

Rialto Middle School

Strategic Plan (2015-16)

<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 Rialto Middle School, the home of the Tigers who roar with integrity and determination, is to ensure that every student uses their individual talents to achieve academic success, through a vital system distinguished by:</p> <ul style="list-style-type: none">* An emotionally and physically safe environment* Rigorous, relevant, and engaging instruction* Family involvement with a sense of community* An appreciation for diversity* Developing every students' passion for ongoing learning
<p>STRATEGIC OBJECTIVES</p> <p>An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed its present capability.</p>	<ul style="list-style-type: none">● Specific Objective 1: Every student will demonstrate academic growth and proficiency● Specific Objective 2: Every student will discover and strengthen their personal talents● Specific Objective 3: Every student will be respectful and responsible members of a diverse society

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TACTICS

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.

Tactic I: We will implement rigorous, relevant and differentiated instruction that engages and inspires students.

Specific Result 1: Quality professional development--both from outside sources and in-house trainings--is offered to staff.

Action Step 1: Staff will be surveyed to identify the types of professional development that would be most beneficial for student success as measured by class attendance, participation, and student work. Development such as but not limited to curriculum, behavior management, and instructional strategies.

Action Step 2: Based on survey results, a PLC representative will attend outside professional development on a variety of topics.

Action Step 3: The PLC representative will then create and organize an in-house staff development program.

Action Step 4: Instructional staff will utilize PLC time to discuss how to best implement new strategies learned from the trainings.

Action Step 5: Trained staff will be available to lead lesson studies or to mentor teachers.

Action Step 6: Staff will take a survey on the effectiveness of the professional development and determine any further professional development needs.

Specific Result 2: Student schedules will allow for differentiation in instruction, increase student interest, and raise academic achievement.

Action Step 1: Student schedules will allow flexibility with student placement for differentiation according to assessment data and/or teacher recommendation such as but not limited to intervention, honors, and accelerated classes, special education, and EL program.

Action Step 2: Student schedules will be modified to allow for different elective choices such as but not limited to an optional zero period, home room, and flexible student placement.

Action Step 3: Students will be surveyed about elective interests, and based on the results, additional elective options will be offered in periods 1-6.

Action Step 4: Based on the survey, an optional 30 minute zero period will be offered on a quarterly basis with additional electives that incorporate interventions and cross-curricular connections.

Action Step 5: A shortened period (less than 30 minutes) for home room will be added to the beginning of regular school days to allow for activities such as but not limited to student organization, check in/check outs, binder checks, course reflections, and team building activities.

Specific Result 3: Students will increase proficiency/competency in all curricular areas.

Action Step 1: Teachers will assess students for reading and math levels at the beginning of the year.

Action Step 2: Teachers will analyze the assessment data and determine student needs.

Action Step 3: Counselors will revise/develop schedules to best meet student needs in specific areas, quarterly or as needed.

Action Step 4: Teachers will implement systematic programs such as but not limited to Read 180, APEX, AR and ALEKS.

Action Step 5: Teachers will continue assessments on a quarterly basis to determine continued student intervention needs.

Action Step 6: Teachers will dedicate one PLC a month with all stakeholders to discuss and analyze program implementation and/or needs for revision.

Specific Result 4: Instruction will be provided in a way that is student-centered, differentiated, and focused on communication, collaboration, and real-world experiences.

Action Step 1: All teachers will be surveyed to determine what training and tools they need in order for their students to participate in rigorous instruction as defined within the specific results.

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Action Step 2: A data team will be formed and will analyze the survey to extract current needs in regards to professional development.

Action Step 3: Each grade level team will choose two rigorous, cross-curricular, and project-based learning experiences to implement in the classroom annually.

Action Step 4: Specific trainings will be employed in the use of effective project-based learning strategies, rigorous instruction, and cross-curricular projects.

Action Step 5: Once a month a grade level meeting will be dedicated to refining, planning, and sustaining project-based learning experiences, rigorous instruction, and cross-curricular projects.

Action Step 6: Teams will develop an assessment system to determine the effectiveness of project-based learning experiences.

Action Step 7: Based on the assessment results, revisions will be made to the plan by grade level teams.

Specific Result 5: Students will achieve maximum potential by building relationships with staff and the community.

Action Step 1: Staff will maintain a positive attitude/personal relationship with students so they know we are a team and have their best interest at heart. Staff will provide support such as but not limited to the check-in and check-out system.

