

# Richmond Community Schools: Developing a High Performance Culture by 2020

## 20/20 Vision

By 2020, Richmond Community Schools will be the highest performing school system in East Central Indiana.

## Mission

Richmond Community Schools Mission: Graduate students who are literate, responsible, proficient in state and national standards, and college/career ready.

## Leadership Values

The following leadership values will support the individual needs and talents of our students and employees. They will provide a climate where everyone can experience success and the joy of learning. Our school culture will demonstrate and communicate our values through daily action.

Value and Brief Explanation	How RCS is Living and Embedding the Value
<p><b>Systems Approach: We are most successful when everyone in our learning organization works together to achieve common goals. We can enhance efficiency and effectiveness by achieving alignment across our system. <i>We R systems thinkers.</i></b></p>	<ul style="list-style-type: none"> <li>• Teachers are aligning their taught and tested curriculum with the Indiana Academic Standards and/or the Common Core State Standards.</li> <li>• We are developing or selecting common assessments across all our buildings.</li> <li>• We have developed lists of standard operating procedures to be followed in each building and classroom regarding safety.</li> <li>• High School Instructional Coaches Celeste Johnson and Karrienne Polk-Meek guide and provide teachers with a common language and strategies to collectively reach the goals of Richmond High School as they relate to student achievement. 02-21-13</li> <li>• Richmond Community Schools’ students in the architectural program will work with Mr. Ron Maze to create drawings for the Charles renovation and to create tracking programs for progress. 02-21-13</li> <li>• Teachers align common behavior modifications to techniques in order to create consistent results throughout Dennis Intermediate School for student expectations. 02-21-13</li> <li>• <b>At the Hibberd Building, RCS provides unique services 1. for district students who have high ability academic and social-emotional needs; 2. to target additional support for the learning of at risk, high</b></li> </ul>

	<p>potential students; and 3. to serve district life skills students who need significant accommodations. 04-11-13</p> <ul style="list-style-type: none"><li>• To ensure that the RCS facilities are ready for student and staff needs, the Richmond Community Schools Business Office holds weekly facilities meetings with Warner Maintenance area managers and Ron Maze to define goals of the week and follow-up of the previous weeks' goals. 04-11-13</li></ul>
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**Accountability: Each person affiliated with the RCS system, including students, employees, parents/family members, and community stakeholders share accountability for our performance results and for providing personal best effort in support of our goals. *We R accountable.***

- The Parents as Leaders (PALS) program is training parents to be effective consumers of assessment data and more effective academic support for their children in school.
- Faculty members in all buildings are helping to develop and monitor the data walls on student achievement.
- Administrators at all levels are contributing to the public release of student performance data and the resulting strategy alterations.
- At Richmond High School teachers, administrators, counselors, and students use data to guide curriculum and access needs for remediation and enrichment. 02-21-13
- At the district level, Richmond Community Schools is implementing a data warehouse tool to make data more accessible and data analysis more efficient. 02-21-13
- Specific teachers are working with students to develop data binders. Teachers are conferencing with students to help them understand their data and how it impacts them at Crestdale. 02-21-13
- The RCS Mentoring program uses data created by Communities in Schools to monitor student performance data. 04-11-13
- The Office of Community Partnership and Engagement uses data created by Google Analytics, Facebook insights, and other social media outlets to monitor our parent/student/community engagement online. 04-11-13
- RCS shares with the Wayne County Boys and Girls Club relevant data to ensure accountability of student services. 04-11-13
- At Richmond High School, teachers, administrators, counselors, and students use a data room to guide curriculum and assess needs for remediation and enrichment. Our goal is to earn an A on our school grade. 04-11-13
- Staff and parents of students enrolled at Community Youth Services work together daily to bring about academic and behavioral growth for all of our students. 04-11-13
- Through the Student Learning Objectives more teachers are looking at their data and using them in developing their lessons. 04-11-13

**Shared Leadership: We work as a team. Each member provides essential leadership in support of our common goals. *We R team players.***

