

Lynwood USD

Strategic Plan

<p>VISION</p> <p>Sets the direction of where we want to go and what we want to become as a district.</p>	
<p>MISSION</p> <p>A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.</p>	<p>The mission of Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by people of great character who inspire and lead by example; the instilling of courage to be creative; the transformative uses of technology; safe and clean environments and the honoring of all voices of our community.</p>
<p>VALUES</p> <p>Identifies how we will behave and treat each other along the way towards realizing our vision.</p>	<ul style="list-style-type: none"> ●
<p>BELIEFS</p> <p>An expression of fundamental values; ethical code, overriding convictions, inviolable principles.</p>	<ul style="list-style-type: none"> ● We believe that compassion is the basis of civil society. ● We believe that all people have equal worth. ● We believe that each person is responsible for his/her actions. ● We believe that transparency is essential to trust. ● We believe that innate creativity releases the power of possibility. ● We believe that high expectations lead to higher results. ● We believe that everyone's voice deserves to be heard. ● We believe that commitment to purpose leads to life's success. ● We believe that all people have a right to a free excellent education. ● We believe that everyone has the power to influence the lives of others. ● We believe that all people deserve to be treated with respect. ● We believe that all people have the right to optimal health. ● We believe that each individual needs to be validated as a whole person. ● We believe that courage that trumps fear is critical for progress.

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<p>PARAMETERS</p> <p>Boundaries within which the organization will accomplish its mission; self-imposed limitations.</p>	<ul style="list-style-type: none">● We will make all decisions based on the best interest of the student.● We will aspire to excellence in all we do.● We will respect the worth and dignity of each person.● We will expect the best of everyone.● We will ensure transparency throughout the district.
<p>GOALS</p> <p>An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.</p>	<p>Goal 1: All students graduate college-ready to achieve their highest academic and personal aspirations.</p> <p>Goal 2: All students possess noble character.</p> <p>Goal 3: Each students fulfills his or her vision of personal and professional success.</p> <p>Goal 4: Each student actualizes his or her true identity through leading a purposeful life.</p> <p>Goal 5: All students exceed grade level achievement and college content readiness assessments.</p>

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STRATEGIES

Bold resolutions that dedicate the organization's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and goals.

Strategy 1: We will ensure the academic and personal achievement of each student with an emphasis on the whole person.

Action Plan 1: College and Career Awareness and Readiness at all Levels

Step 1: All students will develop an Individual Learning Plan at the elementary, middle, and secondary levels. In order to support this:

1) Schools will establish an advisory period, elective or provide scheduled time to allow students to create and assess goals on a quarterly basis. At the beginning of their 7th grade year, all students and parents will develop a student action plan to be reviewed on an annual basis.

2) All 5th/ 6th graders will participate in an oral "Exit Interview" before finishing their final year of Elementary school, which will include a reflection of what they have learned and how they will apply it at the secondary level and beyond.

3) In high school, students will meet with their counselor once per semester to reflect on progress and assess their four-year plan. High Schools will provide an annual planning meeting with all students and parents.

4) All students will develop a Senior Action plan in their 12th grade year that will include a resume, personal statement, and senior project (i.e. Service Learning Project) to include an internship piece.

A) Training of staff to help support this action.

Step 2: Students will create and develop a communication/presentation portfolio that includes a variety of communication skills—technological, oral, audio, video, Powerpoint. This action step to occur at the 5th grade, 8th grade and 12th grade levels. School sites will establish committees to create expectations at each level.

Step 3: Develop a set of career pathways that identify growing industries and include programs for dual/concurrent enrollment. Students will be given the opportunity to prepare for college and career via community college courses and work-based learning activities and instruction within high school.

Action Plan 2: Community Involvement and Real World Connection through Service Learning Projects

Step 1: The service learning project will serve as a requirement for promotion at the elementary (5th or 6th), middle (8th), and secondary level (12th).

Step 2: Students will create and implement a service project plan of action to address a need of the community. The project will relate to curriculum being learned in their classes/courses. Students will work collaboratively with their peers and members of their community, research relevant topics, and engage in reflection as they complete the project.

Action Plan 3: Dedicated and Qualified Arts, PE, Music and Technology Teachers for all K-12 Students

Step 1: District will provide resources to support the Arts, Physical Education, music, and technology at all school sites.

Step 2: All middle school and high school students will take elective courses based on their personal, academic and career interests. School sites will develop elective courses that support the personal, academic and career interests of students.

