

PUBLIC SCHOOL CHOICE 3.0 APPLICATION
FOR
SOUTH REGION HIGH SCHOOL #7
(GRADES 9-12)



Submitted by Local District 6 – HPIAM Design Team

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A. SUMMARY ANALYSIS

1. Mission and Vision

The Huntington Park Institute of Applied Medicine (HPIAM) is a small college-prep school committed to providing students with opportunities to explore health related careers and professions. It is our intent that the graduates of the HPIAM will contribute to the strength of our local communities and global economy. HPIAM will be producing graduates who will be equipped with the necessary 21st century life skills to better understand the concepts and roles of wellness and utilizing that knowledge to inform and influence their communities and each other.

At the Huntington Park Institute of Applied Medicine (HPIAM), it is our belief that ALL students will learn, graduate, and pursue post-secondary education.

As we look to the future, it is these core fundamental beliefs that will guide our future proceedings.

1. All teaching will be driven by the 21st century learner skills that are vital to surviving and competing at the global level (Survival Skills, Critical Thinking and Problem-Solving, Collaboration across Networks and Leading by Influence, Agility and Adaptability, Effective Oral and Written Communication, Accessing and Analyzing Information, Curiosity and Imagination).
2. The HPIAM staff will concentrate on academic and personal growth of students by providing meaningful learning experiences that are rigorous, standards-based. Additionally teachers will concentrate on first good teaching, reflection of practice, intervention and a continuous cycle of instructional improvement of students.
3. All students have the potential to learn.
4. Through personalization activities and the pairing of a mentor to each student, we will ensure that all students will graduate.
5. The school will be a safe learning environment that will embrace diversity and respect all students, parents and staff.

The design team for the HPIAM is aware of the current politically correct educational hyperbole and buzzwords, but we intend to be more than just words on a piece of paper. Our fundamental core belief is that ALL students will learn. It is our pledge to the students that all of our instructional practices will be research and data driven to ensure that the students will “get it.” Our instructional program will be driven by the importance of our students becoming equipped with the 21st Century survival skills such as critical thinking, problem-solving curiosity and imagination. By taking a heuristic approach to learning we believe that students’ creativity and innovation will prosper and thrive because solutions will need to be discovered versus an algorithmic approach to learning where a set of instructions are given and students come up with the one solution. The utilization of 21st Century technologies such as Skype, OOVVOO, DropIO will also be utilized to provide students with opportunities to collaborate across different networks of schools, businesses, and countries.

Standards-based instruction and data-driven decisions will be at the root of our instructional plan, but how we approach instruction practice is what will differentiate us. We intend to utilize a thematic and interdisciplinary approach that will make use of essential questions to guide student learning. It is our belief that creating relevant themes that are meaningful and topical to our students' lives will stir debate and critical analysis of varying views. The theme will be the unifying force across all academic disciplines. All teachers will be expected to effectively teach the theme within their subject through the utilization of researched-based strategies such as Marzano's Essential Nine, differentiated instruction, SDAIE, and project-based learning.

The utilization of Linked Learning and career pathways will connect students with authentic and challenging real-world prospects through job shadowing, internships, and work-based learning opportunities. Partnerships with local community colleges, 4-year colleges, community agencies, and business have already been forged. The community partners have pledged to provide job shadowing and work-based-learning opportunities, internships, guest speakers, and in-kind funding.

We are aware that our program will have to address the needs of all of our students and it's conceivable that some of our students will struggle and fall behind. We intend to create an intervention program that is systematic, timely and directive. We intend to regularly measure progress of our students by providing progress reports every three weeks. From the progress reports, we will tailor the intervention based on the students' needs and provide assistance as soon as possible. We will employ a directive approach with struggling students and require them to devote extra time on their studies to master the concepts. We will also utilize various formative assessments (i.e. interdisciplinary essay and projects) created by the HPIAM teaching staff to measure how students are progressing throughout the school year. HPIAM will also utilize the current CST standardized tests and CAHSEE as our summative assessments.

The HPIAM staff to measure student and school-wide progress will create SMART goals. SMART goals will be analyzed and evaluated throughout the school year to ensure their effectiveness. SMART goals will be reexamined and rewritten at the end of every school year if deemed necessary.

2. School Data Analysis

Huntington Park Institute of Applied Medicine will be servicing students from the Huntington Park High School area. The performance data from Huntington Park High indicate low proficiency, particularly in Mathematics. Although there has been slight gain in recent years in both English and Mathematics, proficiency rates for 2010 were only 24% and 5%, respectively. During the same year, only 2% of English Learners and 1% of Students with Disabilities were proficient in English while 2% of English Learners and 0% of Students with Disabilities were proficient in Mathematics. Since 98% of students are Latino, the aforementioned data is reflective of this subgroup. No performance data is available for other subgroups. This data shows an enormous need to build a stronger instructional program in both English and Mathematics, focusing on better meeting the needs of our English Learners and Students with Disabilities.

3. Applicant Team Analysis

In the Fall of 2000, the Human Services Academy a small learning community focusing on the helping professions was established at Huntington Park High School by Mr. Jonathan Chaikittirattana through a California Partnership Academies Grant. The Academy focused on providing students with a college-prep education while also giving students opportunities to be exposed to careers in the helping professions through job shadows, internships, guest speakers and field trips. Through the use of personalize instruction and targeted intervention, the Human Services Academy not only became a successful program that students wanted to be a part of on the campus of Huntington Park High School, but also something other staff members wanted to replicate. The Academy started with 17 students, but eventually morphed to 365 students by the Fall of 2006. In the Spring of 2008, due to the success of the Human Service Academy, Mr. Chaikittirattana was asked to become the Small Learning Communities (SLC) Coordinator to serve and assist all the SLCs on campus.

In the Winter of 2010, Huntington Park High School was placed on Public School Choice 2.5. At that time, Mr. Chaikittirattana decided to transform the highly successful Human Services Academy into a small school named the Huntington Park Institute of Applied Medicine (HPIAM). Mr. Chaikittirattana was one of a team of writers that collaborated on the Network of 21st Century Schools plan. In Spring of 2011, then former LAUSD Superintendent Ramon Cortines recommended to the School Board that Mr. Chaikittirattana become the leader of a freshmen school on the transformed Huntington Park High School campus for the 2011-2012 year. The Board decided to approve elements of the Network of 21st Century Schools to guide the transformation process on the campus of Huntington Park High School.

As of Fall 2011, HPIAM is the only small school on the campus of Huntington Park High School operating at full capacity. HPIAM currently has 500 students in grades 9-12 serving all student groups on campus such Special Education and all ESL students. We are currently housed in the 50's area of the campus, where we utilize a satellite office for teachers planning and teacher/student conferences. Mr. Chaikittirattana is currently serving as the HPIAM Small School Coordinator and leading a collaborative effort with dynamic team of teachers and counselor who are dedicated to doing whatever it takes to make our students successful. This dynamic team is also the currently the Local District 6 – HPIAM Design Team.

Due to past successes of the Human Services Academy and the early successes of HPIAM, we are well positioned to be part of a new school environment. Our team is comprised of teachers who currently offer a wide array of experiences and expertise from being District teacher support providers to former SLC lead teachers to former coordinators. In addition, the infusion of new teachers through the PSC 2.5 transformation process has made HPIAM a diverse and extremely effective team posed to produced an increases in student achievement through rigorous and standards-based instruction and real-world experiences.

4. Informational Summary

See attached Appendix

B. INSTRUCTIONAL PLAN

Category One: Unwavering Focus on Academic Achievement

B-1. Curriculum and Instruction

a. Instructional Program

At the beginning of the 21st Century, we are living in a competitive world that is globally connected and requires deep understanding of technical knowledge, interpersonal relationships, and diverse cultures. We, the Huntington Park Institute of Applied Medicine (HPIAM), are committed to making public education relevant in a global society. Our curriculum and instruction is designed to combine culturally relevancy with rigorous academic standards for career and college readiness in our students. The curriculum and instruction will help students develop self-realization and socio-civic development for this inter-connected 21st Century world.

Our philosophy of education combines two seemingly opposite yet interconnected ideas. The first is to prepare individuals to become productive, independent members of society. The second concept is that the purpose of education need not be limited to those societal needs, and that the scope of an educational program is determined ultimately by the needs and interests of the student.

