# Richey Public Schools

## Integrated Strategic Action Plan

### 2024 - 2027

[Section 1: Graduate Profile](#bookmark=id.s6uslcifw7ef)

[Section 2: Comprehensive Needs Assessment](#bookmark=id.z8kljjc4nm1p)

[Section 3: Meaningful Stakeholder Engagement](#bookmark=id.812vwcmgczvx)

[Section 4: Educational Goals](#bookmark=id.nqiq0pgh0ero)

[Section 5: Family and Community Engagement](#bookmark=id.w1b97x7mrdo0)

[Section 6: Educator Effectiveness](#bookmark=id.fqncyaupnzgh)

[Section 7: Proficiency-based Learning Model](#bookmark=id.3ytrh0de5cts)

[Section 8: Academic Programming](#bookmark=id.wu6m7g9h4xrc)

[Section 9: School Climate](#bookmark=id.51hzw71kq4m1)

Mission

#### "Challenging students today to succeed in a changing world tomorrow"

Vision

**We Respect...**  
Diversity

**We Value...**  
Effective Communication - Collaborative Learning

**We Promote...**  
High Expectations - A Rigorous Curriculum - Critical Thinking

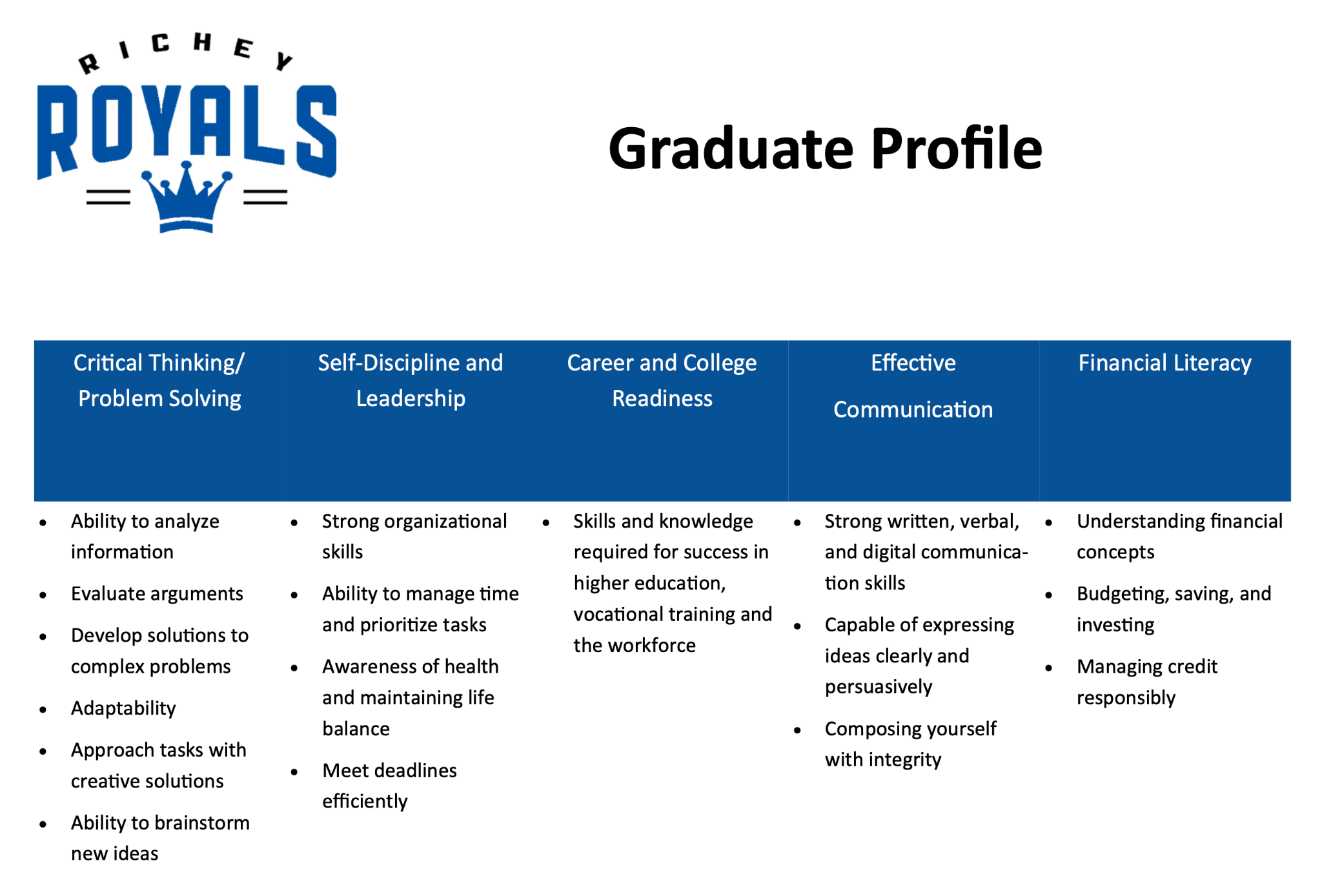
**We Believe...**  
Technology enriches Learning - Physical wellness is a part of a rewarding lifestyle  
An Aesthetic Education benefits all Students - Students deserve an equitable education  
Students should be active participants in their own learning