Action Plan 4: Development of Self and Social Awareness, Self-Management Skills, and Interpersonal Skills

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- Step 1: Provide peer-mediation programs for students at the elementary and secondary levels.
- Step 2: Provide resources to place counselors at every elementary school and secondary school to support students in both academic and social emotional needs of students.
- Step 3: Develop a character-building program to support the social emotional needs of their students.
- Step 4: Develop effective Merit systems to support student motivation and morale within their schools. Establish expectations and merit systems for all levels.

Action Plan 5: Specific Tiered, Academic Intervention Programs

- Step 1: Provide both internal and external resources to support academic intervention programs with regards to academic, socio-emotional, and college and career needs.
- Step 2: Provide students with opportunities to meet their personal and academic goals as defined and outlined in their Individual Learning Plan.
- Step 3: Provide counseling at every elementary school and secondary school to support students in academic, career and socio-emotional needs.

Strategy II: We will further enhance the capacity of all staff.

Action Plan 1: Staff expertise in personal and professional goal setting.

- Step 1: Create a needs assessment to survey certificated and classified staff regarding their professional goals: career advancement, improving work performance, and new methods.
- Step 2: Survey staff at beginning of year via needs assessment. Cluster staff based on common goals.
- Step 3: Create professional development calendar based on needs assessments and professional growth goals. Professional developments should include, but not limited to, job shadowing opportunities, cross-training/curricular topics, etc.
- Step 4: Identify existing department(s) and personnel responsible for developing a process for goal-setting checkpoints.
- Step 5: Establish protocols for staff to visit district sites for the purpose of job shadowing and cross-training/curricular opportunities.
- Step 6: Establish rewards based upon the completion of all four checkpoints.
- Step 7: Require each participant to complete a Professional Development portfolio that can be shared.

Action Plan 2: Staff expertise in team-building and communication.

- Step 1: Identify leaders that will assist in topics and topics to be covered during these events.
- Step 2: Establish an annual "Carpe Diem Day" at the beginning of the school year to present District beliefs and mission, process and protocols for each department.
- Step 3: Establish an end-of-the-year culminating event with staff and department recognition identifying highlights and accomplishments.

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Strategy III: We will ensure family engagement.

Action Plan 1: Parent Center at each school site.

Step 1: Determine the purpose and requirements for a parent center.

Step 2: Implement Parent Centers.

Action Plan 2: Parents as equal partners in their children's education.

Step 1: Survey parents on their needs/wants regarding Parent-School (teacher, admins, employees) professionalism

Step 2: Train all District staff regarding professionalism and cultural sensitivity when communicating with parents and community.

Action Plan 3: Parent capacity and leadership skills.

Step 1: Ensure that all principals understand and implement effective parental involvement practices at their schools

Step 2: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development

Step 3: Train parents to successfully participate in curricular and budgetary decision making

Step 4: Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education

Step 5: Ensure that all information related to school and district events, programs, and meetings is sent to parents and families in parent-friendly language, including the native language of the parent.

Step 6: Provide materials and trainings to help parents understand important academic topics such as the new common core standards, district and state assessments, and how to monitor their child's progress through Aeries.Net.

Step 7: Train parents who are council members to successfully facilitate council meetings and become familiar with the legal requirements and Robert's Rules of Order

Action Plan 4: Parent Friendly Handbook

Step 1: Create and provide a District/School Policy and Procedures Handbook.

Step 2: Create and provide a District/School Resources Handbook.

Action Plan 5: Assessment of Parent Needs.

Step 1: Provide all parents in the District a needs assessment survey.

Step 2: Analyze and share results with parents.

Action Plan 6: Develop Parent Involvement Rubric.

Step 1: Provide training to parents and community to increase parent involvement and develop a rubric (see attachment as an example).

Strategy IV: We will instill positive character values.

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Action Plan 1: Behavior Intervention Implementation throughout the District.

Step 1: Implement Behavior Program (i.e. PBIS).

Step 2: Implement systems to promote the development of student leadership, critical thinking and self-management skills.

Step 3: Promote peacemaking and conflict resolution activities for all students

Step 4: Create student clubs and intramural/intermural sports at the school sites (Elementary/Middle).

Action Plan 2: Character curriculum implemented within Lynwood Unified School District.

Step 1: Train all staff prior to the implementation of a district-wide character curriculum.

Step 2: Ensure character principles are used at every site using character curriculum, such as, Character Counts.

Step 3: Develop and implement a recognition program for students and staff who exemplify the character principles.

