

**OAK PARK UNIFIED SCHOOL DISTRICT
2014-2015 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, personally meaningful and intrinsically motivating. 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 and compassionate 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.
- Students should be helped to recognize the difference between societal norms that are self-destructive, self-focused, and promote consumerism and materialism, and those that promote respect for ourselves, each other, our differences, and care for all living beings.

GOALS	ACTION PLANS/MEASURABLE OUTCOMES
1a. Ensure a successful transition to Common Core standards	<ul style="list-style-type: none"> • Develop a plan that includes material acquisition, professional development, and technology integration. • Explore implementation of Next Generation Science Standards. • Transition from STAR assessments to Smarter Balance
1b. Continue our emphasis on differentiated instruction so that all of our	<ul style="list-style-type: none"> • Provide more specialized professional development for teachers and

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<p>students experience a challenging learning environment through depth, complexity, and novelty.</p>	<p>staff.</p> <ul style="list-style-type: none"> • Embed this emphasis into the teacher goal setting and evaluation process. All instructional staff should have goals related to this. • Provide more opportunities for staff who attain expertise in certain areas to train other staff. • Release teachers to observe each other to hone expertise in this area.
<p>1c. Ensure that there is a smooth transition in math between elementary and middle school, and middle and high school inclusive of all students at all levels.</p>	<ul style="list-style-type: none"> • Math articulation committee (K-12) will focus this year on transitions from grades 5 to 6 and 8 to 9. • Implement a math intervention program at secondary level • Set new math benchmarks for elementary level as part of the new textbook adoption <i>Go Math</i>. • A committee will be formed to look at new materials for grades 6-12.
<p>1d. Help our students find and pursue their passion.</p>	<ul style="list-style-type: none"> • Ensure resources are made available in student decision-making. • Implement independent project program at OPHS, OPIS & OVHS. • Encourage more students to opt for 4-year colleges upon graduation from high school and ensure proper guidance throughout a student's academic career if this is their chosen path. If this is not the chosen path, help students to find one and start them on their way. • If a 4-year college is their chosen path, then during annual counselor meetings, review progress towards UC a-g/Cal state requirements. • The National School Clearing House program will be used to track post-secondary school data.
<p>1e. STEM instruction will emphasize experiential learning at all grade levels.</p>	<ul style="list-style-type: none"> • Expand I2I and look at other programs and competitions to involve more students and teachers. • Find ways to integrate marine science into the existing program and provide more opportunities for students to learn about and participate in protecting the ocean environment. • Offer environmental, computer, robotics and rocketry electives at MCMS. Continue to support participation in robotics, rocketry and solar boat teams at OPHS. • Continue to offer Introductory & AP Computer Programming @ OPHS. • Integrate Science Specialist in STEM instruction at all grade levels.

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	<ul style="list-style-type: none"> • Begin implementation and training for the Next Generation Science Standards at all levels. • Examine a sustainable agricultural science program, K-12.
1f. Continue to define, communicate and enhance the GATE program.	<ul style="list-style-type: none"> • Publish and disseminate the new GATE brochure. • Encourage more professional development for staff and offerings for parents including residential summer programs at the national centers. • Continue to articulate and expand the enrichment opportunities available to students at all of the schools. • Ensure that the three pillars of a quality GATE program are in place at all levels: Differentiation, Acceleration, and Enrichment. • Encourage expanded parent participation on GATE DAC
1g. Intervention programs will be available to students in reading, writing and mathematics at all levels.	<ul style="list-style-type: none"> • Math intervention program currently in place at grade 6 will be expanded to grade 7 and 8 at MCMS. • OPHS will continue to reduce the % of students enrolled in lower level math classes and instead provide earlier intervention for those not meeting graduation requirements to allow concurrent progress in all areas. • Implement computer diagnostic assessments across scope & sequence of OPHS Math curriculum. • Create a Math Skills Computer Adaptive Learning Lab to facilitate student acceleration through scope & sequence. • OVHS will offer CAHSEE math and language arts classes. • OPIS is implementing <i>Teaching Texts</i> Math program and Khan Academy access.
1h. The district shall embrace global stewardship and integrate environmental awareness throughout the curriculum at all levels.	<ul style="list-style-type: none"> • EEAC will plan events and areas of focus throughout the school year. • Create learning opportunities about renewables. • Help students make the connection between food and the environment, hunger, food insecurity and poverty locally, nationally, and globally. • Recycling programs will be expanded at all levels to include food waste composting, 100% recycling of paper and other items to take us toward Zero Waste. • Science enrichment programs will emphasize environmental science.