- Building level improvement and/or leadership teams work with the principals to direct the efforts of the entire building for a more effective culture of learning.
- At Test Intermediate School:
  - Teachers lead professional development
  - Teachers take on various roles in PLCs
  - Teachers take active leadership roles on the safety team and PBIS team. 02-21-13
- Intermediate principals are working with elementary principals to begin planning for the fourth grade orientations within the District. 02-21-13
- The Hibberd Student Advisory Council considers ways students can support our building goals and also provides perspective and ideas for problem solving concerns or creating new traditions. 02-21-13
- **School Improvement Teams (Goals/Data, Profile, Safe Schools, Technology, Professional Development, Oversight Team)** Each team has a leader, but leadership is distributed among all staff so all share in the leadership to support common goals of a well-rounded education for all children. 04-11-13
- In the Office of Student Achievement, we have created a system of shared leadership through our Instructional Coaching model. Our district instructional coach provides district leadership, and oversees the school instructional coaches. The school instructional coaches provide leadership in their buildings working with teachers and their principals, in support of the RCS goals. 04-11-13
- Richmond High School is a community of learners with leadership shared among administrators, instructional coaches, and the leadership team to increase the faculty support of high expectations, data-driven instruction, and commitment to our goal to become an "A" school. Our philosophy is that leaders create more leaders at Richmond High School. 04-11-13

**High Expectations: Our learning organization requires that we maintain high expectations for one another and for self. *We R expecting great things.***

- District level and building level performance targets serve to guide increasing expectations for student/building/district performance.
- At Elizabeth Starr Academy, specific goals have been set through our Department of Education Turnaround Plan that must be met in order for our school grade to improve. The teachers, parents, and students are aware of our current grade and the staff and students have goals set that will help us improve our overall grade. 02-21-13
- All buildings have set goals with high expectations in their School Improvement Plans. Central Office administrators meet with principals and data coaches three times throughout the year to review building achievement goals (referred to as CPASS meetings). 02-21-13
- Safe Schools/Healthy Students office staff is reviewing and collecting attendance, safety and behavior data to meet the expectations set forth by the School Board in its strategic plan. 02-21-13
- At Crestdale, we are meeting weekly as grade level teams on Robert Marzano's work to increase student achievement and teacher productivity by focusing on increasing student engagement through explicit instruction. 04-11-13
- Our learning organization requires that we maintain high expectations for one another and for self. Through data review meetings held three times a year with district personnel, high expectations are kept at the forefront for both the principal and classroom teachers. 04-11-13
- For the Technology Department, we are expected to evaluate, test, prepare, and support all elementary, intermediate, high school, Community Youth Services, and appropriate Wernle lab computers for IREAD3, ISTEP+, and ECA assessments. 04-11-13

<p><b>Evidence-Based Decision Making: We make decisions after careful consideration of the most compelling research and data analysis. <i>We R data-driven.</i></b></p>	<ul style="list-style-type: none"> <li>• Public surveys and surveys within the system will inform our decision making.</li> <li>• Data analysis from the district level to the student level has an impact on the instructional strategies used within the classrooms.</li> <li>• The Technology Department is conducting an online technology skills assessment to determine the key areas for professional development, technology integration, and future technology initiatives. 02-21-13</li> <li>• Third grade special education students performance on Acuity, IREAD-3, and ISTEP+ scores are shared with building level principals/Board. (Teachers to address IEP goals.) 02-21-13</li> <li>• Based on observations and a teacher survey, it has been determined that guided reading instruction needs to be strengthened at Vaile Elementary. Through research of resources, collaboration, reviewing schedules, and planning, teachers will increase the amount of time and differentiation in guided reading. 02-21-13</li> <li>• Track the number of special education students (seniors) who graduate with diplomas. Track the number of special education students on Certificate of Completion – 9<sup>th</sup> through 11<sup>th</sup> grades effects the graduation rate. 02-21-13</li> <li>• In Central Office and at the building level, I-READ 3 and ISTEP scores will be analyzed from Spring 2013 in order to set instructional priorities for summer school remediation and to set individual student goals. 04-11-13</li> <li>• The faculty at Test Intermediate School has developed an adult matrix and a student matrix to provide expectations for all shareholders of the community. 04-11-13</li> <li>• At Fairview data analysis has an impact on instruction, especially during LEAP, which allows us to tailor instruction to meet individual student needs. As a result, we have seen an increase in Acuity scores and an IREAD-3 pass rate of 98%. 04-11-13</li> </ul>
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**Continuous Improvement: As good as we are, we know that we can always achieve better results. We constantly try to find better ways of doing our work, and when we achieve our goals, we set higher targets.**  
*We R innovative.*

