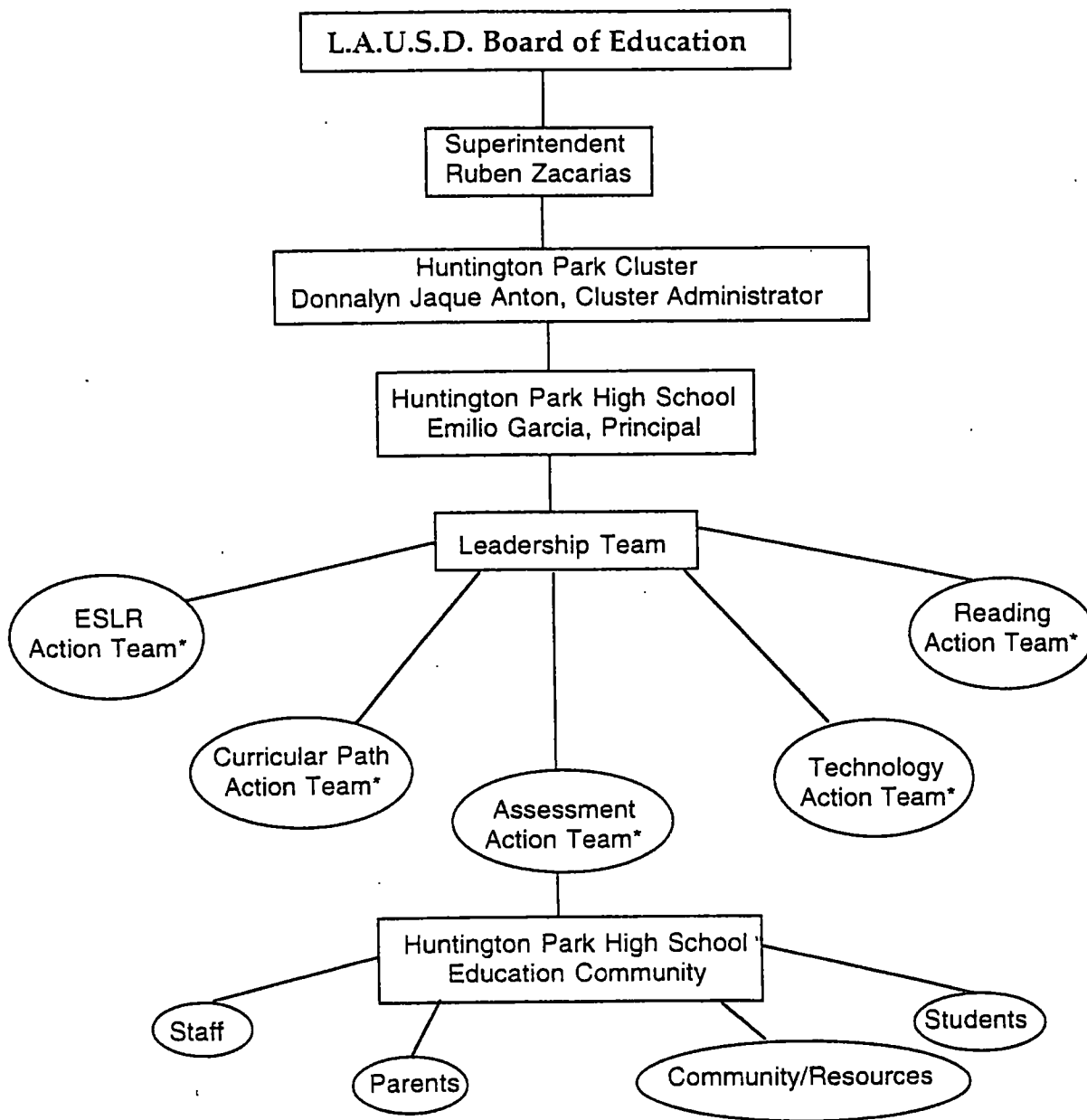


## HUNTINGTON PARK HIGH SCHOOL

### Introduction to the 1999 - 2000 Action Plan

The Huntington Park High School 1999 - 2005 Action Plan has been revised to incorporate all of the Visiting Committee's recommendations. Also included is an organizational chart of the Focus On Learning Action Plan participants and a specific working document outlining each FOL Action Team's responsibilities for the first three years of the plan. After 2001 the working document will be updated every two years to translate the 1999 - 2005 Action Plan into specific activities with assigned teams, staff and deadlines. Accountability will be maintained through reports of progress on activities and student achievement through regular group presentations and newsletters to parents and students as well as through the Annual School Report Card published for the educational community and an Annual Report to the LAUSD Superintendent of schools.

Huntington Park High School  
Focus on Learning  
Organizational Chart  
1999 - 2005



\* Each Action Team includes certificated, clerical, staff and TA's, parents and student representatives.

