

Goal 1: Provide high quality teaching and learning environments for all students

1.1 Increase the quality and rigor of grade level core curriculum and instruction

- ✓ 1.1a Continue to implement standards with increased focus on the development of language and academic skills for English Language Learners; reinforce collaborative structures; personalize learning; integrate technology; collaboration and progress monitoring (professional development days for all employees at the beginning of the year and 2 during the year for teachers; 23 Staff Development Specialists; curriculum development; instructional technology integration; Coding partnerships; Professional Development Platform; Collaboration and Inquiry-short cycle assessments)
- ✓ 1.1b Next Generation Science Standards (implement NGSS transition plan; provide professional development)
- ✓ 1.1c Designated English Language Development and Integrated ELD daily for all English Learners K-12 (explore Newcomer curriculum; supplemental resources; GLAD training; increased professional development beyond 1.1a; core materials included in 1.1f)
- ✓ 1.1d Instructional support (support instruction, teachers and students at high need schools-add Assistant Principals; secretarial support)
- ✓ 1.1e Support early literacy, numeracy and language development (reduce class size in TK-3 to 25/1)
- ✓ 1.1f Implement multi-year plan for textbook/material adoption
- ✓ 1.1g Support Science Technology, Engineering and Mathematics (STEM) Districtwide (STEP conference; STEM Parent Conference; Inspire Her Mind; STEM nights; STEM center design)
- ✓ 1.1h Support Visual and Performing Arts (VAPA) District strategy

1.2 Support digital integration, infrastructure, digital inclusion, maintenance, procurement and safety

- ✓ 1.2a Digital integration (student devices; teacher and classroom refresh; tools; resources; professional development)
- ✓ 1.2b Infrastructure
- ✓ 1.2c Digital inclusion
- ✓ 1.2d Maintenance of equipment
- ✓ 1.2e Technology procurement
- ✓ 1.2f Safety

1.3 Recruit and develop highly qualified and highly effective teachers and staff (New teacher induction program; recruitment of highly qualified personnel; new mentoring support person; career ladder program; training for classified staff; professional growth system; ensure teachers are properly credentialed for assignment within CTE programs; competitive compensation; leadership development; Principals Institute; coaching; Aspiring Leaders; New Administrators; Parent/Community relations workshops)

1.4 Improve the quality and safety of the school environment to support optimal learning (Routine restricted maintenance; increase deferred maintenance; ensure reliability of classroom and building systems; cleaning and green scape services; General Obligation Bond)

Goal 2: Prepare all students to be college, career and world ready upon graduation

2.1 Close all identified achievement gaps by providing support to students whose academic needs are not met in the core instructional program: Identify, evaluate, and implement districtwide multi-tiered system of support

- ✓ 2.1a Tier I: Core instruction (small group intervention; universal screening; strengths based academy pilot)
- ✓ 2.1b Tier II: Strategic intervention (implement Tier II for K-12 ELA and math; LAB program support for English Learners)
- ✓ 2.1c Tier III: Intensive Intervention (revise allocation plan and continue to evaluate effectiveness of Read 180 and Systems 44; implement intervention for K-2 reading)
- ✓ 2.1d Multi-tiered System of Support pilot (establish a data-driven system using the North feeder pattern as proof of concept)
- ✓ 2.1e Site allocation for services and support of high need (unduplicated) students
- ✓ 2.1f District services and support for high need (unduplicated) students

2.2 Increase the percentage of students who graduate college and career ready

- ✓ 2.2a PK-12 college going expectations and culture development (expand college and higher education workshops for parents and students at the secondary level; expand to upper elementary level; digital literacy and citizenship; increase counselor training and hold a-g summits)

Support for specialized programs

- ✓ 2.2b Personalized Learning / Competency based (strategy development; launch schools and capacity building; competency based learning)
- ✓ 2.2c Advancement Via Individual Determination (AVID)
- ✓ 2.2d Heritage Plan (coordination of plan; college readiness activities at sites)
- ✓ 2.2e Puente (field trips and workshops)
- ✓ 2.2f Advanced Placement (provide test fees)
- ✓ 2.2g International Baccalaureate Middle Years Program