**Section 1: Graduate Profile**

**Specific Steps to Achieve the Graduate Profile with Stakeholder Input:**

* November 18, 2024 - Community Meeting was held for community members to provide input on the graduate profile.
* December 18, 2024 - School board discussed the Graduate Profile.
* January 6, 2025 - Short survey was sent out via the daily bulletin as well as the school Facebook page asking for input on the Graduate Profile.
* January 13, 2025 - Community Meeting was held for community members to provide their final input on the graduate profile before it was formally approved.
* January 21, 2025 - School board approved the formalized Graduate Profile.
* A survey was sent out on ….. asking “What skills are the most important for Richey students to have when they graduate? (Pick up to 3)”
* The survey produced the following results:
  + Critical Thinking (45% of votes)
  + Problem Solving (37%)
  + Effective Communication (47%)
  + Collaboration and Teamwork (16%)
  + Adaptability and Flexibility (11%)
  + Self-Discipline and Time Management (61%)
  + Technological Literacy (21%)
  + Global and Cultural Awareness (8%)
  + Creativity and Innovation (5%)
  + Ethical and Responsible Citizenship (24%)
  + Emotional Intelligence (13%)
  + Career and College Readiness (26%)
  + Leadership and Initiative (24%)
  + Lifelong Learning (16%)
  + Financial Literacy (42%)
  + Health and Wellbeing (8%)
  + Other (8%)
* We took the top five attributes, combined with feedback from community meetings, to create our Graduate Profile

**Publicly available on our website:** [**www.richey.k12.mt.us**](http://www.richey.k12.mt.us)



**Section 2: Comprehensive Needs Assessment**

* Separate surveys were created for JH/HS students, parents, staff members, and board members.
* Surveys were added to the school Facebook page as well as the school website
* Invitations to complete the comprehensive needs assessment were sent out via the daily bulletin email beginning on February 5, 2024. It was also included in the February newsletter. Surveys were asked to be completed by February 16, 2024.
* A meeting was held on March 15 to analyze the results of the comprehensive needs assessment. Root causes were identified and goals were developed.
* March 26, 2024 Board approved the first year of the strategic plan.

The students that were surveyed indicated that they feel there needs to be more inclusivity among cultures. They also wanted more say in their educational learning opportunities. A goal has been created to provide more Indian Education for All lessons into the curriculum for each grade level.

**Section 3: Meaningful Stakeholder Engagement**

**Specific Steps to Achieve the Graduate Profile with Stakeholder Input:**

* November 18, 2024 - Community Meeting was held for community members to provide input on the graduate profile.
* December 18, 2024 - School board discussed the Graduate Profile.
* January 6, 2025 - Short survey was sent out via the daily bulletin as well as the school Facebook page asking for input on the Graduate Profile.
* January 13, 2025 - Community Meeting was held for community members to provide their final input on the graduate profile before it was formally approved.
* January 21, 2025 - School board approved the formalized Graduate Profile.
* A survey was sent out on ….. asking “What skills are the most important for Richey students to have when they graduate? (Pick up to 3)”
* The survey produced the following results:
  + Critical Thinking (45% of votes)
  + Problem Solving (37%)
  + Effective Communication (47%)
  + Collaboration and Teamwork (16%)
  + Adaptability and Flexibility (11%)
  + Self-Discipline and Time Management (61%)
  + Technological Literacy (21%)
  + Global and Cultural Awareness (8%)
  + Creativity and Innovation (5%)
  + Ethical and Responsible Citizenship (24%)
  + Emotional Intelligence (13%)
  + Career and College Readiness (26%)
  + Leadership and Initiative (24%)
  + Lifelong Learning (16%)
  + Financial Literacy (42%)
  + Health and Wellbeing (8%)
  + Other (8%)
* We took the top five attributes, combined with feedback from community meetings, to create our Graduate Profile

Comprehensive Needs Assessment Stakeholder Engagement

* Separate surveys were created for JH/HS students, parents, staff members, and board members.
* Surveys were added to the school Facebook page as well as the school website
* Invitations to complete the comprehensive needs assessment were sent out via the daily bulletin email beginning on February 5, 2024. It was also included in the February newsletter. Surveys were asked to be completed by February 16, 2024.
* A meeting was held on March 15 to analyze the results of the comprehensive needs assessment. Root causes were identified and goals were developed.
* March 26, 2024 Board approved the first year of the strategic plan.