**MAJOR AREAS FOR GROWTH  
FROM WASC VISIT  
APRIL 18 - APRIL 21, 1999**

Action Plan Pages/Location	
Page 6 & 7 II B and C	1. Monitoring of ESLR's to include a systematic data gathering process will help to ensure the fulfillment of the ESLR's. <b>ESLR Action Team</b>
Page 10 III B 6	2. Continue to review and revise ESLR's so that each indicator for each ESLR is observable and measurable. <b>ESLR Action Team</b>
Page 8 III A	3. Increase involvement of all students in challenging learning experiences that involve problem solving, collaborative work, meaningful application of knowledge and skills. <b>Curricular Path Action Team</b>
Page 6 II A	4. The development of rubrics to include a more rigorous focus. <b>Assessment</b>
Page. 8 III A and Page. 6 - 7 II B and C	5. The development of ESLR activities to engage students in more challenging experiences. <b>ESLR Action Team</b>
Page 6 - 7 II ABC	6. Continue to develop a systematic approach to data collection and an analysis oriented toward the long-term program planning focused on student learning. <b>Assessment</b>
Page 8 III A	7. Continue to work on standardization of curricula within departments and curriculum integration across disciplines and tracks. <b>Technology &amp; Curricular Path</b>
Page 10 III B 7	8. Increase interventions especially in Reading and Mathematics to allow more students to take advantage of rigorous curriculum offerings. <b>Technology &amp; Reading ESLR's</b>
Page 11 III B8	9. Increase participation of parents in leadership capacities. <b>All - in each action group - Schoolwide groups</b>
Page 11 III B9	10. Coordinate and expand curricular path options based upon existing course offerings and development of new offerings that lead to career as well as college preparation programs. <b>Curricular Path Action Team</b>
Page 10 III B5	11. Implement a process for the development and review of personal learning plans that connects four year educational plans to realistic post-secondary goals. <b>Curricular Path Action Team</b>
Page 11 III B 9	12. Infuse curriculum; imbedded strategies for school to career in all curricular areas to support preparation for post secondary college and technical options as well as employment. <b>Curricular Path Action Team</b>
Page 6 II B	13. Develop a variety of assessment tools to modify classroom instruction and to help students to be self-directed in their learning. <b>Curricular Path Action Team</b>

**Huntington Park High School**  
**Focus on Learning**  
**Schoolwide Action Plan**  
**1999 - 2005**

**Rationale:** In order to increase all students' achievement of the Huntington Park High School ESLR's and Standards with emphasis on strengthening reading achievement, all members of the Huntington Park High School educational community will work together to provide a rigorous, challenging and measured educational program by (1) defining the quality accomplishment of all ESLR's with emphasis on reading, (2) developing and using appropriate measures to conduct ongoing assessment of ESLR's, Standards, and Reading (3) developing and implementing ongoing school, departmental and classroom improvement efforts designed to improve all students' achievement of ESLR's and Reading and (4) utilizing training necessary to accomplish 1-3 above and to promote a challenging rigorous program for all students.

