with supervision and breakfast in the classroom. Parents commit to taking an active role in the school and participating in their child’s education.

Room Parents – Every classroom has 1-3 parents committed to the networking and communication of the classroom to assure that school news reaches everyone on a personal level. Parents will meet once a month and set forth activities to reinforce learning goals and stress literacy. Grade-Level parents would sponsor activities and be an active facilitator in Morning Munchies – Open Classroom Meetings by Grade-Level.

10 Minute Meetings – A teacher or grade level would select a date to have a 10 Minute Meeting with parents regarding urgent classroom news. Room Parents would contact those parents that did not attend in order to get the important news to them.

Morning Munchies - Open Classroom Meetings by Grade-Levels – Once a trimester, grade-levels would host a breakfast for parents where the teachers and Administrative team would focus on a benchmark and an important foundational concept for the grade. Parents would be provided with breakfast and then take part in a lesson in the classroom with their child reinforcing the key concepts. Parents would be provided with the key standards to be addressed in the upcoming unit.

Expos and Symposiums – In collaboration with the Parent Center, parents are provided information and assistance with registering for programs and services with the district and community (***Healthy Start, Options***, tutoring, counseling). In addition, the computer lab is made available to the parents in order to connect with programs and offices via the internet. The Parent Center has computers that are available every day. Homework symposiums will highlight the homework policy and protocol for a grade-level.

CULTURE AND CLIMATE – UNIVERSAL

Newsletters, Letters Home on Specific Issues, Personalized Letters, and Celebration of Accomplishment will be sent home on a regular basis, informing parents regarding school-wide activities, grade-level focuses, progress monitoring and recognition. The focus will be on the success of each student and how important every stakeholder is to the development and preparation of a 21st Century citizens.

Feedback Surveys – Through observational data, and surveys, Weigand Avenue Elementary School will work towards maintaining an environment that reflects respect, caring, and cultural understanding for all individuals.

Parent – Teacher Conferences – Through parent-teacher conference, the high-expectations for all students will be discussed on a personal level with an action plan for success and proficiency. Goals will

be set for improvement and students will monitor their learning. Individual plans will be monitored in a six-week cycle.

Academic Focus – Student work that demonstrates proficient or exemplary work will be displayed in all areas of the campus. Recognition of students meeting expectations will be posted. Award Assemblies will celebrate academic achievement. Students will be recognized for growth and achievement every trimester. (Reeves, 2003)

Service Learning – At Weigand Avenue Elementary School, the fourth and fifth graders have taken the initiative of running the Holiday Food Drives and working hand in hand with their parents on the Campus Beautification Project (*Kids in Action*). Engaging students in service learning aligns with our goal of producing active civic minded citizens. Collins and Valentine (2010) have identified two key facts: First, high-quality service learning engages students; and second, engagement is crucial to academic achievement. Service Learning at Weigand Avenue Elementary School will involve students in meaningful opportunities that will provide them an opportunity to see the connection to their learning.

'High-quality service learning holds promise for increasing student engagement, enhancing academic achievement, providing authentic uses for students' literacy and math skills, boosting self-esteem, teaching social responsibility, and providing fertile ground for nourishing a rich and diverse school community.' Beverly Showers and Bruce Joyce (1996)

Office of Gang Reduction & Youth Development (GRYD): Weigand Avenue Elementary School collaborates and works in conjunction with the staff of GRYD's Watts Regional Strategy to provide Safe Passage services to our school and in the surrounding communities of Watts.

WLCAC Family Source Center Weigand Avenue Elementary School collaborates and works with WLCAC Family Source Center to help support the families in the areas. WLCAC provides parent education classes at Weigand Avenue Elementary School through their program provider **Elnido Family Service**. Parents are presented with a 12 week program that addresses topics that are critical to family life and becoming an active citizen. Other services are available to our families at the WLCAC Family Source Center.

TECHNOLOGY – UNIVERSAL

Technology is used as a resource to promote higher levels of learning and student engagement in the classroom environment. It is utilized to promote the use of multiple sources of information and authentic literature that has real life application. Reading authentic and multiple sources to collect information in order to answer an open-ended question or to make a decision is critical in the development of literacy skills and creating an independent learner and thinker. Technology is used to make lessons interactive and bring the real world to the classroom. Classrooms go to the computer lab on a weekly basis and utilize programs, web-sites that are interactive and develop skills (i.e., **Khan Academy**), and do research in the areas of Mathematics, Science, and Social Studies. All materials and resources selected for instruction are specifically designed to align to the standards and the unit of study for the students, supporting instructional outcomes, and engaging students in meaningful learning.

Technology is used as the major form of communication with students, parents and the community. Newsletters, calendars, multi-media presentation, and the school website provide frequent communications to parents and access different modalities and access points. ConnectED regularly updates parents on school activities, and provides timely and pertinent information. A parent bulletin board, located outside of the office provides up-to-date school information, notices, upcoming community activities and resources.

COLLEGE AND CAREER SUPPORTS - UNIVERSAL

Individual and Small Group Conferencing with Students – Students will review their periodic assessments and identify their areas of need with their teacher and principal. Students will then identify

the reason they might have missed the question/problem and discuss strategies for improvement. Students will set personal goals. The process will repeat throughout the year.

Community Outreach will continue to be developed and fostered with local Colleges and Universities, such as UCLA, East Los Angeles City College, Trade Tech, and USC. Students will be given an introduction to the realities of preparing them for and entering higher education. Students will have the opportunity to interact with college students. Students will become proactive about their own learning (*Kristen Hirst and Scott B. Waltz*).

Building College Literacy/ College Club – Hirst and Waltz have outlined a clear path to developing a sense of College Bound readiness by engaging students in a discussion of who they are, where they want to go and an awareness of how college can get them there. Fourth and fifth graders will be invited to participate in the College Club where they will go through a process of discovering who they are and where they want to go. Staff will engage students in discussing their own path to higher education. Students will ‘uncover the different paths’ they can take to accomplish their career goal. Panels will be invited to school to engage students in the school to present real life experience of success.

