



PSC 3.0 INFORMATIONAL SCHOOL PLAN SUMMARY

FOR: VALLEY REGION ES#13

PROPOSED BY: LOCAL DISTRICT 1/UTLA

FOR: VRES#13 (TO BE NAMED UPON OPENING)

Mission & Vision of the School

- ***In 3-5 sentences, describe the school’s vision for its students.***

Panorama City parents who have witnessed the construction of our new elementary school (VRES#13), have told us they view the school as a Phoenix rising, the mythical bird that brings new hope and a promise of success for their children. To fulfill their dreams, we have designed an innovative, research-based program that incorporates the best known practices in education today.

Mission: *The VRES#13 mission is to provide diverse educational opportunities so that all students obtain the necessary knowledge and skills to ensure their future success.*

Vision: *To make our mission a living reality, we will work in collaboration with other local schools, our families and our community to implement a comprehensive, rigorous curriculum focused on measurable achievement in: reading, writing, speaking, mathematical and scientific problem solving. An integrated Visual and Performing Arts focus will be woven throughout the curriculum to promote student engagement, creativity, and learning across the disciplines.*

The goal at VRES#13 is for our students to become active participants in their learning process; to be self-directed, enthusiastic, problem solvers and critical thinkers. Students will be able to apply their learning to complex experiences and real-life situations. Through collaborative, engaging project-based learning, students will have the opportunity to apply their learning and skills to real life situations which lays a foundation for students to become college prepared and career ready.

- ***In a brief paragraph, explain what students will know and be able to do upon matriculation from your school. Address what students need to learn to be at grade level and proficient to remain on track for graduation.***

Our students will be required to master the California Content Standards for each grade level and their progress will be closely monitored to measure proficiency in acquisition of knowledge and related skill development. Students will be provided with interventions and extra opportunities to ensure they meet grade level proficiencies. Our research-based curriculum emphasizes life and career skills, learning and innovation skills, information, media and technology skills as well as mastery of core subjects. Along with Vista MS we have designed a curriculum suitable for our students that will focus on the development of 21st Century skills, writing and language development and the use of project-based learning so students can apply their learning to real life challenges. As our students explore career areas of technology, environment, arts, media and science they will become prepared for success in post-secondary education and their future careers.

Designing Data Driven & Student Centered Instructional Programs

- ***Using bullet points, note some of the key findings about students’ needs at your school.***

- The demographics of students attending VRES#13 will be: 91% Latino, 3% White, and 2% each of African American, Asian, and Filipino. Within that population, 98% are Economically Disadvantaged, 13% are Special Education students, 52% are English Learners, and 7% are identified as gifted or high achieving (GATE). A large percentage of incoming students, especially English Learners will require assistance in the areas of English Language Arts, English Language Development, writing skills/strategies, and math. Arts will be integrated into all subjects because this has been proven to help students, like those who will be attending VRES#13, learn and achieve at higher levels.

- ***Using bullet points, list how you will design student services and interventions to prepare all students to graduate college-prepared and career-ready. Connect the services and interventions you propose to evidence and research regarding best practices.***

- At VRES#13, our teachers will be using ongoing and multiple assessments as the means to prepare students for college and careers. We have designed a process called our “Cycle of Continuous Improvement” that requires



teachers to frequently examine data, and adjust the instructional program, interventions/enrichment, and support services to ensure learning success for our students.

- VRES#13 teachers will be trained in this systematic analysis process in order to:
 1. Use data to place students in appropriate programs and interventions to best meet their individual needs
 2. Continually monitor students' progress by collecting and reviewing assessment data from multiple sources
 3. Work collaboratively with other teachers from Vista MS and the high schools to design programs and activities that will motivate students to graduate from high school and go on to college
 4. Discuss and share best instructional practices among all teachers to achieve maximum learning results
- Required state testing, benchmark assessments, and other measures will be analyzed at the site and district level to determine if students are meeting standards-based goals and are on a path to graduate college prepared and career ready.

Our instruction is based on the most current research on best practices to improve student achievement including: *90/90/90 and Beyond*, *First Things First: A Framework for Successful School Reform*, and *Results Now* and several other current studies all of which indicated this Cycle of Continuous Improvement and teacher collaboration are critical to maintaining a high quality educational program. Our instructional focus, strategies, and intervention system are aligned to our student demographics and the special needs of the students in our Panorama City schools.