Our curriculum, therefore, will serve two functions. The first function is to provide language, mathematic, and information gathering skills that prepare students to be informed citizens. The second function is to teach cognitive and social skills that allow students to evaluate, accept or reject, and be critical thinkers. The second is also based on the constructivist notion that we build or “construct” our own understanding of the world (Brooks & Brooks, 1999, pg. 4). Our goal is to give students the intellectual, social, and personal education that will help form students into citizens of the 21st Century.

Thus, our guaranteed and viable curriculum will include both rigorous academic standards and an emphasis on technical training. Our instruction will be relevant, thought provoking, and promote independent thought. They will be based on the assumption that given enough time and the proper instruction, any student can master any learning objective. Our instruction will reflect the multiple intelligences (Eggen & Kauchak, 2007, pg. 97) of our students and their many learning styles. (Eggen & Kauchak, 2007, pg. 101) In this way, we will meet the needs of the many diverse students that will attend the Huntington Park Institute of Applied Medicine.

Our instructors will model 21st Century skills (Trilling & Fadel, 2009, pg. 124). We will both lead and facilitate learning and create learning environments that both simulate real world situation and immerse students in actual community problem solving. We will use a variety of best practices to deliver instruction that is relevant and meaningful to students with a variety of needs and backgrounds. The lessons taught in their classrooms will combine core academic disciplines and real-world projects that develop 21st Century skills and deepen each student’s awareness of their own interests and abilities (Jacobs, 2010, pg. 105).

John Dewey said, “The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative.” (Dewey, 1997, pg. 25) Therefore, in order to create a truly genuine learning experience, our design team is committed to developing a community of learning that extends beyond the campus and into the community, uniting students, parents, professionals, and educators at all levels in a common goal of enriching lives in the 21st Century.

b. Core Academic Curriculum

HPIAM shares three goals for curriculum:

1. To develop 21st Century skills.
2. To prepare students for viable employment in the workforce.
3. To fulfill A through G requirements for post-secondary education.

We will focus on College and Career readiness. Our students will be offered the opportunity to pursue one of four career pathways. Each pathway will consist of the following core components:

- Rigorous academic instruction in English, mathematics, science, history, and foreign language courses preparing students for universities, apprenticeships and internships, or full-time employment.
- A demanding progression of technical courses that provides practical knowledge and skills, preparing students for high-skill, high-wage employment.
- Work-based learning beginning with mentoring and job shadowing, and leading to internships and apprenticeships that complement classroom instruction and bring technical learning to life.
- Support services including counseling and additional instruction in literacy and mathematics to prepare students for advanced academic instruction and technical employment.

In addition to basing content on the State of California Educational Standards and and the use of formative, summative, and standardized data, we will use five research proven principles to guide instruction:

- 21st Century Skills-Driven Curriculum
- Interdisciplinary Studies
- Project-based Learning
- Marzano’s Instructional Strategies
- Technology Integration

21st Century Skills

Student success in the 21st Century begins with mastery of the core subjects including English language skills, world languages, arts, mathematics, economics, science, geography, history, government and civics (Partnership for 21st Century Skills). Building on this foundation of core

academic instruction, students must also learn the 21st Century skills of critical thinking, problem solving, communication and collaboration (Partnership for 21st Century Skills). Understanding of academic content will be broadened and deepened by weaving 21st century interdisciplinary themes into these core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Table 1 lists a variety of 21st Century skill that we will incorporate and assess in both core academic subjects and interdisciplinary projects (Partnership for 21st Century Skills).

Table 1. 21st Century Skills		
Learning and innovation	Information, Media and Technology Skills	Life and Career Skills
<p>Examples:</p> <ul style="list-style-type: none"> • Critical Thinking and Problem Solving • Creativity and Innovation • Communication and Collaboration 	<p>Examples:</p> <ul style="list-style-type: none"> • ICT (Information, Communications and Technology) Literacy • Media Literacy • Information Literacy 	<p>Examples:</p> <ul style="list-style-type: none"> • Initiative and Self-Direction • Flexibility and Adaptability • Productivity and Accountability • Social and Cross-Cultural Skills • Leadership and Responsibility

Interdisciplinary Studies

The global exchange of knowledge, information, and commerce will provide opportunities for people who are fluent in several disciplines and comfortable moving among them. The abilities to collaborate, create, think critically, and adapt will enable individuals to take advantage of those opportunities (Mathison, et.al., 1998). Research has shown that Interdisciplinary studies is an extremely effective approach that develops student awareness that a variety of interpersonal,

technical, and skills will both benefit and enrich the life of the 21st Century citizen (Partnership for 21st Century Skills). Research has shown that interdisciplinary studies result in:

- Better understanding, retention, and application of general concepts.
- Better understanding of global interdependency and the ability to appreciate other points of view.
- Better decision-making, critical thinking, creativity, and understanding of complex problems that involve complex associations.
- Better problem solving skills.
- Better attitude and appreciation of the role that they play as a member of the community.
- Increased motivation, interest, and productivity of both students and faculty.

Project-based Learning

Students will explore real-world challenges, develop a variety of skills, and learn to work collaboratively through Project-based Learning. The high level of engagement in Project-based Learning will inspire students to develop a deeper understanding and knowledge of the connections between academic disciplines. Long-term student retention is also likely to be greater than through traditional textbook-centered learning. As students successfully complete projects, their level of confidence increases and they are able to take on more complex challenges (George Lucas Educational Foundation, 2001).

Project-based Learning effectively integrates technology into the curriculum. Technologies that may be employed include computers and the Internet, interactive whiteboards, global-positioning-system (GPS) devices, digital still cameras, video cameras, and associated editing equipment. Technology will be learned, not for technology's sake, but for its application to the roles and situations in which students will be placed in the 21st Century.

We will design student projects to provide opportunities to demonstrate mastery of the following Expected School-wide Learning Results (ESLRs):

- Effective Communication
- Critical Thinking, and
- Collaborative Contribution.

Our school will develop rubrics to monitor student progress toward each of these ESLRs. The projects and the rubrics will become more complex as students progress through each academic year will include the service learning project that students must complete prior to graduation.

Marzano's Instructional Strategies

HPIAM will utilize the latest in research-based instructional strategies. In addition to Specially Designed Academic Instruction in English (SDAIE), 21st Century Learning, Web 2.0, Cultural Relevancy, and Authentic Assessments, we will focus on Marzano's strategies as described in "Classroom Instruction That Works." These strategies are presented in more detail in Section 2.d.

Technology Integration

Our lives, our communities, our homes are all affected by technology, HPIAM will be a school that keeps pace with current technology and is continually integrating it into the classroom. Our students will learn basic computer skills and how to use software programs, however, this will only be the beginning of their technology training. Students will also learn how to use such diverse technologies as presentation tools, information technology, and health care equipment. This training will take place in both the classroom setting and in cooperation with our community partners.

Research shows that effectively integrating technology into the curriculum both deepens and enhances learning. Projects that utilize technology challenge students intellectually and provide realistic experiences. Students use technology to augment and refine their analysis and problem-solving skills.

HPIAM with endeavor to bridge the “Digital Divide,” that is, the significant difference in the access to and equity of technology experience in the classroom based on categories such as income, race, gender, location, or education. Computers will not be contained solely in computer labs. Students will have access to both computer labs and networked computers in classrooms, making the technology an integral part of the school environment and a seamless part of the learning process.

Research indicates that technology integration is an effective means to reach different types of learners and to assess student understanding in multiple ways that reflect the multiple intelligences that students possess. Students are more likely to stay engaged and on task, reducing behavioral problems in the classroom. Technology improves the relationship between teacher and student providing a more satisfying experience for both.

c. WASC Accreditation

Upon acceptance of this proposal, we will begin the process of full accreditation renewal with the Western Accrediting Commission for Schools and Colleges (WASC). This process of accreditation will provide opportunities for introspection and growth and give insight into how to better meet the academic and social needs of our students. The WASC accreditation will following steps:

Self-study

The entire staff, student body, and community will be involved in the self-study, which will be completed over a period of several months. The WASC self-study coordinator will provide workshops to assist in conducting the self-study. Staff members will assess both the school’s strengths and critical academic needs.

Full Self-Study Visit

The WASC visiting committee will be composed of a school principal, a district office administrator, a classroom teacher, a student, a school administrator other than a principal, a representative of a college or university, plus additional members who may be representatives of a state department of education, a county office, or board members. Prior to reviewing the self-study report, the visiting committee spends three and one-half days at the school to provide an outside perspective on the quality of the curricular and instructional program provided for

students. The review will include student performance data, conferring with each school committee, observe school operations and classrooms, and dialogue with individual administrators, teachers, students and others. After the visit, the committee will prepare a report of its findings. The report is presented to our school Governing Council and shared with the entire staff and student body. It is then formally submitted to the school and the WASC Commission with a recommended a term of accreditation, the WASC criteria, the self-study, and the findings of the visit.

