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A. VISION AND INSTRUCTIONAL PHILOSOPHY
1. What is your school's vision for the child or youth who will matriculate from your school?
Vision: Every student at Panorama High School will be career ready and/or have a post-secondary option. Panorama High School is dedicated to providing the academic instruction and personalization to prepare students to be successful 21st Century learners. Panorama High School graduates will embody four characteristics of a 21st Century learner: effective communicator, critical thinker, active and productive individual and lifelong learner. Our graduates will express themselves by reading, writing, speaking, and listening appropriately and effectively in various academic and social settings. Graduates will be critical thinkers who are able to apply logic to practical and theoretical problems. Additionally, they will be active and productive individuals who are able to work collaboratively and respectfully as well as lifelong learners who practice self-directed learning and engage in self reflection.

2. What is the vision of the school that will help achieve the successful future graduate described above?
It is our belief that if we continue to personalize instruction, collaborate and strengthen the rigor of our academic programs, over the next three to five years, our students will be proficient, graduate in a timely manner and have a post-secondary option. Our commitment by our faculty is evident because of the gains already made in the last two years.

3. 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?
As educators we believe that if we model for students our expected outcome, provide structured practice, and continuously assess student learning, our students will achieve. Teachers model the lesson (Direct Instruction): to incorporate engagement an anticipatory guide will be presented prior to the teacher modeling. The rigor or critical thinking aspect of the lesson will stem from the guiding question or anticipatory guide. Students will practice the lesson (Guided Practice): engagement will include independent time and student-to-student interaction. As highlighted by developmental theorists, students learn best by actively exploring. We believe that in order to promote understanding for all, that students must have opportunities to work together, pairs/small groups (*Checking for Understanding*, Fisher and Frey, 2007). It is our responsibility to support students before they are expected to complete independent work by providing opportunities for students to explain their understanding to one another – think, pair, share (Fisher and Frey, 2008 in their "gradual release to independent work"). The final piece is checking for understanding. It is essential at this juncture. It will determine the need to re-teach/ clarify or proceed. Teacher will listen for the appropriate vocabulary and questions to further the lesson. Students will demonstrate proficiency of the lesson by means of a formal or informal assessment as determined by the teacher.

It is our belief that all students will be afforded a high-quality and personalized education with the skill and knowledge of a 21st Century learner. The instructional philosophy is aligned to the Teaching and Learning Framework in the areas of Content of Delivery and Use of Academic Language. Teachers are transitioning to the gradual release theory which shifts from teacher-directed to student-directed learning; teachers model and provide structured opportunities for students to use higher order thinking skills and incorporate academic language. We believe that student-to-student interaction and promoting classroom participation encourages a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response, is highly more engaging. Teachers provide opportunities for all students to share their thinking with other students that in turn increases the level of involvement in the lesson and offers the opportunity to develop and use academic language. This interaction also provides an opportunity, in guided practice, for questioning that is probing and complex. This philosophy is aligned with our Expected School-wide Learning Results and 21st Century skills of collaboration, communication and critical thinking.

With professional development and cohort groups we will share best practices to expand, school-wide, the use of one or more of the following two Specifically Designed Academic Instruction in English (SDAIE) strategies: *Anticipation Guides* and *Think-Write-Pair-Share activities* will provide engaging instruction and the use of academic language that will scaffold content instruction for students to transition into a deeper understanding of the content. With our cohort model, (Panorama High School's equivalent to Professional Learning Communities)we will continue to further develop and reflect on the effectiveness of instructional strategies to engage students to improve collaborative and critical thinking skills. Cohorts are comprised of three to four teachers and a facilitator to further reflect on our instructional delivery by peer observations and debriefings.   The success of our cohort model will be discussed in the school turnaround section.

In addition to strengthening the academic instruction by which we provide a rigorous standards-based education, we reconfigured our Small Learning Communities (SLC) to personalize and address the grade-level needs of our students. Each academy, Ninth Grade Academy, Tenth Grade Academy, Eleventh Grade Academy and Twelfth Grade Academy, has developed a vision and mission that personalizes the incremental achievement of students for each year of high school in support of the school's overarching vision of college and career ready with 21st Century skills.

The Ninth Grade Academy's (NGA) vision is that first-time ninth grade students will successfully transition academically and socially into high school. The mission of NGA is to provide a supportive and personalized environment for our ninth grade students in order for them to transition into high school and prevent our largest portion of dropouts. Ninth Grade Academy faculty and staff meet on a bi-monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and Tier 1 and 2 interventions. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a college-bound culture. The goals of the academy are to a) develop academic skills that prepare students for Common Core Assessments and attain CST proficiency; b) increase student attendance rate to meet or exceed LAUSD's yearly performance meter goals; c) increase the percentage of ninth grade students who earn sufficient credits to promote to the tenth grade; and d) increase the number of students enrolled and passing with a C or higher A-G courses.

The Tenth Grade Academy's vision is to have every student earn a proficient or a passing score on the California High School Exit Exam (CAHSEE). The mission statement is to assist tenth graders in achieving their personal and academic goals and in deciding and preparing for their future within the framework of a college bound or career ready culture. Tenth Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and Tier 1 and 2 interventions. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and continue to cultivate a college-bound culture. The goals of the academy are to a) develop academic skills that prepare students for Common Core Assessments and attain CST/CAHSEE proficiency; b) increase student attendance rate to meet or exceed LAUSD's yearly performance meter goals; c) increase the percentage of tenth grade students, by 10% each year, to earn sufficient credits to promote to the eleventh grade; d)100 % participation on the PSAT exam; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

The Eleventh Grade Academy's vision is that all eleventh grade students will be prepared to make an informed decision regarding the educational or occupational options presented in the senior year. The mission of the academy is to provide support for students to create academic and personal goals in preparation for graduation. Eleventh Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a

matter of course: attendance, academic needs, student recognition, behavior, and requirements and prerequisites for post secondary options. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a plan to connect the eleventh grade service learning project to a post-secondary area of interest for students. The goals of the Eleventh Grade Academy are to a) prepare for Common Core Standards and future exams relating to it; b) increase average score on SAT/ACT exams; c) increase number of students taking and passing AP exams; d) increase number of students' on-track for graduation; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

The Twelfth Grade Academy's vision is that all twelfth grade students are eligible for a diploma and are prepared for either a college or career option. The mission of the academy is to provide support for students to complete their academic and personal goals. Twelfth Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and requirements and prerequisites for post secondary options. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a transitional plan that connects to a post-secondary option for students. The goals include an a) increase in the number of students earning a diploma; b) increase in the number of students applying to one or more colleges; c) increase in the number of student accepted to four-year universities; and d) implementation of a senior portfolio of student work and resume to be used for either college or career options; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

Our instructional philosophy, the use of the Gradual Release Model, is the best course of action for our students because 85% of our population is or has been a Second Language Learner and has grade-level specific needs. By incorporating the two school-wide SDAIE strategies within that model, Panorama provides the opportunities to access core and actively engage in the learning process. This approach creates opportunities for thinking and relevant interactions among students to access core and develops academic and Standard English language. The grade-level model SLC implemented will provide the structure for personalizing the grade-level needs of our students. Additionally, Panorama's Professional Learning Communities support the instructional philosophy by providing teachers the opportunity to collaborate and develop engaging and rigorous standards-based lessons as reflected in the Teaching and Learning Framework for effective and highly effective delivery of instruction. "The success of the framework is a reflection…, of both the recognition of the vital importance of high-quality teaching and an awareness of it complexity." (Enhancing Professional Practice: A Framework for Teaching, Danielson, 2007, v)

B. SCHOOL DATA PROFILE/ANALYSIS

1. *Where is the school now? What does the data/information collected and analyzed tell you about the school?*

Panorama High School is located in Panorama City in the eastern part of the San Fernando Valley, a suburb of Los Angeles, California. Panorama City was the first planned community in the San Fernando Valley developed by steel magnate Henry J. Kaiser and land developer Fritz B. Burns after World War II to provide homes for returning GIs. They bought the Panorama Ranch dairy farm in order to build 3,000 single-family dwellings and low-rise apartment buildings. Residents found jobs at the former General Motors Plant, Schlitz Brewery (now Anheuser Busch), the Carnation Product Testing Plant and Kaiser Hospital. With the closing of the General Motors and Carnation Plants, along with major department stores there was an influx of smaller businesses and high density apartment buildings which created change in the area. From the original plan for a population of 30,000 residents, the area has grown to a population of more than 81,000 with an ethnic breakdown that is largely minority: 69% Hispanic; 12.3% Asian (half being Filipino); 11.7% White; 5.3% African American; .8% American Indian and Alaska Native; and .9% other ethnicities. The socio-economic structure of the area also changed from mostly middle class to lower middle class with the median family income being about $32,000 a year.