**Section 4: Educational Goals**

Goal 1: The overall proficiency rate for students in math on the Smarter Balanced test will improve from 17% to 25% by the Fall of 2027.

Action Steps

1. Teaching the math content with fidelity and using small groups.
2. Continue to work on students’ typing skills and use of the Smarter Balanced tools
3. Improve student's math vocabulary and general test vocabulary skills
4. Monitor student growth scores on the Fastbridge test to determine student proficiency.
5. Complete a Smarter Balanced practice problem once or twice a month as a whole class to expose students to the types of questions they could be asked.

Progress on Goal

The annual results of the Smarter Balanced test will be used to monitor the progress on the math goal. The superintendent and lead teacher will monitor the progress of the goals.

Timeline

The goal will be accomplished by the fall of 2027 using the spring 2026 Smarter Balanced data. The superintendent will monitor lesson plans to be sure the content is being taught with fidelity and small groups are occurring in classrooms. This will occur on an ongoing basis. Data meetings will be held at least three times per year with the superintendent, lead teacher, and classroom teachers after Fastbridge has been given. Teachers will discuss how students score and progress on the Fastbridge math test. This helps determine students who may need additional assistance in math.

Strategies to Increase Success for Gifted and Talented, Special Education, English Learner, and At-Risk Students.

Our at-risk students will be performing in small-group instruction. We will utilize RTI and our Title I staff to meet our goals. The gifted and talented will also be in small groups, one-on-one instruction with advanced supplements.

Goal 2: Students who are receiving below 70% in a content area will meet with the content area teacher at least once per week to receive extra help in that content area during tutor time to increase to proficient for their semester grade.

Action Steps

1. Implementation of tutor time.
2. More communication between teachers.
3. Establish a pass system to maximize tutor time.

Progress of goals

The eligibility list will monitor progress. Progress will be monitored through midterm and quarter grades. Progress will also be monitored through classroom assessments and ACT during junior year.

Timeline

Spring of 2026, 2 full school years, the goal will be accomplished. The superintendent and teachers will implement and measure the goals.

Strategies to Increase Success for Gifted and Talented, Special Education, English Learner, and At-Risk Students.

The students will have extra time to work on subjects they struggle with. Our gifted students will be given time to work on advanced classes or college courses or focus on a specific area of study. Our school district does not have any English Learners. Special Education students will receive assistance from their special education teacher and paraprofessionals on the subjects they are deficient in as well as receiving assistance from the classroom teacher at least once per week during tutor time.

Goal 3: Elementary and high school staff will increase their Indian Education For All instruction by intentionally teaching an Indian Education lesson from the OPI curriculum or their own materials at least once per month in at least the subjects of English and Social Studies.

Action Steps

1. Professional Development with staff on IEFA expectations and resources.
2. Use some PIR time for teachers to begin to plan how they might implement this goal into their lessons and classrooms.

Progress of goals: The superintendent will monitor lesson plans to determine whether IEFA lessons are being taught and implemented.

Timeline: Implementation by end of 25-26 school year

Strategies to Increase success for gifted and talented, special education, English learners, and At-Risk students.

Richey Schools currently does not have any English Learners. For our special education and at-risk students, we can use some of the Indian Education resources and lessons during the time they are receiving special education services as well as title 1 services. These students are also receiving the same Indian Education instruction as the general education students. Our gifted and talented students can receive supplemental assignments to push their critical thinking skills during some of the Indian Education lessons or projects.

