

**OAK PARK UNIFIED SCHOOL DISTRICT  
2013-2014 TEACHING AND LEARNING  
MORAL IMPERATIVES**

We believe:

- Every student can learn and will reach their individual potential, when presented with the right opportunity including intervention strategies for students not progressing towards or meeting standards.
- The learning experience will include time for thoughtful reflection so that students learn to value and take pride in their work and understand the processes by which they learn most effectively.
- Learning opportunities should be as authentic as possible and personally meaningful. Students need to explore, create and discover.
- Every student should be encouraged to become independent learners, thinkers and producers.
- Each student’s natural joy of learning needs to be developed in a safe, stable, balanced and nurturing psychological and social environment so that they will become lifelong learners.
- Every student will meet or exceed state standards, which are a floor not a ceiling, and will not in any way restrict creative, imaginative and/or enriching teaching and learning experiences.
- All students should receive instruction that is differentiated. Learning experiences should emphasize depth, complexity, and novelty.
- All students should participate in programs that foster character development, ethical behavior, social responsibility, leadership skills and community service and exhibit the developed skills in all arenas and modes of interaction, including cyberspace.
- We recognize and celebrate diversity and understand it is our obligation to prepare our students with the appropriate tools and skills to live in a global society.
- Technology is one of the tools to enhance the learning experience and should become an internalized method of learning and expression.
- The infusion of technology in the learning environment should not be to the exclusion of the use of cursive handwriting, reading books, painting, drawing, and constructing with authentic materials.
- All aspects of student wellness are of paramount importance. This includes child nutrition, physical fitness, stress reduction and mental health and well-being.

GOALS	ACTION PLANS/MEASURABLE OUTCOMES
1a. Design and implement a successful transition to Common Core standards	<ul style="list-style-type: none"> <li>• Develop a plan that includes material acquisition, professional development, and technology integration.</li> <li>• Explore implementation of Next Generation Science Standards.</li> <li>• Transition from STAR assessments to Smarter Balance</li> <li>• Explore a student data management system.</li> </ul>
1b. Our emphasis on differentiated instruction shall continue so that all of our students experience a challenging learning environment through depth, complexity, and novelty.	<ul style="list-style-type: none"> <li>• Provide more specialized professional development for teachers and staff.</li> <li>• Embed this emphasis into the teacher goal setting and evaluation</li> </ul>

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	<p>process. All instructional staff should have goals related to this.</p> <ul style="list-style-type: none"> <li>• Provide more opportunities for staff who attain expertise in certain areas to train other staff.</li> <li>• Release teachers to observe each other to hone expertise in this area.</li> </ul>
1c. Continue articulation in math between MCMS and OPHS and elementary school and MCMS.	<ul style="list-style-type: none"> <li>• Math articulation committee (K-12) will focus this year on transitions from grades 5 to 6 and 8 to 9.</li> <li>• Implement the Key Math Program at secondary level</li> <li>• Set new math benchmarks for elementary level</li> </ul>
1d. Provide opportunities for students that will guide their future education/career choices, including college and career counseling at our high schools, vocational, technical arts and ROP classes, while increasing the percentage of students attending four year colleges.	<ul style="list-style-type: none"> <li>• Maintain the college/career counseling position at OPHS as a priority despite budget issues if possible.</li> <li>• Implement new independent project program at OPHS, OPIS &amp; OVHS.</li> <li>• Encourage more students to opt for 4-year colleges upon graduation from high school and ensure proper guidance throughout a student's academic career.</li> <li>• Explore a post-graduation tracking program to determine post-secondary school success using the Naviance module.</li> <li>• 9<sup>th</sup> &amp; 10<sup>th</sup> grade parent &amp; student College &amp; Career education to create a 4-year plan for students</li> <li>• Continue to expand the use of Naviance</li> <li>• Naviance is being introduced to freshman.</li> </ul>
1e. STEM instruction will emphasize experiential learning at all grade levels.	<ul style="list-style-type: none"> <li>• Expand I2I, QuikScience and other programs to involve more students and teachers.</li> <li>• Continue to train newly hired math and science teachers on the use of new advanced SmartBoards.</li> <li>• Continue marine science focus at all levels.</li> <li>• Offer new Environmental Explorers, Computer Programming &amp; Robotics electives @MCMS.</li> <li>• Continue to offer opportunities to participate in robotics, rocketry and solar boat teams and competition.</li> <li>• Offer Introductory &amp; AP Computer Programming @ OPHS.</li> </ul>
1f. Continue to define, communicate and more fully implement GATE program.	<ul style="list-style-type: none"> <li>• Update the GATE brochure.</li> <li>• Encourage more professional development for staff and offerings for</li> </ul>