Each of the critical issues is further developed in the section below. The above activities and strategies are necessary for the overall success of the Weigand Avenue Elementary School students. The discussion of critical issue that follows below will address the current reality and what must be done in order to move the students to mastery and make Weigand a model **FOCUS** school.

CRITICAL ISSUE ONE – THE DEVELOPMENT OF LITERACY AND THE PROCESS OF WRITING IN ORDER TO IMPACT ACHIEVEMENT

Current Reality Low CST in English Language Arts scores:

The data analysis reveals a need to develop *basic foundational reading concepts and skills and writing as a process*. Literacy needs to be built around authentic literacy and consistently focus on three basic things:

1. Close reading/underlining and annotation of text.
2. Discussion of the text.
3. Writing about the text informed by close reading, discussion, or annotation (Schmoker, 2011).

Writing needs to be incorporated into every subject matter with accuracy and precision. The writing process is not being fully implemented. The effective use of writing as a process from the development of a quality sentence to a paragraph to multiple paragraphs is essential in developing independent thinkers.

Determine Root Causes

- Inconsistent administrative monitoring and data review
- Inconsistent alignment to a guaranteed and viable curriculum and consistent classroom instruction that lack the essential elements of effective lessons: grade-level focus on essential standards and consistency in planning and implementation which include multiple writing tasks that support the units goals and objectives.
- Inconsistent use of programs, resources, and interventions.
- Inconsistent use of effective materials and resources: *Writer’s Workshop*, writing process, *Write from the Beginning*
- Inconsistent monitoring of the RTI² and referral process for the Learning Center

If We Do This:

There is a need to develop a clear understanding that the ‘essential standards’ are to be taught in depth with adequate time for deep reading, writing, and talking. Using close reading to develop deep comprehension will serve as the foundation of learning in all subject areas. The identification of rigorous

key standards will be scaffolded in a progression that will develop fundamental skills and develop academic progress of the students.

Identify and using the elements of effective instruction focusing on the development of basic foundational reading skills; developing lessons that are structurally sound and checking for understanding consistently. This assures that the majority of students have mastery before advancing.

The use of Authentic Literacy to develop comprehension and reading skills by using purposeful and rigorous text which allow students to develop key habits of mind:

1. Read to infer/interpret/draw conclusion,
2. Support arguments with evidence,
3. Resolve conflicting views in source documents,
4. Solve complex problems with no obvious answer (Schmoker, 2011 and Conley 2005).

These habits of mind will impact students reading, writing and talking across the disciplines and will serve as the first steps to ensure that all students are college, career, and test ready

Then We Expect classroom instruction will change, which in turn will foster gains in student achievement for all students. The gains will be measurable, consistent and gradual.

SPECIFIC KEY ACTIONS AND STRATEGIES

CORE INSTRUCTIONAL PROGRAM

A *Block Schedule* will provide 90 minutes dedicated to reading closely and drawing explicit evidence in order to determine Key Ideas and Details (Common Core State Standards). The focus of instruction will be rigorous and provide adequate exposure to a range of texts and tasks. The instruction will be integrated using authentic literature and textbooks. A 30-40 minute block is dedicated to writing. A 60 minute block is dedicated to Mathematics. The core skills of reading, writing and mathematics are emphasized in order to improve overall academic progress. Science and Social Studies are integrated into the Reading and Writing Block.

Identification of a *viable curriculum* that aligns to the common core standards – creation of a curriculum map for each 6 weeks of planning utilizing the district’s core curriculum, *Treasures*, exemplary text, and authentic literature.

Then, We Expect That This Will Change classroom instruction fostering achievement for all students.

SMART GOALS ENGLISH LANGUAGE ARTS		
KINDER	FIRST	SECOND - FIFTH
By May 2013, the percentage of Kindergarten students reaching benchmark in <i>First Sound Fluency</i> on DIBELS will increase by 25%; of Kindergarten students meeting benchmark will be 70%.	By May 2013, the percentage of first grade students reaching benchmark in <i>Nonsense Word Fluency</i> on DIBELS will increase by 25%; of first grade students meeting benchmark will be 75%.	By May 2013, the percentage of second-fifth grade students reaching Proficient/Advanced on the CST will increase by 10%; students meeting benchmark will be 42%.

CENTRAL ISSUE TWO – THE DEVELOPMENT OF MATHEMATIC

Current Reality There has been a Mathematics Downward Trend for the last three years. Data analysis indicates little progress in the development of basic skills and their application to conceptual mathematics. Students need to develop a connection between the meaning of what they are doing and the application.

Determine Root Causes

There is a need to understand the impact basic reading skills has on a student's ability to clearly understand problem/questions and also a need to consistently practice breaking down a problem/question to understand what is being asked.

- Inconsistent Administrative monitoring and data review with teachers.
- Inconsistent understanding of the development of mathematics beyond the representation level.
- Inconsistent grade-level focus and in Planning and Implementation of the district's Mathematics Instructional Guide and Curricular program *EnVision*.
- Inconsistent goal setting and reviewing data and developing Action Plan with *SMART* goals.
- Inconsistent classroom instruction that contain the essential elements of effective lessons.
- Inconsistent use of effective materials and resources.

If We Do This:

Weigand Avenue is committed to a clear focus on curriculum and standards by:

- Develop a clear understanding that the 'essential standards' are to be taught with adequate time for the development of in-depth application.
- Rigorous key standards clustered in a progression that is fundamental to the progress of the students' development of skills and concepts. The emphasis on the alignment of standards is to build strong, visible connections to conceptual meaning.