- ✓ 2.2h Support graduation (caps and gowns)
- ✓ 2.2i Support English Learners and Foster Youth (Counselor on Special Assignment and site support)

Student support programs

- ✓ 2.2j Credit and a-g recovery (increase teacher training)
- ✓ 2.2k Summer programs at elementary and middle schools (schools with highest numbers of unduplicated pupils; reading by 3rd (summer slide) monitor and expand)
- ✓ 2.2l Maintain summer school at a third high school site
- ✓ 2.2m Maintain math tutoring at secondary schools

2.3 Increase quality opportunities for students and families to choose their educational path

- ✓ 2.3a Project development (grant writing)
- ✓ 2.3b Dual Language Immersion (vertical and horizontal expansion; library books; bilingual teacher stipends; teacher on special assignment)
- ✓ 2.3c Core Knowledge (40% coordinator; explore expansion)
- ✓ 2.3d Project Lead the Way (PLTW) and Gateway to PLTW and 2 elementary schools (materials; supplies; field trips; software)
- ✓ 2.3e Visual and Performing Arts (VAPA) (teachers on special assignment)
- ✓ 2.3f STEM Academy (transportation to underserved areas of the city)
- ✓ 2.3g Elementary Foreign Language pilot

2.4 Increase student access to quality academic and career counseling - Implement comprehensive counseling plan (secondary schools with high percentage of unduplicated students)

2.5 Increase quality opportunities for students to participate in sequenced career pathways (Coordinate CTE action plan; CTE Pathways and curriculum; Professional Development; virtual courses; partnerships; Memorandum of Understanding with Riverside County of Education for CTE)

2.6 Provide increased and expanded high quality preschool programs

- ✓ 2.6a Professional development and coaching (Early Childhood Specialist support)
- ✓ 2.6b Expansion of services (underserved areas of the city; sliding scale for non-qualifying families)
- ✓ 2.6c Spanish preschool program
- ✓ 2.6d Early Impact Program (Teen Parent Infant Center)
- ✓ 2.6e Parent engagement

Goal 3: Fully engage students, parents and the community in support of short and long term educational outcomes

3.1 Increase services for students exhibiting behaviors that are interfering with their learning

- ✓ 3.1a Implement Student Assistance Plan (social and emotional support personnel; Gallup Poll; Positive Behavior System of Support)
- ✓ 3.1b Support for Child Welfare and Attendance (Pupil Services; Homeless; support for Foster Youth; student mentoring; campus supervisors; School Resource Officers)

3.2 Increase quality parent/community communication, engagement and collaboration

- ✓ 3.2a Services for families, schools and community (coordination of services; partnerships)
- ✓ 3.2b Expand services of the Family Resource Center
- ✓ 3.2c Workshops and academies (Parent Institute for Quality Education; Parent Engagement Leadership Institute; School Smarts; Districtwide Family Engagement Conference)
- ✓ 3.2d Translation services (District translator; sites with 30% on home language survey; # of IEPs requiring translation; translation at Board meetings)

3.3 Increase opportunities and reduce barriers for participation in extra and co-curricular activities

Activities and Athletics

- ✓ 3.3a Science Enrichment
- ✓ 3.3b Elementary Music (decrease barriers and increase opportunities for students)
- ✓ 3.3c Activities/VAPA/student government/academic competitions and Gallup engagement
- ✓ 3.3d Middle School athletics
- ✓ 3.3e Freshman/sophomore athletics
- ✓ 3.3f High School athletics
- ✓ 3.3g Quality athletic coaching
- ✓ 3.3h School +2 monitoring tool

3.4 Increase internal and external communication systems by creating open two-way communication between the Board of Education, administration, staff, students, parents and the RUSD community

- ✓ 3.4a Digital communication (RUSD website and staff training; media monitoring; Digital Content Specialist)
- ✓ 3.4b Brand awareness and community engagement (RUSD brand update; district events; Town Hall meetings; marketing and communication; Community Relations staff)
- ✓ 3.4c Update Crisis Management and Response structure