Panorama High School is situated in an area that includes several gangs. Two of them, Blythe Street and Langdon Street, have been so violent and troublesome to the community that a court-ordered city gang injunction was necessary. In addition, the following crimes are above the City average in Panorama City when compared to the National average: murder, robbery, assault, property, and auto theft. The crimes below the average in Panorama City are: rape, burglary, and larceny. Panorama City had the highest crime rate in Los Angeles when the school opened. The injunction has helped to lower the crime rate.

Panorama is unique in that it is the first and only comprehensive public high school in Panorama City. In the past, students in what is now the Panorama High School attended high schools outside of their immediate neighborhood with many students riding school buses or using public transportation. With the opening of Panorama High School, most of the students are able to walk to school or take public transportation. Panorama High School provides new opportunities for Small Learning Communities and modernized facilities for every student.

Over the past four years, Panorama High School's student enrollment peaked at approximately 2,400 students and has steadily been declining to the current enrollment of 1,698. The enrollment of the first time 9th grader has dropped due to the following factors: a) an economic downtrend which has led to a greater number of families moving out of the area; b) the opening of other local high schools as charter schools; c) reduced enrollment at main feeder schools d) increased competition with magnet and other college-bound programs. Approximately 90% of the students are Latino with the other 9% made up of African-American, Asian, Filipino, and White. 71% of the students who are classified as socioeconomically disadvantaged. The two significant subgroups for the school are English Learners and Students with Disabilities. These two groups are not independent of each other. 85% of the student population was or is an English Learner with 51% of the English Learners considered Long-Term English Learners (LTEL), students who are working towards Reclassification for six or more years. The LTELs make up 91% of the Students with Disabilities. The data discussed in this portion of the proposal will separate the two subgroups for the purpose of comparison however, as a school we understand that the performance information represents the same group of students.

Areas of strength

Before the doors of the school opened in 2006, Panorama was nicknamed, "Blood Bath High" in anticipation of a repeat of violence similar to other newly opened LAUSD schools. On the opening day, more than 21 local and central District personnel converged on the campus to join forces with the school staff in preparation for a difficult beginning. The 10-minute bell rang and students began to climb the

stairs towards the advisory rooms. By 8:00 a.m. the only people left in the quad and hallways were the adults. When students were asked why there wasn't any conflict on the opening day, they responded that the school was in their own neighborhood, felt safe and seemed like people wanted to help them. Those three simplistic responses can be translated into what are now the core strengths of the school: pride in the school community, creation of a safe and accepting environment and support of the students academically.

Python Pride

Without a long history or well established school traditions, Panorama's students, parents and staff collaborate to create the emerging sense of "Python Pride" among the students. With each academic, athletic and extracurricular accomplishment, we saw an increase in the number of students trying out for teams, joining marching band or show choir and participating in leadership groups. With each new group, club or team there was a t-shirt or sweatshirt advertising the school's pride. Besides the traditional manners, our students demonstrate their pride in other more subtle ways. They maintain a clean campus with minimal tagging of property; they increased their attendance by 46%; and, support a solid culture of acceptance among the each other and the faculty.

Safe campus

Panorama, despite the reality of the neighborhood, maintains a safe and secure environment for students, staff and parents. We have had no major violent or criminal incidences on campus.   Most of the referrals and suspensions refer to defiance or other nonviolent offenses. With the implementation of the school's positive behavioral plan, we have seen a significant reduction of suspensions over the last three years. We went from 244 instructional days lost to 37 days. We credit the decrease in suspensions to the application of the Response to Instruction and Intervention (RTI²) model to the behavioral component. The administration and support staff focused on developing teacher's effective Tier 1 interventions that supported positive student behavior in the classroom.   The support staff presented professional developments on different strategies to assist teachers in maintaining an encouraging learning environment through well-planned lessons and the use of SDAIE and other instructional strategies that promoted student engagement. The school also supported a positive behavior workshop on Saturdays to provide intensive intervention for the small percentage of students needing assistance outside of the classroom. The workshops offered students a time to reflect on academic goals and barriers to those goals. Parents also attend the workshops to learn how they can further support their child at home.

The campus is also a safe place for community members and parents. The school is welcoming to those who attend ESL, parenting and enrichment classes as well as workshops and conferences on campus. The school's reputation in the neighborhood has improved over the years. We have seen an increase in events on campus hosted by several community-sponsors including Adelante Hombre and Mujer, Panorama City Toy Drive, and Board Member Nury Martinez's Immigration Deferment Program workshops.

Academic support

Over the past six years, Panorama has systemically and consistently analyzed the data to pinpoint areas of success and concerns and then create action plans to address each issue. The faculty and staff continue to dedicate efforts to provide a quality education for all students.

When the school opened we had less than 50% of the students attending 96% of the time and 10% or less scoring proficient or advance on state assessments. Both academic and non-academic intervention and support would be critical to addressing the needs of the students and the turnaround of the school. Over the past six years, we tried many different programs, instructional strategies and operational procedures to address the student's low academic performance. We recognized that most improvements were seen when we concentrated the intervention towards small, targeted subgroups. The implementation of our

intervention programs in the past two years has resulted in significant gains on CSTs, CAHSEE, other state assessments and grade-level promotion.

In 2011-2012, we made a 44 point increase in API coupled with a 35 point gain in 2010-2011. Panorama High School's API has increased from 536 to 680 which is a 144 point increase since the school opened. The two major factors that contributed to the increase were proficiency rates on English Language Arts (ELA) and math CSTs and proficiency rates on CAHSEE. In 2011-2012, 33% of the students scored proficient or advance on the ELA CSTs which is a 57% improvement from three years ago. We improved in proficiency levels on the tenth grade ELA, CST. 34% of the tenth graders scored proficient which is a 31% increase from the year before. 27% of the ninth graders scored proficient on the ELA, CST, which was a 28% increase from the previous year. Additionally, the number of BB and FBB scores in ninth grade dropped from 49% to 38% in the same time frame. Panorama students Math CST scores grew the most in 2011-2012. Algebra I and Geometry students more than tripled their proficiency rate in one year. Algebra I students' proficiency scores grew from 9% to 26% and Geometry proficiency scores from 12% to 37%. On the math portion of the CAHSEE, we saw an increase in proficiency from 32% to 47%.

We contributed the positive growth to the implementation of supportive reinforcement of effective instructional strategies, test preparation and curriculum alignment that were supported by an intervention component in AVID, READ 180 and Algebra I and Geometry Programs.

The **AVID Program** was introduced in the ninth grade in 2011-2012, with two sections, as an intervention program for C average students with Basic or below CSTs. After one year of implementation, 41% of AVID students scored proficient or advance on the ELA CSTs, 31% on the Biology CSTs and 69% on the Algebra I CSTs. AVID trained teachers participated in an AVID cohort that met weekly with the administrator and coordinators to analyze student data to determine progress towards achieving the program goals, to strengthen the effectiveness of the AVID Tutorial class which supported the core courses, to provide feedback from peer observations and to share best practices of AVID instructional strategies.