Action Plan 3: An environment and culture that imparts attributes of noble character to students and staff.

Step 1: Determine desired virtues and civic values that constitute noble character.

Step 2: Promote said virtues and values throughout the district and community.

Step 3: Model said virtues throughout all aspects of the District.

Step 4: Provide opportunities for students to apply civic and leadership skills in both the school and community.

Strategy V: We will maximize the effectiveness of fiscal resources.

Action Plan 1: Strong and supportive relationships with community partners.

Step 1: All community partners will be placed in a data bank which will be available to the needed departments.

Step 2: Schools will receive the names of the community partners within their vicinity or based on need.

Step 3: District staff will forward the contact information of community businesses which want to become partners to the District Liaison.

Step 4: School personnel will update the list and the quality of the services provided by the community partner.

Action Plan 2: A proactive, transparent and inclusive way of acquiring input regarding purchasing goods and services.

Step 1: Create a supplemental, standardized school site request form for supplies.

Step 2: Input from District employees is addressed through formal documentation.

Step 3: Upload-on the website-the approved programs and materials that are available Districtwide.

Action Plan 3: A system to conduct and monitor inventory annually at all sites and departments.

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Step 1: Create a District level universal form for inventory monitoring.

Step 2: Conduct quarterly inventory of all sites and departments through the purchasing department.

Action Plan 4: Adequate technology funding.

Step 1: Identify and apply for available technology grants

Step 2: Evaluate and analyze the need for upgrades at each school site and District Office correlated with the Technology Plan.

Step 3: Grant funds will be allocated to school sites and departments based on need.

Step 4: Create a monitoring plan to maintain technology upgrades.

Action Plan 5: An accountability system that monitors the effectiveness and value of purchased goods and professional services provided.

Step 1: Develop a process using key indicators to measure and evaluate the effectiveness of professional services and goods.

Step 2: Design a satisfactory survey instrument to measure quantitative objectives and evaluate qualitative levels of satisfaction for purchased items and professional services provided.

Step 3: Report evaluation and survey findings to relevant key stakeholders (i.e. school board, community, school sites) to enhance decision-making to improve monitoring and performance outcomes.

Step 4: Based on feedback of internal evaluations, departments will recommend renewal improvement, non-renewal, or termination of contract.

Action Plan 6: A cohesive approval process for goods and professional services.

Step 1: Initiate discussion and policy review regarding the delegation of authority of the purchased of supplies, materials and professional services to clarify management for transactional activity.

Step 2: Use resident subject matter experts to discuss and advise on areas of concern relevant to Purchasing Department decision-making.

Step 3: Reduce the approval cycle of purchase items and requisitions.

Step 4: Design a process to enhance the procurement of online goods and services from online vendors that do not accept the Purchase Order payment process.

Step 5: Encourage open communication to enable dialogue and meaningful feedback to improve District and Purchasing Department outcomes.

Strategy VI: We will ensure that students and staff have safe and clean environments conducive to learning.

Action Plan 1: All schools are clean and hazard-free.

Step 1: District wide environmental program- the goal will be to use less paper and electricity along with recycling paper and plastic bottles. Hold a district wide "green campaign" and have an incentive for those schools who have reduced the amount of paper and electricity used on campus.

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- Step 2: Develop a mobile app to report vandalism and graffiti for all Lynwood Unified Property. Other possibilities could be a text number or 1-800 to report suspicious activities at all sites. It should be well advertised at all sites by posting visible signs (i.e. neighborhood watch signs).
- Step 3: Create a protocol to ensure that all restrooms on school campuses are cleaned and stocked on a periodic basis (i.e. twice a day).
- Step 4: Ensure each classroom has safe and appropriate furniture.
- Step 5: Ensure adequate ventilation/air conditioning/heater units at each site. Develop a schedule to update and clean system on a regular basis.
- Step 6: Ensure that each school site has skateboard lockers and bike racks where students can properly secure their bicycles and skateboards.
- Step 7: Establish a district wide policy on student parking permits for those students who drive and park on school campuses.
- Step 8: Permanent trash receptacles visible at all sites where student can dispose of trash.
- Step 9: School related signs regarding weapons, graffiti, trespassing, skateboarding, drugs and alcohol should be posted at all school campuses. These signs should be clearly visible at all campus entrances.
- Step 10: Create a graffiti-prevention plan were textbooks, classroom furniture, and campus facilities are cleared of all graffiti.
- Step 11: Ensure adequate safety signage in parking structures and driving areas.