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	<ul style="list-style-type: none"> • Energy conservation will be monitored and quantified. Students will learn about new renewable energy projects. • Students will learn about water and water conservation and develop and participate in projects to save water at each school site. • Training for Environmental Education Initiative will begin through the District Science Specialist. • Promote awareness of animal welfare issues and help students develop compassion for people, animals, and the diversity of life on earth.
<p>1i. Offer a more student -centered art program that emphasizes individual creativity and self-expression.</p>	<ul style="list-style-type: none"> • Continue restructuring & coordinating the elementary art and music programs. • Promote music program at OPHS including a marching band. • <i>Work with Friends of Oak Park Schools to develop more enriching visual arts programs at the elementary schools.</i>
<p>1j. Continue all programs that emphasize wellness and balance.</p>	<ul style="list-style-type: none"> • Child nutrition program will continue to improve food quality and serve more natural and organic food and plant-based menu items. • Develop a sustainable agriculture program in K-12. • Uniformity and balance of the student workload will continue to be reviewed, particularly as it relates to assigned homework, projects, and assignments. • Support EEAC theme for this year: Making Peace with Natural World: Peace Begins on Our Plates. • Continue to monitor student stress levels and overall balance. • Challenge Success Committees will continue to develop and implement processes and programs to reduce student stress. • Examine various calendar options that reduce student stress. • Counselors will continue to develop a Crisis Response Tool for students at risk. Increase professional development in this area of student response. • Continue implementing TUPE (Tobacco Use Prevention Education) in Gr.6-12 and include the dangers of e-cigarettes and marijuana.
<p>1k. Our athletic programs will develop leadership, teamwork, and individual athletic potential.</p>	<ul style="list-style-type: none"> • Support the new elementary physical education program that will include wellness and nutrition education in addition to teaching students about being physically active for life.

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	<ul style="list-style-type: none"> • Expand athletic opportunities for students by adding additional sports & levels to programs already in place. • Develop positive leadership skills in athletics. • Continue to require the National Federation of State High School Associations, Fundamentals of Coaching course for new coaches. • Continue administrative oversight of team sports and coaches. • More flexibility will be available in terms of P.E. credit for in school and out of school athletics. • Ensure that athletic participation is linked to safety, and positive well being for life.
<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"> • Continue specialized staff development for special education teachers, including increasing the number of teachers who have earned the Autism Authorization. • Offer staff development opportunities for general education teachers in specialized instructional strategies for learners with disabilities. • Increase articulation between sites for transitioning students. • Implement a parent education component that addresses the supports available as students’ transition from one site to another. • Provide general education teachers with additional professional development for pre-referral interventions for at-risk students. • Continue district-wide coordination of aide assignments to best serve students. • Structured social skills groups across school sites. • Increase support to students receiving behavioral support services and ensure earliest possible intervention.
<p>1m. Counseling programs at all levels will be supported in order to meet the social and emotional, academic and career counseling needs of all students, and include parent education <i>as necessary</i>.</p>	<ul style="list-style-type: none"> • Anti-bullying programs will be implemented at all school sites. • Anti-bullying strategies will be embedded in the program at each school. Stronger anti-bullying programs at elementary schools and middle school. • Promote programs and workshops that teach acceptance, empathy and appreciation and respect of differences. • Ensure values transfer to after school programs that OPUSD children attend such as Rancho Simi AM/PM, PTA after school programs, etc. • Expand counseling programs as much as possible to improve the

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	<p>counselor:student ratio at all levels.</p> <ul style="list-style-type: none"> • Expand our relationship with the ADL <u>No Place for Hate</u> program at the secondary schools. • Look at programs that promote digital citizenship at all levels. • Develop an Honor Code across the district.
1n. Help students recognize they are part of a global community.	<ul style="list-style-type: none"> • Support the International Gala/International Day merger and other programs that celebrate the cultural diversity of our students <i>at all levels</i>. • Develop a Community Service program that recognizes students for their meaningful efforts that demonstrate compassion for people, animals, and the environment.
1o. Develop elementary technology standards.	<ul style="list-style-type: none"> • Develop technology standards at the three elementary schools that are consistent and that include digital citizenship. • Support requirements for Smarter Balance assessments
1q. Ensure the use of technology aligns with curricular goals.	<ul style="list-style-type: none"> • Review and update the Technology Plan annually as it applies to funding and implementation of programs. • Involve the Technology Committee and the Tech TOSA in developing the implementation plans.
1r. Create an environment where the potential of each child can be realized, that promotes life-long learning and habituates socially responsible actions.	<ul style="list-style-type: none"> • 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. • Recognize students with service seal/recognition district wide. • Pursue the idea of an annual scholarship offered by Friends of Oak Park Schools related to this concept.