Commission Action and School Follow-up

The Accrediting Commission for Schools will review the visiting committee reports and the recommended term. The cycle of self-study, visit and follow-up is normally repeated every six years, a full term. However, schools may receive other terms that include one, two, or three years or denial; in addition, schools may be required to take and report on remedial actions as a condition of continual accreditation. The Commission will communicate with schools during the cycle through written reports and short visits to support and encourage continual school improvement.

At the midpoint of the term of accreditation, a third year progress report will be prepared by the Leadership Team summarizing the school's progress in implementing the school-wide action plan and changes that have occurred since the visit. The school may be required to have a review by two or more members of the original Visiting Committee.

d. Addressing the Needs of All Students:

HPIAM is committed to providing all students with environments that support their academic, cultural, and social development. HPIAM will utilize Response to Intervention and Instruction (RtI²) to ensure that students are provided with environments that support their particular learning style. Early identification and intervention, along with research-based instructional strategies, will be employed to meet the needs of students from diverse populations. Valid and reliable monitoring will be used to ensure that all students reach both their long-term and short-term goals. HPIAM will provide support to students in achieving both behavioral and academic as indicated in Table 2.

Table 2. Response to Instruction and Intervention (RtI²)	
Academic Strategies	
<ul style="list-style-type: none"> • Comprehensive monitoring and collaboration between regular education and Special Education staff to ensure 100% compliance with Individualized Education Plans (IEPs) and Least Restrictive Environment. • Culturally relevant and responsive pedagogy tied to the development of academic English language proficiency; students will receive regular opportunities for practicing oral and written language; ELD / SDAIE techniques will be infused into the instruction in all classes. • Providing staff development training on the effective delivery of instruction and all of the instructional strategies listed in Section 2.d. • Providing accelerated curriculum and challenges for GATE students, including AP 	

<p>courses, and additional learning opportunities</p> <ul style="list-style-type: none"> • Regularly reviewing EL Action Plan Rosters to ensure prompt reclassification • Providing tutoring and mentoring opportunities through partnerships with higher education and community organizations • Including CAHSEE preparatory classes to support students who have not yet passed the exam. • Collaborating with Huntington Park/Bell Community Adult School, ROP, and local higher education institutions to offer enrichment and credit recovery. Early College/Concurrent Enrollment has been successful with low-income students. Dropout rates are reduced and graduation rates for youths in such programs is 92% (Hoffman & Webb, 2009). • Supporting a complete college and career center to assist students as they embark on a path for post-secondary education • On-line classes for enrichment and credit recovery. • Integrating an Advisory period to provide time for the teaching of school rules, social emotional skills, self-monitoring of academic progress, and support from a caring adult.
Behavioral Strategies
<ul style="list-style-type: none"> • Fully integrating an Student Success Team (SST) and the Coordination of Services Team (COST) for the planning and coordination of instructional and support services for SWD, EL, SEL and other at-risk students. • Implementing a systemic tiered response to dropout prevention and recovery. • Developing a positive behavior support plan that includes positively stated rules which are tangible, enforced, advocated and modeled. • Utilizing professional development time to identify students who are at risk and plan for services to ensure learning needs are met.

Table 3. Instructional Strategies
Specially Designed Academic Instruction in English (SDAIE)
<p>Specially Designed Academic Instruction in English (SDAIE) was originally designed to provide scaffolding for ELs. It is now recognized as a best practice to aid all students in mastery of rigorous content. SDAIE includes connecting to prior knowledge, in and into, through, beyond method of teaching also, modified speech, advanced graphic organizers, realia, previewing vocabulary and critical concepts, checking for comprehension, and cooperative learning.</p>
21st Century Learning
<p>Project-based Learning allows all students to use higher order thinking and problem solving to access the core curriculum and to master California standards. It places the teacher as a classroom facilitator, guiding students to inquire, investigate, and provide a resolution to real-life experiences. Projects will be collaborative efforts that promote a student’s social and emotional development. Social and Emotional Learning will be incorporated into Project-based Learning and Interdisciplinary studies by the inclusion of ethical components in the project designs.</p>

<p>Students will be required to consider needs of the community, the individual, and the self in choosing solutions to real world problems. Research indicates that the development of social and emotional skills reduces violence and aggression, increases academic achievement, and improves ability to function in schools and in the workplace. Students practicing respect for others and positive interactions are more likely to continue to practice that behavior outside of school and after graduation (George Lucas Educational Foundation, 2001).</p>
<p>Interdisciplinary Studies will better prepare students for matriculation and the workforce, real-life projects would be introduced according to grade level (George Lucas Educational Foundation, 2001).</p>
<p>Inquiry-based Learning stimulates students to think inductively by creating hypotheses, testing those hypotheses, drawing conclusions, and articulating those results. These are powerful 21st Century skills. (National Research Council, 2000)</p>
<p>Interactive Technology and Modern Media allows students to conduct research and create presentations, participate in online assessments, use virtual labs and simulations, create digital portfolios, and blog in two-way collaborative classrooms. The use of technology increases motivation and self-esteem, allows students to complete more complex tasks, increases collaboration with peers and use of outside resources for learning. Increased depth and complexity add a layer to curriculum that increases rigor and student engagement. Instructors will employ flexible teaching methods that allow for modifications to apply deeper level thinking (George Lucas Educational Foundation, 2001).</p>
<p>Literacy Acquisition will enable students to read a broad range of difficult texts with deeper levels of comprehension through specific strategies. Writing will be implemented as a process to support analysis and reflection throughout all curriculum (Langer, 1997).</p>
<p>Marzano’s Classroom Instruction that Works</p>
<p>Identifying Similarities and Differences is a process that is has been shown to be analogous to basic human thought. Teacher provides guidance to explicitly identify and organize. Use of graphic organizers helpful through the use of organizers, inquiry and classification (Marzano, et.al., 2004, pg. 13).</p>
<p>Non-linguistic Representations elaborate on knowledge so that students understand in greater depth and recall more easily (Marzano, et.al., 2004, pg. 72). English language learners, students with special needs, and visual learners will benefit from these types of representations.</p>
<p>Cooperative Learning fosters positive interdependence, promotes positive interactions, provides for accountability and teaches communicative skills (Marzano, et.al., 2004, pg. 84). This helps develop citizenship, self-realization and interpersonal understanding.</p>
<p>Setting Objectives and Providing Feedback will be provided by using Instructional standards to narrow what students should focus on, but should not be so specific as to limit self-exploration of topics. Feedback will be provided at multiple points in the instructional process as it is the single most powerful tool for improving student achievement. This feedback will be timely, corrective and tied to a specific criterion (Marzano, et.al., 2004, pg. 92). Students will need time</p>

to reflect on and analyze on their personal learning.
Cues, Questions, and Advanced Organizers access students' prior knowledge and provides cues as to what is important (as opposed to what is unusual). Higher-level questions produce more learning. Wait time is important to give students time to think (Marzano, et.al., 2004, pg. 111).
Summarizing and Note Taking skills teach students to change, omit, or retain information while logically organizing the information. Students learn to use notes as working documents that are used to prepare for exams (Marzano, et.al., 2004, pg. 29). Students can evaluate how they learn, an essential tool in the 21 st Century.
Homework and Practice Homework , when used at an appropriate frequency and with a clear purpose, increases student achievement (Marzano, et.al., 2004, pg. 60).
Reinforcement of effort and recognition enhances achievement. Students can change their beliefs to an emphasis on effort; reward is most effective when it is contingent on some standard of performance and when it is abstract symbolic (not tangible) (Marzano, et.al., 2004, pg. 49).
Cultural Relevance
Culturally Relevant and Responsive lessons acknowledge the cultural heritages of ethnic groups helping to improve students' attitudes and dispositions to learning. These strategies serve to bridge the home and school experiences, validate students' self-worth, and teach responsibility for learning (Ladson-Billings, G., 1995). CRRE lessons also allow students to see a purpose for each standard, and how they positively affect their lives.
Authentic Assessment
Authentic Assessment allows students to learn from real-life evaluations. Students will be challenged to solve problems or answer questions that simulate kinds of problems faced by adult citizens, consumers, and professionals. (Wiggins, 1993).
Student Showcases are a part of creating learning communities that extend far beyond the campus. Student work will be viewed and evaluated by their peers, teachers, and parents, and professional in the field to provide a system of constructive criticism and that ensures on-going progress and quality for instruction as well (Benson & Barnett, 1999).

