

Richmond Consolidated School

School Improvement Plan 2024-2025

Theory of Action

If Richmond Consolidated School...

- implements a comprehensive approach to address chronic absenteeism by focusing on creative ways of supporting families to get students to school,
- considers both state-level MCAS results and local academic performance data across multiple touchpoints,
- prioritizes stakeholder engagement by strengthening culturally responsive teaching and trauma-informed practices while enhancing student engagement both in and out of school,
- fosters school identity by integrating a teacher created motto, adopting a student selected mascot, and reviving the CARES initiative and core values...

Then...

Student attendance will improve, academic performance will be more holistically understood and supported, families and students will feel more connected and engaged, and the school culture will be more inclusive, empowering, and reflective of the community's values.

As a result, these efforts will contribute to a positive school climate, enhance student well-being and success, and build stronger, more connected relationships between students, families, and the school.

<p style="text-align: center;">Goal <i>What will we do?</i></p>	<p style="text-align: center;">Initiatives & Strategies <i>How will we do it?</i></p>	<p style="text-align: center;">Outcomes <i>How will we know we achieved the goal? What is the evidence/product?</i></p>
<p>Chronic Absenteeism</p>	<ul style="list-style-type: none"> ● Regularly review attendance data to identify trends, patterns, and specific groups at risk. Use this data to personalize interventions and allocate resources effectively. ● Foster a positive culture that emphasizes the importance of being present. Promote the message through leadership commitment, and organizational values. ● Communicate attendance expectations clearly, and ensure everyone understands the policies and the support available if they face barriers to regular attendance. 	<ul style="list-style-type: none"> ● Targeted interventions leading to lower absenteeism in identified groups. ● Regular reports tracking the impact of data-driven interventions on absenteeism. Improved attendance rates in groups flagged by the data system as high-risk. ● More widespread acknowledgment of the importance of attendance, lower overall absenteeism. ● Increased awareness and understanding of attendance policies, with fewer unexcused absences.

	<ul style="list-style-type: none"> Investigate and address the root causes of absenteeism, such as poverty, transportation issues, or mental health challenges. 	<ul style="list-style-type: none"> Decreased absenteeism in populations facing socioeconomic or systemic barriers.
Academic Achievement	<ul style="list-style-type: none"> Provide one-on-one or small-group support in areas of need, informed by MCAS and local data. Continue to adopt highly quality instructional materials as recommended by DESE. 	<ul style="list-style-type: none"> Reduction in the performance gap between high- and low-achieving students. Adopt a new K-8 Science curriculum to begin in the school year 2025-2026.
Stakeholder Engagement	<ul style="list-style-type: none"> Provide all faculty and staff with professional development in Trauma Informed Practices and Culturally Responsive Teaching. All contractual staff will have the same professional practice goal focused on trauma and culturally responsive teaching practices. Faculty and staff will develop the school motto. Students will vote on a new (or the same) school mascot. 	<ul style="list-style-type: none"> Agendas, slides, and handouts from professional development sessions. Evidence of at least one culturally responsive/trauma informed practices and strategies embedded in lesson plans across subjects. The school motto prominently displayed in classrooms, hallways, and digital spaces. The new or continued mascot is integrated into

	<ul style="list-style-type: none">● Revive and give new emphasis on our school-wide expectations of being Cooperative, Assertive, Responsible, Empathic, and modeling Self-Control (CARES).	<p>school events, spirit weeks, and extracurricular activities.</p> <ul style="list-style-type: none">● Reduced behavioral incidents, as students internalize and demonstrate CARES values.● An increase in the number of students recognized for displaying CARES values.● Teachers report a more positive and respectful classroom climate.● A formal program that recognizes and rewards students who exemplify CARES in their daily actions.
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