

PSC School: Weigand Elementary School

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

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
A. Vision and Instructional Philosophy	<p>The vision statement communicates the school’s fundamental beliefs about student learning and high expectations/rigorous standards for both students and adults. The vision statement and explanation of the vision provides a clear statement of values that will lead to the success of the school’s future graduates. The key priorities of the school are meaningful, measurable, ambitious yet attainable, and appropriate for the target student population, as are the instructional strategies.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • The vision of the plan was clearly stated; the belief statement explained the expectations for meetings the three spires of the vision statement: spires were meaningful, measurable and appropriate. They included strategies, not just what they were going to teach but also the strategies to implement the vision. • Specific and easy to monitor the vision. Evidence that the vision was aligned to the target population. On page 1, you get a sense of the skills that the child will gain as a student at the school. • Clear and concise, meaningful. Touch on the social and community aspects within the vision portion. Community, social, and instructional philosophies are clear and specific. <p>Concerns</p> <ul style="list-style-type: none"> • A bit general compared to the target population. Stronger specific for the school in the vision statement. 	
B. School Data Profile/ Analysis	<p>A wide range of data is used to conduct a thorough, in-depth analysis—at a minimum the review must discuss (a) areas of strengths and concerns; (b) areas of improvement over recent years; (c) both positive and negative trends over the past few years; and (d) underlying root causes of persistent trends.</p> <p>The data analysis conveys a highly complex and profound understanding of the school community and whole student, including physical, emotional, social, and academic needs. The application focuses in on three to five critical issues that are highly relevant to the school and will have far-reaching impacts when improved upon. The issues identified cover instructional, behavioral, and operational needs, rather than focusing solely on one area.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • The plan clearly shows the drop in scores with the change of staff in areas of proficiency and advanced. They have implemented block scheduling and they increased CELDT scores. The plan states the decline in reclassification is based on new requirements. 80% of parents attended conferences in this location in Los Angeles. Incentive for parents to interact at the school and see parents involved at the school. • The School Satisfaction Surveys shows that parents feel welcomed at the school. • Great use of data to highlight the trends. • They did not include data of the observed teaching practices. You are telling me what will improve your instructional program but you did not include what is going on at this point in time. Its difficult to gage if the strategies will improve the performance and if what you are doing is working. Issues identified as problem areas are targeted at the adults at the schools. It feels as if the students are off the hook. You need to have expectations for the students too. The plan was adult focused. • Page 9: implications of the data highlight focus on critical areas for students but the areas were all focused on the expectation that the teacher will do something to improve the reality. At no time do they state the role of students being held accountable. • The data tell a story that is complex and clear. <p>Concerns</p>	

PSC School: Weigand Elementary School

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
		<ul style="list-style-type: none"> • They don't pinpoint the drops of performance in their data. They did not address this issue in the plan. They have 20% long term English Language Learners (5 or more years). • Some students, depending if a special education program is present at the school, will never reclassify if they are special education students. I wasn't getting an understanding of the physical, emotional, social behavior in this section. • The school survey does highlight these data points of social, emotional and behavior but they are not included in the plan. • The plan is teacher centered when the vision of the student includes skills of being independent... • We don't have a clear understanding of what is currently in implementation at the school and whether the ideas proposed will be effective. • As a team did the data show a story that is highly complex? • The academic review of the data is noted but the physical and emotional are not part of the plan. 	
<p>C. School Turnaround</p>	<p>Overall, the strategies, practices, programs, and policies identified in this section are linked to the vision statement of the school and the results of the team's data analysis—it is clear that when the strategies are fully, effectively implemented, the priority area will be addressed. The plan is clear, concise, and provides evidence that the school will accelerate student achievement fairly quickly, over the next few years.</p> <p>Evidence is provided to show that the strategies for turning around the school culture, into one that promotes the intellectual and social development of all students, are effective as well as realistic given the context of the school. Systems and structures will be established to support the transition to a culture/climate that supports the vision of the school and success of each future graduate. The plan demonstrates a thorough knowledge of the current school community and its stakeholders, including staff, students, parents and community members. This knowledge was used to develop thoughtful, tailored strategies to share, communicate and generate interest and create excitement for the school turnaround plan. The plan recognizes the need for a differentiated approach in order to fully engage each of the various stakeholder groups.</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • I did find evidence that can support a school turnaround culture. Peer coaching model was in the plan. Pieces about habits of mind, along with strategies, demonstrate the turnaround is possible. • Parents will be able to observe lessons, classrooms and volunteer in the classroom. • Coaching will work side by side with the teacher to show and accommodate for the teacher that its not this is the way we are going to teach. They really are trying to meet the needs of the teachers. • Openness to voluntary feedback. Student service learning piece is strong for the student culture. • The reader gets a clear sense of urgency and buy-in to transform the school. • You can read the excitement that is expressed by the school planning team. • This plan is about building with the staff and not mandating a program on staff. • They use their knowledge of the school community to generate interest and excitement on the school plan. <p><u>Concerns</u></p> <ul style="list-style-type: none"> • The plan was vague on building community involvement beyond parents. They mention universities but not a direct plan. • A strong sense of technology integration is not clear. The team includes technology, but technology does not show up until this section of the plan (Page 14). Students will have access to computer labs, websites...Its seems surfaced and was unexpected in the plan. 	

