

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms Joy Cawood

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Richmond Elementary School

(As it should appear in the official records)

School Mailing Address 201 West Richmond Road

(If address is P.O. Box, also include street address.)

City Stillwater State OK Zip Code+4 (9 digits total) 74075-1639

County Payne

Telephone (405) 533-6400

Fax (405) 533-6334

Web site/URL

https://www.stillwaterschools.com/domain/32

E-mail jcawood@stillwaterschools.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Mr. Uwe Gordon E-mail ugordon@stillwaterschools.com

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Stillwater Public Schools Tel. (405) 533-6300

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Tim Riley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## PART I – ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 2 High schools
  - 1 K-12 schools
- 11 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)  
☐ Suburban  
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	32
K	47
1	44
2	48
3	67
4	39
5	57
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	334

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 8 % American Indian or Alaska Native
  - 2 % Asian
  - 3 % Black or African American
  - 14 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 58 % White
  - 14 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 13%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	28
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	43
(4) Total number of students in the school as of October 1, 2021	334
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Nepali, Chinese, Bosnian, Arabic

English Language Learners (ELL) in the school: 5 %  
18 Total number ELL

7. Students eligible for free/reduced-priced meals: 36 %

Total number students who qualify: 120

8. Students receiving special education services with an IEP: 18 %  
Total number of students served 61

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>4</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>23</u> Other Health Impaired
<u>38</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %  
Total number of students served: 13

10. Number of years the principal has been in the position at this school: 1

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	97%	95%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Shaping the leaders of tomorrow through our tradition of excellence today!

17. Provide a URL link to the school's nondiscrimination policy.

<https://www.stillwaterschools.com/Page/76>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SCHOOL OVERVIEW

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Long ago, when a Richmond staff chose a rocket as our mascot they could not have possibly known how fitting that would be. We are a strong and powerful school community, working together to help our students meet their highest potential in all areas of life. Our intentional focus on developing the whole child leads to a school environment that places value on each component of our day. We aim to make memories, have fun, learn in all content areas, and take care of each other. Richmond is a special school family and we are grateful for the opportunity to serve our students and families every day.

Our school resides in Stillwater, Oklahoma, a college town of almost 50,000. This community greatly values education and supports our public school system at a high level. Our school of about 355 students is on the north boundary of town. Richmond students often come from two parent homes, where both parents work to support the family. About 40% of our students are economically disadvantaged. Within our school's boundaries is also a domestic violence family crisis shelter. When mothers and children move into the shelter, their students attend our school during their stay and after, if they remain within our district. We are proud of our diverse student population and the school community we collectively create. Richmond also benefits from a veteran staff and that chooses to remain at our school. Continuity of staff contributes greatly to our emphasis on shared leadership.

While we all believe Richmond is special because of the people in it, there is no doubt that we have benefited greatly from a professional development and school culture program called Great Expectations. This program was first introduced to our school in the very early 2000s and we have now been a model school for nineteen, going on twenty consecutive years. Great Expectations has helped us create a culture that values mutual respect, supports the individual, celebrates the whole child, sets high expectations for student achievement, and creates a common understanding of how we “do” school. Any staff, student, or family can tell you how much we love and value being a GE school.

Richmond values learning in all content areas. We work hard to achieve at high levels in math and reading, but also lean heavily into social studies and science as both stand alone content and through an integrated approach. Foundational reading skills and knowledge building curriculum are a cornerstone of our early childhood classrooms. We focus on direct and systematic instruction to ensure our students are reading at high levels, while providing tiered levels of support for those that need it. We focus heavily on number sense and aim to help our students achieve a conceptual understanding of math. We create learning opportunities that are hands-on and engaging. Our students also write in all areas of their learning. Our goal is for them to develop both the love of writing and also to appreciate its place as a tool for success in other areas. Visual and performing arts, physical education, technology, and social emotional learning are also valued as both avenues to enhance the core curriculum and as important stand-alone areas of study and interest. We want our students to see, experience, and develop an appreciation for all areas of learning.

In our focus on the whole child we recognize the importance of the “school experience” for our students and their families. Our students encounter friendly faces starting at the crosswalk in the morning and throughout the building before they even make it to their classroom. We have a cafeteria, custodial, and teaching support staff that values their relationships with students and add to the connectedness we all feel within our school. Throughout the year we take meaningful field trips to places like art museums, aquariums, one-room school houses, our local history museum, and other locations. These trips tie to academic standards and bring student learning to life. We also protect recess and play time. Two or three daily recesses are an important fixture in our schedule. We invest money in making recess fun so students will be active during these twenty minute breaks. The arts are valued at Richmond and we benefit from robust art showcases, grade level music performances for families to get a glimpse into our arts curriculum, and an excellent relationship with the arts programs at our local university. Our students take a performing arts field trip in each grade level, beginning in kindergarten. We also create school-wide challenges, such as our most recent reading challenge, and enjoy celebrations of success. Richmond teachers also develop grade level “cornerstone” events, such as 4th grade’s mini mall, 1st grade’s 100th Day of School parade, and 2nd grade’s storybook pumpkins. We want to make memories with our students, all while meeting and exceeding our own academic goals. All of these experiences contribute to the well-rounded students we send

into the next stages of their lives. We make sure they know, once a “Richmond Rocket, Always a Richmond Rocket!”

