RIALTO UNIFIED SCHOOL DISTRICT

STRATEGIC Plan 2023-2027

Bridging Futures Through Innovation

MISSION

A declaration of the unique identity to which the organization aspires; its specific purpose; and the means by which it will achieve its purpose.

The mission of the Rialto Unified School District, the bridge that connects students to their aspirations for the future, is to ensure each student achieves personal and career fulfillment within a global society, through a vital system distinguished by:

- High expectation for student achievement
- Safe and engaging learning environments
- Effective family and community involvement
- Learning opportunities beyond the traditional school setting
- Appreciation of universal diversity

BELIEFS

An expression of fundamental values; ethical code, overriding convictions, inviolable principles.

We believe that...

- Everyone has a unique talent
- There is boundless power in all of us
- All people have equal inherent worth
- Diversity is strength
- Each person deserves respect
- High expectation inspires high achievement
- Risk is essential to success
- Common and individual interest are reciprocal
- Integrity is critical to trust
- Honest conversation leads to understanding
- Music is the universal language
- A strong community benefits all of its members
- Everyone can contribute to the good of the community

Kolb Middle School: 2023 State & National School to Watch

PARAMETERS

Boundaries within which the organization will accomplish its mission; self-imposed limitations.

- We will make all decisions in the best interest of students
- We will honor the worth and dignity of each person
- We will hold the highest expectations of everyone
- We will assert the unlimited potential of every student
- We will practice participatory decision-making throughout the district
- We will not allow the past to determine our future

OBJECTIVES

An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.

Goal 1: Every student excels at the highest level throughout his/her career at Rialto Unified School District

Goal 2: Every student will be a responsible citizen who contributes to a global society

Goal 3: Every student will achieve success in his/her chosen life endeavors

Goal 4: Every student will graduate with a personal pathway for success

Rialto Adult School 2022 Graduation

Strategy I

WE WILL PROVIDE RIGOROUS AND RELEVANT LEARNING EXPERIENCES TO ENSURE EACH STUDENT'S HOLISTIC DEVELOPMENT

ACTION PLAN 1/SPECIFIC RESULT: CONTENT AREA LITERACY AS A RESULT OF CULTURALLY RELEVANT AND LINGUISTICALLY RESPONSIVE PEDAGOGY.

Action Step 1

Use real-world and personally meaningful projects and/ or problem-based, interdisciplinary explorations to demonstrate literacy across content areas.

- Teachers will plan and create explorations that span across program-specific core content areas to be used as authentic assessments of content mastery that integrate student choice/input.
- Teachers will have an opportunity to develop these explorations during designated planning time; such as but not limited to: releasing days, minimum days, and buy back days.
- Students will be given the opportunity to demonstrate mastery of content in ways such as but not limited to: incorporating Universal Design for Learning (UDL), skits, multi-media presentations, podcasts, poetry, and artwork.
- Staff will curate, utilize, accommodate, differentiate, inventory, catalog (that is kept current, maintained, and stored in a universal location) the purchasing, gathering, storing, organizing, and, disbursing of resources that are grade-level and standards-aligned to complete explorations, such as, but not limited to: gardening supplies, art supplies, current technology, directory of content experts, and educational study trips.
- With district support, student projects will be showcased through a shared commitment with all educational partners throughout the community. Virtual or physical displays of projects will be exhibited throughout the year.
- Rialto Unified School District will provide interdisciplinary professional development by infusing various types of technology. The professional development will be ongoing, engaging, and innovative through the use of modalities such as, but not limited to: multimedia, relevant real-world hands-on learning, problem-based learning, or project-based learning.