Instruction will:

- Identify and consistently use classroom instruction that focuses and develops the basic foundational mathematics skills and the Eight Math Practices standards from the *Common Core State Standards*, providing frequent opportunities to practice and apply.
- There must be implementation of the routine of effective instruction: modeling, guided practice, and checking for understanding.
- Provide students with opportunities to develop a deep understanding and application of the essential mathematic concepts and skills.

Math instructional time must be enhanced by the integration of literacy through the use of workplace problems and how mathematics statistic and graphs are used in writing. Students must be provided with the scaffolds necessary to develop their ability to calculate and interpret using their literacy and math skills hand in hand. This fundamental connection will develop *literate/mathematical thinkers*, students that can read, speak, write, and communicate for practical purposes. Students will discuss, debate, extrapolate from, and write about how the solution was derived. These are first steps that are products of developing the habits of mind which will ensure that all students are college, career, and test ready.

Then, We Expect a change in classroom instruction that fosters gains in student achievement for all students. The gains in achievement will be measurable, consistent and gradual.

SPECIFIC KEY ACTIONS AND STRATEGIES IDENTIFIED

CORE INSTRUCTIONAL PROGRAM

Accuracy and Precision – Computation: Consistently focus on addition, subtraction, multiplication and division (80% of real world application) to develop mastery and understanding of how these skills apply to real life situations. Applied math concepts and skills using authentic literature and multiple sources, understanding how statistics, or data analysis are used to support arguments or bring credibility. Upper grades will focus on application values by skillfully reading, writing, and interpreting quantities, percentages, ratios, and trends. Students will apply fairly basic math to complex situations and problems, such as those faced in the workplace or real life situations.

The Use Of Close Reading/Slow Reading – students must have regular opportunities to practice and hone their technical reading abilities that include understanding procedures, directions and making sense of text. Lessons must model, demonstrate, and instruct what is required to make precise meaning of each word (Shanahan and Shanahan, 2008 p 4). Teachers will incorporate the practice of mental modeling in order to lead students through the thought process and point out any misconceptions that may occur in solving the problem and the process of reaching the right methodology. Whole class lessons which focus on sentence by sentence, word-by-word analysis of the problem - *“reading comprehension is at the center of math instruction”*. (Schmoker, 2011)

PROFESSIONAL LEARNING COMMUNITY

Guiding Planning: Using the District’s Mathematics Instructional Guide, PLCs use the concept organizer to identify the essential standards that are taught in depth. PLCs will develop Common Formative Assessments that will measure mastery and guide instruction. PLCs will create performance tasks that are aligned to a concept organizer that will allow students to demonstrate their understanding and application of the skill or concept. Depth of understanding will be the focus of planning, developing connected lessons that develop depth through stages: concrete – representation; pictorial to numerical –abstract; problem solving and explanation - connection to real life.

Effective Elements of Instruction are implemented by all team members through diligently modeling (moving from concrete to representation to an abstract connection), guiding practice and checking for understanding in every lesson. Students are provided with multiple opportunities to develop depth through modeling, demonstrating and connecting throughout the representational stage.

Developing Problem Solvers and Independent Thinkers: Students will be provided with integrated opportunities to develop a deep understanding and apply essential math concepts. In pairs or small groups every week or two weeks, problems based on a collection of 15-20 articles and real life situations will be given to students to solve. PLCs will *‘systematically begin to create and integrate opportunities for students to more deeply understand and apply essential math concepts’* (Schmoker, 2011 p 201-2).

Then, We Expect That This Will Change classroom instruction which fosters gains in student achievement for all students. The gains will be measurable, consistent, and gradual.

SMART GOAL MATHEMATICS		
<p>KINDER By May 2013, Kindergarten students will be able to count to 100 by 1’s and 10’s or forward beginning from a given number within the known sequence with 70% proficiency.</p>	<p>FIRST By May 2013, all First Grade students, in order to attain mathematical proficiency in Number Operations, will demonstrate that the two digits of a two-digit number represent amounts of tens and ones, with 70% proficiency. Incremental Goals: 30% proficiency by Quarter 1 assessment 50% proficiency by Quarter 2 assessment 70% proficiency by Quarter 3 assessment</p>	<p>SECOND-FIFTH By May 2013, the percentage of second-fifth grade students reaching Proficient/Advanced on the CST will increase by 10%; percentage meeting benchmark will be 51%.</p>

CENTRAL ISSUE THREE - SUPPORTING STUDENTS PERFORMING BELOW BASIC

Current Reality Special Education Students and students that are Below Basic and Far Below Basic lack the foundational skills and ability to work independently at grade-level standards.

Determine Root Causes:

- Inconsistent focus on scaffolded curriculum that develops concepts and skills through well-crafted lessons that have the essential elements of an effective lesson.
- Not consistently providing students with the opportunity to develop their understanding of concepts and skills before moving on to the next concept or skill.
- Inconsistent use of Common Formative Assessment to clearly identify areas of need and provide multiple opportunities to improve performance.
- Not consistently providing students with opportunities to have success on smaller tasks in order to develop confidence.

If We Do This work, teams of teachers will:

Motivate students to remain focused on academics through a reward system that is linked to academic rewards and reinforcements.

Improve classroom instruction through the identification of a viable curriculum – target standards, teach in depth using close reading, engage students using inquiry based instruction, and the art of questioning, provide students with opportunities to discuss and write in order to show their understanding.

Multiple opportunities to improve performance – Develop assessments aligned to essential standards that are frequent and start at a low level of difficulty and gradually increase in difficulty (frequent checks for understanding). Implement weekly assessments to gauge student progress in order to adjust instruction for students performing less than proficient. (Reeves, 2003)

Development of a quality RTI²– Our Coaches work with our children that are falling below basic and far below basic through the Learning Center. Students work on developing literacy skills through reading closely. Teachers lead students through lessons that focus on text – first reading, then rereading in order to find evidence, build meaning, and followed by applying it to writing. Text will be used to reinforce skills such as phonics and grammar. The close reading process is utilized in Mathematic intervention by breaking down each word or part of a problem.