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	<ul style="list-style-type: none"> <li>parents.</li> <li>• Continue to articulate and expand the enrichment opportunities available to students at all of the schools.</li> <li>• Ensure that the three pillars of a quality GATE program are in place at all levels: Differentiation, Acceleration, and Enrichment.</li> <li>• Encourage expanded parent participation on GATE DAC</li> </ul>
1g. Intervention programs will be available to students in reading, writing and mathematics at all levels to ensure that all students are meeting standards in literacy and numeracy.	<ul style="list-style-type: none"> <li>• Math intervention program currently in place at grade 6 will be expanded to grade 7 at MCMS.</li> <li>• Explore a software program to better identify students who require intervention and help prescribe the types of intervention needed.</li> <li>• OPHS will continue to reduce the % of students enrolled in lower level math classes and instead provide intervention in the regular math classes.</li> <li>• Implement computer diagnostic assessments across scope &amp; sequence of OPHS Math curriculum.</li> <li>• Create a Math Skills Computer Adaptive Learning Lab to facilitate student acceleration through scope &amp; sequence.</li> <li>• OVHS CASHEE Algebra &amp; Geometry online support.</li> <li>• OPIS is implementing <i>Teaching Texts</i> Math program.</li> </ul>
1h. A district-wide plan for environmental awareness will continue to be developed including combined efforts of actions at home, school and in the community.	<ul style="list-style-type: none"> <li>• EEAC will plan events and areas of focus throughout the school year including community field trips.</li> <li>• Recycling programs will be expanded at all levels.</li> <li>• Science enrichment programs will emphasize environmental science.</li> <li>• Energy conservation will be monitored and quantified.</li> <li>• Training for Environmental Education Initiative will begin.</li> <li>• Emphasis on water conservation.</li> <li>• District-wide “No Idling” campaign.</li> <li>• Incorporate student learning opportunities into Prop. 39 projects.</li> </ul>
1i. Continue to offer arts programs that will emphasize creativity, skill development, and universal participation in all areas of the visual and performing arts.	<ul style="list-style-type: none"> <li>• Continue restructuring &amp; coordinating the elementary art and music programs.</li> <li>• Promote music program at OPHS including a marching band.</li> </ul>
1j. Continue all programs that emphasize wellness and balance.	<ul style="list-style-type: none"> <li>• Child nutrition program will continue to improve food quality and serve more natural food and vegetarian options.</li> <li>• Support new Animal Rights Club at OPHS</li> </ul>

