



RICHFIELD MIDDLE SCHOOL

What is a Family-School Compact for Achievement?

A Family-School Compact for Achievement is an agreement that families, students and teachers develop together. It explains how families and teachers will work together to make sure all students get the individual support they need to reach and exceed grade-level standards.

Activities to Support Partnerships

Conferences

- October 15, 2024 (evening)
- October 16, 2024 (all day, no school)
- March 5, 2025 (evening)
- March 6, 2025 (all day, no school)

Family Nights (6-8 p.m. at RMS)

- September 24, 2024 (Latino Night & State of the School)
- February 11, 2025 (5th grade preview & RMS Curriculum Night)
- April 15, 2025 (Arts Night)

PAG Meetings (6-7 p.m. in the RMS Media Center)

- August 12, 2024
- September 16, 2024
- October 14, 2024
- November 11, 2024
- December 16, 2024
- January 13, 2025
- February 10, 2025
- March 10, 2025
- April 14, 2025
- May 12, 2025

Communicating About Learning

RMS is committed to communicating regularly with families about children's learning. We will be communicating to families using Parent Square and Weekly Bulletins for updates. Teachers will provide feedback to families at conferences or when needed. Social media will be used to let families know of updates and upcoming events.

In the Classroom

Teachers update grades bi-weekly to let parents know their students' successes in the classroom. When needed, teachers email, call or text families to collaborate.

Teachers, Families, Students—Together for Success

At Home

The Admin team has partnered with our Parent Advisory Group to gain feedback from families to continue to enhance the middle school experience. At these meetings we will also seek input from the group and other families on ways to continue to collaborate.

School Goals:

LITERACY

By spring of 2025, 70% of RMS students will make typical or aggressive growth as measured by the Fastbridge AutoReading Assessment through the implementation of targeted literacy interventions and ongoing progress monitoring.

Baseline: 64% of RMS students made typical or aggressive growth in SY 23-24 on this measure

MATH

Math: By Spring 2025, 60% of RMS students will make typical or aggressive growth as measured by the Fastbridge aMath assessment, through the implementation of targeted math interventions and ongoing progress monitoring.

Baseline: 56% of RMS students made typical or aggressive growth in SY 23-24 on this measure

SEL

By the end of SY24-25, the percentage of students who agree that their classmates demonstrate expected behavior at RMS will increase 8% from SY 23-24 baseline data, through the implementation of a new advisory framework, consistent SEL instruction, and school-wide reinforcement of behavior expectations.

Baseline: 42% of students agreed their classmates demonstrated expected behavior at RMS in SY 23-24

By the end of SY24-25, the percentage of students who agree with the statement, “being a student is one of the most important parts of who I am,” will increase 5% from SY 23-24 baseline data through collective work for students to create a common definition of what it means to be a RMS scholar, the implementation of advisory supports, staff training, designating a staff point person for each family, quarterly recognition assemblies, and prominent displays of student achievements.

Baseline: 50% of students stated “being a student is one of the most important parts of who I am” at RMS in SY 23-24

ATTENDANCE

By the end of the 24/25 SY, we will decrease the total number of student tardies partial absence attendance by 4% from SY 23-24 baseline data through the implementation of our tiered tardy intervention plan.

Baseline: There were a total of 36,237 total periods marked tardy or partially absent at RMS in SY 23-24

Students

Increasing student voice is very important to our middle school staff. We will be doing this by asking students for input during the school year on different events, building processes and experiences. We will also have a Student Advisory Group with our 7th and 8th grade students so they are able to provide input and help create events at our school and a Safe and Supportive Schools Student Group that meets throughout the school year.

Richfield Realized

Long Term Outcomes

- We will address the educational debt owed to marginalized communities to ensure equitable outcomes for all students.
- We will ensure all students learn about post-secondary options to set them up for success in their futures.
- We will ensure students are seen, valued, heard and respected to maintain a healthy school and District climate.
- We will support and celebrate diversity to provide a welcoming environment.
- We will improve family communication to strengthen the partnership between families and schools.