Action Step 2:

Engage in a culturally and linguistically responsive, student-centered approach to instruction to develop a global social consciousness and media literacy through the following:

- Collecting culturally relevant information from families utilizing a variety of tools such as, but not limited to: Surveys and interviews to better meet the academic needs of our students and the holistic needs of our families.
- Explorations that enable students to apply gained knowledge to impact growth, development, and positive change in their social environment.
- Authentic, culturally relevant literature, and experiences to develop a global perspective such as but not limited to: Student study trips, guest speakers (domestic and international), and authentic representations of both the visual and performing arts.
- Educators will continually observe classrooms that effectively utilize current culturally relevant practices.
- Development of electives such as, but not limited to: coding, robotics, engineering, pathways, ethnic studies at middle and elementary schools, career technical education, and additional Visual and Performing Arts (VAPA) courses.
- Implementation of supplemental curriculum per quarter/trimester that supports critically analytic digital citizenship and media literacy in grades K-12.

Creation of posters/reminders of best practices of critically analytic digital citizenship and media literacy

Educators will continually observe classrooms that effectively utilize critically analytic digital citizenship and media literacy practices.

"THE ONLY RELIABLE ORDER IS THE ORDER OF THE SOUL; AND THE ONLY NOBLE PURPOSE IS SERVICE TO OTHERS."

-DR. WILLIAM J. COOK, JR.

Strategy I

ACTION PLAN 2/SPECIFIC RESULT: A POSITIVE, ENGAGING, AND SAFE LEARNING ENVIRONMENT.

Action Step 1:

Provide a dedicated space that is private, serene, and aesthetically pleasing; such as but not limited to:

1. A wellness center in order for students to receive (support) in areas such as, but not limited to:

a. Mental health awareness
b. Self-awareness
c. Social awareness
d. Responsible decision-making
e. Self-management
f. Relationship skills
g. Critically analytic digital citizenship h. Attendance
i. Discipline
j. Academic performance
k. Improvement of school-climate culture

2. A classroom calming corner (a dedicated classroom space for students to practice self-regulation skills).

ACTION STEP 2: Multitiered System of Supports (MTSS)

Utilize an MTSS framework that brings together Response to Intervention (RTI), Positive Behavior Intervention Supports (PBIS), and Social-Emotional Behaviors (SEB).

1. Optimized learning environments such as but not limited to an aesthetically pleasing learning environment with flexible seating and current technology that is continuously maintained and updated.

- Utilize Universal SST forms throughout the district.
- Intervention services and supports that are sustainable and based on standards aligned to rigorous classroom instruction such as but not limited to:

    - Enrichment Clubs
    - Intercession (Summer School)
    - Social-Emotional Behaviors (SEB) curriculum
    - Before and/or After-School programs
    - Attendance recovery
    - Tutoring such as a learning lab offering interventions and assistance by subject capable teachers
    - Start of School Year Meet and Greets for students, parents, and school staff
    - A collaborative approach to analyze student data and work together in the intervention process.

a. Co-teaching (inclusive practices)
b. Co-planning
c. Professional Learning Communities (PLC) time that is protected
d. Analyzing data utilizing universal screeners

Action Step 3: Provide Professional Development for all educational partners in order to build capacity to support student needs in areas such as but not limited to:

Tier 1: Differentiated academic and behavioral instruction to differentiate lessons to meet the needs of English Learners (ELs), Gifted and Talented Education (GATE) students, students with Attention DeficitHyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), At-Promise students, etc. to provide best, first instruction through a variety of teaching models; such as but not limited to: Universal Design for Learning (UDL) for all students that include practices such as but not limited to: targeted small group instruction, Flipped Classroom, Reciprocal Teaching, Project and Problem-Based Learning, and critically analyticMedia Literacy skills that are culturally responsive and utilize Positive Behavior Intervention Supports (PBIS), Advancement Via Individual Determination (AVID), English Learners (EL), and Gifted and Talented Education (GATE) strategies.

The Divergent Games

Strategy I

Tier 2: Incorporate academic and behavior supports such as Universal Access, and professional development on small group instruction (5-6 students) to focus primarily on providing increased opportunities to practice and learn skills taught during Tier 1 Core Instruction; such as but not limited to: Restorative Circles, Check-In/Check-Out (CICO).