e. Vertical Articulation

In order to facilitate the transition between the various levels from pre-Kindergarten to post-secondary education we will develop partnerships with our family of schools as well as local post-secondary institutions. We will provide opportunities for our students to engage with elementary and middle school students in a structured manner such as mentoring programs, work experience, service learning, performing arts productions, academic competitions, and tutoring programs. Additionally, our students will be able to recover credits as well as receive enrichment through the adult school and community colleges. Our campus will extend invitations to

students and community members to both observe and participate in academic, performing arts and athletic events. Another means by which we will facilitate the transition between grade levels is to collaborate with elementary and middle school teachers to ensure a cohesive curricular plan. Similarly counselors will articulate with their counterparts at the elementary and middle school levels to address the social, emotional and academic needs of students. Programs designed to address the social, academic, and emotional needs of students will be implemented to promote successful transition into high school, through high school, into post-secondary education and into the workplace.

f. Service Plan for Special Education

See attached Appendix E

B-2. Professional Development

a. Professional Culture

We envision a culture characterized by teamwork, a source of mutual support, collaboration, and a focus on student learning. Our school will be a place of growth and encouragement. Research shows that student achievement improves when teachers work collaboratively in *learning communities* (Schmoker, 2006). These learning communities provide a structure for the work that is needed to implement effective learning practices. In order for these teams to work, we need to develop effective teams. Patrick Lencioni in *The Five Dysfunctions of a Team* analyzed the characteristics of organizations and found that the membership of effective teams trusted one another, engaged in unfiltered conflict around ideas not people, committed to decisions and plans of action, held one another accountable for delivering those plans, and focused on the achievement of collective results (Lencioni, 2002). We will use Lencioni's work as the process for how our teams will collaborate to ensure school success.

Our school will work within DuFour's Professional Learning Community model in which each community has a shared mission, vision, and values; is committed to collective inquiry by stakeholders; practices collaborative principles; applies systemic process of action orientation and experimentation; and is committed to the continuous improvement towards results (DuFour & Eaker, 1998). Our Professional Learning Communities, PLCs, will engage in a reflective cycle in which SMART Goals are set, an action plan is implemented, student learning is assessed by benchmarking progress, and plans are revised based on results. Our PLCs can be formed as horizontal and vertical teams, depending on the purpose of their work. The PLC will collaboratively determine the types of professional development needed to develop the expertise needed to improve student performance. There is an expectation that all team members be consumers of research, therefore professional reading is an expectation.

As members of a profession learning community, part of our professional development will consist of modeling strategies and lessons. In order to build a professional culture, we will engage in peer observations centered on a coaching cycle.

b. Professional Development

Our Professional Development Plan is based on the principles of a "Professional Learning Community." In the book, *Learning by Doing*, the authors define the following commitments:

Focus on Learning – All participants will work together to set goals regarding what students will learn, monitor students’ learning, and implement the necessary supports to facilitate student learning. Through the weekly PLC team meetings teachers will follow the cyclical process described in the *Learning by Doing* guide to collaboratively analyze student-level data to determine need, set learning goals for students, discuss research-based intervention and instructional strategies, implement the strategies and gather and analyze student work to evaluate the success of the strategies.

Collaborative Culture and Collective Inquiry – All participants will work collectively to build shared knowledge on the best way to achieve our goals and educate our students. Through the Professional Development Institute, weekly PLC team meetings, and common planning time, the faculty will share best practices, materials and ideas and thus build capacity. In addition to the wisdom and experience shared among our teachers, we will support teachers in attending conferences and trainings and bring back the lessons learned to share with the rest of the learning community.

Action Oriented – All participants will act on their learning, implementing new instructional strategies and curriculum in their classes. We will foster a safe environment where teachers feel comfortable implementing innovative curricula and strategies and discussing challenges as well as successes within our learning community as teachers and learners. In order to keep a living history of our work, we will implement an Action Research model that documents the following elements: research question, student population, student achievement data, and professional practices to be observed. The data collected from these multiple assessments will serve to drive our decision-making and assist in determining how well we are achieving our benchmarks.

Our professional development will focus on developing a strong academic program that strategically addresses student needs. In addition to engaging in the PLC process, a major focus of professional development will be to use data to make instructional and program decisions. Based on current data, we will need to focus on developing a solid core program as well as helping teachers develop effective strategies for meeting the needs of English Learners and Students with Disabilities, which include SDAIE and Marzano’s strategies. Other professional development topics that may be covered include developing academic vocabulary, cultivating 21st century skills, using the backward planning model, and differentiating instruction.

We will make professional development a priority at the Huntington Park Institute of Applied Medicine. We will follow LAUSD’s professional development calendar in addition to holding a week-long Professional Development Institute in the Summer, meeting during weekly PLC meetings after school, and utilizing common planning time in order to develop professional capacity and develop strategic plans for meeting the needs of students.

The topics and order in which they are covered for professional development may be altered dependent on needs identified by the staff.

c. Teacher Orientation

During the Summer Professional Development Institute, the entire staff will work to

cultivate a collaborative culture, develop a common understanding of the school’s mission, vision and instructional goals. We will also collectively analyze data and begin to develop common instructional units.

Teachers will develop an Individualized Professional Development Plan (IPDP) based on the California Standards for the Teaching Profession in which they identify professional development goals and outline a plan for meeting them. They will work in small groups to regularly meet and provide each other with feedback and support as teachers work to build their individual and collective capacity. In these groups, teachers will also engage in peer observations and provide feedback to each other as another means to improve their practice in addition to reading and discussing professional reading and research. These groups will meet on a bi-weekly basis and will operate using a peer-coaching model.

d. PD Program Evaluation

We will gather data from our Professional Development Institute evaluation as to what are the needs of our faculty; this will be a starting point from which to develop SMART goals for all of our PLCs and our professional development program itself. Scorecards and scoreboards will track the progress as we benchmark our goals. As we conduct our Action Research, the student data will inform us as to the effectiveness our instructional strategies. Observations and teacher feedback will be used to gauge the usage of our professional development strategies. We will use these multiple sources of data to modify our professional development. This data will be reviewed by all staff and the Governing Council will make program adjustments and budgetary decisions based on this data.

B-3. Assessment and School-Wide Data

a. Student Assessment Plan

Our school will use a variety of assessments to analyze student learning and to evaluate our instruction. All assessments will be aligned to the California State Content Standards. We will analyze the data generated by these assessments to ensure that each student is making adequate progress and to provide intervention when needed.

The following table outlines our assessment plan:

Assessment	Grade Level	Frequency	Rationale
CST (summative)	9th – 11th	Annually	Required State test
CAHSEE	10th – 12th	will follow LAUSD administration	Graduation requirement
CELDT (summative)	9th – 12th	Annually	State-mandated measure progress of English Learners
Periodic Assessments (formative)	9 th – 12 th	Will follow LAUSD administration	Data will be used for progress monitoring and to inform instructional

			decisions.
ELD portfolio for ESL students (formative)	9th – 12th	Ongoing	Authentic assessment aligned to ELD Standards and instructional guides.
Teacher-created benchmark tests (summative)	9th – 12th	Ongoing	Authentic standards-based measures to calibrate expectations of teaching community and provide student feedback.
Curriculum-based teacher-created informal and formal assessments (formative)	9th – 12th	Ongoing	Alignment to expectations of teaching and student learning. Provides immediate feedback that informs instruction

b. Graduation Requirements

Our goal is to provide maximum opportunities for all high school students to fulfill graduation requirements while completing the requirements for college admission and preparing them to enter the workforce college-prepared and career ready. All of our students are to be provided the opportunities, encouragement and support to complete course work beyond minimum requirements to achieve their postsecondary goals. These opportunities include multiple pathways, advance placement courses, career technical education, community college courses and internships. Our students will be held to the same graduation requirements as all other Los Angeles Unified School District students.

Our students will meet the minimum college admissions A-G requirements. They will meet graduation requirements in the following 3 areas:

1. Satisfactory completion of 230 credits.
2. Passing the California High School Exit Examination.
3. Career Pathways: Students will assess and evaluate interests, skills, talents and abilities and select a career cluster to pursue in high school. They will work towards obtaining industry certifications where applicable, which will provide a jumpstart to their post secondary education and careers.