The **READ 180 Program** was introduced in the ninth grade with four one-block sections that addressed the needs of our students who were Basic and below on the ELA CSTs. The goal of the program was to move students up one performance level towards proficiency. The students in the READ 180 Program demonstrated an approximately 40% growth in their performance level on the 2011-2012 ELA CSTs. READ 180 trained teachers participated in an AVID cohort that met weekly with the administrator and to analyze student data, including Scholastic Reading Inventory (SRI) scores, that helped to determine progress towards achieving the program goals, to strengthen the effective implementation of the READ 180 prescribed structure, to provide feedback from peer observations and to share best practices of READ 180 instructional strategies. Additionally, the cohort collaborated with the Scholastic Instructional Specialist who provided professional development on a regular basis to ensure program integrity, development of individual teacher goals and operational support for the administrator.

The **Math Intervention Programs** have proven to be the most effective for the school in striving for proficiency. Ninth grade students, enrolled in Algebra I, were also concurrently enrolled in a tutorial class. The tutorial class's objective was to support the instruction and curriculum provided during the core course. The result was a significant increase of students scoring proficient or advanced on the Algebra I CSTs. Students' proficiency scores grew from 9% to 26Relative to that figure, the percentage of our students scoring Below Basic (BB) or Far Below Basic (FBB) decreased from 68% to 54%.

In similar fashion, first-time tenth graders were enrolled in a Geometry class as well as a CAHSEE tutorial. The objective of this tutorial focused on the key standards of the CAHSEE that are not addressed

in the core course. Geometry proficiency scores increased from 12% to 37% and from 32% to 47% on the math portion of the CAHSEE.

Algebra I, Geometry, and tutorial teachers participated in content-specific cohorts that focused on the instruction of the key power standards while spiraling previously covered curriculum. They utilized a common pacing plan that supported student success in both the core and tutorial classes. The cohorts created common weekly and monthly assessments that supported that content, structure and style of the CSTs and CAHSEE.

Areas of concern
We recognize that the majority of students are not scoring proficient on state assessments though our intervention programs have given us positive results. The two main subgroups of students, English Learners and Students with Disabilities (SWD) have not shown significant growth on the ELA and math CSTs or CAHSEE and in some cases have demonstrated a negative trend.

English Learners, which make up the overwhelming majority of our student population, earned 8% of the proficient scores on the 2011-2012 and 10% on the 2010-2011 ELA CSTs which reflects a decrease of 2 percentage points. Similarly, EL students dropped in proficiency on the ELA portion of the CAHSEE, scoring 15.2% in 2010-2011 and 14.7% in 2011-2012. The EL students' proficient scores also decreased from 8% to 3% on the Geometry CST. However, this subgroup's scores increased from 6% to 14% on the Algebra I CST and from 20% to 35% on the math portion of the CAHSEE. The underlying issue for all English Learners is the acquisition of language development in core classes.

SWD, which many are also ELs, have shown positive growth in the ELA and math CSTs and on the CAHSEE. The SWD doubled their proficiency rate on the ELA CST in one year, moving from 7% to 21%. Similarly, SWD increased slightly in proficiency on the ELA portion of the CAHSEE, scoring 7% in 2010-2011 and 9% in 2011-2012. This subgroup has shown improvement in proficiency rates for math CSTs: 3% to 9% on Algebra I and 2% to 13% on the Geometry. Additionally, SWD demonstrated a significant increase on the math CAHSEE moving from 3% to 15% proficiency in one year.   The underlying issue for all SWD is the acquisition of language development in core classes.

Another area of concern is Panorama's 4-year cohort graduation rate. Over the past three years, the rate has flexed between 43% and 47% with a peak of 53%. Even though the percentage of students passing the CAHSEE has increased by 31%, we saw a decrease of students eligible for a diploma. The main problem is with the number of students enrolled in A-G required courses and the percentage of students earning a grade of C or higher. On average, 44% of the students enrolled in A-G classes earn a grade of a D or F each semester. Our ninth and tenth grades are our biggest concern. In the ninth grade, 84% of the students are enrolled in an A-G course and only 27% of those students earn a C or higher grade. In the tenth grade 84% of students are enrolled in an A-G required class but only 14% are earning the C or higher grade. The success of these two grade levels are important to the school because they are the largest population to participate on state assessments, largest population in regards to attendance and largest population at-risk to drop out of high school.

Even with the reclassification rate of 18.1%, our English Learner population continues to be one of our main concerns, especially those students considered Long-Term English Learners (LTELs). Approximately 75% of the English Learner population is considered LTEL, which means that these students have not been able to reclassify for six or more years. Additionally, this group makes up 91% of our students with disabilities. The deficiency of the group goes along with our general concern of not providing the language support that all our ELs need in order to reclassify.

Another concern is the lack of a college-bound culture among the students and parents. When parents were asked in workshops and surveys what it is they wanted for their children, 95% of them replied that they expect their children to go to college. When students are asked the same question, the results were similar. There is a disconnection between the desired result of attending college and the understanding and attainment of the requirements necessary to achieve the goal. From the 2012 ACT Executive Summary, of the 25% of our seniors who took the ACT, only 8% of them met all four ACT Benchmarks Goals which indicate the percent of our students who were ready for college-level coursework. Likewise, in 2012, the average number of students passing Advance Placement exams with a 3 or higher score was 12% with exception for the Chemistry and Spanish Language scores. Contributing factors to a lack of a college-bound culture include the minimal emphasis on and preparation for the PSAT, SAT or ACT, student and staff understanding of college entrance requirements and early introduction of college readiness in order to support promotion to a four-year college program.

2. *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?*
After reviewing the data analysis, Panorama High School can identify three central issues that hinder the turnaround of the school: student proficiency, the 4-year cohort graduation rate and the development of a college-bound culture. Even though there have been significant gains in proficiency on CSTs and CAHSEE, our students still are far from reaching the LAUSD Performance Meter Targets or the NCLB benchmarks. There are more than 67% of the students Basic or below in ELA and 75% in math as measured by the CSTs. More than 50% of the students are below proficient on both parts of the CAHSEE. Combined, the ELs and SWD earn less than 20% of the proficient scores on the state assessments. Also, Panorama recognizes the need to address the graduation rate with regards to the promotion of students to the next grade level. In the past three years, 45% to 50% of the ninth grade students did not earn enough credits to promote to the tenth grade. With few opportunities for credit recovery it is vital that we strengthen our instructional strategies and intervention programs to provide support for our students. A combination of low proficiency, lack of grade-level promotion and institutionalized college awareness and preparation is a barrier to developing a successful post-secondary option. By addressing these challenges in a systematic and methodical approach, we can achieve the vision for our future graduates.

C. School Turnaround

1. *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?*

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.

1. In order to address the challenges of proficiency, 4-year cohort graduation rate and the development of a college-bound culture, we will implement the use of common academic strategies in our instructional program to provide consistency and effectiveness. Over the next three years, Panorama High School's teachers will implement a modified version of Fisher and Frey's Gradual Release Model for instruction (Fisher and Frey, 2008). Furthermore, teachers will incorporate the use of academic language in speaking and/or writing (Teaching and Learning Framework).

Teachers open the lesson to model his or her thinking and understanding of the content for students, usually brief in nature, this establishes the purpose or intended learning outcome and clues students into the standards they are learning. In addition to the purpose and the teacher model, this part of the lesson provides teachers an opportunity to build and/or activate understanding in order to guide students into the standards and provide an opportunity to access prior knowledge. An anticipatory guide may be presented prior to the teacher modeling as a SDAIE strategy. Teachers model the lesson (Direct Instruction): During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase their understanding of the content. While this can, and sometimes does, occur with the whole class, SDAIE strategies, Think-Write-Pair-Share, are clearly necessary for our population of students that have been or are Second Language Learners. Guided instruction provides teachers an opportunity to address needs identified on formative assessments and directly instruct students in specific literacy components, skills, or strategies. Teachers will then provide opportunity for independent practice. As the goal of all of our instruction, independent learning provides students practice with applying information in new ways; in doing so, students synthesize information, transform ideas, and solidify their understanding. Importantly, the gradual release of responsibility model is not linear. Students move back and forth between each of the components as they master skills, strategies, and standards. Students practice and apply their learning while interacting with their peers. Think-Write-Pair-Share is a flexible strategy that creates a classroom of active, engaged, and motivated learners by facilitating reflective discussion and peer interaction. This provides the important opportunity for students to use academic language. Because of our large EL population, the implementation of SDAIE strategies is important to the success of our students. Giving English learners a voice in the classroom increases opportunities for teachers to get to know them and assess their readiness to learn. Teachers can thus empower English learners to be successful in the classroom (Avalos, 2006).