Action Step 2: Students will participate in mentoring programs such as but not limited to, Big Brother Big Sister, The Great Program, and Young Visionaries.

Action Step 3: Students will participate in Career Days where different careers are showcased by community professionals.

Specific Result 6: Staff (teachers, instructional assistants, intervention strategists, and counselors) will collaborate toward a unified consensus to plan instruction and student placement in classes that benefit all students.

Action Step 1: Staff will meet regularly in order to collaborate.

Action Step 2: Teachers will either formally or informally meet twice a week as a grade-level/subject PLC to check in with each other such as but not limited to: Where are you in lessons? What's working? What's not? Analyze where lessons could be improved. A summary of the meetings will be noted and submitted to administration.

Action Step 3: Based on a prior arrangement, teachers will observe other teachers a minimum of once a quarter and give positive feedback on what they observe.

Action Step 4: SEI and RSP teachers will have time to collaborate and plan with their instructional assistants and general education teachers on a continual basis.

Action Step 5: A grade-level PLC meeting will be held in order for cross-curricular planning to occur (frequency to be determined).

Tactic II: We will provide diverse opportunities for students to explore, develop and showcase their individual talents.

Specific Result 1: Students will have opportunities to demonstrate their understanding of curriculum through alternative assessments.

Action Step 1: Each department (English, History/Social Studies, Math, Science and VAPA) will be provided time to develop a common rubric that will measure students' level of understanding on project based alternative assessments. These could include but are not limited to: recipes, infomercials, newscasts, cheers, collages, reader's theater, fashion sketches, museum exhibits, etc. Rubric graded assessment scores will be entered into Synergy and/or Illuminate.

Action Step 2: RMS teachers will be trained and given time to collaborate and implement a Project Based Learning lesson (PBL) each quarter which will incorporate the use of new technologies, allowing students to engage in higher level thinking strategies.

Action Step 3: RMS teachers will be educated, coached, and assisted in technologies such as coding and video production.

Action Step 4: Public spaces around school will be used to showcase these alternative assessment projects to help improve student morale.

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Action Step 5: Administration will meet with departments and visit classrooms to discuss and observe alternative assessments.

Specific Result 2: Students will be provided clubs and activities that afford exploration and development of interest in extracurricular, career paths, and other talents.

Action Step 1: Counseling department will develop and administer a student interest survey during the 4th quarter of the academic year; data collected will be utilized for the following school year.

Action Step 2: Parents and guardians will be surveyed and recruited during registration, Back to School Night, and Parent Link/Email to match talents and interests with the students. Counseling will also reach out to community members.

Action Step 3: Based on the student interest survey, staff with corresponding background knowledge will be recruited and encouraged to provide extracurricular opportunities that match.

Action Step 4: Clubs will support and encourage student interest in Physical Sciences, Mathematics, Social Sciences, and the Fine Arts.

Action Step 5: Themes may include but are not limited to robotics, chess, news broadcast, anime, dance, and travel. Local service organizations such as the American Legion, Lion's Club, Exchange Club, Rotary Club, Women's Club, Optimist Club, etc. may also be recruited to provide mentorship and financial support.

Action Step 6: Career exploration will be provided by counseling staff by means of guest visits, career speakers, and a periodically allocated career research time during student lunch.

Action Step 7: Students will be encouraged to enroll in Core Competitions such as but not limited to: STEM Bowl, National History Day, and Service Organization Contests.

Action Step 8: Study Trips will be provided to expand students' interests. These may include Art Museums, theatres, local historical sites, presidential museums, etc.

Specific Result 3: Students will have opportunities to explore various educational and/or enriching experiences/disciplines outside of the core curriculum through electives.

Action Step 1: Create an elective interest survey for teachers to identify electives/subjects we can offer. Create an additional survey for teachers to verify which type of credential(s) are held and use this data as a basis for elective offerings.

Action Step 2: Create and administer an elective interest survey for students to identify elective options of high interest such as but not limited to: --Sports Rotations: Soccer, Basketball, or Meditation. --Fine Arts/Humanities: Creative Writing, Journalism, Meet the Masters, Animation, Film, or Foreign Languages such as Spanish. --STEAM: Coding, Robotics, or Engineering. --Genius Hour

Action Step 3: Include electives in the master schedule utilizing open periods.

Tactic III: We will provide a physically and emotionally safe school-community.

Specific Result 1: Rapport and relationships will be built between students, staff, and the community in order to foster unity.