ESLR's Addressed. All and Reading

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<b>I. Defining High Quality Accomplishment of ESLR's/Reading</b>					
A Define quality accomplishment of each ESLR and Reading	<ul style="list-style-type: none"> <li>• ESLR Action Team</li> <li>• Reading Action Team</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Referenced resources on ESLR, Standards and Reading</li> <li>• Time for Teams to develop descriptions</li> </ul>	<ul style="list-style-type: none"> <li>• Completed written description for quality accomplishments of each ESLR, Standards and Reading approved by HPHS staff and district staff designee</li> <li>• FOL Evidence Box</li> </ul>	<ul style="list-style-type: none"> <li>• Complete Reading and ESLR's 1-2: 1999- 2001</li> <li>• ESLR's 3 - 5: 2001-2003</li> </ul>	<ul style="list-style-type: none"> <li>• Completed document presented to Superintendent in Superintendent Report, to parents in Annual Report Card, and to Staff and Students</li> </ul>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<b>II. Development and Use of Ongoing Assessment of ESLR's and Reading</b>					
<p>A. Develop a systematic school-wide system of assessment with multiple measures including rubrics, to assess each ESLR, Standards, and Reading.</p>	<ul style="list-style-type: none"> <li>Assessment Team and Reading Team</li> <li>Administrator</li> </ul>	<ul style="list-style-type: none"> <li>Resources/ references on assessment</li> <li>Electronic portfolio alignment</li> <li>Time for Teams to meet</li> </ul>	<ul style="list-style-type: none"> <li>Completed assessment plan along with specific annual assessment calendar and completed measurement tools for each ESLR, Standards and Reading approved by HPHS staff and district staff designee</li> <li>FOL Evidence Box</li> </ul>	<ul style="list-style-type: none"> <li>Completed assessment and Complete Reading and ESLR's 1-2: 1999- 2001</li> <li>ESLR's 3- 5: 2001-2003</li> </ul>	<ul style="list-style-type: none"> <li>Progress report and completed document presented to Superintendent in Superintendent Report, to parents, staff and students.</li> </ul>
<p>B. Develop a systematic departmental and individual teacher assessment and support systems 1) to assess each student on ESLR/Standards attainment and Reading and 2) to assist both teachers and students in modifying their teaching/learning processes as a result of assessment data.</p>	<ul style="list-style-type: none"> <li>Department Chair</li> <li>Administrators</li> <li>Assessment Team</li> <li>ESLR Action Team</li> <li>Reading Action Team</li> </ul>	<ul style="list-style-type: none"> <li>Electronic portfolio alignment</li> <li>Resources/ references on assessment</li> <li>Training on current assessment practices and ways to modify teaching/learning process as a result of assessment data.</li> </ul>	<ul style="list-style-type: none"> <li>Completed departmental assessment and support plans, including specific annual assessment calendar and completed departmental and/or individual teacher measurement tools for each ESLR, Standards, and Reading approved by HPHS staff and district staff designee</li> <li>FOL Evidence Box</li> <li>Departmental minutes</li> </ul>		<ul style="list-style-type: none"> <li>Progress report and completed document presented to School Council, parents, staff, students and summary to Superintendent in Superintendent Report.</li> </ul>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<p>C. Provide ongoing implementation of the new systematic school-wide/departmental/teacher assessment system in all classrooms and programs and adjust school/departmental classroom programs and processes as a result of assessment data, and communicate these results and program modification to staff and community</p>	<ul style="list-style-type: none"> <li>• Assessment Action Team</li> <li>• ESLR Action Team</li> <li>• Reading Action Team</li> <li>• Department Chairs</li> <li>• All certificated staff</li> <li>• All students</li> <li>• Administrators</li> </ul>	<ul style="list-style-type: none"> <li>• Training on new system and assessment methodologies and tools</li> <li>• Assessment tools</li> <li>• Electronic portfolio</li> </ul>	<ul style="list-style-type: none"> <li>• Student Work</li> <li>• Teacher Questionnaire</li> <li>• Student Questionnaire</li> <li>• Classroom Observations</li> <li>• Stull Evaluations</li> <li>• Annual Assessment of ESLR/Reading achievement of all students in each department</li> <li>• FOL Evidence Box</li> </ul>	<p>To begin ongoing assessment school-wide and in all departments and classrooms:</p> <ul style="list-style-type: none"> <li>• Reading 2000</li> <li>• ESLR's 1-2 2001</li> <li>• ESLR's 3-5 2002-3</li> </ul>	<p>Annual report of process and results to Superintendent in the Superintendent Report. Summary report to parents, staff and students.</p>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<b>III. Identification of ongoing Schoolwide, Departmental and Classroom Improvement efforts based on ESLR's, Standards and Reading Achievement</b>					
A. Identify and implement departmental and stakeholder group modifications that will promote increased achievement in each ESLR, Standards, and Reading through curriculum standardization, integration and alignment; challenging learning experiences that involve problem solving, collaborative work, and meaningful application of knowledge and skills in all classes; matching instructional strategies and use of technology with students' needs and learning styles; imbedding strategies for school to career preparation in all curricular areas; and matching classroom assessment practices to ESLR's/Standards and Reading goals	<ul style="list-style-type: none"> <li>• Curricular Path Action Team</li> <li>• Reading Action Team</li> <li>• Technology Action Team</li> <li>• Department Chairs</li> <li>• All instructional staff</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• References/resources</li> <li>• Expertise</li> <li>• Staff development opportunities</li> <li>• Time for departments to meet to plan, modify, and assess programs and instruction in the areas of curriculum standardization and alignment, matching strategies with ESLR's/Standards and student needs, learning styles and classroom assessment practices</li> </ul>	<ul style="list-style-type: none"> <li>• Completed Action Team plans</li> <li>• Completed departmental plans</li> <li>• Annual assessment of ESLR's, Standards, Reading achievement in each department</li> <li>• Student work</li> <li>• Classroom observations</li> <li>• Department minutes</li> <li>• Stull Evaluation</li> <li>• FOL Evidence Box</li> </ul>	Develop and begin ongoing implementation of modifications listed in the III A left column by the following dates: <ul style="list-style-type: none"> <li>• ESLR's 1-2: 2001-2002</li> <li>• ESLR's 3 - 4: 2002-2003</li> <li>• ESLR 5: 2003-2004</li> </ul>	<ul style="list-style-type: none"> <li>• Progress report and completed document presented to Superintendent in Superintendent Report, to parents, staff and students.</li> <li>• Progress report and completed document presented to School Council, parents, staff, students and summary to Superintendent in Superintendent Report</li> </ul>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<p>B. Develop and implement school-wide modifications to personalize, motivate and reinforce student learning and attendance and improve students' self-worth by:</p> <p>1) strengthening/increasing personalized and small group contact and tutoring students with Schoolwide efforts such as staff-student "Adopt a Student" program, a School-wide peer tutoring emphasis, and creative ways to reduce teacher student ratios;</p> <p>2) incorporating study skills and homework support on a school-wide basis, including parental support.</p>	<ul style="list-style-type: none"> <li>• Curricular Path Action Team</li> <li>• Leadership Team</li> <li>• Parents</li> <li>• Administration</li> </ul>	<ul style="list-style-type: none"> <li>• Time for committees to develop plans</li> <li>• Staff development</li> <li>• References/resources/expertise in each area</li> </ul>	<ul style="list-style-type: none"> <li>• Completed written description of improvement efforts</li> <li>• Student questionnaire</li> <li>• Staff questionnaire</li> <li>• Classroom observations</li> <li>• FOL Evidence Box</li> </ul>	<p>Develop and implement</p> <ul style="list-style-type: none"> <li>• Study Skills/ homework - 2000 on</li> <li>• Schoolwide climate - 2000 on</li> <li>• High failure students classes - 2000 on</li> <li>• Small group contact tutoring - 2000 on</li> </ul>	<ul style="list-style-type: none"> <li>• Progress report and comments presented to Superintendent in Superintendent Report, to staff, parents and students.</li> </ul>



Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<p>3) Promoting a school-wide cultural climate of enthusiasm and excitement about learning, achievement and attendance, including increased recognition for academic achievement.</p> <p>4) Identifying and supporting students and teachers of classes with high failure rates as well as the 40% of students who received the lowest SAT 9 scores.</p> <p>5) Developing and implementing a four-year plan for all students to individually prepare for post secondary education</p> <p>6) Conducting an annual review and update of all ESLR's with their related indicators and Standards</p> <p>7) Developing specific interventions in Reading and Mathematics to allow more students to take advantage of rigorous curriculum offerings.</p>	<ul style="list-style-type: none"> <li>• Curricular Path Action Team</li> <li>• Leadership Team</li> <li>• Parents</li> <li>• Administration</li> <li>• ESLR Team</li> <li>• Department Chairs</li> <li>• Counselors</li> <li>• Departments</li> <li>• Support Staff</li> <li>• Parent Leaders</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Time for teams to develop plans</li> <li>• Staff development</li> <li>• References/resources/expertise in each area</li> <li>• Funds to support necessary modifications</li> <li>• Time for review process</li> <li>• Funds to re-print any changes</li> <li>• Funds to modify any changes needed in Curricular Paths, instruction, staff development, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Completed written description of each improvement efforts B 1-9 described in left column</li> <li>• Departmental plans and report</li> <li>• Student questionnaire</li> <li>• Classroom observations</li> <li>• Revised ESLR chart</li> <li>• FOL Evidence Box</li> </ul>	<p>Develop and implement</p> <ul style="list-style-type: none"> <li>• Study Skills/ homework - 2000 on</li> <li>• Schoolwide climate - 2000 on</li> <li>• High failure students classes - 2000 on</li> <li>• Small group contact tutoring - 2000 on</li> </ul>	<ul style="list-style-type: none"> <li>• Progress report and comments presented to Superintendent in Superintendent Report, to staff, parents and students.</li> </ul>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<p>8) Providing and encouraging increased numbers of parents to participate in leadership roles.</p> <p>9) Providing support for all students' preparation for school to career goals by:</p> <p>a. Defining and expanding course offerings that lead to career as well as college preparation and</p> <p>b) Imbedding school to career strategies into all areas of the curriculum and strengthening community/business/parent collaboration and communication.</p>	<ul style="list-style-type: none"> <li>• Curricular Path</li> <li>• Action Team</li> <li>• Leadership Team</li> <li>• Parents</li> <li>• Administration</li> <li>• ESLR Team</li> <li>• Department Chairs</li> <li>• Counselors</li> <li>• Departments</li> <li>• Support Staff</li> <li>• Parent Leaders</li> <li>• Students</li> </ul>	<ul style="list-style-type: none"> <li>• Time for teams to develop plans</li> <li>• Staff development</li> <li>• References/resources/expertise in each area</li> <li>• Funds to support necessary modifications</li> <li>• Time for review process</li> <li>• Funds to re-print any changes</li> <li>• Funds to modify any changes needed in Curricular Paths, instruction, staff development, and assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Completed written description of each improvement efforts B 1-9 described in left column</li> <li>• Departmental plans and report</li> <li>• Student questionnaire</li> <li>• Classroom observations</li> <li>• Revised ESLR chart</li> <li>• FOL Evidence Box</li> </ul>	<p>Develop and implement</p> <ul style="list-style-type: none"> <li>• Study Skills/ homework - 2000 on</li> <li>• Schoolwide climate - 2000 on</li> <li>• High failure students classes - 2000 on</li> <li>• Small group contact tutoring - 2000 on</li> </ul>	<ul style="list-style-type: none"> <li>• Progress report and comments presented to Superintendent in Superintendent Report, to staff, parents and students.</li> </ul>

Action Steps	Person (s) Responsible	Resources	Assessment	Timeline	Accountability Report of Progress
<p>C. Conduct training and support for each staff member and departmental activities (See A above) and schoolwide activities (See B above)</p>	<ul style="list-style-type: none"> <li>• ESLR Team</li> <li>• Curricular Path Team</li> <li>• Technology Team</li> <li>• Reading Team</li> <li>• Assessment Team</li> </ul>	<ul style="list-style-type: none"> <li>• Time for training and support</li> <li>• Time for ongoing departmental support</li> <li>• Reference/resources/expertise in each area</li> </ul>	<ul style="list-style-type: none"> <li>• Training evaluation forms</li> <li>• Observation of new practices in classroom and school</li> <li>• Departmental minutes</li> <li>• Staff evaluations</li> <li>• FOL Evidence Box</li> </ul>	<p>To be coordinated with A and B.</p>	<p>Progress Report and summary of evaluation to Superintendent</p> <p>Superintendent Report, summary report to staff, parents and students.</p>
<p>D. Provide ongoing monitoring and adjustment of the new departmental and schoolwide modification</p>	<ul style="list-style-type: none"> <li>• ESLR Action Team</li> <li>• Curricular Path Action Team</li> <li>• Technology Action Team</li> <li>• Reading Action Team</li> <li>• Assessment Action Team</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment date from III A and B</li> <li>• Time for committee meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Committee minutes</li> <li>• Adjustments reflected in revised documents</li> <li>• FOL Evidence Box</li> </ul>	<p>To be coordinated with III, A, B, and C.</p>	<p>Summary of evaluation and adjustment to Superintendent, staff, parents and students.</p>