Use of the Gradual Release Model will be the core for Professional Development beginning January of 2013 and implemented school wide. The outline of the Gradual Release Model lends to the incorporation of the identified SDAIE strategies that are needed to address our students' language needs. Supporting a school-wide instructional strategy will facilitate working together, having shared values, and developing a

sense of commitment and identity that we need in order to achieve our vision of Panorama High Graduates. Over the next three years, we expect to see 100% realization of the model school wide.

2. To address the issue of proficiency of our students, Panorama High School will expand current effective academic programs to support student progress towards proficiency. Each program has effective strategies embedded in the instruction. The teachers in these programs are committed to shared values and to provide high-quality education. The school's vision and the goals of these programs are synchronized to support student achievement. The objectives of the programs are clearly stated for students, parents and staff and assistance is differentiated based on the individual needs of students. Most of the students in ninth and tenth grade will be part of one or more of the following academic programs that are essential in the turnaround efforts of the school. These programs include AVID, READ 180, Algebra I, Geometry and English Learner (EL). The goal of each program is to increase movement of student performance towards proficiency. The programs support the majority of students with scores of Basic or below, including students with disabilities, to move towards proficiency with a Tier 2 component of the Response to Instruction and Intervention (RTI²) approach.
(AVID)

The Advancement Via Individual Determination (AVID) program's goal is to increase student learning and performance. The program supports C average students to attain college readiness skills with an embedded intervention component. The structure of the program calls for teachers to meet on a regular basis, identify individual student needs, use AVID instructional strategies to meet the program objectives, and utilize program benchmarks to determine effectiveness towards the objective. AVID students are enrolled in core classes with teachers that have been trained on the AVID instructional strategies and are committed to the full implementation of the program. A grade-level appropriate AVID Tutorial class is provided for all students in the program to supplement and enrich proficiency and college readiness. The tutorial class allows for the AVID teachers to empower students with the skills necessary to implement the Gradual Release Model and support student-directed learning. The AVID students apply these skills to collaborate with each other to identify problems, discuss possible solutions and agree on a resolution. Also, Panorama's AVID Program supports the development of strong relationships among the students, AVID staff and parents through clear and challenging expectations and goals and academic and non-academic support in attainment of those goals.

The effective first year implementation of the AVID program demonstrated significant increase in the CST scores of AVID students: 41% of AVID students scored proficient or advance on the ELA CSTs, 31% on the Biology CSTs and 69% on the Algebra I CSTs. In addition to CST growth, 91% of the AVID students promoted to the tenth grade. The program met its objectives of getting students to proficiency and supporting their college-readiness skills. Based on our analysis of the first year's data, and input from teachers, students and parents, we will proceed over the next three years to continue to implement the AVID program in the eleventh and twelfth grade and provide additional sections of AVID in each grade level as needed.

To address the concerns regarding the 4-year cohort graduation rate and that of a college-bound culture, Panorama will continue to support the AVID program. At Panorama High School, 89% of the students enrolled in the first year of AVID promoted to the tenth grade in comparison to 56% of the students in the general population that moved from the ninth to tenth grade. Research shows that of the 33,204 AVID seniors in 2012 who reported their demographics, academic achievement data and future plans, just over 98 percent indicated they would be graduating from high school, with 90 percent planning to attend a postsecondary institution. [Mendiola, I.D., Watt, K. M., Huerta, J. *Journal of Hispanics in Higher Education*. (In Press.)]

Over the next three years, the AVID Program will support grade-level college awareness and preparation through the AVID Tutorial classes for AVID students. Activities planned for the upcoming years include college visitations, career planning, college entrance requirements, PSAT/ACT/SAT preparations, college and financial aid applications, and a transitional plan for after high school. Our vision is 100% college eligibility.

(READ 180)
In order to address the challenge of proficiency and 4-year cohort graduation rate, in 2010-2011Panorama piloted one block of the READ 180 Program to address the low reading and comprehension skills of our students with disabilities that scored Far Below Basic (FBB) on ELA CSTs. Because of the increase of performance level in that small sampling of students, the school expanded the sections of the program to include students in the regular program falling Basic or below. In 2011-2012, incoming ninth grade students that were identified as needing additional ELA support based on previous year's CST scores were enrolled in the READ 180 Program. Effective implementation of the program yielded a substantial increase in the number of students that moved towards proficiency. The students in the READ 180 Program demonstrated an approximately 40% growth in their performance level on the 2011-2012 ELA CSTs. Teachers working with students who scored Basic on CSTs concluded that the level of rigor for these students in the program had to be supplemented with grade-level literature and grade-level writing prompts.

READ 180 Program teaches the required California English-Language Arts (ELA) Content Standards through an effective and comprehensive instructional model. The instructional model is a research-based design for explicit, direct instruction and classroom organization for intensive intervention for ELA. Each day, the session begins and ends with whole-group, teacher-directed instruction. In between, students break into three small groups for differentiated instruction that includes practice, reinforcement, and re-teaching to build English language proficiency.

Once again in order to support the challenges of proficiency and the 4-year cohort graduation rate, we believe the READ 180 Program is best for Panorama High School because it supports the passing with a C or higher grade in the A-G required English Language Arts course. In the ninth grade 34% of students fail their ELA class which is the largest gap in achievement thus hindering timely graduation. In the 2011-12 school year, of those students participating in the READ 180 Program, 80% passed their ninth grade English class.

The READ 180 Program supports Panorama's move towards the Gradual Release Model in which students will actively engage in the learning process through structured opportunities to use higher order thinking skills and incorporate academic language. During the next three years we will provide the structure and professional development to strengthen implementation of the READ 180 Program for ninth grade students who are Basic and below in ELA. Teachers will continue to work together to improve embedded student engagement strategies and include more rigorous literature and writing expectations. We expect to see a decrease in the number of students scoring BB and FBB on the ELA CSTs and an increase in the number of students scoring proficient or advanced. Additionally, we expect to see 90% of the students pass with a C or higher the 9th grade ELA course.

(Math -Algebra I/Geometry)
To address the challenges of proficiency and 4-year cohort graduation rate, Panorama's math department, in 2010-2011, piloted tutorial classes to supplement the Algebra I and Geometry courses. These tutorial classes addressed the lack of basic and application skills of our students in the Basic or below proficiency range as demonstrated on CSTs and CAHSEE. These intervention classes targeted the specific needs of the students and provided additional review for the targeted areas. The results indicated that the majority of students participating in the tutorials moved up one or more performance levels on the state

assessments. Algebra I students' proficiency scores grew from 9% to 26% and Geometry proficiency scores from 12% to 37%. We also saw an increase in proficiency on the math portion of the CAHSEE from 32% to 47%. Additionally, most of those students passed the A-G required course with a C or higher grade. In 2011-2012, we expanded the tutorial program to include a larger group of ninth graders with Below Basic or Far Below Basic CST scores for Algebra I; and, we included a larger group of first-time tenth graders with Basic or below CST scores enrolled in a Geometry class for the CAHSEE. We increased from 31% to 46% students scoring proficient on the CAHSEE math portion and from 10% to 26% proficiency on Algebra I CSTs. We at Panorama High School believe that with a continued systematic approach to our Algebra I and Geometry programs, our tutorial component is the best course of action for us.

