

OAK PARK UNIFIED SCHOOL DISTRICT 2015-2016 TEACHING AND LEARNING MORAL IMPERATIVES

- Every student can learn, will reach their individual potential and will meet or exceed the New California 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 lifelong learners, thinkers and producers and stay true to themselves.
- Each student's natural joy of learning needs to be developed in a safe, stable, balanced and nurturing psychological and social environment.
- 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, acceptance ethical and compassionate behavior, social responsibility, community service and global stewardship, 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, but should not be emphasized to the exclusion 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	ACTIONS PLANS/MEASURABLE OUTCOMES
1a. Ensure continued success with the Common Core/New California Standards, including continued communication to parents regarding the meaning of common core state standards, SBAC testing and scores.	<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 • Provide staff development in using EADMS to create and administer standards aligned assessments. • Help define the role of parents in the implementation of the New California Standards.

GOALS	ACTIONS PLANS/MEASURABLE OUTCOMES
<p>1b. Continue our emphasis on differentiated instruction so that all of our students experience a challenging learning environment through depth, complexity, and real world applications.</p>	<ul style="list-style-type: none"> • Provide more specialized professional development for teachers and staff. • Embed this emphasis into all teacher goal setting and evaluation processes • All instructional staff should have goals related to this. • Provide more opportunities and time for staff to share with one another best practices and expertise across all areas, such as visiting each other's classrooms, conducting workshops and e-learning. • Release teachers to observe each other to hone expertise in this area. • Explore internships for our students at the secondary level. • Bring in outside and community resources. • Design new or additional field experiences for students at all levels. • Expand student interns for Technology Department • Establish a new intensive OVHS career exploration program for all 11th graders. • Expand STEAM night program and career exploration opportunities. • Expand Odyssey of the Mind program K-8 and look for alternatives to the I2I program.
<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, including a focus on benchmarks for transition to the next level.</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. • Set new math benchmarks for elementary level as part of the textbook pilot of Go Math. • A committee will be formed to look at new materials for grades DK-12. • Strengthen intervention program at secondary level. • Use EADMS to create multiple measures for Math diagnostics. • Use EADMS to create standards aligned benchmark assessments • High School will convert to using iXL for math intervention program.
<p>1d. Help our students find and pursue their passion</p>	<ul style="list-style-type: none"> • Ensure students are made aware of a variety of resources, including financial, for college and career decision-making • 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 a 4-year college is their chosen path, then during annual counselor meetings, review progress towards UC a-g/ Cal State requirements. • Explore individual aspects of the AVID program for applicability to identified Oak Park students. • The National Clearing House program will be used to track post-secondary school data.

OAK PARK UNIFIED SCHOOL DISTRICT 2015-2016 TEACHING AND LEARNING MORAL IMPERATIVES (continued)

GOALS	ACTIONS PLANS/MEASURABLE OUTCOMES
<p>1e. STEAM instruction will have an overreaching plan with emphasis at all levels on experiential learning and will support the NGSS to serve as a foundation or academic success.</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 at OPHS. • Integrate Science Specialist in STEAM instruction at all grade levels. • Begin implementation and training for the Next Generation Science Standards at all levels. • Examine a sustainable agricultural science program, K-12. • Continue to expand and develop Career Pathways through VC Innovates consortium. • Expand STEAM Night, Science Nights at the schools, garden program and other such experiences.
<p>1f. Continue to define, communicate and enhance GATE program.</p>	<ul style="list-style-type: none"> • Support the Odyssey of the Mind program at the K-8 levels. • 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. • Encourage or incentivize teachers to complete District level GATE certification. • Better communicate the OPUSD GATE program to parents.
<p>1g. Intervention programs will be available to students in reading, writing and mathematics at all levels.</p>	<ul style="list-style-type: none"> • Explore new models for math intervention program at grades 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. • Pilot a systematic response to intervention program at the elementary level. • Implement computer diagnostic assessments across scope & sequence of OPHS Math curriculum. • Research a new literacy intervention program at MCMS. • Create a Math Skills Computer Adaptive Learning Lab to facilitate student acceleration through scope & sequence. • OPIS is reviewing a math program that will implement new California Math Standards and continuing Khan Academy access.