**Huntington Park High School  
Focus on Learning  
Team Responsibility Plan\***

**Leadership Team 1998 - 1999**

Action Plan	Resources	Assessment	Time line
1. Complete FOL self-study and coordinated Visiting Committee visitation.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	Document completed	May 1999
2. Revise 1999-2005 Action Plan and address Visiting Committee recommendations.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	Action Plan completed	June 1999
3. Form organizational chart and Action Teams to initiate follow-up Action Plan and recommendations.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	Organization Chart	May - June
4. Encourage more parents to serve in leadership roles.	<ul style="list-style-type: none"> <li>◦ Parent Center</li> <li>◦ Sparta Speak/Newsletter</li> <li>◦ Advisory Councils</li> <li>◦ Associate Student Body</li> </ul>	Increase membership Action Teams Roster	June - November 1999

\* This is a working plan derived from the HPHS 1999 - 2005 Action Plan, outlining the annual responsibilities of HPHS members. It will be updated in 2000.

Huntington Park High School  
 Focus on Learning  
 Team Responsibility Plan\*

Reading Action Team 1998 - 99

Action Plan	Resources	Assessment	Time line
1. Provide training for 30 staff members to prepare as trainers for full staff.	<ul style="list-style-type: none"> <li>◦ Funding for consultant for training of Trainers Program</li> </ul>	<ul style="list-style-type: none"> <li>◦ Workshop evaluation</li> <li>◦ FOL Evidence Box</li> </ul>	February 1999
2. Pair Action Team members to assist in peer review of new strategies and to become reading leaders in content areas.	<ul style="list-style-type: none"> <li>◦ Time</li> </ul>	<ul style="list-style-type: none"> <li>◦ List of pairs</li> <li>◦ FOL Evidence Box</li> </ul>	May 1999
3. Staff presentation to demonstrate effective reading practices	<ul style="list-style-type: none"> <li>◦ Training time for staff</li> </ul>	<ul style="list-style-type: none"> <li>◦ Workshop agenda</li> </ul>	June 30, 1999

**Huntington Park High School**  
**Focus on Learning**  
**Team Responsibility Plan\***

Technology Action Team 1998 - 99

Action Plan	Resources	Assessment	Time line
1. Provide 30 hours training in use of technology	<ul style="list-style-type: none"> <li>◦ Funding - Digital High School</li> </ul>	<ul style="list-style-type: none"> <li>◦ Survey:               <ul style="list-style-type: none"> <li>-Staff</li> <li>-Student</li> </ul> </li> </ul>	July '98 - June '99
2. Participate in a Cluster 7-day technology training "Generation Think"-Technology Action Plan members.	<ul style="list-style-type: none"> <li>◦ Funding - Digital High School</li> <li>◦ Time</li> </ul>	<ul style="list-style-type: none"> <li>◦ Loti Profile</li> </ul>	July '98 - June '99
3. Create Professional Growth Portfolios as models for student development of portfolios - Technology Action Plan members	<ul style="list-style-type: none"> <li>◦ Expertise</li> <li>◦ Time</li> <li>◦ Technology</li> </ul>		July '98 - June '99
4. Plan solutions for technology implementation issues such as wiring, networking and cabling Technology Action Plan members.	<ul style="list-style-type: none"> <li>◦ Expertise</li> <li>◦ Time</li> <li>◦ Staff assistance</li> </ul>		July '98 - June '99
5. Staff presentation to demonstrate effective practices	<ul style="list-style-type: none"> <li>◦ Staff meeting</li> <li>◦ Time</li> </ul>		June '99

**Huntington Park High School  
Focus on Learning  
Team Responsibility Plan\***

**ESLR Action Team 1999 - 2000**

Action Plan	Resources	Assessment	Time line
<ol style="list-style-type: none"> <li>1. Define the quality accomplishment of ESLR's 1 and 2 and their standards (may begin to discuss ESLR's 3 - 5).</li> <li>2. Continue promoting use of ESLR's/ standards in all classroom instruction and student/parent awareness of ESLR's.</li> <li>3. Develop and initiate annual review of ESLR's and standards.</li> </ol>	<ul style="list-style-type: none"> <li>◦ Reference/resources on each ESLR and Standards</li> <li>◦ Time for Teams to develop plans</li> <li>◦ Time</li> <li>◦ Publications</li> <li>◦ Time/Access to stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>◦ Written description for ESLR's 1 and 2</li> <li>◦ FOL Evidence Box</li> <li>◦ FOL Evidence Box</li> <li>◦ Classroom/Departmental samples</li> <li>◦ Minutes or calendar of review process</li> <li>◦ Resulting ESLR's</li> <li>◦ FOL Evidence Box</li> </ul>	<p>Rough draft completed May 2000 for ESLR's 1 and 2 Full Completion May 2001</p> <p>Ongoing</p>