Professional Development will be provided on identifying unmotivated students and focusing on:

- Holding students to high standards.
- Increasing student autonomy.
- Emphasizing mastery over performance – accuracy and precision are key.
- Creating an environment where students can take risks without fear of failure.
- Creating a system that allows for gradual successes and develops skills in incremental stages in order to develop mastery.

Then, We Expect That This Will Change classroom instruction that will in turn foster gains in student achievement for all students. The gains will be consistent and gradual.

SPECIFIC KEY ACTIONS AND STRATEGIES IDENTIFIED

CORE INSTRUCTIONAL PROGRAM

Focus on Literacy: The skills being targeted in literacy must be reinforced through writing. To build knowledge and thinking skills reading must be tied to writing. In turn, students will be able to verbalize their learning in small group and whole class presentations. Students will be provided multiple opportunities to use writing in all subject areas (arguments and problem solving).

Supporting Writing: The amount and quality of writing will increase and be directly in support of the subject matter and close reading taking place. Students will be guided by lessons and rubrics that are clear and focused on the targeted curriculum. Standards will be scaffolded and monitored in order to assure that students have mastered writing.

Building Precision And Accuracy - Teachers will develop precision and accuracy through lessons that go deeper and develop basic literacy skills. There will be a focus on the development of skills from the smallest level of basic sentences to complex sentences that formulate paragraphs. Lessons will focus on close reading, discussion and writing in every subject area. Students will have opportunities to use multiple sources in order to enhance their writing.

PROFESSIONAL LEARNING COMMUNITY

Planning Units that Structure and Scaffold Learning – Plan effective whole-class instruction for first teach in order to provide a strong foundation. – ample opportunities for guided practice, checks for understanding, and ongoing adjustment to instruction and the goal of ensuring that all students learn. The essential components of effective instruction should include:

- 1) *Reading instruction* - Provide background and review potentially unfamiliar words – clear objectives, posting of word problem – direct, intensive reading instruction
- 2) *Writing* – student must be asked to explain or evaluate solutions or algorithm in writing – clearer, deeper understanding of formula’s meaning and application.
- 3) *Regular opportunities* to explain why one answer or approach to a math problem is superior to another. Identify guiding and leading sentences that provide evidence through the development of key questions.

Development of Assessments: Common formative assessments that build up to the high stakes testing providing students with opportunities to develop familiarity and demonstrate their knowledge.

Then We Expect That This Will Change classroom instruction, which will in turn foster gains in student achievement for all students. The gains will be measurable consistent and gradual.

SMART GOAL BELOW BASIC/FAR BELOW BASIC ENGLISH LANGUAGE ARTS		
KINDER By May 2013, the percentage of Kindergarten students reaching benchmark in <i>First Sound Fluency</i> on DIBELS will increase by 25%; percentage of Kindergarten students meeting benchmark will be 70%.	FIRST By May 2013, the percentage of first grade students reaching benchmark in <i>Nonsense Word Fluency</i> on DIBELS will increase by 25%; percentage of first grade students meeting benchmark will be 75%.	SECOND - FIFTH By May 2013, the percentage of second-fifth grade students reaching Below Basic/Far Below Basic on the CST will decrease by 5%; percentage meeting benchmark will be 31%.

CENTRAL ISSUE FOUR - DEVELOPING AND FOSTERING PARENT AND COMMUNITY PARTICIPATION

Current Reality The community of Weigand needs to better understand the relationship of grades, and test scores, to taking ownership of and participating in the learning and teaching occurring at Weigand Avenue Elementary School. There is low parent participation at events. There is a need to develop a culture where college and career are seen as important and the ultimate goal of a good education.

Determine Root Causes

- Inconsistent specific and timely information provided to parents regarding student progress.
- Inconsistent development and sharing of student learning goals and the meaning of grades.
- Inconsistent attendance of parent meetings, conferences and workshops.
- Providing workshops at different times consistently.
- Working parents are unable to attend daytime events and find it difficult to attend evening events.

If We Do This work with the school community, teams of teachers, Parent Center, and students

Building The Foundation Through Developing Literacy Skills – Parents are informed about key standards, practices and assessment results for grade, school and individual results. Parents participate in activities that are hands on, modeled, and meaningful to their child’s learning (***Parent Meetings, Parent–Teacher Conferences, Parents as Educators Workshops, Literacy/Mathematics Workshops and Nights***)

Developing A Climate Of Trust And Inclusion – Parents will participate in meaningful interactions with staff through workshops, achievement notifications, (***Kickoff Orientation, Classroom Observation, Room Parents***)

By creating a culture of school as a positive force through our key actions and strategies (***Kickoff Orientation, Expos and Symposiums, 10 Minute Meetings, Room Parents, Volunteer Service Hours***) – parents will have multiple opportunities that are positive, communicated in a timely manner, and personalized invitations to events.

Then We Expect That This Will Change parent involvement and participation at Weigand Avenue Elementary School and there will be a positive correlation to student progress.

SPECIFIC KEY ACTIONS AND STRATEGIES IDENTIFIED

CORE INSTRUCTIONAL PROGRAM

Communications sent home regarding the units of study and information regarding the progress of students. Notifications regarding Performance Level on Periodic Assessments immediately after scores are posted.

Then We Expect That This Will Change the dynamic and culture of Weigand Avenue Elementary School increasing parent participation and student achievement.

SMART GOAL PARENT ENGAGEMENT
By May 2013, the Percentage of Parents Who Talk with the Teacher about Their Child's Schoolwork and Progress will be 80%. By February 2012, the second Parent-Teacher Conference period, the percentage of Parents participating in face to face conferences will be 85%.