3. Tier 3: Create a process to guide decision-making for academic and behavioral outcomes at Tier 3 when students are unresponsive to Tiers 1 and 2 levels of support; such as but not limited to:

a. Student Study Team (SST)
b. Request for Assistance (RFA)
c. Therapeutic Behavioral Strategist (TBS)
d. Emotional Health Therapist (EHT)
e. ERMHS- Educationally Related Mental Health Services
f. Student Support Services (SSS)

g. Specially trained Tier 3 lead/team trained in the development and implementation of Behavior Intervention Plans (BIPs)

4. Examine and discover ways to utilize current site personnel to meet the needs of all students

5. Allocate resources to provide interactive professional development in ways such as, but not limited to:

a. Support Multiple Tiered Systems of Support and Response to Intervention tiered programs/supports

b. Small group instruction
c. Engagement strategies/Kagan

ACTION PLAN 3/SPECIFIC RESULT: TECHNOLOGY INTEGRATED LEARNING ENVIRONMENTS

Action Step 1:

1. Use the Substitution, Augmentation, Modification, and Redefinition (SAMR) technology model to increase rigor and create innovative learning opportunities that move beyond the substitution level.

2. Allocate resources to provide interactive professional development in ways such as, but not limited to:

a. Professional development on the SAMR model, moving beyond the substitution level.

b. Explore the possibility of in-class co-teaching with site ITA to build teacher capacity to implement theSAMR model towards the redefinition level.

c. Educators will continually conduct observations of cross-curricular and multi-grade level classrooms that effectively utilize the SAMR model

d. Provide ongoing academic technology support at each school site through proficient technology assistants and/or teachers with the necessary skill sets.

e. Examine and discover new ways to utilize current site personnel to meet the needs of all students, such as but not limited to: Instructional Technology Assistants (ITAs), site coaches, and the use of peer support models.

Explore and discover current social media integration with academics including a component on bullying. cyberbullying, and critically analytic digital citizenship.

Strategy II

WE WILL CREATE FORMATIONS TO ENSURE RESOURCES AND ASSETS ARE ALLOCATED AND DEVELOPED TO DIRECTLY SUPPORT STUDENTS

ACTION PLAN 1/SPECIFIC RESULT: MAXIMUM DOLLARS ALLOCATED HAVE THE MOST IMPACT IN THE CLASSROOM.

Action Step 1:

1. Ensure that the maximum amount of dollars, allocated per student, have the most impact in the classroom by:

a. Replacing and ensuring access to updated and current technology

b. Replacing furniture with flexible seating to allow for a more collaborative learning environment

c. Providing access to authentic culturally and linguistically responsive literature, curriculum, guest speakers, assemblies, and study trips

d. Reviewing resources to ensure all materials are purchased, organized, and distributed to classrooms in a timely manner

e. Ensuring funding for supplemental materials and services for Tier 1, Tier 2, and Tier 3 levels of support

Strategy III

WE WILL ENSURE WE HAVE EXEMPLARY STAFF WHO MEET THE HOLISTIC NEEDS AND NURTURE THE ASPIRATIONS OF EACH STUDENT

ACTION PLAN 1/SPECIFIC RESULT: SHARED EFFECTIVE PRACTICES AND EDUCATIONAL RESOURCES.

Action Step 1: Utilize google docs and google classroom records to share practices, systems, instructional resources, technology resources (hardware, programs, vendors), and instructional designs that have resulted in the greatest impact (Using metrics to identify the brightest spots in the district).

ACTION PLAN 2/SPECIFIC RESULT: QUALITY PROFESSIONAL DEVELOPMENT

Action Step 1: Create and administer a professional development needs assessment (for certificated, classified, and management) three times a year (beginning, middle, and end of year) to reflect on current realities, plan and provide useful evidence-based professional development reflective of needs.

Action Step 2: Create and develop “learning labs” that include coaching, learning by doing, evidence-based exploration, collaboration, and developing teams to increase collective efficacy for all staff; with repetitive cycles of inquiry, strategizing, and execution.

Action Step 3: All contracts go through a screening process. Renewals have metrics tied to evidence of success (effectiveness) and the degree of implementation before going to the Board.