These tutorial classes are successful part of our math program for our students because of three reasons: first, the program lends itself to Algebra I and Geometry teachers using instructional strategies that break down the materials so the students can understand it; second, the program allows for the use the cohort time to reflect on the lessons and assess areas for improvement; and third, the program centers on strengthening the connection between the instruction in the core and the tutorial class while focusing the power standards.

Over the next three years, we will support Algebra I tutorial classes for all first-time ninth graders with Below basic and far below basic CST scores. We will also support CAHSEE support classes for all first-time tenth grade students with Basic or below performance on CSTs. The tutorial class will be structured with meaningful direct instruction, rotations for independent practice and language development and student-to-student activities to develop 21st Century skills. By 2015 we expect to achieve the district's average for proficiency in Algebra as indicated by CST results and increase the number of students on track for meeting the A-G requirements.

(EL)
Essential to our school turnaround is addressing the population of students in our English Learner (EL) Program because eighty-five percent of our student population has been or continues to be second language learners. In order to address the challenges of proficiency and 4-year cohort graduation rate, the English Learner (EL) Program supports students' language acquisition with an embedded intervention component. The EL Program is structured to provide support towards reclassification: Basic score on ELA CSTs, proficiency score of 4 or 5 on the CELDT and a C or higher grade in the grade-level ELA course.

The students in the English Learner Program are comprised of two groups, English as a Second Language (ESL) students and Preparing to Reclassify Placement (PRP) students. The PRPs can be subdivided into Short-Term and Long-Term English Learners (LTEL). Students who have been identified as EL for five years or less are considered Short-term English Learners; whereas, the students who have been identified as EL for six year or more are considered Long-term English Learners. 75% of our English Learners are LTELs which means they have not met reclassification criteria.

The program's structure which includes a two week CELDT preparation class prior to the administration of the exam, common utilization of SDAIE instructional strategies and ELA support classes and a strong, non-academic component which provides for a personalized approach that sets goals and expectations with parents, students and teachers to achieve reclassification. Long-Term English Learners in the regular program have been identified so that their progress can be bettered monitored and that teachers with these students can also provide the opportunities for language development and student to student interaction. Then through professional development and teacher cohorts, instructional strategies and benchmarks will be implemented to support the needs of this targeted group. The teachers will utilize activities and

lessons that provide student engagement and allow for the practice of academic language.   The EL Coordinator will meet with parents and LTELs to explain and discuss the goal of the student to reclassify.

We feel this is the best program for Panorama High School in addressing our LTEL population because over the last couple of years, it has yielded positive results when implemented with a piloted group of students (9.7% in 2010-11 to 18.7% in 2011-12). We expect that over the next three years to meet the LAUSD's average for reclassification.

3. To address student proficiency and provide the best possible education, we formed teacher cohorts which are the equivalent to LAUSD's Professional Learning Communities (PLC). These cohorts allow the participants to reflect on teaching practices and student learning. The overall purpose of the cohorts is to strengthen instructional delivery to attain content proficiency. [Professional Learning Communities: What Are They And Why Are They Important, Rosenholtz, Article in Issues… about Change, Vol. 6, no.1 (1997)]The goal for teachers is to enhance their effectiveness as professionals so the students benefit. Teachers in these cohorts develop a personalized relationship that facilitates peer observations and feedback on the effectiveness of instructional delivery. At regular meetings, teachers in cohorts share in data analysis, self-reflection, and best practices. To promote the vision of the school, developing proficient, 21st Century learners, cohorts will focus on effective implementation of the school-wide instructional strategies of Anticipation Guides and Think-Write-Pair-Share activities. These strategies will lead to comprehensible content, and opportunities for student generated academic/standard language through reading, writing, listening, and speaking.

Students of teachers in the AVID, Algebra I, Geometry, and ESL cohorts demonstrated a higher increase in proficiency levels on CST, CAHSEE and other state assessments than students of teachers not in a cohort. The following are attributes of a professional learning community as stated by Rosenholtz in his article *What Are They And Why Are They Important*: supportive and shared leadership, collective creativity, shared values and vision, supportive conditions and shared personal practice. After working with the cohort model for the last two years, we determined that our most effective cohorts had these characteristics similar to what Rosenholtz's states about PLCs: consistent meeting times, clear attainable objectives, frequent benchmarks, relevance to teaching and student learning, and facilitation of a professional learning environment. Over the next three years, Panorama will expand the cohort model to include teachers that support targeted subgroups i.e. Long-Term English Learners, and Students with Disabilities and incorporate the criteria that has been effective with the above listed cohorts. With the expansion of the cohort model, it is our belief that with collaboration and implementation of the practices the students will achieve proficiency on ELA and math sections of state assessments.

To address the graduation rate, teacher in cohorts share responsibility for the total development of students and collective responsibility for students' success. (King and Newmann, 2001) As part of regularly scheduled meetings, cohorts will discuss and address the academic and nonacademic needs of the students. With students and parents, cohorts will set expectations and offer intervention to attain our vision for student success. Teachers in effective cohorts create a personalized learning environment that supported the total development of students which included their academic and soc/emotional attributes. Analysis of data from our effective cohorts showed that a greater number of students passed the courses and promoted to the next grade level when teachers shared collective responsibilities when providing clear and common grading rubrics and course expectations. These effective attributes will be the foundation for the expansion of our cohorts over the next three years.

To address the concern of establishing a college-bound culture, our teacher cohorts will receive professional development on current college entrance requirements, A-G requirements and high school graduation requirements. Based on interviews with seniors, who felt that the college conversations were not held early or often enough in their school careers, teacher cohorts will deliver that information to the

students on an on-going basis with grade-level appropriate information Over the next three years, we will expand the cohort model to include a vertical teaming that will implement a mechanism in which the cohorts can support development of Panorama's college-bound culture.

4. To address the three challenges of the school, proficiency, 4-year cohort graduation rate, and the establishment of a college-bound culture, grade-level small learning communities (SLC) were set up to address the grade-level needs of all our students. Research shows that those attending small schools achieve at a higher level than those attending large schools, both on those on standardized achievement tests and other measures. (Speaking of one "teacher-director" in a school within a school, Cushman, 1999) Panorama High School is committed to supporting the small school model with our implementation of grade-level academies. We expect that our SLC's will be able to increase our proficiency on state assessments by creating grade-level appropriate personalized learning experiences. Student attendance and graduation rates are higher in small school settings. The ultimate test of a school is the ability to graduate students in a timely manner and provide them with the opportunity to go to college or find a better job than they would without a high school degree. Students attending smaller schools are more likely to pass their courses accumulate credits and attain a higher level of education than students that attend larger schools. (Cross City Campaign, 2000)

The Ninth Grade Academy's (NGA) vision is that first-time ninth grade students will successfully transition academically and socially into high school. The mission of NGA is to provide a supportive and personalized environment for our ninth grade students in order for them to transition into high school and prevent our largest portion of dropouts. Ninth Grade Academy faculty and staff meet on a bi-monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and Tier 1 and 2 interventions. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a college-bound culture. The goals of the academy are to a) develop academic skills that prepare students for Common Core Assessments and attain CST proficiency; b) increase student attendance rate to meet or exceed LAUSD's yearly performance meter goals; c) increase the percentage of ninth grade students who earn sufficient credits to promote to the tenth grade; and d) increase the number of students enrolled and passing with a C or higher A-G courses.