OAK PARK UNIFIED SCHOOL DISTRICT 2015-2016 TEACHING AND LEARNING MORAL IMPERATIVES (continued)

GOALS	ACTIONS PLANS/MEASURABLE OUTCOMES
<p>1h. The district shall embrace global stewardship and integrate environmental awareness throughout the curriculum at all levels.</p>	<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. • 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. Ensure that STEAM instruction includes a robust arts program, including performing, instrumental, media, technical and visual art forms, and 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. • Prepare for the development of an orchestral program at the high school. • Work with Friends of Oak Park Schools to develop more enriching visual arts programs at the elementary schools.
<p>1j. Continue the district wide emphasis on wellness and balance, and the development of new strategies to reduce stress and a plan to monitor the ongoing impact. Innovate in the area of thought leadership on the subject and drive a common vision throughout all levels of the district.</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. • Concise and consistent communication and implementation of the Wellness Policy across all sites. • Develop a sustainable agriculture program K-12. • Uniformity and balance of the student workload will continue to be reviewed, particularly as it relates to the quantity and quality of assigned homework and projects. • Support EEAC theme for this year: Making Peace with the Natural World. • Continue to monitor student stress levels, attendance, and overall balance through the Healthy Kids survey and Safe Kids Task Force. • Challenge Success Committees will continue to develop and implement process and programs to reduce student stress • Incorporate Challenge Success recommendations into the high school WASC action plan. • Explore stress reduction strategies at the Elementary level that includes students, parents, and teachers. • Continue implementing TUPE (Tobacco Use Prevention Education) in Grades 6-12 and include the dangers of e-cigarettes and marijuana.

OAK PARK UNIFIED SCHOOL DISTRICT 2015-2016 TEACHING AND LEARNING MORAL IMPERATIVES (continued)

GOALS	ACTIONS PLANS/MEASURABLE OUTCOMES
<p>1k. Refine our athletic programs to ensure they emphasize and develop leadership, teamwork, diversity, 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. • 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 and follow a CIF Code of Ethics for 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. Continue to offer special education programs that 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. • Expand targeted professional development for instructional aides, to include district-level and county-level trainings. • 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 needs, academic and career counseling of all students, as well as parent education.</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, such as the Peaceful Playground project. • Continue MCMS-WEB (Where Everyone Belongs) 6th grade transition and cross grade mentoring, implementing Peer Leadership Uniting Students. • Promote programs and workshops that teach acceptance, empathy and appreciation and respect for 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 counselor: student ratio at all levels. • Expand our relationship with the ADL No Place for Hate program at the secondary schools. • Look at programs that promote digital citizenship at all levels. • Establish a committee to develop an Honor Code across the district. • Define the role of the new counselor of special programs at OPHS.

OAK PARK UNIFIED SCHOOL DISTRICT 2015-2016 TEACHING AND LEARNING MORAL IMPERATIVES (continued)

GOALS	ACTIONS PLANS/MEASURABLE OUTCOMES
1n. Develop programs that celebrate and encourage diversity, self-respect, and recognition of each student's role in the 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 at all levels. • Develop a Community Service program that recognizes students for their meaningful efforts that demonstrate compassion for people, animals, and the environment with a focus on appropriate forums and nomination process at each school site.
1o. Develop K-12 technology standards.	<ul style="list-style-type: none"> • Develop and pilot technology standards K-12 that combine digital citizenship, New California Standards, and Next Generation Science Standards. • Support requirements for Smarter Balanced assessments
1q. Ensure the use of technology aligns with curricular goals that the integration of technology is paced appropriate, and that the efficacy of the TOSAs are monitored.	<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 TOSAs in developing the implementation plans. • Development of grade by grade technology standards that combine technology, digital citizenship, New California Standards, and Next Generation Science Standards ensuring they align with the district curricular goals. • Begin piloting 1-to-1 mobile devices in certain classrooms around the district (TechLITEs). • Explore different models of integration utilizing a variety of device types in the same teaching environment.
1r. Create an environment where the potential of each child can be realized and 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