- We operate with a “No Excuses” philosophy and define accountability as “*communicating the desired results, implementing appropriate strategies, reporting on results achieved, assessing the difference, and initiating necessary changes to effect performance improvement.*”
- We view our employees as valuable resources! We are investing in their continued professional development with a goal that each year, employees receive an average of 30 hours of high-quality, best practice training within their areas of expertise and in support of our vision and mission.
- We are working to develop a compensation model that recognizes growth and improvement.
- The Office of Human Resources is in the process of revising the 4000s policies that pertain to classified personnel. 02-21-13
- The Administrative Team is reviewing a template to use when a performance plan is required for certified staff. 02-21-13
- Schools receiving an A grade continue to improve and sustain the achievement.
- Fairview Elementary will add teacher data binders in the fall of 2013. 02-21-13
- **The Office of Exceptional Student Education has provided our special education teachers with 75 hours of professional development during the 2012-13 school year. Our expectation for all special education teachers is to receive training in the areas of curriculum, Article 7, IEP paperwork and accountability for student achievement. 04-11-13**
- **Richmond Area Career Center this year started a program called Fix-It-Thursday for the 5 trade programs. We created a pull out program for students with failing grades in any of their classes to have tutoring once a week to stay on track for graduation. 04-11-13**
- **The staff of Elizabeth Starr Academy has made it a priority to analyze our current operations, work with outside consultants and the Department of Education, and improve our use of data to better guide our instruction. 04-11-13**

<p><b>Social Responsibility: We ensure that we are good partners within our community and that our students and employees support local individuals and organizations. We demonstrate wise stewardship of public resources and ensure that our graduates are ready to shoulder their civic responsibilities. <i>We R good citizens.</i></b></p>	<ul style="list-style-type: none"> <li>• We are working with Ivy Tech to shape our Early College Program into a more inclusive opportunity for students to prepare themselves for post-secondary success.</li> <li>• We partner with organizations/agencies at all levels such as West End Bank and Boys &amp; Girls Club to promote academic and social responsibilities.</li> <li>• Richmond Community Schools is working with Earlham College to strengthen our Cruising into the Future Program into a more inclusive opportunity for intermediate students to prepare themselves for post-secondary success. 02-21-13</li> <li>• Westview staff and students raise funds to give back to the community in efforts such as Pennies for Patients and the American Cancer Society. 02-21-13</li> <li>• Dennis Intermediate School partners with (The Well) The Fountain City Wesleyan Church that shares our Auditorium. They help by presenting a special professional looking program that promotes the quality of our building. 04-11-13</li> <li>• Test Intermediate School pairs with various community partners providing enrichment and academic programs, providing mentorship opportunities, and providing for the physical and emotional needs of students. 04-11-13</li> </ul>
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## ***Focus Areas for Strategic Planning and Associated Performance Targets***

### **Highest Student Achievement**

1. 90+% of students K-12 read on/above grade level.
2. 90+% of students master state and national standards.
3. 90+% of students graduate in their cohort.

### **Safe and Orderly Learning Environments**

1. 98+% of students demonstrate responsible behavior on a daily basis.
2. RCS students demonstrate a 96%+ attendance rate.

### **Home/School/Community Partnerships and Communication**

1. 95+% of parents/family members/guardians are rated as “actively engaged” in their child/rens’ education.
2. Maintain the number of community partnerships at 125 or more.
3. 95+% of stakeholders rate communication with RCS as “excellent” or “very good.”

### **High Performing Employees**

1. 90+% of employees are rated “highly effective” or “effective” OR are observed making meaningful improvement toward these targets.
2. RCS employees demonstrate a 95+% attendance rate.
3. 100% of certified employees receive a minimum of 30 hours of high-quality, best practice professional development within their areas of expertise and in support of our vision and mission.

### **Efficient and Effective Operations**

1. 100% of classrooms provide technology resources consistent with 21<sup>st</sup> Century needs.
2. 100% of employees use available technology effectively.
3. Each building receives Energy Star certification.
4. RCS consistently maintains a balanced budget with no deficit spending.

### **Customer (or Stakeholder) Satisfaction and Marketing**

1. Our enrollment will increase by an average of at least 25 students each year.
2. 90+% of stakeholders are “very satisfied” or “satisfied” with RCS.