ENGAGING THE SCHOOL COMMUNITY

How will you engage your school community, faculty, staff, students and parents so that they are able to understand and effectively implement elements of the instructional philosophy and turnaround plan?

At the center of the school turnaround is assuring for quality and building trust. It is the contributions of all stakeholders that will transform the school.

Stakeholder	Elements of Transformation	Generating Excitement
Faculty/Staff	Consistency in the type and rigor that is seen in each classroom. Faithful implementation of the essential elements of an effective lesson. Finding a consistent planning time.	Currently we are developing a common understanding and creating a shared meaning through book reads. Our primary is FOCUS by Mike Schmoker, which is setting the foundation. As a means to reflect and improve capacity INSTRUCTIONAL ROUNDS by Richard Elmore, et al, will provide the cycle of improvement that will be used. Support is being provided through Partnership Coaching by Instructional Coach and Principal. This will build a common foundation of practices. The next level of support to building teacher capacity will be the use of the Cognitive Coaching Model. The ultimate goal will be working towards Peer Coaching as a process for developing a system that learns from its members.

Stakeholder	Elements of Transformation	Generating Excitement
Students	Need to become ambassadors of the school, consistently inviting their parents via customized invitations. Become aware of their grade-level standards and their level of performance.	Develop the importance of Service Learning. Students need to be active participants in conferences. Student and Parent Workshops – Morning Munch – Students have the opportunity to guide their parents through a task.
Parents	Create a positive first contact and continue meetings that are meaningful and provide non-contingent attention. Have flexible scheduling of events in order to accommodate parents who work.	Conferences were held at the six-week benchmark. Parenting classes have begun with our community connections. Our next steps include teachers making personal contact during the school year by phone. In order to involve the students in bringing their parents to campus, personal invitations will be created. Begin the year with an orientation and generate excitement from the beginning of the year.
Community	Partnerships are present on campus providing services. Development of partnerships that will develop awareness of college and assist in the development of service learning.	Community Partnerships have started with UCLA Community Partnership coming to campus for the day in order to help in the beautification and connecting to the students. Community Partners are currently providing Parenting Classes. Our next steps are to create opportunities for partnerships to sponsor EXPOs and workshops. Write letters to local businesses to elicit support for motivation. Invite local businesses to support reading efforts at the school.

D. IMPLEMENTATION

How will you monitor the implementation of your proposed turnaround efforts?

IMPLEMENTATION - STAFF

Our first step is a focus on the evolution of teaching through the development of a shared perspective of 21st Century Skills which are driven by the “super skills” set forth in the *Common Core State Standards (CCSS)*: Communication, Collaboration, Critical Thinking, Creativity. PLCs will work in collaboration framing units that develop the skills utilizing the “four intellectual standards/habits of mind” identified by Conley and his colleagues. The focus of the four *Habits of Mind* enable a student to read, write, and speak in a manner that will impact all disciplines and will impact the mastery of the “super skills”. This aligns with the instructional shifts in the CCSS.

The LAUSD Teaching and Learning Framework (TLF) identifies clear expectations for effective teaching and identifies practices that will guide teachers in analyzing, reflecting on, and improving their practices. *The TLF* guides the work of the PLCs to meet the needs of our diverse learners including English Learners, and Students with Special Needs. The *TLF* defines teaching practices that will be the foci of Instructional Rounds, coaching, and professional development that help teachers to assist all students to become successful and productive 21st Century learners.

IMPLEMENTING TRANSFORMATION

	Developing a Foundation of Transformation	Building Transformational Capacity – Developing the System	Maintaining the System and Beyond
S T A F F	<p>School-Wide — We will do a <i>FOCUS</i> book study, developing a common base for all staff, identifying the essential elements of effective lessons together.</p> <p>We will identify the protocols of <i>INSTRUCTIONAL ROUNDS</i> and engage teachers in the discussion of improving quality and capacity.</p> <p>PLC — We will identify a viable curriculum, and set SMART goals based on data. PLCs will develop a set of lessons that include the essential elements of effective lessons with Principal and Coaches through the Partnership Model — modeling and gradual release to the teacher.</p> <p><i>Teaching and Learning Framework</i> — We will focus on Standard 1 Planning and Preparation 1a: Demonstrating Knowledge of Content and Pedagogy.</p> <p><i>Role of Principal</i> — There will be a constant focus on instruction and feedback. Principal will also develop Diagnostic Files school-wide.</p>	<p>PROFESSIONAL LEARNING COMMUNITY <i>SMART Goals</i></p> <p>INSTRUCTIONAL LEADERSHIP</p> <p><i>Developing Teacher Capacity</i> — Using the protocols of <i>Instructional Rounds</i>, we will identify a focus and work using the <i>Instructional Coaches – Modeling and Gradual Release Partnership Approach</i>, sync practices leading to <i>Cognitive Coaching</i>; develop teachers working together reflecting through <i>Peer Coaching Model - Lesson Development and Study on Key Standards</i>.</p> <p>RESPONSE TO INSTRUCTION AND INTERVENTION (RTI²) Students are identified and provided Tier III intervention through the Learning Center.</p>	<p>PROFESSIONAL LEARNING COMMUNITY <i>SMART Goals</i></p> <p>INSTRUCTIONAL LEADERSHIP</p> <p><i>Developing Teacher Capacity: The protocols of Instructional Rounds, Instructional Coaches – Modeling and Gradual Release Partnership Approach Cognitive Coaching – Peer Coaching Model - Lesson Development and Study on Key Standards</i></p> <p><i>Role of Principal</i></p> <p>RESPONSE TO INSTRUCTION AND INTERVENTION (RTI²)</p>
<p>Early Indicators of Success: The rubric found in the TLF will be used to measure the effectiveness of planning and preparation in order to determine next steps. The consistent monitoring of SMART goals set through the process of Instructional Rounds and the support of the Partnership Coaching Model will serve to define areas of growth and additional support. PLCs will produce units of instruction that identify key standards and align them with the effective practices. Diagnostics will help identify students that need additional support.</p>			

IMPLEMENTATION – STUDENTS

The *LAUSD Teaching and Learning Framework* identifies clear expectations for effective teaching and exemplary practices that will guide teachers in establishing outcomes. The TLF defines teaching practices and the CCSS provides the instructional foundation that assists teachers in preparing all students in becoming successful and productive 21st Century learners. The TLF guides the teachers’ expectations for students in developing mastery, awareness of self, and promoting personal responsibility.