PSC School: Weigand Elementary School

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
D. Implementation	<p>The benchmarks for determining progress are clearly articulated and will provide an accurate measure of whether or not the strategies, practices, programs, policies are having the intended impact. The timeline and process for measuring progress will be frequent and regular, enough to ensure that the team can spot trouble areas immediately and make mid-course corrections as necessary.</p> <p>There is a clear understanding of the realistic challenges that the school may face in turning around the school. The ideas for counteracting these challenges are thoughtful, applicable, creative, and within reason.</p>	<p>Strengths</p> <ul style="list-style-type: none"> • Benchmarks; TLF rubric; Focus Book Study, identified viable curriculum. Principal and coaches will model for the teachers. • The building of the plan builds on the fact that you have to build a culture and maintain it. They acknowledge that a culture must be build and maintained (Page 23). • There is a rubric for all stakeholders, including parents. • Stakeholders hold themselves accountable. The survey piece is phenomenal on page 25. <p>Concerns</p> <ul style="list-style-type: none"> • Can student achievement be used to measure the success of the transformation (Page 24)? Effectiveness assumes some type of measure. This piece seems vague. • What does data look like for implementing the plan? • I am unclear as to what the feedback student surveys are for? • A timeline is needed for measuring progress or a frequency of measuring progress. 	
E. Alternative Governance Models & Autonomies	<p>The plan presents a clear rationale for the chosen alternative governance model as well as any requested autonomies and how these elements fully support the school’s vision and instructional philosophy. A thorough explanation is provided for how the selected model will allow for high levels of academic achievement among the target population of students. Plan provides a thoughtful, comprehensive rationale for why each requested autonomy is necessary to support student achievement at the school. The plan explains what steps the school will take to ensure that a culture of shared leadership and decision-making focused on high student performance is in place to effectively implement the governance model and requested autonomies. Where applicable, evidence of staff input from UTLA members (e.g., petition, vote tally) is attached to the plan. <i>Governing School Council (pilot schools only):</i> Composition of the Governing School Council is in compliance with state regulations. Membership selection process is fair, equitable and also in compliance with state regulations. Roles and responsibilities of governing council is clearly articulated and broader than School Leadership Council. A draft of the Elect to Work agreement is attached. <i>NOTE: All pilot school applications</i></p>	<p>Strengths</p> <ul style="list-style-type: none"> • The plan explains the needs for the autonomies- student needs. Rationale is clearly explained for waivers requested (mutual consent for PD) <p>Concerns</p> <ul style="list-style-type: none"> • Does not demonstrate staff buy-in for the autonomies identified. I did not see evidence that the autonomies were discussed with the stakeholders. • The team did not fully explain why they are selecting the traditional school model. • The plan needs more explanation to articulate why the model is a better fit for the plan and turnaround plan. They only mention traditional in one sentence. 	

PSC School: Weigand Elementary School

Section of Proposal	Characteristics of an Exemplary Response	Comments <i>What were the strengths of the plan? Concerns or areas of weakness?</i>	Follow Up Questions
	<i>will also be reviewed by the Pilot School Steering Committee.</i>		
F. School Planning Team	<p>Members of the school planning team were identified by a fair, equitable, transparent process; the team is diverse and representative of the entire school community, including faculty, staff, students, parents, and community members. All members, including the leader, fully participated and actively contributed to the plan development/writing process. Member contribution is noticeable and extended beyond those typically attributed to them (e.g., parents contributed in more ways than in discussions solely related to parent engagement). Parents and students were specifically engaged as plan writing/developing members and as leaders in the process. The process of developing the plan included equitable delegation of work and responsibilities, a comprehensive communication strategy to ensure all members are fully informed of decisions, and a conscious effort to regularly update the school's community-at-large (beyond the members of the school planning team).</p>	<p><u>Strengths</u></p> <ul style="list-style-type: none"> • The team had representation from all school stakeholders. • The team is heavy on teachers and it is very important to have this representation on a team. • The credentials were identified but the individual credentials were not discussed in the plan. We do not know if the teachers were volunteers. <p><u>Concerns</u></p> <ul style="list-style-type: none"> • While they did engage students, it is not clear that students were active members of the planning team. 	

PSC School: Weigand Elementary School

School Visits

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

Planning Team Interviews

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

Final Recommendation to the Superintendent

Overall Rating: (circle one)

Beginning

Developing

Well-Developed

Exemplary

Overall Comments:

The Weigand plan is well developed. The vision provides a clear and compelling story about how Weigand E.S. will improve classroom instruction, student achievement and build a positive school culture and climate for all. The plan presents a clear understanding of the community it will serve and of an instructional system that will meet the individual needs of their student population. The wide range of data presented and analyzed provides a clear picture of the school community and student. The sole focus of the turnaround process is on what the adults will do to effect change, however, there is no mention as to how students will be motivated to take on some responsibility for their own learning. The plan lacks specific analysis of data in regards to the physical, emotional and social needs of the students.

The planning team highlights systems that will be established to ensure the success of students. For example, they will utilize supplemental instructional materials (as requested in waiver) to ensure that all learners' needs are addressed. They also detail a support system to ensure the success of the teachers, i.e. instructional coaches. The coaches will provide support while honoring teachers' individual styles. The benchmarks for determining progress are clearly articulated. For example, the team has developed performance rubrics for all stakeholders. They present a concise plan of how they intend to build and maintain the school's newfound culture. The team has not included a timeline for measuring progress. This makes it difficult to understand how the school will know if they are on the right track or if their plan needs to be amended.

Upon reading the document, it is clear that Weigand's planning team is representative of all stakeholders. The plan engenders the team's excitement and commitment to making profound change in the culture of their school, and creates a vivid picture of rapid acceleration towards their goals.