Action Step 1: We will utilize opportunities such as but not limited to Open House, Back to School Night, Take Your Parent to School Day, Picnic Days, guest speakers, and Family Curriculum Nights to incorporate activities that build relationships between students, parents, and staff.

Action Step 2: We will organize team building activities among students to foster positive relationships, communication and cooperation skills, and mutual respect such as before school and lunchtime activities.

Action Step 3: Develop and maintain a comprehensive list of available community resources to address specific needs within the school for teachers and students (e.g. counseling, food bank, clothing bank resources) as well as positive resources such as Rialto Community events, a comprehensive calendar of school and community events. These resources would be updated once a quarter with print copies produced in conjunction with the information posted on the school's website.

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Action Step 4: We will promote school spirit, school culture, increase student/teacher interactions, and further engage students through school wide activities including but not limited to student-staff lunch parties, student-staff team building activities, and nights out with the staff (e.g. bowling night, movie night, skating, and other off-campus appropriate activities).

Specific Result 2: Rialto Middle School will provide opportunities for students to learn about positive social interaction and social emotional learning,

Action Step 1: Continue to implement and expand PBIS to teach desired behaviors and routines. Utilize PBIS to improve the school climate in order to promote a more positive campus environment.

Action Step 2: Provide training and use programs including but not limited to Character Counts, GoStrengths!, and Restorative Justice.

Action Step 3: Provide training/professional development for all staff in social-emotional learning, protocols for social issues such as but not limited to self-harm, self-medicating, bullying, depression, abuse, etc.

Specific Result 3: Students will have multiple opportunities to showcase their diverse talents to develop pride, self-confidence, and acceptance throughout the school-community.

Action Step 1: Provide opportunities (through departments) for students to showcase projects including but not limited to the following: -curriculum projects; -photography; -drawings; -paintings; -poetry; -creative writing

Action Step 2: Organize an Annual Talent Show showcasing student talent including but not limited to music, dance, acting, etc.

Action Step 3: Create a digital media elective for interested 6th, 7th, and/or 8th graders to showcase talents and individuality through maintaining and sharing personal digital portfolios covering topics such as but not limited to the following: -safe use of social media; -understanding the pros and cons of engaging in social media; -showcasing talents using social media (school website, phone, tablets, desktops, etc.); -creating and maintaining a digital portfolio of documents, images, videos, projects, etc.; -understanding how to use a digital portfolio for real word tasks, such as but not limited to, college admission applications or job interviews.

Action Step 4: Develop chess or other strategy-type game elective/club. Organize tournaments to showcase strategic thinking talents.

Specific Result 4: Every student will be encouraged to participate in campus activities to promote community.

Action Step 1: We will implement a campus transitioning program, which utilizes upperclassmen to guide lowerclassmen to academic and social success through peer mentorship. Campus transitioning programs such as but not limited to Link Crew, WEB (Where Everybody Belongs), etc., will be implemented within our student body to promote a community environment for all student body through positive communication, direct interactions, and tangible messages.

Action Step 2: We will provide opportunities to staff, students, and administration to express positive feedback in the form of but not limited to shout-outs, thank-you notes, on-screen announcements, appreciation days, etc.

Action Step 3: Welcoming committees (as part of the campus transitioning program) will identify new students (through registration) to shadow to establish/enhance peer support and sense of community.

Action Step 4: Student mentorship opportunities (as part of the campus transitioning program) will be available for peer support to encourage a sense of community.

Action Step 5: Clubs will come together to promote school pride and campus culture through a variety of activities such as but not limited to club-rush week, spirit days/weeks, rally assemblies, school service projects, class competitions, etc.

Specific Result 5: Rialto Middle School will be a closed campus, with trained personnel and secured buildings/structures in place to ensure the physical safety of students and staff.

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Action Step 1: Staff will submit work orders for structural upgrades to the campus including, but not limited to, more security cameras and doors/gates in the front office.

Action Step 2: Staff will implement an electronic system of communication for the parents. For example, a texting app, or a system of emails that will be utilized to send updates immediately regarding school news.

Action Step 3: Supervision duties for staff will be assigned at the beginning of the year with a rotating schedule to target high traffic areas. AM duty will focus on the quad and front of school. PM duty will focus on the front of the school and parking areas.

Action Step 4: Updated training and monitoring of the site security team protocols.

Action Step 5: Revisit and establish safer protocols for on-campus visitors in alignment with District protocols.