Through consistent feedback, students will monitor their own progress and define their areas of strength and development. Students work with their teacher and principal to set their own goals and monitor their progress towards them. Students will engage in service learning connected to academic skills, first through a class project then starting or joining an existing effort.

Students will engage their parents in school by making personal invitations to activities that center on the awareness of learning expectations, criteria, and performance standards.

IMPLEMENTING TRANSFORMATION

	Developing a Foundation of Transformation	Building Transformational Capacity – Developing the System	Maintaining the System and Beyond
S T U D E N T	<p>Kickoff Orientation — Students will be provided with targets for the year and expectations are set.</p> <p>Parent-Teacher Conferences — Six-week Conferences will focus on developing an Action Plan and a means to monitor their child’s progress.</p> <p>Celebrations of Accomplishment — There will be a constant focus on academic achievement and celebration of progress in small increments.</p> <p>PLC — There will be a focus on planning, implementing the essential elements of an effective lesson, resetting goals, and communicating clear expectations to students.</p> <p>Instructional Rounds — We will share goals with the students that are a direct result of the observations made and the setting of <i>SMART</i> goals.</p> <p>Role of Principal — Principal will meet with students to help them focus on one area of development, and will develop school wide Diagnostic Files.</p> <p>Teaching and Learning Framework — Standard 3: Delivery of Instruction</p>	<p>Service Learning — We will focus on the upper grades. Upper grade students will include a primary room to model service learning.</p> <p>Feedback Surveys — Students give feedback on what they found most interesting about the unit they were studying and what teaching practices were most effective.</p> <p>Building College Literacy/ College Club — We will develop the first level of engagement by identifying interest and possible careers, College Pride Day, and teachers sharing their own college path.</p> <p>Individual and Small Group Conferencing with Students — Staff will meet individually with students and with parents regarding performance levels.</p> <p>PLCs, SMART Goals, Instructional Rounds</p> <p>Role of Principal</p>	<p>Service Learning — There will be a grade-level sponsored activity with the support of the parents and an awareness on the academics.</p> <p>Building College Literacy/ College Club — Students will identify what is needed to follow their path of interest.</p> <p>Self-Monitoring of <i>SMART</i> Goals</p> <p>Feedback <i>Surveys</i></p> <p>Role of Principal</p>
<p>Early Indicators of Success: The rubric found in the TLF will be used to measure the effectiveness of delivery of instruction in order to determine next steps. Feedback Surveys will communicate whether the students are making the connection to the lesson. Diagnostics will help identify if the goals were appropriate and met.</p>			

IMPLEMENTATION – PARENTS

Parents will become active participants by being informed through written communications, conferencing, workshops that focus on effective teaching and provide them with an opportunity to observe teaching, work with teachers by grade-level, and participate in lessons with their child.

To increase parents’ awareness of their importance to the school, we will implement strategies to communicate what occurs in the classroom. These strategies include regular meetings to communicate students’ progress towards the mastery of standards. Parents are included during the year through parent meetings, Parents as Educators, workshops and especially parent conferences. Action Plan development is now part of the conferencing cycle and is specific to each child.

Through opportunities to participate, parents will become aware of effective classroom practices. They will have the opportunity to take part in first-hand experiences through activities and strategies such as Morning Munchies, Parents as Educators and workshops. The Feedback Survey will be used to monitor parent interest and involvement. The Parent-Teacher Conferences will provide opportunities for teachers to get direct information from the parents.

IMPLEMENTING TRANSFORMATION

	Developing a Foundation of Transformation	Building Transformational Capacity – Developing the System	Maintaining the System and Beyond
P A R E N T S	<p>Kickoff Orientation — Parents are invited at the beginning of the school year to make a connection with the teacher and become familiar with policies and protocols of class and school.</p> <p>Parent Meetings — Information is consistent and timely.</p> <p>Parent–Teacher Conferences — Conferences are held at the six-week marker to develop an action plan and help students work toward mastery.</p> <p>Expos and Symposiums — focusing on a target.</p> <p>Newsletters, and Letters Home — on specific issues give consistent and timely information.</p> <p>Feedback Surveys — providing the school with information towards progress towards goals.</p> <p>Teaching and Learning Framework: Standard 4: Additional Professional Responsibilities</p> <p>Component 4b: Communicating with Families</p>	<p>Parents as Educators Workshops — Focusing on target standards and resources to use at home that are grade-level specific.</p> <p>Literacy/Mathematics Workshops and Nights</p> <p>Volunteer Service Hours — Parents will be asked to volunteer <i>5 hours a year</i>.</p> <p>Room Parents — <i>assist the classroom with activities and motivating involvement of other parents.</i></p> <p>10 Minute Meetings — Meetings will focus on information relevant to the classroom in response to a need.</p> <p>Personalize Letters, Celebration of Accomplishment</p> <p>Feedback Surveys</p>	<p>Classroom Observation — We will provide training for parents to look for the essential elements of an effective lesson.</p> <p>Morning Munchies - Open Classroom Meetings by Grade-Levels — Students will engage their parents in a lesson. Teachers communicate the state of the classroom and the areas being targeted.</p> <p>Feedback Surveys</p>
<p>Early Indicators of Success: The rubric found in the TLF will be used to measure the effectiveness of communicating with families in order to determine next steps. Feedback Surveys will communicate whether parents are receiving meaningful communication from the school regarding their child’s progress and achievement. Feedback surveys and sign in sheets will provide information on participation.</p>			

IMPLEMENTATION – COMMUNITY

The community must become active members of the school. The community needs to understand the goals and policies of the school and assist in the development of independent thinkers.