**Section 5: Family and Community Engagement**

| **Family Engagement Opportunities Offered During 2024-2025**  (Please check the school calendar on our [website](https://www.richey.k12.mt.us/) for updated opportunities) | | |
| --- | --- | --- |
| Activities That Support Families’ Understanding of How to Support Their Child’s Academic Success | Activities to Connect Students, Families, and Staff to Expand Learning Opportunities, Community Services, and Civic Participation | Activities to Connect Students, Families, and Staff to Post-Secondary Education Opportunities |
| * 504 Meetings * Concerts * Field Trips * Guest Speakers * IEP Meetings * Parent-Teacher Conferences * Research Presentations * Senior Parent Night * QPR Training * Hope Squad * FAFSA Seminars * Community Meetings | * 504 Meetings * IEP Meetings * Adult Education Classes * Athletic Events * Athletic Parent Nights * Board Meetings * College Visits * College fairs * Concerts * Field Trips * Food Drives * Graduation * Guest Speakers * Internships * Job Fairs * Parent-Teacher Conferences * Pep Rallies * Plays * Prom and Post-Prom Activities * Student Council * Research Presentations * Spelling Bee * Surveys * FFA Harvest Banquet * State Competitions * National FFA Convention * Red Ribbon Week with Eastern Montana Mental Health * Hope Squad * Drivers Education | * 504 Meetings * Adult Education Classes * College Visits * Guest Speakers * Job Fairs * IEP Meetings * Parent-Teacher Conferences * Research Presentations * Senior Parent Night * Student Council * FAFSA Seminars * Fireman Training Sponsored by Burlington Northern * College/Career Fairs |

**Section 6: Educator Effectiveness**

| **Richey Public Schools Pupil Instruction Related Days** | | | |
| --- | --- | --- | --- |
| **PIR Day Focus** | **Skills Acquired** | **Impact to Student Learning** | **Alignment to Graduate Profile (GP) and Educational Goals (EG)** |
| Professional Development on IEFA, Handbooks, and Policies  10.55.714(1)(a-n) | * IEFA: cultural respect, deeper understanding of celebrations and grief * Handbooks: overview of rules and regulations * Policies: overview of rules and regulations | * Deeper understanding and respect for Indigenous culture * Safe learning environment * Fair and consistent expectations for learning and student behavior | * Handbooks and Policies: All GP attributes by supporting students with a high quality education, a safe learning space, and staff support |
| Professional Development on Mandatory Trainings   * Bloodborne Pathogens * Youth Suicide: Awareness, Prevention, and Postvention * Introduction to Child Sexual Abuse * Electronic or Social Media Boundaries * Student to Student Boundaries * Child Abuse: Mandatory Reporting * FERPA * Title IX   10.55.714(1)(a-n) | * Preventative measures for physical injuries and illness and mental/emotional abuse * Privacy rights for students and families | * A physically, mentally, and emotionally safe learning environment * Protects students’ privacy rights | * These trainings align to the ensuring that all students are learning in a safe environment and all have the same rights and ability to learn. |
| Professional Development/MEA Days  [PVCC offerings](https://docs.google.com/document/d/1qbCeEeWfaKrk0s16AnOz8DQ6c5fbz03V/edit?usp=sharing&ouid=110457518202153001262&rtpof=true&sd=true)  10.55.714(1)(a-n) | * Varies due to teacher choice | * Varies due to teacher choice | * Varies due to teacher choice |
| Professional Development/MEA Days  [PVCC offerings](https://docs.google.com/document/d/1qbCeEeWfaKrk0s16AnOz8DQ6c5fbz03V/edit?usp=sharing&ouid=110457518202153001262&rtpof=true&sd=true)  10.55.714(1)(a-n) | * Varies due to teacher choice | * Varies due to teacher choice | * Varies due to teacher choice |
| Parent-Teacher Conferences  10.55.714(1)(a-c, h, k, m) | * Communication skills | * Bridges home and school together so students’ learning is supported in both places | * EG#1 allows teachers to go over reports and work samples for students receiving Tier 2 and 3 interventions |
| Guest Speaker  10.55.714(1)(a-n) | * Skills learned from the Guest Speaker will vary depending on Speaker expertise * Safety and Staff Wellness | * Impact to student learning will vary depending on Speaker expertise * Safer school and happier, healthier staff | * These skills align to the following attributes of our GP depending on the speaker’s expertise: Exceptional Communicators, Strong Work Ethic, High Integrity, and Well Organized |
| Yearly Reflection and Planning for the Next Year  10.55.714(1)(a-n) | * Reflection * Data-informed planning | * Refined lessons most appropriate to student needs | * Teachers look at incorporating IEFA lessons into curriculum and plan for possible interventions or ways to add supports into Tier 1 instruction |

The Prairie View Curriculum Consortium Consultant develops and plans the topics for the PVCC yearly professional development events.

The PVCC Curriculum Consultant:

* schedules presentations recommended by the administrators
* coordinates events requested by teachers
* gathers potential workshop ideas from SEMASS meeting discussions of pertinent topics
* plans offerings based on noteworthy educational issues presented at CSPD Region I meetings.