Instructional Program

- **Briefly describe in bullet point format how your proposal will serve the following student sub-groups (be sure to include the header for each sub-group below in your response):**

- The following researched-based strategies are appropriate to the instructional goals of **all students** including: writing across the curriculum, Good First Teaching (RTI), after-school instruction/enrichment, differentiated instruction, graphic organizers, project-based learning, direct and small group instruction, tutoring and digital portfolios.
- **Students with disabilities** will be supported with specialized strategies include: Special Education supports, use of para-professionals in the classroom, the IEP process, scaffolding, differentiated instruction, hands on learning and tutoring, mainstreaming as indicated in the IEP.
- **Socio-economically disadvantaged** students benefit from: Think Pair-Share, differentiated instruction, targeted interventions programs, Coordinate of Services Team (COST) to coordinate all dropout prevention, attendance monitoring, Student Success Team (SST), and referrals for outside health services.
- **Special needs students** are supported best by: Implementation of tiered supports (RTI), flexible small group instruction, frequent progress monitoring, supplemental materials, extended learning time, and cross-age tutors.
- **Gifted students** receive greater depth and complexity in their instructional program using: clustered instruction, more complex project-based learning and usually have higher levels of independent learning.
- **English Learners'** specialized instruction includes: Culturally Relevant and Responsive Education (CRRE) techniques, 45-60 minutes per day block instruction for English language development, scaffolded instruction, Think Pair Share, Specially Designed Academic Instruction in English(SDAIE), graphic organizers and writing across the curriculum, specialized lessons using visual tools and *realia*, and grouping by ELD levels for instruction.
- **Standard English Learners'** instruction includes specialized lessons for: academic language development, writing across the curriculum, CRRE techniques, graphic organizers, after-school tutoring and enrichment and targeted intervention programs.

Our teachers will differentiate instruction and modify curriculum depending on students' achievement level and learning styles. Prior to instruction, teachers will analyze their students' performance and incorporate strategies to address how students learn and their academic needs. Teachers will deliver instruction using whole, small, and individual student groupings. Continuous monitoring of student performance will be essential to meeting the changing needs of students.



School Culture

- ***In 3-5 sentences, describe the school culture that you envision for your school.***

Our school motto, “Think and Act Like a Scholar”, sets the tone and spirit of our school. The consistent enforcement of our high academic and behavioral standards reinforces how we envision our school culture. We will start with a professional demeanor (attendance, attitude, and appearance) that models the high expectations, academic achievement, and positive behavior for our school. School safety is a top priority, including providing safe passage for our students to and from school. We will provide social and emotional supports to make certain all students feel valued and can be successful including anti-bullying programs, recognition and reward programs, clubs and enrichment activities to meet students’ needs.

- ***In a brief paragraph, describe the typical day in the life of a student at your school.***

“My name is Carlos and I feel safe when I walk to school because there are nice parents on the streets who watch out for me. My principal is at the school gate, she always asks how I am doing and if I have any problems. I eat breakfast in the cafeteria with my friends and then we all line up on the yard. I can see college banners on all the classroom doors. Our teacher takes us to our classroom where we start the day learning how to speak English. After recess it is time for reading and writing and working on a project with my classmates. We are creating a mural to show how animals and people can share our planet. My teacher talks to me about my work and shows me how I can make it better. Lunch time is fun and I am learning how to choose healthy foods. At this school I have lots of time to eat and play with my friends. Next is my favorite subject math because we get to work with each other and use the little blocks and shapes to solve lots of different math problems. I like the way my teacher waits for us to think after she asks a question. After we answer, my teachers asks more questions that make us think some more. I feel happy because my teacher tells me I should be an architect when I grow up. When school is over my teacher reminds me to do my homework. Then I go to my after-school class so I can get better in reading and writing. Some days I also play soccer on the playground because I am waiting for my Mom who is taking a class to learn to speak English. I love coming to school every day because the teachers are nice and really care about me and my future.”