Strategy IV

WE WILL CULTIVATE A CULTURE OF HIGH EXPECTATIONS WITHIN THE RIALTO UNIFIED SCHOOL DISTRICT COMMUNITY

ACTION PLAN 1/SPECIFIC RESULT: AN EVALUATION SYSTEM CENTERED ON EMPLOYEE GROWTH AND SELF-REFLECTION.

Action Step 1: Continuously review and refine rubric-aligned evaluations that increase employee performance focused on "Foundations for Excellence."

Action Step 2: Develop evaluators cognitive coaching skills to engage the evaluatee in reflection and continued development. (Eight tenets of cognitive coaching)

Action Step 3: Survey employees to determine professional growth needs.

Action Step 4: Develop evaluator's abilities to be growth leaders (including but not limited to instructional leaders)

Strategic Thinking

Four C's (Character, Competence, Commitment, Care)

Cognitive Coaching

Effective Communication

Influencing Skills

Foundations for Excellence

ACTION PLAN 2/SPECIFIC RESULT: LEADER EXPECTATIONS THAT PROMOTE IMPLEMENTATION OF KEY PROFESSIONAL PRACTICES

Action Step 1: Create a development program for current and aspiring leaders in our district. Develop lifelong learners with the abilities to build and lead high-functioning teams, develop coaching reflection and feedback skills, explore effective influencing strategies, continue reading for professional and personal growth, and increase abilities to teach/develop others. Site leaders continued development of instructional leader capacity.

Action Step 2: Create effective transition plans/processes for change in administrative leaders.

Action Step 3: Create annual assessment and feedback surveys for teams to provide reflective feedback in regards to the four C's (Character, Competence, Commitment, Care) for all leaders.

Strategy V

WE WILL ENSURE FULL ENGAGEMENT OF FAMILIES IN THE EDUCATION OF THEIR CHILDREN

ACTION PLAN 1/SPECIFIC RESULT: TRUSTING RELATIONSHIPS WITH FAMILIES

Action Step 1: RUSD will highlight students from each graduating class and create a video communicating what district supports allowed him/her to be successful. The video will be played on Rialto Network.

Action Step 2: RUSD will promote local business partnerships through public displays of supporting businesses on: district newsletters, flyers, billboards, and during public events.

Action Step 3: RUSD will promote local business partnerships by inviting business owners to participate in school activities (Elem, MS, HS); and Real Estate Agents to promote positive family feedback through Great Schools. org.

Action Step 4: RUSD will communicate that District Facilities are "safe sites" (i.e. open if someone is being followed, bully-free zones, etc.) within established parameters.

Action Step 5: RUSD will communicate that District Facilities are "safe sites" (i.e. open if someone is being followed, bully-free zones, etc.)

Action Step 6: RUSD school sites will run "Neighbor Forums" for citizens that physically live near a school to discuss opportunities and concerns.

ACTION PLAN 2/SPECIFIC RESULT: A ROBUST SYSTEM OF COMMUNICATION

Action Step 1: RUSD will use local communication tools (i.e., Rialto Bridge, Rialto Progress magazine, parent link, fliers, marquees, Rialto Network, city message boards, internal message boards, etc.) in English and Spanish (centralized calendar with all district events and their locations).

Action Step 2: RUSD Parent Institute will support healthy families by expanding court-appointed parenting classes that are approved by San Bernardino County Courts.

Action Step 3: RUSD turn their front offices into welcoming "visitor centers".

Action Step 4: RUSD will expand customer care to encourage friendly behavior in the front office.

Action Step 5: RUSD Parent Institute will begin "Neighborhood Chats" for RUSD families in the community.

ACTION PLAN 3/SPECIFIC RESULT: SOCIALLY AND EMOTIONALLY HEALTHY FAMILIES

Action Step 1: The RUSD will work with the City of Rialto on extending the Healthy Rialto website to include resources and information about MTSS mental and behavioral health strategies and resources (Extended website will include resources available by Rialto USD and the County of San Bernardino).

Action Step 2: RUSD will work with The County of San Bernardino Health and Human Services to extend the PBIS webpage to include mental health resources that are offered by the County of San Bernardino (Extended website will include resources available by Rialto USD and the County of San Bernardino).