Through opportunities to participate, the community will be involved in supporting the efforts of developing a sense of service learning. They will have the opportunity to take part in first-hand experience through activities and strategies sponsoring activities and helping a particular grade-level. Feedback Survey will monitor interest and involvement.

The community is also a vital support to providing resources to the school in order to better service the students and their families. The development of a partnership will assist in providing wrap around services for Weigand.

IMPLEMENTING TRANSFORMATION

	Developing a Foundation of Transformation	Building Transformational Capacity – Developing the System	Maintaining the System and Beyond
C O M M U N I T Y	<p><i>Newsletters, Letters Home on Specific Issues, Personalize Letters, Celebration of Accomplishment</i></p> <p><i>Feedback Surveys</i> provide feedback on whether the target goal is being met.</p> <p><i>Academic Focus</i> the campus reflects student progress. Partnerships are developed to support the efforts of recognizing students.</p> <p>Establishing partnerships that will provide parents with resources to help their children: <i>Office of Gang Reduction & Youth Development (GRYD), WLCAC Family Source Center, Community Outreach</i></p>	<p><i>Newsletters, Letters Home on Specific Issues, Personalize Letters, Celebration of Accomplishment</i></p> <p><i>Academic Focus</i> the campus reflects student progress.</p> <p><i>Service Learning</i>: School-wide project that identify an area that will improve the quality of life at Weigand. Development of partnerships on efforts.</p> <p><i>Community Parent – Teacher Conferences</i></p> <p><i>Feedback Surveys</i></p> <p><i>Community Partnerships: Office of Gang Reduction & Youth Development (GRYD), WLCAC Family Source Center, Community Outreach</i></p>	<p><i>Creating Independent Learners</i> Project presentation.</p> <p><i>Newsletters, Letters Home on Specific Issues, Personalize Letters, Celebration of Accomplishment</i></p> <p><i>Academic Focus</i> the campus reflects student progress.</p> <p><i>Service Learning</i>: Partnerships that support grade-level efforts.</p> <p><i>Community Parent – Teacher Conferences</i></p> <p><i>Feedback Surveys</i></p> <p><i>Community Partnerships: Office of Gang Reduction & Youth Development (GRYD), WLCAC Family Source Center, Community Outreach</i></p>
<p>Early Indicators of Success: Feedback Surveys (parents and staff) will communicate whether the needs of the school are being addressed. Evaluations will provide information if workshops and classes are meaningful. The number of partnerships and the type will be evaluated.</p>			

POSSIBLE IMPLEMENTATION CHALLENGES

What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?

CHALLENGES	QUESTIONS - IMPLICATIONS	ADDITIONAL SUPPORTS AND RESOURCES
TIME	How do we maximize the time we have to work with parents, students, and teachers?	Seek volunteers that will assist in supporting the efforts. The implementation of a Room Parent system will assist in sharing responsibilities with the school and classrooms. Look for optional programs that will help us sustain programs.
STAFFING	How do we assure we get the right staff? How do we hold each other accountable?	Seek a waiver in order to interview potential new staff. Provide professional develop that is focused on school goals and develop practices that are critical to academic progress and growth.
MAXIMIZE PARENT PARTICIPATION	How do we engage parents consistently to support school activities? How do we maximize our Parent Center?	Room parents represent the school and are the guiding force of the Parent Center. Students need to become the ambassadors and help get their parents involved. Look for motivational factors that will engage parents: rewarding the students for parent participation, having services offered at school to help families, developing the resources of the Parent Center.
SUPERVISION	How do we build consistency with our discipline plan and rules? How do we make better use of our staff to supervise during non-instructional time?	Provide professional development in the area of Whole Brain Teaching. Consistent implementation of a school-wide discipline plan.
LIBRARY LOCAL BOOKSTORE	How can we improve student access to books? How can we effectively use our library and update it?	Book Faires three times a year. Solicit donations of Exemplar Text to update library – online, local businesses, and fundraising.

E. SCHOOL GOVERNANCE AND AUTOMIES

Weigand Avenue Elementary School will continue to operate as a traditional school model.

AUTONOMIES

What autonomies do you anticipate you will need to effectively implement the elements of the plan? What is your rationale for requesting this autonomy?

Waiver	Rationale
Methods of improving pedagogy	Weigand Avenue has determined that focusing on the four habits of mind (Conley) are a method to improve pedagogy and student achievement. Classroom instruction and intervention will focus on the “super skills” and essentials of an effective lesson, as cited in <i>FOCUS</i> by Mike Schmoker, will be used to drive lessons and guided intervention at Weigand Avenue.
Curriculum	In order to focus on the implementation of the School Turnaround plan, the flexibility of selecting curriculum that aligns with the practices set forth in the plan must be school determined. Additional supports and program meeting state and district criteria will be reviewed and aligned to the practices of the school. The school will use the achievement of the Common Core State Standards as a guide in choosing the most appropriate curriculum for our students.
Scheduling.	In order to implement a clear focus on instruction and provide opportunities for professional development, Weigand Avenue will modify daily instructional days/minutes, the school’s schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for teachers. A late start once a week, will provide the support needed to implement the unique plan and allow for the development of teachers as learning practitioners.
Professional development	In order to focus on the implementation of the School Turnaround plan, the flexibility of professional development must be school determined. District-wide incentives will be aligned with the activities and strategies set forth in the plan.
Mutual consent requirement for employees.	Weigand Avenue Elementary School has to an instructional plan that has very unique characteristics. The staff must be committed to following through on the planning, implementation, delivery, and monitoring of instruction in order to make gains in student achievement. School-based interview process and commitment forms are a vital process in order to maintain the integrity of the model.