Huntington Park High School  
 Focus on Learning  
 Team Responsibility Plan\*

Assessment Action Team 1999 - 00

Action Plan	Resources	Assessment	Time line
1. Develop a schoolwide system of assessment with multiple measurement tools for ESLR's 1 and 3 including rubrics, to assess each ESLR, Standards and Reading.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Publication cost</li> </ul>	<ul style="list-style-type: none"> <li>◦ Rubrics</li> <li>◦ Rough draft summary and calendar of assessment activities</li> <li>◦ Completed measurement tools for ESLR's 1 and 2</li> <li>◦ FOL Evidence Box</li> </ul>	Draft completed by May 2000 Completion by May 2001
2. Develop and communicate baseline data on the number of students enrolled in "higher level courses" and the number of students receiving F's in each course throughout the school.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Technology</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Baseline data in written summary</li> <li>◦ FOL Evidence Box</li> </ul>	Feb. 2000
3. Assist each department in developing ongoing departmental and individual teacher systems to assess each student on ESLR's 1 and 2 and Reading, including rubrics and other methods to analyze student work.	<ul style="list-style-type: none"> <li>◦ Training time for staff</li> </ul>	<ul style="list-style-type: none"> <li>◦ Departmental written reports on their plans to provide ongoing assessment of ESLR's 1 and 2 and Reading</li> <li>◦ FOL Evidence Box</li> <li>◦ Rubrics from each department</li> <li>◦ Other samples of analysis of student work from each department</li> </ul>	May 2000  May 2000
4. Define how students can use assessment to strengthen their learning and develop a plan to train teachers and students in using assessment to modify their learning.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Training</li> <li>◦ Resources</li> </ul>	<ul style="list-style-type: none"> <li>◦ Plan for strengthening students use of data to direct their own learning</li> </ul>	May 2000



**Huntington Park High School  
Focus on Learning  
Team Responsibility Plan\***

**Curricular Path Action Team 1999 - 00**

Action Plan	Resources	Assessment	Time Line
<p>1. Develop a plan for schoolwide and departmental development, implementation and staff training of:</p> <ul style="list-style-type: none"> <li>a. Standardization of curriculum</li> <li>b. Alignment of curriculum with ESLR's, Standards and Assessment</li> <li>c. Matching instructional strategies with students' needs and learning styles</li> </ul> <p>2. Develop a plan to assist department chairs in:</p> <ul style="list-style-type: none"> <li>a. Reviewing their departmental curriculum to align with ESLR's, Standards and Assessment.</li> <li>b. Matching instructional strategies with students' needs and learning styles.</li> <li>c. Providing challenging learning experiences that involve problem-solving, collaborative work and meaningful real-world application of knowledge and skills in all classes.</li> <li>d. Imbedding school to career strategies in all curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul> <ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Completed plans for A - C from each department</li> </ul> <ul style="list-style-type: none"> <li>◦ Minutes from departments lesson plans and/or student work to demonstrate elements in #2</li> </ul>	<p>May 2000</p> <p>May 2000</p>

**Huntington Park High School  
Focus on Learning  
Team Responsibility Plan\***

Reading Action Team 1999 - 00

Action Plan	Resources	Assessment	Time line
1. Define the quality accomplishment of Reading and Standards.	<ul style="list-style-type: none"> <li>◦ References/Resources</li> <li>◦ Time</li> </ul>	<ul style="list-style-type: none"> <li>◦ Completed written description approved by staff</li> </ul>	May 2000
2. Conduct Reading training for staff.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Staff Development</li> </ul>	<ul style="list-style-type: none"> <li>◦ Workshop evaluations</li> <li>◦ FOL Evidence Box</li> </ul>	1999 - 2000
3. Begin development of Reading Assessment Plan.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Rough draft of Assessment Plan</li> <li>◦ FOL Evidence Box</li> </ul>	May 2000

**Huntington Park High School  
Focus on Learning  
Team Responsibility Plan\***

Technology Action Team 1999 - 00

Action Plan	Resources	Assessment	Time line
1. Conduct Technology training for all staff in the areas of interdisciplinary projects.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Staff training</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Surveys:               <ul style="list-style-type: none"> <li>- Student</li> <li>- Staff</li> </ul> </li> <li>◦ Loti Profile</li> </ul>	July 2000
2. Coordinate the installation of data collection and information management.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Trained staff</li> </ul>		
3. Infuse technology into the curricula in the following classes:  All academic and elective classes.	<ul style="list-style-type: none"> <li>◦ Expertise</li> <li>◦ Time</li> </ul>		
4. Develop and pilot the use of the electronic portfolio.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>		June 2001

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Department Chairs/Departments 1999 - 2000