Action Step 3: Rialto Unified School District Health Services will work with medical providers such as Kaiser, and Loma Linda University to extend mental health resources, and medical and dental services to families.

Action Step 4: RUSD will increase support services to students.

Action Step 5: RUSD will collaborate with community leaders (i.e. clubs & faith-based leaders) to initiate mentoring programs on campus for students and families.

Action Step 6: Rialto Unified School District Student Advisory Committee will highlight respectful behavior with a "Rialto Pride" Spotlight. Once a semester someone who has demonstrated exceptionally respectful behavior will have the opportunity to work with communication services to create a poster or other media highlighting a positive character trait (Like Character Counts posters).

ACTION PLAN 4/SPECIFIC RESULT: AN EXPANSIVE CULTURE OF LITERACY

Action Step 1: RUSD will work with the Rialto Library, the Service Clubs, and non-profits to distribute books, both new and district discards, to Rialto families. (i.e. Children's Book Project)

Action Step 2: RUSD media techs will work with the County of San Bernardino to distribute Library Card Applications to students.

Action Step 3: RUSD will work with High School Community Theater productions encouraging them to perform one show a year aimed at presenting a children's book or child-friendly show. Rialto USD will create opportunities for field trips or family excursions to see the show.

Action Step 4: RUSD will work with the City of Rialto to host a Secondary Poetry Night (e.g., Rialto Def Poetry) at the Community Theater.

Action Step 5: RUSD will host a "Volunteer Drive" with the Rialto Women's Club, Senior Center, and two Service Organizations to organize club members to listen to K-2 Special Education students practice reading. The club members will work directly with the school principals for scheduling fingerprinting costs, etc.

Strategy V

ACTION PLAN 5/SPECIFIC RESULT: AN EXPANSIVE CULTURE OF NUMERACY

Action Step 1: Project Based Learning contexts that align with real world math such as city environmental issues and recent projects. Rialto USD will provide professional development offerings that help teachers better understand math topics

Action Step 2: Education Services will work with the Rialto Parent Center to inform families of after-hours tutoring help available to students.

Action Step 3: RUSD Education Services will work with Banks, Credit Unions, and Financial Planners with branches in the City of Rialto to create workshops focused on financial literacy for students and families

Action Step 4: RUSD will work with counseling and college and career techs to inform families about the financial benefits to FASFA

ACTION PLAN 6/SPECIFIC RESULT: AN EXPANSIVE CULTURE OF SCIENTIFIC LITERACY

Action Step 2: RUSD will collaborate with the City of Rialto Community Services to create events such as: RUSD Tree Planting Day, Community Gardening Day, Biological Surveying Day, etc.

Action Step 3: RUSD will create and International Healing Garden that is open to the public so that families can learn about local natural resource management and engagement in the green economy.

Action Step 4: RUSD will continue to expand school gardens and produce distribution to the community.

Action Step 5: RUSD will collaborate with the City of Rialto to create mentoring and apprenticeship opportunities in public departments (e.g., PublicWorks, Fire, Finance, IT, etc.)

Strategy VI

WE WILL BRIDGE SCHOOL AND COMMUNITY LEARNING OPPORTUNITIES

ACTION PLAN 1/SPECIFIC RESULT: A STRONG COLLABORATIVE COMMUNITY

Action Step 1: The Rialto Network will work with the RUSD Career Technical Video Production classes to record and air collaborative events (e.g., City of Rialto Police and Fire Department programs "Stewie the Duck" and "Bike Rodeos,"etc.).

Action Step 2: Collaborative events aired on the Rialto Network will be archived on a public video-sharing website (i.e., YouTube) and links will be encouraged to be provided on the City of Rialto and the Rialto USD home page.

Action Step 3: RUSD will reach out to Alumni (plus others as available)and create a mass communication (i.e., create a video or promotional posters) promoting what these alumni have accomplished.

Action Step 4: Each elementary, middle and high school will create community partnerships with local business leaders to support cross-curricular project-based learning projects (such as providing: guest speakers, field trips, and resources), and working with the police dept., businesses, and organizations in Rialto, at each grade level.