Upon enrollment, each student will design an individualized graduation plan collaboratively with counselors, parents and his/her Advisory teacher. Students will self-monitor their progress towards graduation with the guidance and assistance of their Advisory teacher. Students who are not on track for graduation will investigate credit recovery options with the assistance of their Advisory teacher and counselor.

c. Data Collection and Monitoring

We will utilize all LAUSD data collection and reporting tools and resources available to us including, SIS, My data, CDE, EdData, DataQuest, and the School Accountability Report Card, to provide us with information on areas where expectations are met or exceeded and to provide direction for those areas of student learning that may be improved.

The Governing Council will utilize CST, CAHSEE, and matriculation data to make programmatic decisions. In addition, the PLCs will use common formative and summative benchmark assessment data to make instructional decisions and to develop SMART goals for all of our PLCs and our instructional program. Scorecards and scoreboards will track the progress as we benchmark our goals. As we conduct our Action Research, the student data will inform us as to the effectiveness our instructional strategies. Observations and teacher feedback will be used to gauge the usage of our instructional strategies. We will use these multiple sources of data to modify our instruction. Every faculty member will be an active participant in our instructional program and data gathering/analysis.

Category Two: School Culture, Climate, and Infrastructure

B-4. School Culture and Climate

a. Description of School Culture

The Huntington Park Institute of Applied Medicine is committed to providing students with an effective and nurturing academic program that prepares students to be successful leaders in the global community. In *The Moral Imperative of School Leadership* (2003), Michael Fullan discusses the obligation of educators to afford all students a quality education and that, by not doing so, the livelihood and futures of children would be dramatically compromised. It is our conviction to give our students the necessary educational foundation that will enable them to enter their adult lives and pursue a life of their choosing. We believe that the best way to do this is in a small, personalized, and safe learning environment in which the needs of every student are addressed, every person on campus works daily in the pursuit of academic excellence, and a strong foundation of collaboration exists. This is supported in “Research about School Size and School Performance in Impoverished Communities” (Howley, Strange, & Bickel, 2000), in which the authors found that students with similar demographics to the majority of our students, low income and minority, benefit the most from a small school setting.

Our end goal is for graduates to be successful, productive members of the global community who have the skills to be competitive in the 21st Century. Our structures, traditions, and policies will all be driven with this end goal in mind. The values include high expectations for behavior and academic performance, collaboration to better meet goals, reflection as a means to increase student and adult learning, individual and shared accountability and an unwavering dedication to continuous improvement.

High Expectations: We believe that all students can learn and expect them to achieve at high levels. Success is the only acceptable outcome. Creating an environment in which students and families are inspired to perform at the highest levels requires building

relationships with students, explicitly communicating that students can and will be successful, and providing appropriate support.

Collaboration: Our collaboration model is based on Lencioni's *Five Dysfunctions of a Team* (2002), which states that effective teams build trust, have courageous conversations, commit to agreements, hold each other accountable, and focus on results. To maximize the educational experience of our students, the small schools within the network will work together to effectively employ resources, increase course offerings, and ensure that all students are appropriately serviced. Within each school, teachers, parents, and students must work collaboratively to ensure the academic success of all students.

Reflection and Continuous Learning: To provide a top-notch educational experience and ensure that students achieve at high levels, we must be reflective about instruction and results. By doing so, we can improve both our individual instructional practices and our school-wide programs. We are committed to using data to evaluate progress and professional reading as a means for keeping abreast of the latest developments in the educational field as well as the fields associated with our pathways.

Accountability and Continuous Improvement: Each person on campus is accountable for the results from his or her work and the results for the school as a whole. Every person on campus is responsible for guaranteeing the success of each student. Continuously looking at data, analyzing specific areas of need, having mutual accountability for outcomes, and being action-oriented to meet those areas of need is the foundation for continuous improvement.

b. Student Support and Success

Successful students grow up to be self-sufficient adults who work in a job of their choosing that raises their standard of living. Success, however, goes beyond just providing for oneself. Successful students also develop the personal skills necessary to navigate their personal and professional lives as well as demonstrate sound civic decision making capabilities. Moreover, successful students have confidence in their ability to handle the challenges that life presents.

To ensure that our students are successful, we will engage our students in the educational process so that they are actively participating in their education and learning by doing, designing and creating. We aim to create an inclusive, inviting and warm environment in which all students have equal access to a challenging, rigorous, and culturally relevant and responsive curriculum. Our teachers will employ a variety of sound research based instructional strategies. Beyond providing good first instruction and using authentic assessment, we will create an assessment system that allows students to develop and demonstrate understanding over time. To ensure continuous success, we will build an intervention and enrichment system that is responsive to the needs of all learners. We will provide timely and constructive feedback to students as well as establish consistent and clear communication with parents about student progress. Additionally, effective family engagement strategies will be developed that nurture positive, caring parent-student

relationships about school and empower parents to stay involved in the educational process. We will develop strong partnerships with businesses, post-secondary institutions, community organizations, and social service agencies in an effort to ensure that students' needs are being met. Gathering metrics to support the goals of coming to school and staying in school will be part of our focus.

c. Social and Emotional Needs

In addition to creating a safe and welcoming environment, we will use the positive behavior support program to help students focus on their education by addressing their social and emotional needs. A small, personalized environment creates an intimate setting where students can form strong relationships with adults at the school. Also, each school will have a counselor who will monitor the academic progress of each student as well as attend to their emotional needs. While the counselor can address many of the situations that create barriers to learning, the combined resources of the network will be utilized to employ Pupil Service professionals such as a Psychiatric Social Worker, a School Psychologist, a nurse, and a Pupil Service and Attendance counselor. The Network will have a Coordination of Services Team (COST) and a Student Success Team (SST) that will take referrals by staff members and identify the services that address the students' needs. A welcoming Bilingual team will provide intake services for EL learners.

A variety of engaging curricular and extra-curricular activities will also be available during and beyond the school day to provide positive activities for students. Examples of curricular activities include content competitions, exhibitions, and internships. Extra-curricular activities include sports, clubs, student government and service organizations as well as small school activities.

Every student has a right to attend a safe, orderly and clean school in which they can focus on learning. At the start of the school year, school administration, the school coordinator, counselor, and teachers will establish a set of positively stated behavior expectations and will communicate and consistently apply rewards and consequences for student behavior. All staff members will model expected behavior as well as discuss with students the purpose of established expectations. Each teacher will establish a positive, inviting classroom environment and will regularly communicate with parents and students about student performance and behavior.

d. College and Career Readiness

To ensure that students at the Huntington Park Institute of Applied Medicine are college prepared and career ready, each student will be enrolled in coursework that satisfies the A-G requirements while simultaneously pursuing one of the following Applied Medicine pathways: Diagnostic Services, Therapeutic Services, Support Services, and Human Services. Teachers will adopt curricular focuses as well as common research based instructional strategies to guarantee that all students are provided with opportunities to learn and master the content knowledge and skills necessary for academic and career success. College and career counseling will begin with eighth grade articulation and continue to support students in the ninth grade. Early family exposure to college awareness is a

strategy for increasing college and career readiness, particularly for low-income and minority students. College information meetings will be held regularly to promote college awareness and assist families with navigating the process of choosing and applying to schools. Trips to local college campuses will give students the opportunity to undergo first hand the college-going experience. In addition to nurturing a college-going culture, we will cultivate an atmosphere in which students are exposed to and prepared for career pathways by offering a sequence of Career and Technical Education courses. Students will explore possible future careers by participating in student internships and job shadowing, engaging with guest speakers, mentors and taking field trips to businesses and institutions, both in our immediate community and beyond through the use of global classrooms, virtual field trips, and webinars.

e. School Calendar/Schedule

The Huntington Park Institute of Applied Medicine will be operating on the LAUSD Early-Start traditional calendar. We will implement a traditional 6-period day the first year and during the course of the first year staff will evaluate other models to determine if another schedule would better meet student needs. Students and faculty will be grouped used data and identified areas of strength. The target class size is 33, giving each teacher a total of 165 students for 5 periods.

f. Policies

The Huntington Park Institute of Applied Medicine will follow all LAUSD policies regarding retention, graduation, and student behavior.

B-5. Parent and Community Engagement

a. Background

South Region High School #7 will be serving the community of Huntington Park. Huntington Park is a multicultural city, but the majority of the community is of Hispanic descent. The median income with the community resides in the low-median range. Jobs in the area are heavily concentrated in manufacturing, construction, and retail trade.

