

Richmond Consolidated School

School Improvement Plan

January 2023-June 2025

Dr. Beth N. Choquette, Principal

RCS School Council Members: Rachel Kanz, Teacher; Mary Shook, Director of Special Education; Natalie Gingras, School Secretary; Andy Leeco, Parent/Caregiver; Jeremy Kessler, Community Representative

Richmond Consolidated School Vision and Mission

Our vision is to provide opportunities for everyone to become mindful, caring individuals, as well as academic achievers. As a community of learners, we are committed to creating a school climate that encourages positive self-esteem, critical thinking, responsibility, mutual respect, citizenship and a lifelong love of learning.

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.

Focus Areas of Each Goal

Based on the results of the structured interviews with students, faculty and staff, and parents/caregivers conducted at the start of school year 2022, as well as through observations during the first four months of school year 2022, the areas of growth for RCS over the course of the next two plus years are focused on three key areas: **Relationships, Multi-Tiered System of Support, and Family and Community Engagement.**

School Improvement Plan Assessment

Met: Met the expectation outlined in the goal.

Partially Met: The school partially met the expectation, but should continue/adjust the goal as needed to meet the expectation.

Did Not Meet: The school did not meet expectations outlined in the goal.

Goal 1: Relationships

Create a school community that supports each other with kindness and respect, where all students and staff feel valued, that they belong, that they are safe, and feel that they are part of an environment that celebrates our differences and embraces diversity.

Improvement Strategies	Met	Partially Met	Did Not Meet	Evidence of Success/Next Steps
Increase teacher to family communications				<ul style="list-style-type: none"> ● Monthly communication is provided to families from homeroom and specialist teachers ● Families are regularly informed of their child's progress and what they are learning/studying
Increase school to family communications and principal to faculty/staff communications				<ul style="list-style-type: none"> ● Weekly communication is provided to families from the principal ● Open door policy to meet with the principal ● Weekly communication is provided to all faculty and staff from the principal
Increase a culture of community and belonging within the school				<ul style="list-style-type: none"> ● Grade specific and school-wide celebrations occur 3 times/month ● Principal makes every effort to see every student every day through classroom visits,

				<p>being present at morning arrival and afternoon dismissal, and being present for lunches/recesses</p> <ul style="list-style-type: none"> ● Student leadership team in place ● Principal holds Principal’s Chats and Town Halls to connect with families ● Principal holds listening sessions with upper elementary and middle school students ● Bi-weekly meetings occur with the Principal, School Nurse, School Adjustment Counselor, and School Psychologist ● Provide awareness and education around celebrating and lifting up the voices of historically marginalized populations ● Students receive Second Step, CARES, and Anti-Bullying lessons to fidelity ● Faculty and staff do their best to attend school and community activities their students are part of
<p>Increase student engagement in school and community events</p>				<ul style="list-style-type: none"> ● Students actively participate in the planning and attending of school and community events

Goal 2: Multi-Tiered System of Support

Develop a robust MTSS framework that meets the academic, social-emotional, and behavioral needs of all students through data-driven decision making, progress monitoring, and evidence-based supports and interventions and to provide equal access to learning opportunities through the framework of Universal Design for Learning (UDL).

Improvement Strategies	Met	Partially Met	Did Not Meet	Evidence of Success/Next Steps
Use professional development days, faculty meetings, and Professional Learning Communities to learn and develop an understanding of the MTSS framework.				<ul style="list-style-type: none">● All students have equitable access to grade level content● All students receive a robust Tier I education and are provided with Tier II and Tier III supports when needed to support their academic, behavioral, and social emotional learning needs● Teachers received training in trauma informed practices, culturally responsive teaching practices, and restorative practices to ensure that the social emotional as well as behavioral needs of students are met● Second Step, CARES, team building implemented to fidelity
Create strong and supportive conditions and systems to support a robust and effective MTSS framework.				<ul style="list-style-type: none">● Instructional Leadership Team meets monthly to ensure that all of the system drivers are in place to support an effective MTSS framework

<p>Develop a clear process for student support.</p>				<ul style="list-style-type: none"> ● There is an outlined Child Study process ● Teachers and support staff follow a clear process when recommending students for support ● The DCAP (District Accommodation Plan) is used by all teachers in order to support various learning needs in their classrooms
<p>Review Literacy, Math, and Social Studies programs to ensure they are aligned with the state standards, address the Science of Reading components, mathematical practices, and ensure that students are able to listen to all perspectives in order to fully participate in creating a more just and democratic society</p>				<ul style="list-style-type: none"> ● Curriculum committees meet periodically to review current programs as well as review new programs and make recommendations for adopting new programs that align with the state standards ● Adopt new Literacy, Social Studies, and Math programs ● Foundations implemented to fidelity in PreK-2.
<p>Increased student engagement with learning and academic outcomes</p>				<ul style="list-style-type: none"> ● High student engagement/participation in their academic subjects ● Student led-conferences focused on progress towards their learning goals for grades PreK-5. Begin discussions of implementing middle school student led-conferences. ● Improved academic

				achievement in school and state assessments
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Goal 3: Family and Community Engagement
 Increase the connections between our families, school, and community.

Improvement Strategies	Met	Partially Met	Did Not Meet	Evidence of Success/Next Steps
Room Parents/Caregivers				<ul style="list-style-type: none"> ● 1 parent/caregiver volunteer is assigned to each classroom
Provide activities and events for family/community engagement				<ul style="list-style-type: none"> ● Back-to-School BBQ and Open House ● Trunk or Treat ● Veterans Day Luncheon ● Thanksgiving Feast ● Craft Fair ● Scholastic Book Fair ● Movie Nights ● Spirit Weeks ● Musical Events ● Winter Carnival ● Valentine’s for Seniors ● Color Run
Increase a culture of community and belonging within the school				<ul style="list-style-type: none"> ● Principal holds Principal’s Chats and Town Halls to connect with families ● Advertise school events in town email ● Provide awareness and education around celebrating and lifting up the voices of historically marginalized populations

Build stronger relationships between the greater school community and school staff				<ul style="list-style-type: none"> ● Increased participation of the greater school community and school staff at school and community events
Increase school to family communications and principal to faculty/staff communications				<ul style="list-style-type: none"> ● Weekly communication is provided to families from the principal ● Open door policy to meet with the principal. ● Weekly communication is provided to all faculty and staff from the principal.

School Council Approval 1/24/23
School Committee Approval 2/14/23