Action Step 5: RUSD will work with surrounding municipalities to expand the Parent Summit into a Community Symposium that highlights: local businesses, colleges, and social emotional supports (like: Crisis Intervention Training, Trauma Informed, Parenting Classes, Victor Valley Behavioral health, etc.), industry, educational reform efforts, art, school clubs and events, city initiatives, and public improvement projects as well as civic issues in the community.

ACTION PLAN 2/SPECIFIC RESULT: SOCIALLY AND EMOTIONALLY HEALTHY COMMUNITY

Action Step 1: RUSD will work with surrounding non-profit and industry partners to expand the Keystone Cafe Food Pantry to allow for regular nutrition offerings for the community.

Action Step 2: RUSD will work with San Bernardino County Superintendent of School and surrounding municipalities to expand awareness of mental and health resources and websites that are offered by local organizations through all of our media distributed to families.

Action Step 3: RUSD school safety and intervention officers and after-school support (e.g., ThinkTogether) will collaborate with surrounding municipalities to encourage "tolerance" and "anti-bullying" strategies"Tier I" and "Tier 2" behavior supports; and they will share these strategies with families at community events.

ACTION PLAN 3/SPECIFIC RESULT: STRONG COMMUNICATION, CIVIC RESPONSIBILITY, AND CROSS-CULTURAL RESPONSIVENESS

Action Step 1: In USHistory and Government courses, students will engage in at least one community service learning project, either individually or in small groups to meet the State Civic Engagement Seal. Project efficacy and logistics will be left to high school history teachers.

Action Step 2: Community service and civics projects will be highlighted by RUSD communication services to be aired on the Rialto Network.

Action Step 3: High School classes, such as CTE, select science and Civics courses, and each JROTC/ROTC will work in conjunction with the RUSD CERT Program (Community Emergency ResponseTeam) to certify students in community emergency response.

Action Step 4: RUSD will work to create internships for bilingual students

Action Step 5: RUSD will work to create internships for art students

Action Step 6: RUSD will host family/ cultural events in the evenings like: Day of the Dead, Black History, Chinese/ Lunar New Year, etc.

Action Step 7: RUSD will work with the City of Rialto to encourage them to recruit a student commissioner to sit on their board.

Action Step 8: RUSD cybersecurity students and other interested staff will be given the opportunity to work with surrounding municipalities as "interns" and/ or "consultants" to surrounding municipalities' community services departments to offer cyber-citizenry and digital literacy classes. These community classes will focus on internet etiquette, ethics, and using common computer applications (e.g., Word, PPT, XLSX, Google Certification, etc.) for members of the community.

Action Step 9: RUSD will work with communication services, the Rialto Network, Ethnic Studies, Think Together, DAAPAC/ BSUs, and school site ASB and after-school programs to create a student-led series called, "Breaking Stereotypes" where students research stereotypes and use documentary-style storytelling to refute claims. These projects will be highlighted in the Wellness Centers.

Action Step 10: RUSD students will provide 2-dimensional art for public display and will work with the City of Rialto to provide space for a public art exhibition at the Rialto Metrolink Station and other locations around the community.

ACTION PLAN 4/SPECIFIC RESULT: POST-SECONDARY EDUCATIONAL OPPORTUNITIES

Action Step 1: RUSD will develop partnerships with local trade schools.

Action Step 2: RUSD will expand communication to parents about student creation and annual updates of 4 year plans

Action Step 3: RUSD will reduce barriers in order to give students greater access to AP and CTE courses

Action Step 4: Each high school will create business partnerships with local businesses to create mentorship and apprenticeship opportunities for high school juniors and seniors.

Action Step 5: RUSD students will open and manage a small business in Rialto, the Chavez/ Huerta Keystone Cafe. The Keystone Cafe will open to the public and the Career Technical Education students will learn to manage the business under supervision.

Action Step 6: RUSD Entrepreneurship students will create various student-led small businesses in Rialto (e.g., Pop- Up restaurants, food trucks, photography, videography, etc.).

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