The Tenth Grade Academy's vision is to have every student earn a proficient or a passing score on the California High School Exit Exam (CAHSEE). The mission statement is to assist tenth graders in achieving their personal and academic goals and in deciding and preparing for their future within the framework of a college bound or career ready culture. Tenth Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and Tier 1 and 2 interventions. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and continue to cultivate a college-bound culture. The goals of the academy are to a) develop academic skills that prepare students for Common Core Assessments and attain CST/CAHSEE proficiency; b) increase student attendance rate to meet or exceed LAUSD's yearly performance meter goals; c) increase the percentage of tenth grade students, by 10% each year, to earn sufficient credits to promote to the eleventh grade; d)100 % participation on the PSAT exam; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

The Eleventh Grade Academy's vision is that all eleventh grade students will be prepared to make an informed decision regarding the educational or occupational options presented in the senior year. The mission of the academy is to provide support for students to create academic and personal goals in preparation for graduation. Eleventh Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience. The following topics are discussed as a

matter of course: attendance, academic needs, student recognition, behavior, and requirements and prerequisites for post secondary options. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a plan to connect the eleventh grade service learning project to a post-secondary area of interest for students. The goals of the Eleventh Grade Academy are to a) prepare for Common Core Standards and future exams relating to it; b) increase average score on SAT/ACT exams; c) increase number of students taking and passing AP exams; d) increase number of students' on-track for graduation; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

The Twelfth Grade Academy's vision is that all twelfth grade students are eligible for a diploma and are prepared for either a college or career option. The mission of the academy is to provide support for students to complete their academic and personal goals. Twelfth Grade Academy faculty and staff meet on a monthly basis to discuss and reflect on methods to personalize the learning experience.   The following topics are discussed as a matter of course: attendance, academic needs, student recognition, behavior, and requirements and prerequisites for post secondary options. Our teachers in the academy are committed to creating a positive learning environment that reinforces school-wide instructional strategies and establishes a transitional plan that connects to a post-secondary option for students. The goals include an a) increase in the number of students earning a diploma; b) increase in the number of students applying to one or more colleges; c) increase in the number of student accepted to four-year universities; and d) implementation of a senior portfolio of student work and resume to be used for either college or career options; and e) increase the number of students enrolled and passing with a C or higher A-G courses.

5. To address the three challenges of the school, Panorama will continue to strengthen and expand the level of parent engagement. Panorama defines parent engagement as a collaborative effort with the school in which the parent in their own capacity supports their child's learning and achievement. We believe it is more than attending parent conferences or participating in workshops but rather engaging their child in conversations about their academic goals, progress and social emotional well being. Our job is to provide parents with the support, resources and training to fully engage students by understanding and assisting the child's academic career. Panorama High School's Parent Engagement Plan outlines the grade-level appropriate expectations and activities for parents, students and staff.

Panorama High School's Parent Engagement Plan

Feature/Purpose	Key Message & Vision	Expectations and Activities
Transition Program Acquaint students and their families with a college-prep high school, including the school's high priority of involving parents.	*This is a college prep high school – we'll work with you to make sure your child makes it!*	• Events at feeder schools, followed by tours of the HS, welcome families and stress the high school's academic vision. • Parents take part in summer "bridge" program to prepare students for high school work, explain the school's programs, and relate academic programs to future careers. • Workshops for families cover: courses needed to graduate and go to college; what high-level academic work looks like; where students can get help when needed; and tests and applications required for college.

Process to Monitor Progress All families can expect regular, two-way communications, keeping them informed ASAP of their student's academic successes and difficulties.	No student will fall through the cracks!	• The sequence of coursework from ninth to twelfth grade is made clear and explicit in parent-teacher meetings, parent workshops, assemblies, and other events for parents. • Student work is regularly posted in the halls, and parents are invited to the exhibitions. • Families are invited to end-of-year student presentations; information on other assessments is sent home to and discussed with parents.
College Information The school provides families with the information they need to understand the college application process, from testing to financial aid.	We will help all students apply to college and for financial aid!	• College awareness starts at the beginning of ninth grade. • Planning for college is done by the end of ninth grade. • Parents are invited to college fairs, and special efforts are made to take them along on college visits. • Workshops are held for parents to acquaint them with PSATs, SATs, and other exams. • Workshops are held on how to fill out college applications and apply for financial aid. • Special assistance is offered to illegal immigrants and other families who are afraid to make their situations visible.
Strong Parent Collaboration Parent leaders get information out to other families and bring family concerns back to the school.	Parent collaboration is essential to supporting student progress!	• Parent organization and leadership represent all families in the school. • Parent leaders sit on college pathways and school leadership teams. • Parent organization does focus groups with families to surface issues and concerns and report back to school leadership.

The above plan (chart) also includes computer/internet classes that will enable parents to access the school's information system. It also includes regular and informal meetings with the principal, an active parent network, teacher-sponsored parent workshops, ESL classes, parenting classes, and parent workshops on varied topics. Panorama will implement each phase of the plan over the next three years. By the end of the third year we expect to see a minimum of 50% of our parents and students at the senior level applying for four-year colleges and financial aid.

2.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?

We define a positive school culture broadly to include the school-wide ethos, the culture of individual classrooms, the high expectations for learning and achievement, a safe and caring environment, shared values and relational trust, a powerful pedagogy and curriculum, high student motivation, professional faculty culture, and partnerships with families in the community. (Excerpt from Developing and Assessing School Culture, Cortlan, 2010)

Our plan is to cultivate the optimal school climate by communicating a clear vision to all students and whereby each classroom will foster an environment where students are challenged and engaged with a rigorous standards-based content, and supported in that endeavor.   We expect that by following this plan, all students will feel ready for post high school experience. We expect them to demonstrate these attributes as described in our Expected School-wide Learning Results. This culture will be observed/felt in all aspects of campus life from ninth to twelfth grade through caring and personalized interactions.

An expected outcome is that every parent that walks through the door at Panorama will feel that his/her child will receive the best education possible.

3. 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?
In order for the turnaround of Panorama High School to continue we must educate our community members, including the students, staff and parents, on what their roles will be in achieving the vision of the school. We must deliver the explanation of our instructional philosophy in language that is appropriate for each stakeholder. Each group will need to be a part of the implementation and monitoring so as to create a transparent and open line of communication in regards to the direction of the school.

After final approval, members of the PSC Planning Team will visit each classroom to share the vision, instructional philosophy, data, turnarounds and benchmarks that will be the core of Panorama High School. Additionally, grade-level SLCs will host assemblies where students, parents and community members can learn about how the reforms will directly affect them over the next three years.

Section D Implementation
1. How will you monitor the implementation of your proposed turnaround efforts?
After an in depth analysis of our data, we decided to pilot some of the reforms in 2011-2012 to test their effectiveness and value to our vision. In 2011, Panorama High School's API grew 35 points and in 2012, it grew 44 points. We contribute this substantial growth to the introduction of intervention programs, PLCs, grade-level SLC and targeted SDAIE strategies. Some of the other positive results include increased proficiency on ELA CSTs from 28% to 33%, Algebra I CST from 10% to 26%, CAHSEE from 31% to 46%; 20% increase in promotion rates to the next grade level and doubling of our reclassification rate.

Panorama High School will set quantitative goals for each turnaround effort. In addition, we will monitor the progress of the school through a variety of benchmarks. Administration, support staff, Instructional Leadership and School Site Council will be responsible for implementing and monitoring of each turnaround on a regular basis.

1. School-wide instructional strategies: Effective student engagement will be observed 50% of the time as demonstrated by student-to-student conversations with academic language. We will continuously monitor the implementation of the instructional strategies Anticipation Guide and Think-Write-Pair-Share and measure its effectiveness at both the Administration and Instructional Leadership Team meetings. Every five weeks we will make a determination as to how to proceed to the next phase of implementation based on administrative and peer observations, increase of student performance in the classroom as seen on periodic assessments, marks analysis and informal/formal assessments.

2. Academic programs: All academic programs will increase student achievement on state assessments by one or more performance band and/or maintain proficiency. These programs will also support the increase of students earning a C or higher in A-G required classes.