Action Plan	Resources	Assessment	Time line
1. Discuss/review major growth areas and long-range Action Plan with Department and discuss/plan initial ways to begin addressing.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Minutes of meeting</li> <li>◦ FOL Evidence Box</li> </ul>	July 1999 - Dec. 1999
2. Discuss ways department will provide/support Reading and Technology.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Minutes of meeting</li> <li>◦ FOL Evidence Box</li> </ul>	July 1999 - Dec. 1999
3. Implement use of reading and technology techniques presented on June 30, 1999 training.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sample student work</li> <li>◦ FOL Evidence Box</li> </ul>	July 1999 - May 2000
4. Continue classroom use and Assessment of ESLR's/Standards.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Sample student work</li> <li>◦ FOL Evidence Box</li> </ul>	July 1999 - June 2000
5. Develop an initial plan for departmental and individual teacher assessment of ESLR's 1 and 2 in Reading, using rubrics and other assessment tools.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Rough Draft Plan</li> <li>◦ FOL Evidence Box</li> </ul>	May 2000
6. Review results of number of students enrolled in "higher level courses" and the number of students receiving F's in each course in the department and identify and implement plans to improve these areas	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Departmental plan</li> </ul>	May 2000

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Administration 1999 - 2000
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Action Plan	Resources	Assessment	Time line
<ol style="list-style-type: none"> <li>1. Continue to develop a system for timely graffiti removal and campus maintenance/cleanliness.</li> <li>2. Continue to seek ways to improve/expand facilities as possible.</li> <li>3. Investigate ways to provide Special Education students access to core materials and textbooks for regular education classes.</li> </ol>	<ul style="list-style-type: none"> <li>◦ District M &amp; O</li> <li>◦ Time</li> <li>◦ B.B. Bond</li> <li>◦ District Resource</li> <li>◦ Textbook Funds</li> <li>◦ Districts</li> <li>◦ Special Ed. Teachers</li> </ul>	<ul style="list-style-type: none"> <li>◦ Plant Manager logs</li> <li>◦ Surveys - Students - Faculty</li> <li>◦ Survey</li> <li>◦ Textbook Inventory</li> </ul>	<p>July 1999 - June 2001</p> <p>July 1999 - June 2003</p> <p>July 1999</p>

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Leadership Team 1999 - 2000

Action Plan	Resources	Assessment	Time line
1. Review progress on long-range Action Plan and provide support as necessary.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Departmental/Action Team Reports</li> </ul>	June 2000
2. Coordinate and calender departmental Action Teams and staff development activities throughout the year.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Departmental/Action Team Reports</li> <li>◦ Master Calender</li> <li>◦ Review of Evidence Box</li> </ul>	June - October
3. Review all school assessment results and develop any plan modification.		<ul style="list-style-type: none"> <li>◦ Review of Evidence Box</li> </ul>	
4. Encourage more parents to serve in leadership roles.	<ul style="list-style-type: none"> <li>◦ Parent Center</li> <li>◦ Community Representative</li> <li>◦ Associate Student Body</li> <li>◦ Agenda</li> <li>◦ Sparta Speak/Newsletter</li> <li>◦ Open House</li> </ul>	<ul style="list-style-type: none"> <li>◦ Agenda</li> </ul>	

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Leadership Team 2000 - 2001

Action Plan	Resources	Assessment	Time line
1. Review progress on long-range Action Plan and provide support as necessary.  2. Coordinate and calendar departmental Action Teams and staff development activities throughout the year.  3. Review all school assessment results and develop any plan modification.  4. Encourage more parents to serve in leadership roles.  5. Develop a plan for Focus Groups to be reconvened to develop a 3 year report for WASC during 2001 - 2002.  6. Develop specific Action Plan for school for 2002 - 2004 following the Focus on Learning Action Plan.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Parent Center</li> <li>◦ Community Representative</li> <li>◦ Associate Student Body</li> <li>◦ Agenda</li> <li>◦ Sparta Speak/Newsletter</li> <li>◦ Open House</li> <li>◦ Leadership Team</li> <li>◦ Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>◦ Departmental/Action Team Reports</li> <li>◦ Departmental/Action Team Reports</li> <li>◦ Review of Evidence Box</li> <li>◦ Plan</li> <li>◦ Organization Chart</li> <li>◦ Action Team Plan</li> </ul>	<ul style="list-style-type: none"> <li>June 2001</li> <li>June 2001</li> <li>June 2001</li> <li>June 2001</li> <li>January 2001</li> <li>January 2001</li> </ul>

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ESLR Action Team 2000 - 2001

Action Plan	Resources	Assessment	Time line
<ol style="list-style-type: none"> <li>1. Complete the definition of quality accomplishment of ESLR's 1 and 2 and their Standards. (May discuss ESLR's 3-5)</li> <li>2. Continue promoting use of ESLR's/Standards in all classroom instruction and student/parent awareness of ESLR's</li> <li>3. Conduct annual review and fine tuning of ESLR and standards.</li> <li>4. Assist departments and staff in fine tuning programs/instruction as a result of new assessment results.</li> <li>5. Assist departments and staff in teaching students to modify/improve their daily learning as a result of classroom assessment results.</li> </ol>	<ul style="list-style-type: none"> <li>◦ Reference/resources</li> <li>◦ Time</li> <li>◦ Staff meeting time</li> <li>◦ Training</li> <li>◦ Coaching</li> <li>◦ Resources</li> <li>◦ Time</li> </ul>	<ul style="list-style-type: none"> <li>◦ Complete written description for ESLR's 1 and 2</li> <li>◦ Approval by staff and district staff designee</li> <li>◦ FOL Evidence Box</li> </ul>	<p>May 2002</p>



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**Assessment Action Team 2000 - 2001**