Many of the HPIAM Design team members are familiar with the community. Currently all HPIAM Design Team members work within the community at Huntington Park High School, a school undergoing transformation. HPIAM is currently a small school on the Huntington Park High School campus that spawned from the highly successful Human Services Academy.

HPIAM aims to set the gold standard for a school and community engagement. We intend to be the catalyst that reinvigorates, reengages, and reunites our community to create a school that serves as the cultural and civic hub to the city. Our community engagement strategy centers on the work of Joyce Epstein's *Framework of Six Types of Involvement* (Parenting, Communicating, Volunteering, Learning at Home, Decision-Making, and Collaborating with Community).

b. Strategies

We will help families establish an environment to support their children as students by providing parents with varying opportunities to take parent education courses and “workshops” (e.g. family literacy, numeracy, college, financial aid, grade level expectations, college expectations, adolescent development, parent advocacy, building decision making capacity, homework help). For us, workshops means not just having a class on a particular topic, but also making available the information in different forms that can be viewed, heard, shared, or read, anywhere any time.

We believe that accurate and timely communication regarding school programs and student progress is key to a successful school. We will ramp up communication to parents and community members by taking advantage of multiple modes of communication such as a websites, internet forums, bulletin boards, ISIS Family module and online grading program, email, mailers, connectED (automated), direct phone calls, meetings, and frequent newsletters, conferences, and Counselor home visits, We are aware that a vast majority of parents in our community speak Spanish, so we intend to have Spanish-speaking teachers in-service other staff members in conversational Spanish to facilitate communication with parents.

It is vital to our success that we help and support our students by utilizing their parents as volunteers. With that thought in mind, we will provide different opportunities for parents and caretakers to be actively involved in the education of our students (e.g. additional parent conferences nights, content specific nights to showcase student work, recognition of success ceremonies, Town Hall meetings, grade-level orientation, student-run showcases, parent day visitations to observe classroom experience). We intend to create an open classroom environment where parents can become room parents and assist teachers with duties such as organizing academic and school events, facilitating communication between other parents, supervision, and serving as judges on culminating projects. At the beginning of every school year, we will send out a parent postcard survey to identify available volunteer talents. It is our intent that parents and caretakers will recognize that the word “volunteer” is anyone who supports school goals and children’s learning or development in any way, any place, or any time – not just during the school day.

Parents will be involved in the decision-making process through PTA/PTSA, advisory councils and committees (e.g. Parent Leadership Committee, curriculum council, safety collaborative, ELAC, CEAC, School Site Council, Governing Council). The Parent Leadership Committee will meet regularly and be involved in the development and judging of senior/ESLR grade level projects. The committee will discuss issues regarding curriculum, intervention, parent instructional survey, advisors to hiring and instructional capacity, family participation, and school safety and culture.

We are aware that community partnerships go beyond asking for financial resources. Our community partners will be mentors, guest lecturers, panel judges for ESLR projects, provide internships and serve as curriculum advisors. Community partners will assist us by providing incentives (free service/experiences, gift certificates, and monetary compensation) for students to achieve at higher levels. We intend on hosting business and community open houses to showcase the work that is being done on campus.

Our counselor will serve as community liaisons that will be in charge of promoting and fostering the relationship between the school and all partnerships. The role of the counselor will be expanded to include: communication with parents and community organizations and facilitate

parent workshops. HPIAM will also consider the use of a “community partnership coordinator” to advocate for the educational needs of our children. The community partnership coordinator will research and bring together all available resources such as housing, vision/medical/dental care, food banks, laptops/internet access, and clothes. HPIAM is aware that all staff members will work to acquire community partnerships.

c. Key Community Partners

The HPIAM Design Team has elicited the support of various organizations within or around the community:

East Los Angeles College, LA Trade Tech, Cerritos College, Cal State Los Angeles, Cal State Dominguez Hills, Cal State Long Beach, UCLA UCLA, Mental Health America, Latino Behavioral Health Institute, Northeast Community Clinics

These key community partners will further the mission and vision of HPIAM by providing the following resources:

- Mentorships
- Job Shadowing
- College/Career Advising
- Field Trips
- Professional Technical Assistance
- Instructional Support
- Guest Speakers

Category Three: Leadership that Supports High Achievement for Students and Staff **B-6. School Governance and Oversight**

a. School Type

The Huntington Park Institute of Applied Medicine (HPIAM) will begin as a brand new 9th through 12th grade pilot school. Under the pilot school status will exist a school of 500 students. HPIAM will be led by a Principal who will have the following duties:

- Develop the Master Schedule
- Oversee discipline and attendance
- Participate in the staffing process for their school
- Develop and execute staff meetings
- Participate in community outreach
- Oversee Intersession and summer school
- Facilitate data gathering and Intervention
- Develop and execute professional development.
- Guide and support curriculum and instruction
- Develop and actively participate in a peer observation process.

The structure for school governance will be a Governing Council that will be transparent and inclusive. We expect the Governing Council to be made up of parents, students and community members. Elections will be held once a year and the commitment to the Governing Council shall be for one year. The design team is committed, responsible, and accountable for the success of the HPIAM. The Governing Council Members include: Three teachers, three parents, three students, one certificated or classified employee outside the classroom and the Principal.

The Governing Council ensures that HPIAM will have autonomy over the following:

- **Budget** –Decisions on how to spend money will be aligned with the vision, mission, and goals of HPIAM.
- **Curriculum** - HPIAM will utilize the power standards as the guide but will utilize their autonomy to develop engaging lessons to enhance the success of their students.
- **Professional Development** – A collaborative effort of teachers, coordinator, and Principal will ensure that professional development is meaningful, relevant, and based on the mission and vision of each school.
- **Assessment** – HPIAM will utilize LAUSD District Period Assessments and diagnostic tools.
- **Schedule** – HPIAM will implement a 6 period day schedule with an advisory period unless it is determined that an alternative schedule is needed to meet student needs.
- **Staffing** – HPIAM will hire its own staff focusing on teachers who understand and behave the core values of 21st Century teaching and learning, collaboration, coaching, and professional reading.

Each teacher at HPIAM is hired on a voluntary basis and must sign “an election to work agreement,” which stipulates the school’s work conditions for the coming year. This agreement is revisited and revised annually. We believe that this model provides the teachers and community the empowerment needed to prepare students for the 21st century, ensuring quality education for all.

Additionally, HPIAM will have one School Site Council comprised of 6 teachers, three parents, three students, and one other staff member and the Principal. The School Site Council will have responsibility for overseeing Federal budgets including Title I and Bilingual. The School Site Council will have budget approval authority. School Site Council meetings are monthly and open to the public. A School Site Council member will be appointed to record all council actions in the form of minutes and forward them to the Principal who will publish them online for all stakeholders to view. Members of the School Site Council will be elected to a one-year term. Teacher members will be nominated by their peers or through a self-nomination process, parents by any member of the community, and students by the student body. Each member is to be elected by a simple majority. English Learner Advisor Committee, (ELAC) and the Compensatory Education Advisory Council, (CEAC) continue in their advisory roles to School Site Council.

b. School Level Committees

There will be two decisions-making bodies for the Huntington Park Institute of Applied Medicine. The Governing Council will exist to support and guide the progress of HPIAM while the School Site Council will serve as the body to authorize budgetary recommendations of the Governing Council.

The make up of the Governing Council and the School Site Council will be the following:

Principal
6 teachers
1 other staff person
3 parents/community
3 students

Each council will meet monthly. The following will list the responsibilities and decision-making authority for each council. The School Site Council will follow the guidelines as mandated by the state and federal government:

Budget/Finance (Open to all interested parties)

- Title 1 Budget
- ELL Budget

Single Plan for Student Achievement

- Evaluation
- Assurances
- Justifications

Alignment of School Plans

- WASC
- PSC 3.0
- Single Plan for Student Achievement

The School Site Council will participate in shared decision-making. Decisions within the SSC will be made by consensus when possible, with recourse to a formal vote of the 14 members if consensus is not achieved. Subcommittees will be created and will meet as necessary for the purpose of making specific recommendations to the School Site Council. Additionally CEAC and ELAC Councils will serve as advisory for expenditures relating to Title I and ELL respectively.