F. SCHOOL PLANNING TEAM

Who are the members of your planning team?

The planning team shares a mutual vision of the importance of developing strong literacy in order to impact learning across the disciplines. The Principal and Instructional Coach have a strong instructional background and have volunteered to be the identified leaders of the team.

The team is made up of volunteers that share the vision of gradual improvement and developing teacher capacity. The School Planning Team is comprised of 13 members (Principal, 3 Out of Class Support Personnel, 5 classroom teacher, Community Representative, and 2 Parents). The proposal reflects perspectives and experiences of the design team. The educators on the team have a variety of experiences and accomplishments both inside and outside of the classroom, ranging in experience from eight years with Los Angeles Unified School District to 25 years. The team members have worked with students of different cultural and economic backgrounds and varied levels of academics and engagement. In addition to practical training and experience, the team also brought its collective and extensive academic training. The members of the team have been actively involved at Weigand Avenue Elementary School in the following positions:

Instructional Coach – NBC Teacher

Leadership Team Members (Kindergarten, First, Second, Third, Fourth)

UTLA Chair - School Site Council Chair

Categorical Coordinator

Access to Core Coach

Principal

The Design team has been committed to creating a plan that is based on research and action. During regular meetings since July 2012, the team has researched to verify and document the proposed programs, met with parent groups to solicit input, presented at staff meetings, and created the design, ensuring only the best was part of the design that would affect the children of Weigand Avenue Elementary School.

Parent Involvement

In what ways did you engage parents in the development of your plan?

Parents were involved through a series of meetings:

Coffee with the Principal every first Friday of month: updates were provided.

Advisory Council Meetings: Information was provided every month and suggestions were made.

ConnectEd Notification, Parent Letters and Memos: Written communication and phone calls home of meetings were made.

Back to School Night: Information table: Information was provided on the process and dates and times of the meeting.

Parent-Teacher Conferences: Parent Survey and information was given during the conferences.

Public School of Choice Parent Workshops provided parents with an opportunity to gain familiarity with the process and provide input.

**Public School Choice 4.0
Waiver/Autonomy Checklist**

School Site: WEIGAND AVENUE ELEMENTARY SCHOOL

Proposed School/Design Team Name: WEIGAND AVENUE ELEMENTARY SCHOOL

Proposed Governance Model (mark all that apply):

- Traditional Management Pilot Expanded School Based
- Local Initiative School Affiliated Charter Technical Assistance Partner
- Limited Network Partner Full Network Partner

Waiver/Autonomy Requests

Mark all the autonomies requested in your plan and provide a page reference to where the rationale for the request can be found in the narrative of the application.

- Methods of improving pedagogy.** Rationale on page(s): 2-3 and 10-12
School-determined methods to improve pedagogy and student achievement, such as articulation between grade levels and departments, intervention strategies and intervention/special support programs (such as parent contacts, homework clinics, directed focus of services to assist struggling students and after-school reading rooms or math coaching on a rotating basis).
- Curriculum.** Rationale on page(s): 2-3 and 10-12
Locally determined curriculum (subject to State and District minimum curriculum standards); local instructional standards, objectives, and special emphases (supplementing District standards).
- Assessments.** Rationale on page(s): _____
Local interim benchmark assessments, tests and pacing plans, aligned with and equivalent to District requirements (e.g., GATE, Algebra Placement), and complying with any State and Federal requirements.
- Scheduling.** Rationale on page(s): 10
Local instructional schedules and strategies, including modified daily instructional days/minutes, the school's schedule of activities and events, and special schedules such as those designed to accommodate additional prep time for elementary teachers (all of the above being subject to District-mandated annual number of school days and minimum annual minutes of instruction and calendar requirements, and contractual pay in the case of additional required hours of regular daily instruction).
- Internal organization.** Rationale on page(s): _____
School's internal organization plan, such as division into academies, small learning communities, houses etc. within the assigned student population.

- Professional development.** Rationale on page(s): 2-3 and 10-12
Local professional development plans aligned with the School's Instructional Plan/Single Plan for Student Achievement, except as to training relating to legal/compliance mandates.

- Budgeting control.** Rationale on page(s): _____
General fund budget control, pursuant to the District's evolving site-based funding system, which currently provides local discretion but neutralizes the impact of differences such as those among certificated staff salaries, and subject to the other applicable related district requirements such as those governing "guided purchases."

- Mutual consent requirement for employees.** Rationale on page(s): 10-14
A requirement for "mutual consent" by school and applying employee with respect to the filling of UTLA-represented, site-based openings at the school, meaning no District-mandated priority placements, but school must still comply with return rights or other placement rights to the school that are created by legal mandates or by the District-UTLA Agreement.

- Teacher assignments.** Rationale on page(s): _____
Local process/methods for determining assignment of teachers to grade levels, departments, subjects and classes (e.g., looping, team-teaching, ungraded instruction, multi-age classrooms).

- Staff appointments (e.g., department chairs).** Rationale on page(s): _____
Local process/methods for selecting teachers as grade level or department chairs, coordinators, deans, instructional coaches, etc.

- Discipline & codes of conduct.** Rationale on page(s): _____
School's student discipline guidelines and code of student conduct, aligned with the District-wide standards and rules governing student conduct, suspensions, expulsions and transfers.

- Health and safety.** Rationale on page(s): _____
School's health/safety matters, aligned with District-wide health/safety mandates.

- Additional Waivers:** (list waivers requested) _____

Applicants selecting "Additional Waivers" must provide a rationale for the request(s) by completing the Waiver-Side Letter Request Form (Appendix D). These additional waivers are subject to separate consideration and approval from the District and UTLA before becoming effective.

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