Action Plan	Resources	Assessment	Time line
<p>1. Complete the Schoolwide system of assessment with multiple measurement tools for ESLR's 1 and 2, including rubrics, to assess each ESLR, Standards and Reading.</p> <p>2. Coordinate collection and schoolwide analysis of:</p> <ul style="list-style-type: none"> <li>◦ Baseline data (see 1999-2000 Assessment # 2)</li> <li>◦ Departmental data on ESLR's 1 and 2 and Reading</li> <li>◦ Samples of ways students are using assessment to improve their own learning</li> </ul>	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Publication Cost</li> </ul> <ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Baseline data collection and analysis by school and departments</li> <li>◦ Student work samples from each department</li> <li>◦ FOL Evidence</li> </ul>	<ul style="list-style-type: none"> <li>◦ ESLR/Standards</li> <li>◦ Superintendent Benchmark</li> </ul>	<p>May 2001</p> <p>May 2001</p>

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**Curricular Path Action Team 2000 - 2001**

Action Plan	Resources	Assessment	Time line
<p>1. Provide training for department chairs/departments in reviewing departmental curriculum to align with ESL.R's, Standards and Assessment, matching instructional strategies with students' needs and learning styles; providing challenging learning experience that include problem solving, collaborative work and meaningful real-world application of knowledge and skills in all classes; imbedding school to career strategies in all curricula</p> <p>2. Research and develop an individual student 4 year plan to support post-secondary and career goals.</p>	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Staff Training</li> <li>◦ Staff involvement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Training agenda</li> <li>◦ Teacher Observation</li> <li>◦ Teacher self-reports</li> <li>◦ Administrator Observations</li> <li>◦ Departmental report</li> <li>◦ FOL Evidence Box</li> </ul>	<p>2000 - 2001</p> <p style="text-align: right;">May 2001</p>
	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Sample 4 year plans</li> <li>◦ Staff involvement</li> </ul>	<ul style="list-style-type: none"> <li>◦ Completed 4 year plan with implementation plan</li> </ul>	

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Reading Action Team 2000 - 2001

Action Plan	Resources	Assessment	Time line
1. Complete the development of the Reading Assessment plan and pilot in classrooms.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Training</li> </ul>	<ul style="list-style-type: none"> <li>◦ Assessment plan and results of the pilot along with revisions for the coming year</li> </ul>	May 2001
2. Continue Reading training for staff.		<ul style="list-style-type: none"> <li>◦ Schedule of 2000-2001 training and report from teachers on implementation of new techniques Dec. 2000</li> </ul>	2000 - 2001
3. Develop specific plan to be implemented between 2001-2005.		<ul style="list-style-type: none"> <li>◦ Reading Improvement Plan for 2001 - 2005</li> </ul>	Dec. 2000

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Technology Action Team 2000 - 01

Action Plan	Resources	Assessment	Time line
1. Conduct Technology training for all staff in the areas of interdisciplinary projects.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Staff training</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Survey:               <ul style="list-style-type: none"> <li>-Student</li> <li>-Staff</li> </ul> </li> <li>◦ Loti Profile</li> </ul>	July 2000
2. Coordinate the installation of data collection and information management.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> <li>◦ Trained staff</li> </ul>		
3. Infuse technology into the curricula in the following classes: All academic and elective classes.	<ul style="list-style-type: none"> <li>◦ Expertise</li> <li>◦ Time</li> </ul>		
4. Develop and pilot the use of the electronic portfolio.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>		June 2001

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Department Chairs/Departments 1999 - 2001

Action Plan	Resources	Assessment	Time line
1. Review Major Growth Areas and Long-range Action Plan; identify continued way to address these growth areas.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Department Minutes and list of plans</li> </ul>	Jan. 2001
2. Implement all techniques provided in staff training.	<ul style="list-style-type: none"> <li>◦ Coaching</li> </ul>	<ul style="list-style-type: none"> <li>◦ Teachers and department self-report</li> </ul>	2000 - 2001
3. Continue classroom use and assessment of ESLR's/Standards.	<ul style="list-style-type: none"> <li>◦ Staff training for new teachers</li> </ul>	<ul style="list-style-type: none"> <li>◦ Annual report on collection and analysis of data related to ESLR's/Standards</li> </ul>	May 2001
4. Implement departmental/school plans and new assessment data to increase student achievement in all ESLR's, Reading, SAT 9 and to increase number of students enrolled in "higher level courses" of students receiving F's in each course.	<ul style="list-style-type: none"> <li>◦ Coaching</li> <li>◦ Time</li> </ul>	<ul style="list-style-type: none"> <li>◦ Annual report on collection and analysis of data related to ESLR's/Standards</li> </ul>	May 2001
5. Develop plans and implement departmental curricular to align with ESLR's, standards, and assessment; matching instructional strategies with students' needs and learning styles; providing challenging learning experiences that include problem-solving, collaborative work, and meaningful real-work application of knowledge and skills in all classes; imbedding school to career strategies in all curricula.	<ul style="list-style-type: none"> <li>◦ Time</li> <li>◦ Expertise</li> </ul>	<ul style="list-style-type: none"> <li>◦ Written departmental plans to complete</li> </ul>	Jan. 2001