Action Plan 2: All students, through self-discipline, responsibly contribute to an environment conducive to learning.

- Step 1: Create a comprehensive K-12 at-risk and prevention intervention program.
- Step 2: Create Intramural Sports Teams at elementary and middle schools to foster sportsmanship.
- Step 3: Create a fifth/sixth and eighth grade student calendar of events to support our students as they transition into middle and high school.
- Step 4: Adopt a comprehensive K-12 anti bullying program to implement at all school sites.
- Step 5: Adopt a comprehensive substance abuse prevention and intervention program.
- Step 6: Adopt a peer-mentoring program.

Action Plan 3: All schools are prepared with emergency and crises response teams.

- Step 1: Develop relationships with local and surrounding agencies for crises response and disaster preparedness.
- Step 2: Develop District and school site emergency and crises response teams to include post care.
- Step 3: Create an emergency response task force to create and implement a detailed plan.
- Step 4: Develop a detailed emergency and crises response plan with stakeholders.
- Step 5: Develop site emergency plans that can be quickly referenced by staff members.

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Step 6: Provide appropriate trainings in emergency and crises response.

Step 7: Supply each school and District office with sufficient emergency supplies for all staff and students.

Strategy VII: We will collaborate with the community programs and agencies for the benefit of our students.

Action Plan 1: Positive parent, business, and community partnerships ensure the academic success of students.

Step 1: Engage in collaborative District and campus-level activities, such as, power lunches, senior seminar, college and career readiness enrichment opportunities.

Step 2: Connect regularly via numerous means of communication, such as, Facebook, Twitter, brochures and calendar of events.

Step 3: Provide regular access to current educational information.

Step 4: Provide opportunities for businesses to meet one another in order to collaborate with the District and provide information that benefits our students.

Strategy VIII: We will provide each student an array of educational opportunities leading to success in higher education and career.

Action Plan 1: Real world opportunities to develop the skills to be competitive and successful in college and careers.

Step 1: Identify methods to include STEAM lessons within the pre-existing curriculum.

Step 2: Provide network hardware to support STEAM lessons.

Step 3: Develop a plan of action for developing STEAM lessons in conjunction with the district's mission and vision and in accordance with other district initiatives.

Step 4: Provide supplemental instructional materials, hardware, software and training in order to implement STEAM lessons within the existing curriculum.

Step 5: Promote STEAM as an initiative and identify goals for recruitment; focusing on female student involvement.

Step 6: Offer opportunities for "coding" that are aligned with the standards for real world career applications.

Step 7: Monitor the maintenance and upkeep of the hardware, software, and instructional materials involved with STEAM and coding initiatives in accordance with the district's technology use plan.

Action Plan 2: Accessibility to online resources and learning opportunities.

Step 1: Provide and maintain a network and wireless hardware system to support Wi-Fi for all school sites and classrooms. All other action plans are dependent upon WiFi access.

Step 2: Identify instructional use cases (e.g., model classrooms)

Step 3: Provide Professional Development to support teachers in using social networks and information tools to gather and share information for the classroom.

Action Plan 3: Students demonstrate 21st Century technology skills.

Step 1: Provide technology support for student service learning project.

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Step 2: Ensure that all students and staff will follow district guidelines for online safety.

Step 3: Develop safety procedures to ensure a secure network and technology tools (i.e. computers, laptops, tablets, devices).

Action Plan 4: Students have access to Internet connectivity.

Step 1: Develop and implement a one-to-one program at all school sites.

Step 2: Provide teacher with support for the one-to-one initiative.

Step 3: Provide hardware and software to support one-to-one initiative.

Step 4: Provide on-going professional development and support for one-to-one teachers.

Action Plan 5: Technology integration within the curriculum.

Step 1: Identify base line technology for each school site level.

Step 2: Utilize instructional coaches, teachers, subject matter experts, and business and community experts to collaborate and create project based learning lessons and activities.

Step 3: Explore the use of incorporating digital assessments as part of current benchmark system.

Step 4: Provide software and hardware for all staff as identified through the Technology Refresh Plan.

Step 5: Train staff, as appropriate, on hardware and software.

Action Plan 6: Technology competencies for all students and all staff.

Step 1: Develop a five-year technology plan that is aligned with District and student needs.

Step 2: The technology committee will develop competencies for all staff to ensure they are equipped to instruct our 21st Century students.

Step 3: Provide professional development will be offered for all staff for these technology competencies.

Step 4: Include in the Technology Plan to remove non-working computers and recycle them.