



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 14, 2025 (evening)
- October 15, 2025 (all day, no school)
- March 19, 2026 (evening)
- March 26, 2026 (evening)
- March 27, 2026 (all day, no school)

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

- September 23, 2025 (Latino Heritage Night & State of the School)
- February 24, 2026 (5th grade preview & RMS Curriculum Night)
- March 5th, 2026 (Empty Bowls Arts Night at RHS)

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

- August
- September
- October
- November
- December
- January
- February
- March
- April
- May

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:

- **Attendance:** By the end of the 25/26 SY, we will decrease the total number of student tardy/partial absence by 3% (517 tardies) through the implementation of our tiered tardy intervention plan.
 - Baseline from SY 24-25: 17,245 - total tardies/partially absent (reduced by 50%)
- **Social and Emotional Learning:** By the end of the 25/26 SY, at least 56% of students surveyed will agree with the statement “being a student is one of the most important parts of who I am,” through collective work for students to create a common definition of what it means to be a RMS scholar.
 - Strategies: 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 from SY 24-25: 53% of students agreed with the statement, “being a student is one of the most important parts of who I am.”
- **Literacy:** By spring of 2026, 56% of RMS students will make typical or aggressive growth as measured by the Fastbridge aReading Assessment through the implementation of targeted literacy interventions and ongoing progress monitoring.
 - Strategies: ELA curriculum adoption
 - Baseline: 53% of RMS students made typical or aggressive growth in SY 24-25 on this measure
- **Math:** By Spring 2026, 54% 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: 51% of students made typical to aggressive growth in SY 24-25 on this measure.

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 have 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.