The Panorama's AVID Program supported a significant increase in proficiency on CSTs in English Language Arts, Algebra I and Biology. The students in the AVID Program had a 91% promotion rate from the ninth grade to the tenth grade. Panorama will support the expansion of the AVID Program into the four grade levels by providing AVID training for additional faculty and tutors, recruitment plan for local middle school students and additional AVID elective classes. Additionally, AVID teachers will participate in a weekly teacher cohort to analyze the effectiveness of the school-wide and AVID instructional strategies. The cohort will be facilitated by a coordinator who will oversee the integrity of the program. The coordinator and lead teacher will monitor the effectiveness of the AVID Program through bi-monthly administrative and peer observations, quarterly analysis of student AVID binders, and analysis of periodic assessments, marks analysis and informal/formal assessments.

The READ 180 Program moved significant number of students from the Far Below Basic and Below Basic performance level towards proficiency on the CSTs. 80% of these students passed their English class with a C or higher. READ 180 teachers will participate in a teacher cohort that will focus on the effective implementation and development of the program. The cohort will be facilitated by a coordinator who will oversee the integrity of the program. The school will support professional development that will strengthen the student engagement and critical thinking aspects of the program. We will collaborate on a regular basis with Scholastic's READ 180 Instructional Specialist to provide additional support for our teachers. The coordinator and lead teacher will monitor the effectiveness of the READ 180 Program through bi-monthly administrative and peer observations, analysis of Scholastic Reading Inventory (SRI) scores three times a year, and analysis of periodic assessments, marks analysis and informal/formal assessments.

Panorama's Algebra I proficiency rate on CSTs increased from 10% to 25% in one year and the proficiency rate on the math portion of the CAHSEE increased from 32% to 47%. Likewise, the

Geometry proficient rate increased from 11% to 37%. Panorama's Math Program will continue to implement Tier 2 interventions for first-time Algebra I and Geometry students. Tutorial classes will be incorporated into the schedule for all students taking Algebra I for the first time and for tenth graders taking the CAHSEE. Math department teachers will participate in teacher cohorts that will meet on a weekly to bi-monthly basis. These cohorts will be facilitated by content-specific lead teacher. The cohorts will utilize data from common weekly and unit exams to discuss the student strengths and areas of concern as it pertains to re-teaching. Additionally, the lead teacher and administrator will monitor the effectiveness of the Math Program through bi-monthly administrative and peer observations, continual analysis of student achievement on department assessments, and analysis of periodic assessments, marks analysis and other informal/formal assessments.

Panorama's EL Program reclassification rate increased from approximately 9% to 18% in 2011-2012. English Learner Program will continue to increase our reclassification rate to meet the LAUSD's performance meter target. We will continue to provide personalized CELDT preparation: two-week summer boot camp, Saturday and in-class preparation and a parent awareness meeting. The EL Program will participate in teacher cohorts that will meet on a weekly basis. These cohorts will be facilitated by a coordinator and content-specific lead teacher. The cohorts will utilize data from common weekly and unit exams to discuss the student strengths and areas of concern as it pertains to re-teaching. Additionally, the coordinator, lead teacher and administrator will monitor the effectiveness of the EL Program through bi-monthly administrative and peer observations, continual analysis of student achievement on department assessments, and analysis of periodic assessments, marks analysis and other informal/formal assessments.

3. Professional Learning Communities' (PLC) overall purpose is to strengthen instructional delivery to attain content proficiency while centering on the effective implementation of the school-wide instructional strategies of Anticipation Guides and Think-Write-Pair-Share activities. Key indicators of effectiveness will be demonstrated by one or more performance level growth on state assessments, 20% increase of grade-level promotion, and positive growth in the 4-year cohort graduation rate. The school will support PLCs by allocating professional development time, before, during and after the school day, to work on instructional delivery and share best practices. Additionally, the coordinator, lead teacher and/or administrator will monitor the effectiveness of the PLCs through bi-monthly administrative and peer observations, continual analysis of student achievement on periodic assessments, marks analysis and other informal/formal assessments. All core teachers of targeted subgroups will participate in PLCs

4. Small Learning Communities (SLC) overall purpose is to provide personalized grade-level assistance for student achievement as measured by school attendance, promotion rate and proficiency. The results of our Ninth Grade SLC efforts 2011-2012 produced positive results in student attendance, promotion and proficiency prompted the creation of additional grade-level SLCs in which a similar personalized intervention approach is underway this current school year. After much research and discussions, the faculty of Panorama High School voted to adopt grade-level Small Learning Communities and model them after the established Ninth Grade Academy. Panorama will monitor the effectiveness of the SLCs through monthly meetings with SLC Lead Teacher, administrator and members of the academies to review the progress of goals for each grade level.

5. Parent Engagement: In order to address the parent component, we have been implementing a targeted approach to our parent engagement. Depending on the event, we target a population of parents to receive additional communication such as personal phone calls. Additionally, we have a core group of parents that participate and are knowledgeable about the school and its vision. They now in turn recruit additional parents to join our community efforts to improve student achievement. Since starting the targeted parent engagement, we have seen a 12% increase of parents attending classes, workshops, and meetings. We will evaluate the progress on the turnaround through parent surveys, registrations and sign-

ins at meetings, college planning meetings and individualized. Parents will increase their participation in school-sponsored events by 15% each year.

2. What are the most significant barriers you foresee to successfully implementing the strategies, practices, program, policies, etc. identified for turning around your school?
Panorama High School is dedicated to mitigating any barriers that might affect the success of the proposed reforms. The most significant barriers to Panorama High School's turnaround are: sufficient number of qualified support staff to assist with the follow through on the effective implementation of the various instructional strategies, programs and policies; collective support of reforms from all of the faculty and staff; and training of teachers in READ 180, AVID, AP and other specialized programs.

Even with the recent budget reductions due to lower enrollment, Panorama dedicates financial assistance from the general and categorical budgets to support different roles that are critical to the reforms including CSR teachers for Algebra I classes, instructional coaches and categorical coordinators. We will identify qualified personnel within the LAUSD's community who can assist the school in strengthening the academic programs in place.

The Professional Development Plan will include opportunities for faculty and staff to be trained on the effective use of our teacher cohorts as a means of strengthening their craft as educators and therefore supporting their role in the turnaround of the school.

Panorama High School will support the expansion of qualified teachers to be trained in specialized programs over the next three years. We will utilize the expertise of established faculty members to train additional teachers if funding for formal certification is not available.

Section F School Planning Team
1. Who are the members of your planning team?
Members of the Panorama High School Planning Team were selected based on their leadership roles or representation of the different stakeholders including Small Learning Community Lead Teachers, Department Chairpersons, WASC Focus Group Leaders, Chapter Chairperson, Support Staff, Administration, parents and students. The members of the PSC Planning Team were invited, but not required, to join. All of them agreed to support and participate on the team because of the importance the Public School Choice process and what its consequences mean for the future direction of Panorama High School. Michele Germic is the leader of the Public School Choice Planning Team. In addition to her knowledge of and involvement in various aspects of our school, she was chosen because of her position as Title I and WASC Coordinator. The members of our team are listed in the table below.

Each member of Panorama's Planning Team contributed to different components of the proposal based on their expertise, experience and/or responsibilities. The team met on a weekly basis and was divided into subgroups that focused on specific questions or prompts relating to the plan. The subgroups worked together to gather information and data to support the writing process. After each writing session, the team members were provided an opportunity to share new information with the rest of the team. Then members of the team shared the updates to various stakeholders through PD with small learning communities, departments, parent meetings and student leadership meetings. The team reviewed drafts of the plan and provided feedback on revisions.

2. In what ways did you engage parents in the development of your plan?
Panorama High School included parents and community members in the Public School Choice plan development. The Parent Center Representative as well as a group of five parents participated on the Public School Choice Planning Team. These parents held memberships on Compensatory Education Advisory Committee, English Learner Advisory Committee, School Site Council or Local School Leadership or attended the parent/community parenting, ESL or other enrichment classes. The parents on the Planning Team were involved with giving input into the writing of the different sections of the draft. They provided different perspective and insight to the academic and parental component of the proposal. The staff members of the team collaborated with the parents to ensure their voice was incorporated into the final piece.

