

GOALS 2017-2018

OAK PARK UNIFIED SCHOOL DISTRICT TEACHING AND LEARNING MORAL IMPERATIVES

We believe that every Student

Will Learn and Exceed California State Standards

- By offering learning opportunities that are as authentic as possible, personally meaningful and readies them for the 21st century
- By providing programs that emphasize creativity and participation in the Arts
- By providing this in a safe, stable, balanced and nurturing environment

Will Reach Their Individual Potential

- By empowering Students to explore, create, discover and reflect
- By encouraging students to become independent lifelong learners, thinkers and producers
- By ensuring the well-being of the whole child including nutrition, physical fitness, stress management and mental health

Will Become a Compassionate and Creative Global Citizen

- By recognizing, celebrating and embracing diversity, inclusiveness and personal beliefs
- By fostering character development, acceptance, ethical and compassionate behavior, social responsibility, community service and global stewardship

No.	GOALS	ACTION PLANS/MEASURABLE OUTCOMES	ASSESSMENTS	DATE UPDATED
1A.	Provide differentiated and inquiry based instruction so that all of our students (including GATE and Special Education) experience a challenging learning environment through depth, complexity, and real world applications. Create a learning environment that encourages achievement and lifelong learning where students can find and pursue their passion, and maximize the likelihood that every student will reach their individual potential.	<ul style="list-style-type: none">→ Provide professional development that balances teacher choice with common instructional practices in order to offer a more cohesive program across schools, departments, and grade levels.→ Encourage more professional development for staff and offerings for parents that include Critical Thinking Instructional methodologies, strategies, and approaches, at residential summer programs and Local and National Gate conferences and workshops.→ Embed this emphasis into all teacher goal setting and evaluation processes.→ Provide more opportunities and time for staff to share with one another best practices and expertise across all areas, such as cross-school collaborations, visiting each other's classrooms, conducting workshops and e-learning, and the Demonstration Day at MCMS.→ Continue to build a CTE program that allows students to pursue their passions and interests in meaningful ways, including internships, community resources, field trips, and authentic experiences.→ Expand student interns for Technology Department.		

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| | <ul style="list-style-type: none"> → Continue intensive OVHS career exploration program for all 11th graders. → Expand STEAM program and career exploration opportunities. → Find more bell to bell opportunities for creative, advanced and hands on activities for students in a variety of learning pursuits. → 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.□ → Review the process for GATE certification and any incentives for achieving this.□ → Better communicate the OPUSD GATE program to parents and staff including showcasing best practices in teaching and learning. → Ensure students and parents are made aware of the variety of resources, available for college and career decision-making. → Ensure students understand their college options, and are provided information and support to make college decisions that take into account their academic, financial, and personal goals. If a 4-year college is a potential path, then during annual counselor meetings, review progress towards UC a-g/Cal State requirements. → Continue to implement CP courses at OVHS. → The National Clearing House program will be used to track post-secondary school data. → Continue specialized staff development for special education teachers with an emphasis on evidence-based practices. → Offer staff development opportunities for general education teachers to ensure successful access to the curriculum for students with learning differences. → Continue targeted professional development for instructional aides to include district-level and county-level trainings. → Continue articulation between sites for transitioning students. → Continue to 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. → Continue structured social skills groups across school sites, using successful in | | |
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		<p>place programs as a model for other schools as a way to promote our climate of care.</p> <ul style="list-style-type: none"> → Continue to provide behavioral and emotional support services and ensure earliest possible intervention. → Continue to recognize students for a variety of achievements at all levels. For example, posting student success on district social media, and recognition in video announcements and student newspapers. → Recognize students with service seal/recognition district wide. → Pursue the idea of an annual scholarship offered by the Oak Park Education Foundation. → Teaching and modeling socially responsible habits by recycling in each classroom district wide, sorting food waste for composting and recycling in lunch areas at each site district wide. 		
1B.	Continue emphasis on integrating state accountability standards, including effective implementation of Reading and Writing Workshop (RWW), continued communication to parents regarding the meaning of the California state standards, CAASSP testing and scores.	<ul style="list-style-type: none"> → Support the implementation of math instructional materials, professional development, and technology integration. → Support the K-5 implementation of Reading and Writing Workshop through coaching support and professional development. → Continue aide support and smaller class sizes for students in the ELA Support Core classes at MCMS. → Support the transition to digital materials for ELA at OPHS. → Develop a comprehensive math instruction plan for OPIS/OVHS. → Use a Science Articulation Team to evaluate materials, identify professional development needs, and create a comprehensive NGSS scope and sequence. → Continue to encourage and support articulation between and among schools, grade levels, and departments. → Provide staff development in using tools, such as EADMS and FastBridge, to create and administer standards-aligned formative and benchmark assessments. → Provide regular reports to the Board regarding implementation of RWW. → Provide the Board the opportunity of RWW Visits and Observations. → Continue to communicate with parents about the implementation of the California Standards. → Continue to discuss the creation of a cumulative digital learning portfolio for all students K-12, including alternative forms of grading for K-5. → Implement Math materials for Middle and High School at OPIS. 		

