



## Public School Choice School Plan Guide for Panorama High School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p><b>Section 1: Vision of the Student</b></p> <ul style="list-style-type: none"> <li>• What skills and knowledge will students gain to prepare them for the next level of learning?</li> <li>• What will students know and be able to do when they leave this school?</li> </ul>	<p>Students will need</p> <ul style="list-style-type: none"> <li>• Leadership skills</li> <li>• Speaking skills</li> <li>• Self control</li> <li>• Organization</li> <li>• Maturity</li> <li>• Responsibility for actions</li> <li>• Challenged in academics</li> <li>• College requirements</li> </ul> <p>Students will be able to be effective communicators, critical thinkers, active and productive individuals and lifelong learners.</p>	<p>Student want to feel prepared for life after high school whether it involves higher education or work options. They want the preparation for the transition to “real life” to begin in the 9<sup>th</sup> grade so that each year the students can be challenged to develop further.</p>	<p>ESLRs: expectations from each student graduating from Panorama as developed over the four years of high school.</p>
<p><b>Section 2: Vision of the School</b></p> <ul style="list-style-type: none"> <li>• What will the school feel like for students and parents at your school?</li> <li>• What must the school do to make sure all students are successful and prepared to be successful at the next school level and beyond?</li> </ul>	<p>It will feel like an institution of learning where the staff and faculty are here to support the students and parents to receive the highest quality of education possible.</p> <p>Every student at Panorama High School will be career ready and/or have a post-secondary option.</p> <p>Panorama graduates will be effective communicators; critical thinkers ; active and productive individuals; lifelong learners</p>	<p><b>Effective communicators:</b> who read, write, speak, and listen appropriately and effectively in various academic and social settings</p> <p><b>Critical thinkers:</b> who apply logic to practical and theoretical problems</p> <p><b>Active and Productive Individuals:</b> who are able to work collaboratively and respectfully</p> <p><b>Lifelong Learners:</b> who will practice self-directed learning and engage in self reflection</p>	<p>Post-secondary option: students will be prepared to go to a 2-year or 4-year college or join the work force.</p> <p>Self-directed: students will be able to problem solve with minimal adult instruction or guidance.</p> <p>Self-reflection: students will be able evaluate a situation or decision and analyze the results and determine if change is necessary.</p>



## Public School Choice School Plan Guide for Panorama High School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p><b>Section 3: Where is the School Now? Student Performance</b></p> <ul style="list-style-type: none"> <li>• What is the current reality of the school?</li> <li>• What areas of the school show strength?</li> <li>• What areas of the school are of concern and require growth?</li> <li>• What information was used to determine where the school is currently in terms of student’s school performance?</li> <li>• How will you address the needs of each subgroup of students?</li> </ul>	<p>a)Panorama is Program Improvement Year 5.</p> <p>b)Strengths: Addressing Below Basic and Far Below Basic in English Language Arts and Algebra I and Geometry; CAHSEE first-time pass rate</p> <p>c)Required growth areas: CAHSEE proficiency; Attendance; Suspension Rates; CST proficiency in 9<sup>th</sup> and 10<sup>th</sup> grade ELA and Algebra I and Geometry; parent involvement</p> <p>d)Data Used: Performance Meter; CST data; CAHSEE data, marks analysis; periodic assessments in core subject</p> <p>e)Main subgroups:            1.English Learners- plan to address Long Term ELs (6 years); plan for reclassifying Short Term ELs (&lt;6 years);            2. Students with Disabilities-plan to address SDC classes in core subjects; CAHSEE prep classes for SDC and Resource; READ 180 for 9<sup>th</sup> grade English Language Arts; Algebra I Tutorial for 9<sup>th</sup> grade students</p>	<p>a)Panorama’s PI Year 5 status is based on CAHSEE proficiency scores for 10<sup>th</sup> graders and graduation rate. Safe Harbor has been achieved in some subgroups but not all of them.</p> <p>b)Tier 2 and 3 Intervention for BB and FBB ELA (READ 180); Algebra I Tutorial for 9<sup>th</sup> grade; CAHSEE Tutorial for first-time 10<sup>th</sup> graders; teacher cohorts focusing on specific targeted groups</p> <p>c)10% growth in proficiency for each subgroup on both parts of the CAHSEE; 77% of students attend 96% of the school year; less than 20 out-of-school suspensions for the year; 10% growth in ELA and Math CSTs for 9<sup>th</sup> and 10<sup>th</sup> grade students; and 10% increase in parent involvement.</p> <p>d) Multiple measures of data are collected and analyzed by teachers and staff.</p> <p>e)Teacher cohorts to address the needs of the subgroups; CELDT preparation classes; CST preparation classes; personalized plan for reclassifying; READ 180 block of intervention for SDC 9<sup>th</sup> graders; Tier 2 and 3 supports for algebra classes</p>	<p>Marks analysis- report card grades</p> <p>Performance meter- Superintendent’s five areas of focus:            a) 100% graduation rate            b)Proficiency for All            c)100% Attendance            d) School Safety            e)Parent and Community Engagement</p>



## Public School Choice School Plan Guide for Panorama High School

Guiding Questions	Explanation	Rationale	Glossary of Terms
<p><b>Section 4: School Plan Priorities To Turnaround Student Performance</b></p> <ul style="list-style-type: none"> <li>• What are the top three to five priorities must the school address to improve student achievement?</li> <li>• What is required to achieve the growth needed to get to the school of the future where all students are high achievers?</li> <li>• What type of academic strategies will be implemented?</li> <li>• What type of support is needed for faculty and staff to turnaround the school?</li> </ul>	<p>a) proficiency for all 4-year cohort graduation rate College-bound culture</p> <p>b) Growth</p> <ol style="list-style-type: none"> <li>1. school-wide instructional strategies</li> <li>2. intervention programs in core classes</li> <li>3. Professional Learning Communities (teacher cohorts)</li> <li>4. Small Learning Communities (grade-level)</li> <li>5. parent engagement</li> </ol> <p>c) academic strategies</p> <ul style="list-style-type: none"> <li>- student to student engagement</li> <li>- higher level of teacher to student engagement</li> <li>- cooperative learning</li> <li>- SDAIE –used to address the English Learner population</li> </ul> <p>d) support</p> <ul style="list-style-type: none"> <li>-time for professional development</li> <li>-financial support for professional development and additional classes</li> <li>-structured guidance for teachers and follow-up on professional development</li> <li>-common and consistent approach to deliver of instruction</li> </ul>	<p>We have set forth five areas that we must turnaround as a school to achieve our vision for students and address our most central issues. First, we must implement school-wide instructional strategies that are providing students a high-quality and engaging learning experience; second, we must expand our academic programs that are moving students to proficiency; third, we must expand our professional learning communities that are empowering teachers as professionals; fourth, we must continue the implementation of our grade-level Small Learning Communities to provide the personalized aspect of education; and, fifth, we must continue to strengthen our parental engagement component to support student achievement.</p>	<p>SDAIE – teaching strategies to make the curriculum more accessible for students (scaffolding, think-pair-share, graphic organizers, anticipation guide etc.)</p>