The Governing Council will be responsible for the following:

- Monitoring the academic progress and performance indicators of each
- The hiring of any new staff
- Maintaining the vision of HPIAM and revising as the world changes

- Managing and distributing shared resources
- Dispute resolution
- Serving as a support network for HPIAM
- Decision-making
- Creating the Elect to Work Agreements
- Evaluation and review of HPIAM Programs (i.e. Professional Development, School-wide instructional practices, etc.)

c. Governing Council

The make-up of the Governing Council will begin with the Design Team members who have responsibility, commitment, and accountability for the success of the Huntington Park Institute of Applied Medicine. This committee will serve in this capacity for a minimum of one year. The Governing Council members will be identified as an administrator, certificated and classified personnel, parents and students. Currently the Design Team consists of 16 certificated personnel, one coordinator and 15 teachers. Any new members to the Governing Council must replace personnel in each specific category. Parents must replace a parent, student a student, etc. When a position opens up on the Governing Council, a replacement will be chosen by the Governing Council. In choosing a replacement member, teachers, parents, and students should consider the following criteria:

- Behavior and Practice of the Core Values
- Committed to the Vision of HPIAM
- Demonstrates the ability to Collaborate
- Committed to the Success of HPIAM as a whole.

B-7. School Leadership

a. Principal Leadership

The Principal needed for the Huntington Park Institute of Applied Medicine is one who embodies the core values of the mission and vision. This person must have a proven track record of accelerating student achievement, understanding the culture of the school and community and must have the characteristics of a transformational leader. The Principal will oversee HPIAM for at least two years until a solid culture of collaboration, coaching, innovative research-based 21st Century teaching and learning, reading, and understanding of the change process is established and the small schools are prepared to stand as an individual entity. The Principal must know, practice, and behave the core values as a model for others. The Principal will develop 21st Century leaders who create the conditions for supporting effective practices of adults to innovate and create schools where students see themselves as leaders who can make an impact on others, their community, and their environment. The Principal must be well read specifically in the areas of cognitive coaching, 21st Century teaching and learning, the change process, and collaboration; translating to visible practice of these theories and ideas. The Principal needs to be a master teacher who builds credibility through the modeling of 21st Century lessons and the coaching process. It is expected that the Principal have a solid grasp of data driven leadership and supports others involved in tracking and using the results of student achievement. HPIAM

will be supported by a coordinator and counselor, who has been among the chief architects of this plan and is recognized as an exemplary teacher and a evolving leader who can influence others to reflect on practice and embrace 21st century thinking. The coordinator and counselor will regularly train with the Principal to sharpen their leadership skills.

Year 1:

On Thursday, September 20, 2011, it was the unanimous decision of the HPIAM Design Team that Mr. Jonathan Chaikittirattana, the current Small School Coordinator of HPIAM at Huntington Park High School, become the first principal of HPIAM at South Region High School #7. Mr. Chaikittirattana was selected for numerous reasons, which include but are not limited to the following:

- Mr. Chaikittirattana is the founder and leader of both Human Services Academy and the current HPIAM at Huntington Park High School.
- Mr. Chaikittirattana has 12 years experiences as an instructional leader who has handled day-to-day operations of Small Learning Communities.
- Mr. Chaikittirattana was recommended by former LAUSD Superintendent Ramon Cortines in his LAUSD School Board report to lead a Freshmen School on the campus of Huntington Park High School in the Spring of 2011.
- Mr. Chaikittirattana recruited the Design Team and initiated the move to South Region High School #7.
- Mr. Chaikittirattana has an undying passion and commitment to students and teachers. It is that energy and motivation that drives the committed HPIAM Design Team.

The requirements to become a coordinator include at least 5 years of recent successful full time service in a certificated position. It is highly desirable that the candidates have experience in an out of the classroom position as well as having the experience in facilitating a collaborative team environment. Experience in small schools or small learning communities are essential. The abilities necessary for this job include the ability to work with diverse experience, racial, ethnic, linguistic, disability, and socio-economic groups. The successful candidate will also have excellent written and oral communication skills.

b. Leadership Team

The most significant role beyond the Principal will be the Coordinator who will take the responsibility of leading the HPIAM with regard to curriculum and instruction, assessment, professional development. The Coordinator complements the role of the Principal and is flexible with the changing needs of the community. By practicing the collaborative model set forth by Patrick Lencioni in his book, “The Five Dysfunctions of a Team,” the Small School Coordinator will create the conditions for collaboration to engage in setting goals, articulating goals, and holding each other accountable for the goals set. The Coordinator job description is listed below:

- Guide and support curriculum and instruction
- Collect, review, and analyze data
- Work with the individual school staff to develop intervention strategies
- Oversee discipline and attendance
- Participate in the staffing process for the individual school
- Develop and execute professional development
- Participate in community outreach
- Develop the master schedule
- Manage intersession or summer school

The philosophy of HPIAM is that everyone has the ability to lead, just not necessarily at the same time. We believe that each teacher, student, parent, and staff have ideas to contribute to make the school more effective for our students. Parents and teachers will always work in small groups in which they come together to strategize. Too often meetings are used to give information. We feel that the best use of meeting time is to problem solve, and to create new ideas based on the review of data to thrust our school forward. Our meetings will always be models of good teaching. Small groups are important so that everyone understands what it means to be part of a team. We will teach our teams the model for collaboration so that everyone feels empowered to contribute.

Following the building of a collaborative culture will be a structure for setting goals and engaging all stakeholders in the art of mutual accountability. The structure is small professional teams that are guided by the following cycle of improvement:

1. Identifying Key standards
2. Developing pacing plans
3. Creating curriculum maps
4. Setting Smart Goals
5. Creating formative assessments
6. Designing summative assessments
7. Designing and executing rigorous 21st Century lessons
8. Analyzing data
9. Sharing best practices
10. Designing intervention strategies based on RTI2

HPIAM Leadership Team is made up of parents, students, a coordinator, an administrator and teachers will be responsible for working with the school community to communicate goals set by the teams and will make the goals public through the use of public scoreboards and other means of communications such as a newsletter and a website. The goals will be based on AYP and WASC.

AYP Goals – The most significant areas for AYP are meeting CST goals in all sub groups including EL and Special Education populations. Additionally we need to meet goals in all core subject areas in bringing as many students as possible to proficient and advanced levels.

WASC – The most significant WASC benchmark includes all of the above and the attainment of the Expected Schoolwide Learning Results, (ESLRS). HPIAM students will exhibit 21st century ESLRS projects to demonstrate achievement. A rubric will be created and the community at large will serve on panels to act as judges or evaluators of these projects. The panel will use a rubric to score every project. Data will be collected and presented to the community. The ESLR projects will serve as a snapshot of what 21st Century learning is at HPIAM

While these two areas will be the priority focus at HPIAM, we also recognize six additional pieces of data that will be kept at the forefront of our work. These include:

- CAHSEE pass rates.
- Suspension rates
- Enrollment and completion of A-G courses
- Enrollment and completion of AP courses
- College acceptance rates
- Graduation and drop out rates

B-8. Staff Recruitment and Evaluation

a. Staffing Model

The Huntington Park Institute of Applied Medicine- a Pilot School will open with 9th to 12th grade students. Driving our goal is our shared vision to provide our students with the requisite skills that will enable them to analyze current issues to create solutions to real world problems, assist them in becoming leaders in their community, and make meaningful contributions to the society. To address our student's needs in our constant evolving global economy, we will require our staff to be committed collaborators with all members of HPIAM including but not limited to students, faculty, coordinator, administrator, parents and the community. Our expectation reflects a 21st century approach to learning in which all staff is committed to preparing our students to be critical thinkers, collaborators, effective communicators, adaptable, initiative driven, and be able to access and analyze information while evoking curiosity and innovation (Wagner, 2008). All staff within each school will promote college and career readiness and A-G curriculum along with their themed focus.

In order for our teachers to help our students attain their goals, they will use five agreed upon research proven concepts to guide instruction:

- 21st Century Skills
- Interdisciplinary Studies
- Project-based Learning
- Research-based Strategies
- Technology Integration

A hiring committee will be created consisting of parents, students, teachers and an administrator. New prospective teachers will share their instructional practices, pedagogy and educational philosophy through interviews and demonstrate knowledge of content skills through model

lessons. Staff members will sign an annual Elect- to-Work Agreement signifying that their instructional practices will support the vision and mission of their prospective school.

Serving Special Education and English Language Learners (ELL):

In order to support our special education and English Language Learners (ELL) students, all teachers will share a collective responsibility in meeting the needs of all learners.

During the course of the 2012-13 school year we will search and create partnerships with community organizations and businesses to increase outside funding, which will supplement our current LAUSD funding. To address the needs of all students, we will utilize various support services, which will be shared by other small schools at South Region High School #7. These support services will be coordinated with each small school to provide additional instructional support and/or intervention. In addition to our support services, our new focus on project-based learning will provide alternative routes to core instruction, which will foster the use of collaborative groups, the opportunity for real world lessons and the incorporation of technology to support success for our special education, Standard English learners and English Language Learners. Students will be engaged through relevant activities guided by our teacher’s new role as a coaching educator.