		<ul style="list-style-type: none"> → Provide communication to parents and the community regarding CAASPP results, the CA School Dashboard, and new instructional initiatives in the district. 		
1C.	Develop a comprehensive math articulation plan to be implemented at the beginning of the 2018-2019 school year.	<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. → Evaluate and improve intervention program at elementary and secondary level. → Use digital tools, such as EADMS to create multiple measures for Math diagnostics. → Use tools such as EADMS to create standards aligned benchmark assessments. → High School will convert to using ALEKS for math intervention program. → Oak Park Independent School will convert middle and high school math program to ALEKS. → Update our school websites and develop a parent communication plan about math placement for grades 6-12. 		
1D.	Intervention programs will be available to students in reading, writing and mathematics at all levels.	<ul style="list-style-type: none"> → Expand new models for math intervention program at grades 7 and 8 at MCMS. → OPHS will continue efforts to design and implement math placement and intervention procedures to increase the percentage of students enrolled in higher level math classes. → Evaluate the Pilot of a systematic response to intervention program at the elementary level that targets individual skills deficits. → Evaluate other models of intervention for literacy and math in grades K-5. → Use diagnostic formative and summative standards-based assessments across scope and sequence of OPHS Math curriculum. → Continue the Math Skills Computer-Adaptive Learning Lab to facilitate student acceleration through Math scope & sequence. 		

<p>1E.</p>	<p>The district shall embrace global stewardship, integrate environmental awareness throughout the curriculum at all levels, and incorporate learning opportunities with Green Improvements.</p>	<ul style="list-style-type: none"> → EEAC will plan events and areas of focus throughout the school year. → Create learning opportunities about the 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. → Promote awareness of animal welfare issues and help students develop compassion for people, animals, and the diversity of life on earth. → Continue the Integrated Pest Management programs at all school sites. → Integrate content standards into school garden instructional activities. → Explore a learning curriculum tied to recent environmental investment including districtwide solar. 		
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<p>1F.</p>	<p>Emphasize a robust Arts component in all instruction including performing, instrumental, media, technical and visual art forms, which emphasizes individual creativity and self-expression.</p>	<ul style="list-style-type: none"> → Continue restructuring & coordinating the elementary Art and Music programs. → Continue to promote and develop instrumental music program at OPHS, which includes a marching band color guard and strings orchestra. → Work with the Oak Park Education Foundation to develop more enriching visual arts programs at the elementary schools. → Encourage arts integration across the curriculum at K-8. → Explore funding sources to fully support regular instruction and integration of the visual arts in the elementary schools. → Convene a study session to evaluate our current arts program, explore different avenues to effectuate the further incorporation of the arts, and identify funding. → 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 at OPHS. → Continue to offer Introductory & AP Computer Programming at OPHS. → Examine a sustainable agricultural science program, K-12. → Continue to expand and develop Career Pathways through VC Innovates consortium. → Expand garden program and other such experiences. 		
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<p>1G.</p>	<p>Continue the district wide emphasis on wellness and balance, the development of new and innovative strategies to reduce stress, to monitor the ongoing impact, and integrate wellness and balance fully into the district's culture and philosophy.</p>	<ul style="list-style-type: none"> → Re-administer Challenge Success survey to measure changes from initial survey → Curriculum Council, with input from all stakeholders, will recommend revisions to the District's Homework policy with a plan to implement a revised policy beginning in the 18-19 school year. → Explore animal therapy as a stress management strategy. → Add pertinent questions to SKTF survey. → Student Nutrition program to continue to improve food quality and serve more natural and organic food and plant-based menu items. → Integrate health education into the existing academic curriculum at all schools. → Director of Food Services to report to the Board bi-annually. → Evaluate and potentially adjust the existing high school Health curriculum to ensure alignment with District Goals and Policy. → Provide concise and consistent communication and implementation of the Wellness Policy across all sites. → Provide support to parent and student groups to help them understand and interpret the Wellness Policy and legal restrictions for serving food. → Continue to review uniformity and balance of the student workload, particularly quantity, quality, and benefit of assigned homework and projects. → Support EEAC theme for this year: Oceans. → Continue to monitor student stress and wellness through the Healthy Kids survey, Challenge Success survey and Safe Kids Task Force. → Expand Girls' Empowerment Counseling group at OVHS/OPIS. → Expand counseling group opportunities from Ventura County Behavioral Health at OPIS/OVHS. → Implement the action items relating to student stress as written in the OPHS WASC action plan. → Promote the use of stress reduction strategies District-wide, to parents, staff and students. → Continue implementation of TUPE (Tobacco Use Prevention Education) in Grades 6-12 and include the dangers of e-cigarettes, vaping devices, and marijuana. 		
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1H.	Continue to ensure our athletic programs and coaching staff develop leadership, teamwork, diversity, individual athletic potential, and life-long physical fitness. Continue to investigate the potential of an off-site aquatics program.	<ul style="list-style-type: none"> → Support the inclusion of wellness and nutrition education into the elementary physical education program in addition to teaching students about being physically active for life. → Make connections between health nutrition education provided by classroom teachers and the food services program. → Coordinate elementary health education instruction between the classroom teachers and physical education teachers. → Expand athletic opportunities for students by adding additional sports & levels to existing programs. → 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. → Increase flexibility 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. 		
1I.	Provide academic social-emotional and college-career counseling services at all levels. Provide parent education in these areas. Ensure that staff are accountable to establish and maintain a climate of care.	<ul style="list-style-type: none"> → Continue to embed anti-bullying strategies and programs at each school and increase anti-bullying programs at elementary schools and middle school. → Integrate anti-bullying strategies in Digital Citizenship training. → Continue MCMS-WEB (Where Everyone Belongs) 6th grade transition and cross grade mentoring, thereby expanding peer leadership opportunities. → Promote programs, workshops, and experiences for students and staff that teach acceptance, empathy, appreciation, and respect for differences. → Assess and strengthen the after-school programs that OPUSD children attend. → Expand counseling programs as much as possible to improve the counselor: student ratio at all levels. → Continue our relationship with the ADL <i>No Place for Hate</i> program at the secondary schools. → Expand participation in ADL <i>No Place for Hate</i> at elementary and middle school. → Establish a committee to develop an Honor Code across the district. → Implement a parent education component that is responsive to the needs of parents in supporting their child's learning and social-emotional development, including stress management. 		