- ***Using bullet points, list some of the extracurricular activities that will be provided at the school.***

At VRES#13 we believe in educating the whole child and realize the importance of enrichment and extracurricular activities. Most of our children live in over-crowded apartments with no access to safe play areas. Their only opportunity for extracurricular activities is through our safe, supervised after school programs that include:

- Sports, games and many clubs (i.e. chess, science, poetry, cooking, gardening, etc.)
- Visual and performing arts – music, dance, theatre, drawing, painting, ceramics, etc.
- Developing computer skills; library open after school for reading and research
- Community projects – service learning
- Tutoring and intervention programs

All of these activities have adult supervision and are provided at no cost to our children.

Parent Engagement & Involvement

- ***In a brief paragraph or using bullet points, discuss the strategies that you will use to meaningfully engage parents and guardians in the academic achievement of their children.***

Our research on effective parent engagement for communities like ours has led us to the Dr. Joyce Epstein (Johns Hopkins University) framework to encourage our parents’ involvement. Our VRES#13 parents can expect:

- Communication between home and school will be regular, two-way, and meaningful. It will include written correspondence, email, a school website, and the use of ConnectEd. Parent meetings and our VRES#13 Parent Center will provide additional information.
- Parenting skills will be promoted and supported through parent education and engagement activities offered at the school and through the new Panorama City Community Partnership (PCCP.)
- Parents will feel welcome in the school, and their support and assistance will be sought and valued at all types of events and during the school day.
- As members of the Local School Leadership Council and other advisory councils, our parents will play important roles in making the decisions that affect all of our children.



- Parents will be informed about their child’s progress through parent-teacher conferences and other contact.

Our school, along with Vista MS and the high schools will be “schools of the community” and establish a partnership with parents, businesses, churches, law enforcement and political agencies to improve our local community. VRES#13’s goal is to ensure that we educate parents to make informed decisions about their child’s educational process. Community Parent Summits will be offered for parents where they can attend workshops on topics that support student achievement and information on preparation for college, financial aid and admission requirements.

- ***In your response, include how you will create a welcoming, respectful environment for parents, families, guardians.***

Parents will feel respected and welcome at VRES#13 because they will be treated as full partners in the education of their students. All communication will be in Spanish and English and translators will be available for parent-teacher conferences. Our onsite Parent Center will provide social and educational opportunities for parents to get to know each other and learn about how to participate in our school at all levels. As part of our PSC plan, we have worked with Vista MS and the high schools to create a new, full-service Panorama City Community Partnership (PCCP) that will maintain a one-stop community center to service the schools in the Panorama Complex. Our vision is to have a community center that will provide the following services and use multiple strategies to engage all of our parents and the greater community:

- Health and social service referrals
- Translation services for parents, teachers, and community members
- Information on tutoring, academic intervention, social and emotional counseling
- Parenting classes, job training classes, ESL
- Community garden project that will give food to families in need
- Panorama City and school site beautification projects that cross grade levels
- Community choirs, orchestras, theatre groups (adult and children)
- Gang intervention, crime prevention, and community safety classes
- Community entertainment at schools i.e. movie nights, picnics, holiday parties for families.
- Access to the Vista Family Fitness Center exercise classes and the Panorama HS Community Pool

Staffing

- ***In a brief paragraph, describe what characteristics the school will look for when recruiting teachers and select staff in order to ensure that staff acknowledge and support the academic, social, and cultural needs of the students.***

VRES#13 will require a visionary principal with multiple leadership characteristics to create and sustain the unique learning environment envisioned in our Mission and Vision. This leader must also possess a passion for integrating arts education throughout the curriculum. The principal must demonstrate a track record of accelerating student achievement with a similar population of students (low socioeconomic and English Learners) as indicated by improved test scores, attendance, and parent engagement.

VRES#13 will hire highly qualified teachers who are committed to our school’s mission and truly believe that all children can reach the high expectations. VRES#13 will recruit teachers who demonstrate a wide variety of teaching strategies that meet the learning styles, social and cultural needs of the students in our community. We will seek out teachers who have experience in similar schools and have positive results in teaching English learners who make up a high percentage of our population. We will recruit teachers who take personal responsibility for their students’ academic performance and work to overcome barriers so that their students are truly college prepared and career ready. In addition, teachers will be recruited for their ability to integrate arts into the curriculum, implement project based learning, and have knowledge of 21st Century skills necessary for future career success. VRES#13 teachers must be committed to work collaboratively both within and beyond the walls of the school.

Applicant Team Contact Information

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