**District Mentorship and Induction Plan**

Teacher Mentorship Program

Richey Public Schools uses the new-teacher mentor program. A veteran teacher is paired with any new teacher to assist them with classroom management, lesson plans, curriculum, and other areas of need for new teachers. Both the veteran and new teacher use the [Richey Mentor Handbook](https://docs.google.com/document/d/1QID7E9KySlc_CfPDVdAM4LK_23G-j2UF/edit?usp=sharing&ouid=110457518202153001262&rtpof=true&sd=true) as a resource and guide for the school year.

Prairie View Curriculum Cooperative and CSPD Region 1

PVCC and CSPD Region 1 provide New Teacher Trainings throughout the year. These trainings include topics from classroom organization and management, to teacher mental and physical health. These are great opportunities for new teachers to collaborate and network.

[CSPD Website with PD Offerings](https://sites.google.com/view/cspd1)

[PVCC PD Events](https://docs.google.com/document/d/1w_AIS3IIU74PgO2pHp430Uwo6LV_vSwi/edit?usp=sharing&ouid=110591631348113165072&rtpof=true&sd=true)

**Evaluation**

An evaluation schedule is created. All tenured teachers receive one formal evaluation per year, while non-tenured teachers receive two. Evaluations are scheduled through the superintendent. Each teacher is provided a week window to schedule their formal observation within. The teacher and superintendent meet within one week of the formal observation to go over to the formal evaluation. A discussion is had on all the positive things observed during the observation as well as defined areas of growth needed. A plan of improvement may be needed. The process of a formal improvement plan will be followed if needed. Richey Schools uses Montana’s EPAS system for their evaluations.

<https://opi.mt.gov/Leadership/Assessment-Accountability/School-Accreditation/Educator-Evalutation#9756512957-mt-epas>

Informal walkthroughs are also performed on a regular basis to look for student and teacher engagement as well as type and quality of lessons and student activities.

**Section 7: Proficiency-based Learning Model**

Richey Public Schools is a member of the Prairie View Curriculum Consortium.

Cooperative developed and implemented proficiency based model:

[PVCC Curriculum Review](https://docs.google.com/document/d/1LtzVgy5J33BvuoQl7iFmnCui5HGKWb_L/edit?usp=sharing&ouid=110591631348113165072&rtpof=true&sd=true)

[PVCC PD Events](https://docs.google.com/document/d/1w_AIS3IIU74PgO2pHp430Uwo6LV_vSwi/edit?usp=sharing&ouid=110591631348113165072&rtpof=true&sd=true)

Plan to Review and Revise Curriculum, Including Indian Education for All, Every Five Years

[PVCC Curriculum Review Cycle](https://docs.google.com/document/d/1LtzVgy5J33BvuoQl7iFmnCui5HGKWb_L/edit?usp=sharing&ouid=110591631348113165072&rtpof=true&sd=true)

The Prairie View Curriculum Consortium coordinates Curriculum Reviews after the OPI/MT Board of Education completes the state-level Content Standards Revisions. The Prairie View Curriculum Consortium will coordinate professional development opportunities for the Prairie View Curriculum Consortium teachers to familiarize the educators with the new MT Standards, while implementing the new MT Standards in their classrooms. The Prairie View Curriculum Consortium will schedule Curriculum Reviews *after* the educators have received professional development regarding the new MT Standards and have taught the new MT Standards in their classrooms—in order to gain knowledge and understanding of the features, complexities, and challenges of the new MT Standards.

The Prairie View Curriculum Consortium extends an invitation to all PVCC teachers and administrators to participate in the PVCC Curriculum Reviews for those specific content areas. The Curriculum Consultant acts as the facilitator and a guide, while the attending educators make the decisions and recommendations for the curriculum document contents. The Prairie View Curriculum Consultant will meet with the participating educators to develop a new curriculum document aligned to the latest MT Content Standards. The Prairie View Curriculum Consultant will email the finalized curriculum document to every Prairie View member school administrator and teacher of that content area. Please view the attached Curriculum Review Agenda and the attached Curriculum Review Attendance list as evidence of curriculum development within the Consortium.

The Prairie View Curriculum Consortium did NOT conduct a curriculum review the 2024-2025 school year since the OPI/MT Board of Education is in the process of reviewing Math, English Learners, Word Languages, and English Language Arts/Literacy—which are the content areas the Consortium will review upon completion at the state level. All other Prairie View Curriculum Consortium curriculum documents are aligned to the most recent MT Content Standards.