		→ Consider feasibility of stress-management supports, programs, workshops, etc. for staff.		
1J.	<p>Develop programs that celebrate and encourage diversity, self-respect, and recognition of each student's role in the local and global community.</p> <p>Continue implementation of the comprehensive digital citizenship curriculum for staff and students that began in the 2017-2018 school year.</p>	<p>→ Support programs that celebrate the cultural diversity of our students at all levels.</p> <p>→ Continue Community Service recognition for students' meaningful efforts that demonstrate compassion for people, animals, and the environment with a nomination and recognition process at each school site.</p> <p>→ Continue integration of digital citizenship skills and practices as part of the K-12 student technology standards.</p> <p>→ Deploy the K-5 digital citizenship lessons, with classroom teachers weaving digital citizenship into the classroom.</p> <p>→ TOSA to work with secondary Curriculum Catalysts to identify digital citizenship lessons for use by classroom teachers, with each subject matter focusing on different specific areas of digital citizenship.</p>		

1K.	<p>Implement 6-12 Student technology standards, ensuring that they are implemented consistently and are aligned with curricular goals. Ensure technology at each school site is being utilized to its fullest potential to enhance student learning.</p>	<ul style="list-style-type: none"> → Provide in-classroom support to assist teachers in transforming learning and collaboration through technology by leveraging Tech TOSA and Technology Learning Coach (TLC). → Tech TOSA and TLC to meet regularly with grade level, subject area teams (Curriculum Catalysts) to develop and implement K-12 student technology standards aligned lessons that combine digital citizenship, New California Standards, and Next Generation Science Standards ensuring they align with the district curricular goals and meet statutory requirements. <ul style="list-style-type: none"> ◆ Provide adequate support to meet all Smarter Balanced assessments requirements. ◆ Infrastructure - deploy robust network and adequate number of computing devices. ◆ Teacher Prep - training in various modules that teachers will administer, begin using EADMS to facilitate formative and summative assessment of student content mastery. ◆ Student Prep - prepare by using CAASPP practice test. → Expand deployment of 1-to-1 mobile devices. Implement a parent purchase district managed chromebook program to supplement the district's access to 1-to-1 computing. → Begin shift in focus of elementary computer labs towards creativity, STEAM, and makerspace type learning activities: TOSA to work with computer lab instructors to implement enhanced curricular activities in the computer lab based on these ideas. → Implement GoGuardian (chromebooks) and Apple Classroom (iPads) as tools for digital classroom management at all grade levels. → Deploy a set of VR Goggles at each site for facilitation of virtual field trip. → Utilize Technology Committee to monitor progress of technology implementation plans and develop a strategy for deploying a sustainable 1-to-1 mobile computing initiative. → Explore different models of integration utilizing a variety of device types in the same teaching environment to support the creation and implementation of novel and student-centered teaching and learning. 		
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1L.	Continue to ensure compliance with Title IX.	<ul style="list-style-type: none">→ Provide professional development activities for administrators and key staff to ensure equal access to activities and programs for boys and girls.→ Consider expansion of California Healthy Kids Survey to include questions regarding Title IX.→ Apply OPHS resources to assess compliance in the areas of participation, facilities and benefits.→ Continue monthly Title IX leadership committee meetings.		
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