

Richmond Consolidated School School Improvement Plan 2021-2022

Richmond Consolidated Mission

In cooperation with parents and the community, Richmond Consolidated School will provide all students a safe environment in which:

- Personal and academic excellence is promoted and celebrated.
- Student responsibility for learning is developed and expected.
- All members value and exercise our core values: Cooperation, Assertion, Responsibility, Empathy, and Self Control (CARES).
- An enthusiasm for life-long learning and community service is instilled.
- We relish learning from differences and embrace diversity.

School Improvement Plan Goals

Goal 1: Increase student achievement in early literacy skills

Goal 2: Support the social emotional development of students

Goal 3: Identify and address pandemic related learning loss and opportunities for exceleration

Goal 4: Continue to follow the health and safety guidelines to provide a safe and supportive learning environment for students and staff

The 2021-2022 school year finds us still working with the challenges of educating children in a pandemic. The pandemic has created additional challenges for students academically and for their social emotional health. We continue to follow and refine the safety goals that were established in the 2020-2021 school year. School improvement goals this year are connected to each other through our work on Assessment, Response to Intervention, and Social Emotional Learning.

Goal 1: Increase student achievement in early literacy skills

Action/Objective	Task	Responsible Party	Timeline	Measurable Outcomes
Reinstitute a full program of academic screening tools to identify and monitor students at risk.	Assess students in fall, winter, and spring in literacy using DIBLES and GRADE	Reading Specialist (DIBELS) Technology Teacher (GRADE) Classroom Teachers (GRADE) Principal Administrative Assistant	Year long	Students will show improved performance on GRADE and DIBLES assessments. Students in will show improvement on MCAS score
Review Data collected from screening tools and provide interventions to students who qualify.	Review data from assessments and form groups for interventions.	Reading Specialist Intervention Teachers Classroom Teachers (K-4)	Year Long	Grade level meetings with reading specialists, classroom teachers, and intervention teachers three times per year to review data and group students by need and type of interventions needed.
Provide high quality professional development in ELA	Provide specific and ongoing training in early literacy	Principal and Contracted Foundations Trainer	Spring 2022 - Fall 2022	Full utilization of Foundations reading program in grades K-2
Provide high quality research supported reading books	Using ESSER and Title I grant funds purchase high interest decodable texts that support Foundations Reading Program	Principal and Reading Specialist	Year long	Teacher and Student use of new materials.

Goal 2: Continue to focus on the social emotional needs of students

Action/Objective	Task	Responsible Party	Timeline	Measurable Outcomes
Our universal expectations (CARES) will be defined at each grade level and ongoing teaching, reviewing, and modeling with students and staff will occur	Universal expectations (CARES) will be visible throughout the school and taught/practiced in group/classroom meetings throughout the year. Curriculum will include Second Step and Steps to Respect, Life Skills and Social Thinking	SAC/Classroom Teachers	Prek-5 CARES classes with SAC and classroom teacher present 1x week	Reduction in Discipline and SAC Referrals Teachers use the language from the Second Steps Program with their students.
Engage middle school students in a meaningful way to help them develop important cooperative and conflict resolution skills.	Grades 6-8 Team Building	SAC and PE Teacher	Grades 6-8 Team building co-taught by SAC and PE Teacher 1x per week	Reduction in Discipline Referrals and SAC referrals. Anecdotal observations of staff that students are using strategies that they have been taught Student Survey
Improve students skills and abilities to play competitive and cooperative recess games	PE Teacher will provide supervision and instruction in playground games	P.E. Teacher	2 recess per day	Reduction in Discipline Referrals and SAC and referrals stemming and from recess activities.

Goal 3: Identify and Address Pandemic Related Learning Loss and Opportunities for Exceleration

Action/Objective	Task	Responsible Party	Timeline	Measurable Outcomes
Reinstitute a full program of academic screening tools to identify and monitor students at risk.	Assess students in fall, winter, and spring in literacy using DIBLES and GRADE and GMADE (for mathematics)	Reading Specialist (DIBELS) Technology Teacher (GRADE) Classroom Teachers (GRADE) Principal Administrative Assistant		All students will be administered GMADE and GRADE 2x this year. Students in grades K-5 will be administered the DIBELS 3x this year.
Revisit and reestablish a Response to Intervention Process	Summer Professional Development revisoning our RTI process	Principal, Director of Special Education, core group of teachers	August 2021	Teachers use RTI process. Students being referred for Special Education assessments are first given opportunity to be part of RTI process where interventions are tried, and reviewed. Students being referred for Special Education assessment will have data from RTI interventions
Refining of teaching practices	Use professional Development time to examine data in teams of regular education teachers, intervention teachers and special education teachers.	Regular education teachers, intervention teachers and special education teachers	2 half day PD days	Teachers will note areas of student success and student need and revise teaching practices and or look for resources to address those needs.

Goal 4: Continue to follow the health and safety guidelines to provide a safe and supportive learning environment for students and staff

Action/Objective	Task	Responsible Party	Timeline	Measurable Outcomes
Continued implementation of health and safety protocols; monitoring of state county and school metrics	Weekly examination of the Department of Public Health Covid-19 community level spread map, and pool testing data. Ensure adequate PPE equipment.	Principal /School Nurse/Superintendent	Ongoing	Adherence to protocols - masks, handwashing, and social distancing.
Make sure the RCS community is kept up to date with latest COVID protocols and mitigation measures	Clear and effective communication with the RCS community of changing COVID protocols and opportunities for families.	Principal/School Nurse/Superintendent/ Website Coordinator	Ongoing	Changes in Protocols are shared with families via email, newsletter and RCS webpage. Families are informed of all opportunities to mitigate COVID infections including vaccination and testing.