**Indian Education for All**

Teachers for Richey Public Schools integrate Indian Education for All when appropriate in their classrooms. They include it in their lesson plans. All of which can be found on the school website using the link in the staff directory. [**https://www.richey.k12.mt.us/staffdirectory**](https://www.richey.k12.mt.us/staffdirectory)Guest speakers may also be brought in to demonstrate their heritage or provide further instruction to students.

The Prairie View Consortium’s older curriculum documents contain Learner Outcomes paired with “IEFA Opportunity,” indicating when teachers may incorporate IEFA learning opportunities in their classrooms.

The newest Prairie View curriculum documents contain explanations of MT’s IEFA Constitutional Mandate, as well as links to OPI IEFA lesson plans, units, videos, and website resources, when available for that content area. These IEFA resources were recommended by Mike Jetty, OPI IEFA Specialist, specifically for the PVCC curriculum documents. The PVCC curriculum documents also include the Essential Understanding Regarding MT Indians.

**Assessment**

Richey Public Schools students in grades K through 8 take the FastBridge assessment three times per year to gauge student performance.

| **Assessment** | **High School** | **Middle School** | **Elementary School** |
| --- | --- | --- | --- |
| **Classroom-Based**  Measures Learning Progressions, Growth, and Proficiency  Ongoing Throughout the Year | Summative Semester and Chapter Tests  Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes | Summative Semester and Chapter Tests  Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes | Summative Chapter Tests  Formative Teaching Strategies (Questions, Exit Tickets, etc.), Assignments, and Quizzes |
| **Benchmarks**  Measures Learning Progressions  Fall, Winter, Spring | None | FastBridge Math  FastBridge Reading | FastBridge Math  FastBridge Reading |
| **Progress Monitoring**  Measures Learning Progressions for Students Receiving Interventions  Ongoing Throughout the Year | Classroom based assessments | Star Reading  Classroom based assessments | Star Reading  Classroom based assessments |
| **State**  Measures Proficiency in Content Standards  Ongoing Throughout the Year | ACT (11th) | MAST (6th-8th)  Montana Science Assessment (8th) | MAST (3rd-5th)  Montana Science Assessment (5th) |

**Multi-Tiered Systems of Support**

Teachers analyze the data after benchmark or the state assessment to determine if students are 80% proficient. Reteach and support is given as Tier 1 instruction if less than 80% of the class has mastered the concept. Tier 2 and 3 support is given to students within the classroom by the teacher and if a student is determined to still be struggling, they are given further remediation outside of the classroom. Based on the skill level and needs, they are assigned to work with a staff member to be giving the Tier 3 support. The following letter is sent home with students to communicate with their parents that they are receiving extra support.

| wildcat head.jpg  Dear families,  Richey Schools is very fortunate to have the resources to provide additional academic support for all students. Students are considered for this program based on multiple choice criteria that include formal assessments, informal tests, teacher data and records, and student support team meetings. The intent of this program is to provide additional reinforcement of skills in academic areas as well as behavior and life skills.  This is an excellent opportunity for your child to participate in a program that will strengthen his/her skills and promote healthy self-esteem. Please sign the permission slip below to allow your child access to support services. All supplemental instruction is provided by a paraprofessional in small groups or individually, in addition to regular classroom instruction. Selected students will not miss any of his/her class activities. Progress monitoring will be ongoing, and the student support team will meet to determine the appropriate levels of support for each individual.  If you have any questions about these services, please do not hesitate to call me at 773-5523, or email me at [mmurrell@richey.k12.mt.us.us](mailto:mmurrell@richey.k12.mt.us.us). Your child’s teacher can also answer many of your questions. Thanks in advance for your time and support.  Sincerely,  Megan Murrell  Superintendent  cut along the dotted line, follow the steps below and return  ---------------------------------------------------------------------------------------------------------------------------  Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Support Area(s): Reading Mathematics Behavior Organizational/Study Skills  Parent Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (Date) |
| --- |

**College and Career Readiness**

**Percent of Students in College and Career Readiness (CCRS) Score Ranges: The ACT (All Data), Richey Public Schools 2023-2024**

**Showing students who are College Reportable**

| **CCRS Range** | **English** | **Math** | **Reading** | **Science** |
| --- | --- | --- | --- | --- |
| **%** | **%** | **%** | **%** |
| **33-36** | **0** | **0** | **0** | **0** |
| **28 to 32** | **0** | **0** | **13** | **0** |
| **24 to 27** | **13** | **0** | **0** | **0** |
| **20 to 23** | **13** | **0** | **25** | **25** |
| **16 to 19** | **13** | **50** | **25** | **38** |
| **13 to 15** | **50** | **38** | **38** | **25** |
| **0 to 12** | **13** | **13** | **0** | **0** |