HPIAM	Shared support services with schools @ South Region HS #7
1 Principal	1 Nurse
1 Coordinator	1 Psychiatric Social Worker
1 Counselor	1 Psychologist
21 teachers	1 Librarian
	1 College Counselor
	1 Pupil Services and Attendance Counselor
	1 Community Partnership Coordinator

b. Recruitment and Selection of Teachers

Staffing autonomy provides HPIAM the opportunity to recruit and retain a stable and diverse teaching staff. Teachers are expected to be masters of their content in order to effectively challenge students to master skills and enhance their learning experiences as well as differentiate instruction in order to support varying students learning modalities and abilities. Each teacher will need to possess required credentials and/or certificates.

Our teachers will support our vision in providing intervention and incorporate the instructional principles: 21st century skills, interdisciplinary studies, project-based learning, Marzano’s instructional strategies and technology integration. All staff is expected to take on multiple roles within the school to better meet the needs of the students such as but not limited to club sponsor, advisory teacher and community representative as outline in the elect to work agreement. Each teacher will be committed to develop a professional development portfolio of experiences over the year.

In order for the most qualified professional to be selected, a resume screening process will identify individuals who possess the educational beliefs for HPIAM. Following the screening process, we will create a hiring panel consisting of an administrator, coordinator, teachers, counselor, parent(s) and student(s). The interview by committee will be guided by an interview rubric with questions and LAUSD guidelines. In addition to the interview, all candidates will also demonstrate collaborative skills through a group exercise. Lastly, candidates will model a lesson to demonstrate rigorous instruction, and use of SDAIE methodology and/or Marzano's strategies as well as the use of technology. The interview, group exercise and lesson demonstration will ensure an effective process that keeps the student's needs first. All staff at HPIAM must be comfortable with the use of technology in the classroom and agree to implement the selected school-wide strategies, and support the needs of our students. By requiring the fulfillment of duties and expectations listed in the Elect-to-Work Agreement, we can ensure a high level of learning for students and high levels of professional accountability.

Design team members committed to the HPIAM pilot school are:

Lina Arellano – Social Studies teacher
Scheila Borrego - Spanish teacher
Jon Chaikittirattana - HPIAM Small School Coordinator/Health teacher
Christina Davis – Health teacher
Israel Garcia - Mathematics teacher
Melissa Kickert - Special Education teacher
Karin Kroener-Valdivia - English teacher
Brenda Munoz - Science teacher
Gabby Noriega - English teacher
Natalie Nothern - English teacher
Al Parkhill - Physical Education teacher
Nathan Phillips – Mathematics teacher
Vincent Puth - Social Studies teacher
Karla Raygoza - Science teacher
Roberta Ross - Instructional Coach
Tami Suh - Special Education

c. Performance Reviews

HPIAM will use an evaluation process that has an impact on student success and will follow recommendations as outlined by the District's Teacher Effectiveness Task Force to include multiple measures of effectiveness. HPIAM intends to use a broad based system of evaluating the performance of its professionals to optimize student performance and achieve strong results. Accordingly, multiple perspectives will be taken into consideration for performance evaluation. An evaluation portfolio will be maintained for every faculty member that will contain feedback based on the following parameters:

- PD portfolio-self reflection
- Peer feedback
- Administrator input
- Parent feedback

- Student feedback

Student, parent, peer, and administrator feedback and input will be provided to teachers and be reviewed with the administrator. The purpose of the feedback and input is to highlight strengths of teacher, guide improvement in instruction, and adjust intervention/strategies to maximize student learning. We recognize that evaluations should serve a development focus that will ultimately lead to improved teaching and learning. The evaluation will provide a teacher with detailed information that creates an awareness of strengths and areas in which they can grow as a professional and continue meeting our student’s needs. Evaluations will be ongoing throughout the year to provide support for developing engaging and dynamic professionals and simultaneously aid in improving struggling teachers, coordinator, and principal in our quest to provide the best possible education for our students.

B-9. Sharing a Campus

a. The Huntington Park Institute of Applied Medicine will share South Region High School #7 with two other small high schools. Since the schools for this site have not been determined it is our intent to work collaboratively with the staff from the other schools to develop shared protocols for sharing resources, which may include:

- Cafeteria and Food Services
- Gym, Locker Rooms, and P.E. Facilities
- Library
- Media Equipment/Services
- Computer Labs
- Shared Support Staff (i.e. Psychiatric Social Worker, PSA, Librarian, etc.)
- Nurse and Health Services
- Campus Security
- Special Education Services
- Clerical Staff
- Sports Coaches and Equipment
- Custodial Staff
- Auditorium/Multipurpose Room

C. INTERNAL MANAGEMENT

C-1. Waivers – Not applicable

C-2. Budget Development

As an internal applicant, HPIAM will receive funding via LAUSD transparent budgeting process (based on student ADA). For the next year, HPIAM will focus the money on hiring teachers who will commit to the vision of the school and to build a culture that will sustain itself without any other additional funding other than what is provided by the Los Angeles Unified School District. We envision this money to provide us with only a kick-start to develop the collaborative

culture of supporting one another to enhance our practice.

Thereafter District funding will be adequate to service HPIAM vision and mission of high quality instruction at the school's inception. HPIAM believes that the entrepreneurial spirit of students, parents, staff and partners, will emerge to initiate grants, or to seek out additional funding for specialized projects that promise to thrust our school to a new level. As a state of the art new high school, the bandwidth of the school will be opened to allow expanded use of the Internet. This will allow for 21st Century projects, networking, collaboration, and project-based learning supporting the achievement of the Expected School-wide Learning Results of students as effective communicators, critical thinkers and collaborative contributors.

The financial health of HPIAM will be served by the collective investment of the parents, staff, community and students. Twenty-first Century projects will be designed to impact the community in such a way that will merit a return on the students' investment through mentoring, job, shadowing, and internships. ESLR projects will be designed to assist students in seeing the connection of their work to how it can make a difference in their own community. Creating a school that serves the community will empower students to know that their work can impact the community; can make a difference in the lives of others; can influence policy and significantly enhance their community.

HPIAM will become a more personalized environment in which we will create the conditions for students to innovate, create, and impact their community through meaningful work as they become involved in their core courses. To this end we are committed to expending our money in the following manner:

YEAR 1

- Establishing a Professional Development Institute to begin our process of building team, instituting a theory for collaboration and setting the agenda for the rest of the year.
- Establishing the second part of our Professional Development Institute will focus on project-based learning and 21st Century skills.
- Financing the following positions to establish the culture of HPIAM:
 - Principal
 - Counselor
 - Coordinator
 - 20 teachers
 - Additional staffing to support the vision of HPIAM
- Ongoing professional development of teachers
- Supporting a coordinator who will oversee placement of students, testing, data, discipline, and as an instructional support
- Supporting ongoing technology training
- Maintaining and distributing instructional supplies fairly and equitably to all teachers
- Maintaining and distributing laptops, LCD projectors and other technology to all teachers fairly and equitably.
- Aligning HPIAM goals to the WASC process.
- Providing undergrad exhibition panels

YEAR 2

- Continuing to develop our Professional Development Institute.
- Professional Development Institute to focus on Technology, 21st Century skills, and Marzano's strategies
- Financing the following positions to establish the culture of HPIAM:
 - Principal
 - Counselor
 - Coordinator
 - 20 teachers
 - Additional staffing to support the vision of HPIAM
- Maintaining and distributing equipment, materials, and technology to all teachers fairly and equitably
- Developing mentors, opportunities for job shadowing, and internships for students

YEAR 3

- Continuing to develop and enhance Professional Development Institute
- Professional Development Institute to focus on the creation of Interdisciplinary Units.
- Financing the following positions to establish the culture of HPIAM:
 - Principal
 - Counselor
 - Coordinator
 - 20 teachers
 - Additional staffing to support the vision of HPIAM
- Supporting ongoing technology training
- Establishing senior project exhibition process

D. OPERATIONAL MANAGEMENT

D-1. Portfolio Development

As an internal team, we will continue to utilize all existing LAUSD operational services provided at the school site and follow Collective Bargaining Agreements.

- a. Portfolio Growth – N/A
- b. Operations – N/A
- c. Portfolio Evaluation – N/A