The school utilized multiple means to reach out to all parents to inform and solicit their involvement in the PSC process. The school supported parent-sponsored phone bank, ConnectEd group calls, flyers distributed through 2nd period homeroom, postings on the school's website, promotion at school functions such as AVID parent meetings, Back-to-School Night, Annual Title I Meeting, and committee/council orientation and elections. Additionally, all parents were encouraged and invited to participate in the PSC Parent/Community Engagement Workshops #1-3.

PSC facilitators in conjunction with Panorama's Parent Center hosted Parent Engagement workshops to gather information from the parents to incorporate into the plan. Three workshops were scheduled: 1-Saturday, September 22nd which focused on vision and instructional philosophy of the school; 2-Wednesday, October 3rd which focused on data analysis and prioritizing areas of improvement; and 3-Saturday, November 10th which focused on evaluating the completed Panorama PSC plan. Meetings were scheduled at a variety of times to be inclusive and encourage a majority of participation from parents. Translation and interpretation were provided for all communications.

The feedback from the first two workshops and the parent members of the Planning Team reflected the positive growth that Panorama has experienced over the last three years. They believed that the school created supportive programs to provide intervention and awareness for student success. The parents expressed common goals for their children including going to college or into the work force. These goals

mirrored the vision of the school and the students of Panorama. The feedback from these workshops was shared with the Planning Team and taken under advisement for inclusion in the plan.

Appendix

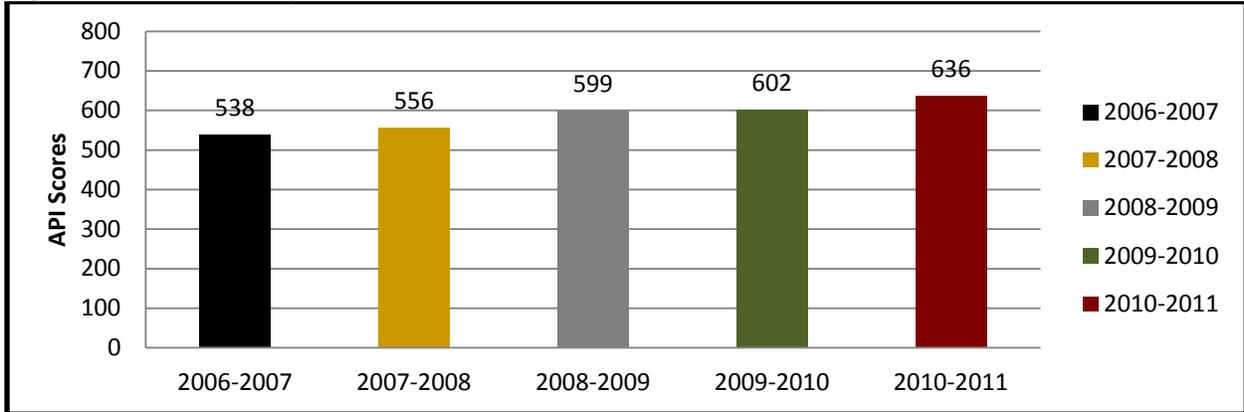*Figure 1 - Academic Performance Index (API)*

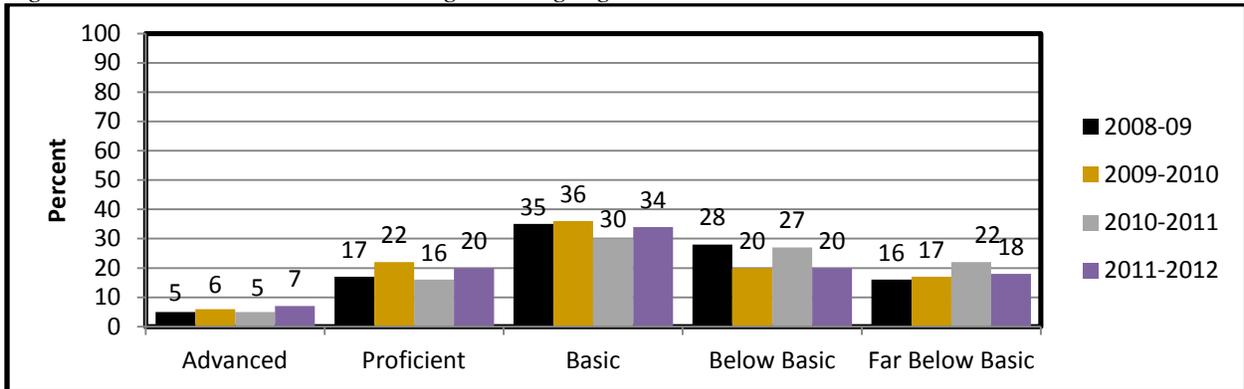*Figure 2 - CST Scores – 9th Grade English Language Arts*

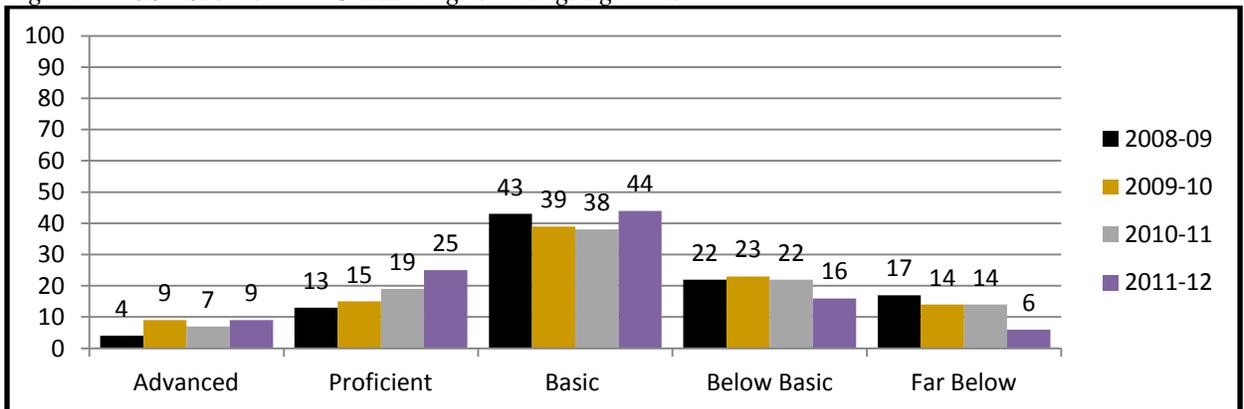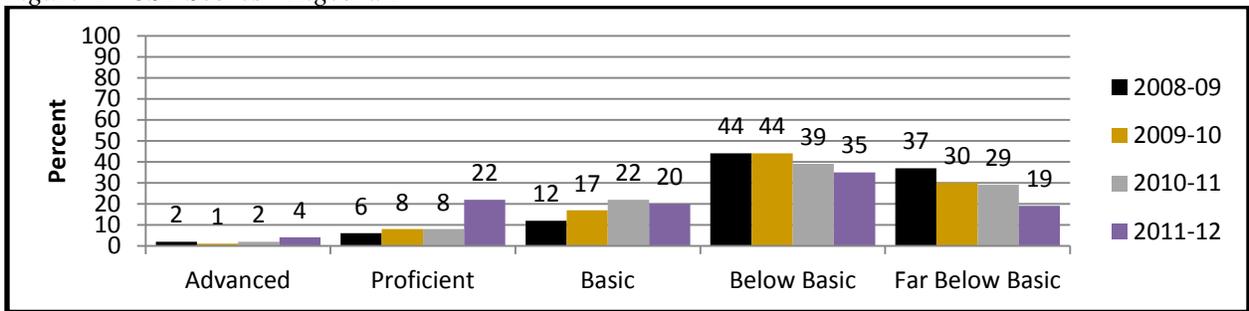*Figure 3 - CST Scores- 10th Grade English Language Arts*

Figure 4 - CST Scores - Algebra I

Figure 5 - CST Scores – Geometry