**Summary View: The ACT (All Data), Richey Public Schools 2023-2024**

**Showing students who are College Reportable**

| **Composite** | | **Math** | **Science** | **STEM** | **English** | **Reading** | **Writing** | **ELA** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Valid Number** | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** | **Mean Score** |
| **8** | **17.25** | **15.4** | **17.75** | **16.75** | **16.63** | **18.38** | **6.25** | **17.13** |

**Steps to Achieve the Graduate Profile**

| **Financially Literate** | | |
| --- | --- | --- |
| **Classes** | **Interscholastic Activities** | **Other Activities** |
| * Personal Finance offered to 11th-12th Grades through MTDA * Ag Finance offered to 11th - 12th Grades * CTE: Shop/Ag Courses offered to 8 - 12 Grades | * Student Council offered to 6th-12th Grades | * Starting in 8th Grade, classes begin fundraising and budgeting for their senior trip, graduation, and donation to the school |

**Progress:**

| **Effective Communicators** | | |
| --- | --- | --- |
| **Class Activities** | **Interscholastic Activities** | **Other Activities** |
| * Presentations: Speaking and Listening (All Classes) * Mock Interviews (Senior English) * Show and Tell (Elementary Classes) * Counseling Lessons (Elementary) | * FCCLA Presentations and Elections * Student Council Presentations and Elections * National Honor Society Presentations * Pep Club Assemblies * Academic Quiz Bowl Team * Business Professionals of America (BPA) | * Building Resumes (All High School Grades) * Goal Development (All Grade Levels) |

**Progress:**

| **Critical Thinking/Problem Solving** | | |
| --- | --- | --- |
| **District Policies** | **Interscholastic Activities** | **Other Activities** |
| * Attendance & Tardy Policies * Missing Work Policy * Ineligibility Policy * Graduation Requirements | * Student Council offered to 6th-12th Grades * Athletics * Band/Music Club * Academic Olympics * FFA offered to 8th - 12th Grades * Business Professionals of America (BPA) |  |

**Progress:**

| **Career and College Readiness** | | |
| --- | --- | --- |
| **District Policies** | **Interscholastic Activities** | **Other Activities** |
| * Attendance & Tardy Policies * Missing Work Policy * Ineligibility Policy * Graduation Requirements * Career and College Readiness Policy | * FFA offered to 8th - 12th Grades * Business Professionals of America (BPA) | * Career Development Events (CDEs) |

**Progress:**

| **Self-Discipline and Leadership** | | |
| --- | --- | --- |
| **District Policies** | **Student Activities** | **Teaching Strategies** |
| * Attendance & Tardy Policies * Missing Work Policy * Ineligibility Policy * Open Campus | * Student Planners * Locker Organization * Tutor Time Participation * Mental Health Awareness | * Instructions given in steps * Students check and track assignments on Google Classroom and Infinite Campus * Periodic Locker Checks |

**Section 8: Academic Programming**

Student Learning Outcomes: Math

Teachers in the middle school and elementary follow our school-wide math curriculum and will assess with time tests, quizzes, FastBridge, and chapter tests. Our school class sizes are so small that teachers can give individual instruction when needed. The classrooms have center time and rotations of groups. Teachers can give formative and summative assessments in their classrooms. After all testing is reviewed lessons can be retaught if necessary. Students have access to one-on-one tutor time before and after school.

Student Learning Outcomes: ELA

Teachers in the middle school and elementary follow our school-wide reading and vocabulary curriculum and will assess with quizzes, chapter tests, and FastBridge testing. We use Accelerated Reading to motivate our readers. Our school class sizes are so small that teachers can give individual instruction when needed. We teach ELA in differentiated groups, not by grade level but by reading level. The classrooms have center time and rotations of groups. Students write and present papers. Teachers can give formative and summative assessments in their classrooms. Students interpret directions and building plans to construct wood projects and always have access to one-on-one tutor time before and after school.

College and Career Readiness:

Public speaking and creating academic research presentations are taught to ensure students are career and college-ready. The staff studies the ASVAB and ACT results. FFA programs like financial management and CTE courses are taught.