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	<ul style="list-style-type: none"> <li>• Uniformity and balance of the student workload will continue to be reviewed.</li> <li>• Support EEAC theme for this year: Making Peace with Natural World: Peace Begins on Our Plates.</li> <li>• Continue to monitor student stress levels and overall balance.</li> <li>• Support the Stanford University <i>Challenge Success program</i> at OPHS and MCMS.</li> <li>• Counselors will continue to develop a Crisis Response Tool for students at risk. Increase professional development in this area of student response.</li> <li>• Continue implementing TUPE (Tobacco Use Prevention Education) in Gr.6-12</li> </ul>
<p>1k. Our athletic programs will develop leadership, teamwork, and individual athletic potential.</p>	<ul style="list-style-type: none"> <li>• Expand athletic opportunities for students by adding additional sports &amp; levels to programs already in place.</li> <li>• Develop positive leadership skills in athletics.</li> <li>• National Federation of State High School Associations, Fundamentals of Coaching course required for new coaches.</li> <li>• Continue administrative oversight of team sports</li> <li>• More flexibility will be available in terms of P.E. credit for in school and out of school athletics.</li> </ul>
<p>1l. Our special education programs will provide the best possible outcomes in terms of meeting the specific needs of each child.</p>	<ul style="list-style-type: none"> <li>• Continue specialized staff development for special education teachers, including increasing the number of teachers who have earned the Autism Authorization.</li> <li>• Offer staff development opportunities for general education teachers in specialized instructional strategies for learners with disabilities.</li> <li>• Expand targeted professional development for instructional aides, to include district-level and county-level trainings.</li> <li>• Increase articulation between sites for transitioning students.</li> <li>• Implement a parent education component that addresses the supports available as students' transition from one site to another.</li> <li>• Provide general education teachers with additional professional development for pre-referral interventions for at-risk students.</li> <li>• Continue district-wide coordination of aide assignments to best serve</li> </ul>

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	<p>students.</p> <ul style="list-style-type: none"> <li>• Structured social skills groups across school sites.</li> </ul>
<p>1m. Counseling programs at all levels will be supported in order to meet the social and emotional needs, academic and career counseling of all students, as well as parent education. Anti-bullying strategies will be embedded in the program at each school. Stronger anti-bullying programs at elementary schools and middle school.</p>	<ul style="list-style-type: none"> <li>• Continue to monitor the success of the Safe School Ambassadors program at MCMS.</li> <li>• Authentic learning opportunities for students to implement to improve school climate @MCMS.</li> <li>• Elementary counselor will present an anti-bullying assembly. This supports an integrated program to address bullying at the elementary level.</li> <li>• Courses will continue to be offered for elementary and pre-school parents in child development and other topics and explore options for parents of secondary students.</li> <li>• Elementary counselor will continue 'recess groups.'</li> <li>• Maintain counseling positions at all levels despite budget cuts if possible.</li> <li>• Explore the development of an Honor Code across the district.</li> </ul>
<p>1n. We will continue to offer more opportunities for our students to attain proficiency in other languages and continue to evaluate the structure of our modern language programs.</p>	<ul style="list-style-type: none"> <li>• Continue to offer the Chinese (Mandarin) language program</li> <li>• Support the International Gala and other programs that celebrate the cultural diversity of our students.</li> <li>• Provide more authentic learning experiences in language classes.</li> </ul>
<p>1o. Develop elementary technology standards.</p>	<ul style="list-style-type: none"> <li>• Articulate programs at the three elementary schools that center on a single group of outcomes.</li> <li>• Exit skills and outcomes will be identified.</li> <li>• Develop technology standards at the three elementary schools that are consistent.</li> <li>• Support requirements for Smarter Balance assessments</li> </ul>
<p>1p. Implement a shift in the emphasis of technology from how you use a specific computer program to how do I solve a problem, how do I answer a question, or how do I make something using technology. Imbed the use of technology in students' analytical, critical and creative thinking.</p>	<ul style="list-style-type: none"> <li>• Review and define Technology course descriptions, prerequisites &amp; requirements <ul style="list-style-type: none"> <li>○ Create/adapt curriculum to utilize authentic learning experiences.</li> </ul> </li> <li>• Review technology/computer graduation requirements.</li> </ul>
<p>1q. Update Technology Plan annually to assure it aligns with curricular goals.</p>	<ul style="list-style-type: none"> <li>• Review and update the Technology Plan annually.</li> </ul>

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1r. Greater emphasis on creating an environment that maximizes the potential of each child, including increased recognition of day-to-day learning.

- Continue to recognize students for a variety of achievements at all levels. For example, teachers choose a few students for recognition at a monthly school assembly and achievement.