Section 9: School Climate

November 5, 2024 - School Climate Survey sent out to parents via the daily bulletin email. This section stayed in the daily bulletin email until Christmas break. It was also posted to the school website on the homepage under “Important Information.” where it still remains. <https://www.richey.k12.mt.us/>

November 12, 2024 - School Climate Survey posted to the school Facebook page. <https://www.facebook.com/richeyroyalsmt>

December 10, 2024 - School Climate Survey reposted to the school Facebook page.

December 18, 2024 - Discussed at regular school board meeting

January 21, 2025 - Discussed at regular school board meeting

Climate Survey Results 2024-2025

| Question: How does your child typically get to school? | | | |
| --- | --- | --- | --- |
| **School Bus** | **Walk** | **Car** | **Other** |
| 35% | 18% | 35% | 12% |

| Question: Overall, I feel that this school is a safe school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 0% | 41% | 59% |

| Question: My child is getting a good education. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 12% | 12% | 47% | 29% |

| Question: School rules seem reasonable. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 12% | 53% | 35% |

| Question: Students know what behavior is expected of them. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 6% | 41% | 47% |

| Question: I feel welcome at my child’s school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 6% | 41% | 53% |

| Question: My son/daughter is proud of his/her school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 29% | 29% | 35% |

| Question: My son/daughter generally behaves well in the classroom. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 12% | 59% | 29% |

| Question: My child feels safe in the lunchroom. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 6% | 41% | 53% |

| Question: My child feels safe in the hallways. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 18% | 29% | 53% |

| Question: Threats by one student against another are common at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 29% | 41% | 24% | 6% | 0% |

| Question: My child feels safe going to and coming from school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 6% | 6% | 6% | 35% | 47% |

| Question: Physical fighting or conflicts happen regularly at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 59% | 18% | 18% | 6% | 0% |

| Question: Name calling, insults or teasing happen regularly at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 24% | 24% | 6% | 41% | 6% |

| Question: My child feels he/she belongs at this school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 12% | 41% | 41% |

| Question: School rules are clearly defined and explained so that I can understand them. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 0% | 65% | 35% |

| Question: This year my child has had something worth $10 or more stolen at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 76% | 18% | 6% | 0% | 0% |

| Question: My child has friends at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 6% | 29% | 65% |

| Question: Parents are informed when a student has a discipline problem at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 12% | 53% | 29% |

| Question: My child feels safe in the classroom at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 0% | 12% | 41% | 47% |

| Question: Students carrying weapons is a problem at my child's school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 82% | 18% | 0% | 0% | 0% |

| Question: My child is learning a lot at this school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 6% | 12% | 24% | 35% | 24% |

| Question: Arguments among students are common at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 41% | 6% | 29% | 24% | 0% |

| Question: Teachers make sure school rules are followed. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 24% | 41% | 29% |

| Question: I feel teachers care about my child's learning. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 12% | 6% | 53% | 29% |

| Question: Parents are involved in activities at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 41% | 29% | 24% |

| Question: Students use drugs or alcohol at school. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 41% | 41% | 18% | 0% | 0% |

| Question: My child feels that teachers care about him/her as a person. | | | | |
| --- | --- | --- | --- | --- |
| **Strongly Disagree** | **Disagree** | **Neutral** | **Agree** | **Strongly Agree** |
| 0% | 6% | 24% | 41% | 29% |

Notes from data:

* Lower scores on “my child feels safe going and coming from school” and “my child is getting a good education”
* “Name calling, insults, teasing” had a large percentage that agree
* “My child is learning a lot” had a wide range
* Notable comments at the end were “I answered neutral for questions I thought were not applicable to me” “Richey School is one of the last public schools that genuinely cares about the well-being of their students in every aspect of life.” “While school rules may be well defined, they do not seem to apply to everyone. The same can be said for the way punishments are doled out.”

**Action Plan for Top 3 Priorities**

| Climate Area | Action Steps | Person Responsible | Timeline |
| --- | --- | --- | --- |
| School Safety | * Meet with bus drivers to determine safety needs * Meet with town council and mayor to determine safety needs in town * Implement | * Superintendent * Town Mayor * Town Council * Bus Drivers | 2027 |
| Student Learning | * Implement more frequent Data Meetings to determine student strengths and learning needs * Meet with teachers, dedicate some PIR time to how we can incorporate more rigorous lessons. | * Superintendent * Lead Teacher * Teachers | 2027 |
| Peer Relationships | * Counselor conduct more lessons on appropriate student conduct. * Teachers encourage positive interaction between students * Superintendent follow discipline matrix for bullying or harassment behavior. | * Superintendent * Teachers * Counselor | 2027 |