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

Reading and English language arts is highly valued and prioritized at Richmond Elementary. We intentionally use opportunities across all content areas that incorporate ELA skills and encourage real-world thinking to grow Richmond students into successful citizens. In order to meet every child's academic needs at our school, we have divided our ELA curriculum into two developmentally appropriate cohorts: Kindergarten through second grade and third through fifth grade. Dividing the curriculum ensures that we have the best possible resources to utilize when teaching foundational skills. We address our learning standards by mapping them quarterly and using our curriculum to align with our standards. We provide an emphasis on essential skills that are vital to student success at the next grade level.

Before ever beginning reading instruction, we have set the foundation for learning by building relationships with our students and building a climate of mutual respect within our classrooms. This helps students take risks to ask and answer questions and know that mistakes are a building block for learning.

In our early childhood classrooms, we focus on phonemic awareness, phonics, and comprehension skills. By the time our students enter 3rd grade they have a solid reading foundation and are ready to dive deeper into comprehension, as well as increase stamina and fluency. In all grade levels, students are developing their writing through literature. They are looking for evidence within stories and responding to the text. We use enriched vocabulary and incorporate grammar lessons into our daily routine.

At Richmond, there are a wide variety of instructional approaches. We use a combination of whole group and small group instruction, as well as flexible grouping to meet individualized needs. We recognize that each child has a unique learning style, and we provide various learning opportunities through kinesthetic, auditory, and visual approaches.

Data gathered from assessments helps drive our instruction. Each month, students in kindergarten through fifth grade are administered an online reading screener. This allows teachers to get a snapshot of student growth on a monthly basis, as well as identify areas where a student may be struggling. Common Formative Assessments are given to students on all essential reading/language arts standards. These assessments help gauge students' understanding of specific skill sets, give valuable feedback to our teachers on what skills need to be retaught, who needs tier 2 interventions, and when it is time to move on to a new learning standard. At the end of each quarter, we give summative assessments that cover all essential standards. Scores are kept in a digital data tracker, which is shared among all certified staff. This allows teachers to share information in an easily accessible way.

As a school, we believe that building a positive climate among our students is the foundation needed to enable and motivate our students to learn. When all teachers are aligned with learning standards, methods of instruction, and assessment data, it allows our students to achieve excellence in English language arts.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

Mathematics are supported in all classrooms at Richmond Elementary. Math is used in art, music, physical education, and in all the regular classrooms. As students advance through the grade levels, they move up the curriculum from hands-on manipulatives to more concrete skills. Our teachers, alongside our district colleagues, have prepared a curriculum map for each grade level to help guide our focus on essential skills. Additionally, we work to use multiple types of media to expose students to mathematical concepts.

In the early childhood classrooms, we provide hands-on learning through various games, creative play, and manipulatives alongside our curriculum. Students are developing a strong number sense as they use their fine motor skills to write out simple numbers and equations.

During second and third grade, students work towards using higher level thinking skills to decompose numbers and words to solve problems in a more fluid way. The lower grades build a foundation to help develop the skills needed to go from a manipulative based program to conceptual program which requires a higher level of thinking and understanding to reach the high standard of math that we expect at Richmond Elementary.

As the students progress to fourth and fifth grade they continue using the foundational skills from the lower grades to compute multi-step problems. The essential skills are explored more in depth through error analysis that promotes critical thinking. To ensure mastery, we help students focus on flexibility, appropriate strategy use, efficiency, and accuracy. Students are empowered to become problem solvers through the use of real world applications within the classroom.

At all levels we utilize IXL, a subscription-based curriculum, to drive our differentiated instruction. Students are able to set mathematical goals to achieve growth in the six core content areas: Number and Operations, Algebra and Algebraic Thinking, Fractions, Geometry, Measurement, and Data, Statistics, and Probability. This platform has proven to support families as well by educating them about their students' levels and needs.

There are various modes of teaching incorporated in all classrooms. Through whole group discussion, we can access background knowledge to support new learning. During this time, we use mnemonic devices, songs, and sayings to increase comprehension and connection to our targeted skills. Flexible grouping provides a variety of opportunities for students to build on their peers' knowledge and understanding. Students learn and grow in their ability to collaborate and cooperate while problem solving. Independent work helps students build stamina and the ability to work through various solutions on their own.

All academic standards are met by mapping out the curriculum quarterly. Each quarter, all standards are taught, but a set of essential skills are identified as the targeted standards. Based on these standards, we use district-wide common formative assessments to ensure mastery of the content. IXL also provides both weekly and monthly assessments gathering data that highlights student growth. This builds confidence within students as they track their growth and continues to enrich their understanding of themselves as a capable learner.

### **1c. Science curriculum content, instruction, and assessment:**

At Richmond Elementary, science is not left behind. We believe teaching science lays a critical foundation for success in areas concerning both academics and life. We want our students to understand how the natural world works and the complexities of the world around them through the study of biology, earth science, physics, meteorology, geology, and chemistry. Through cross-curricular integration, our students are able to explore the natural world using non-fiction reading selections, as well as many important math skills. We believe using scientific inquiry fosters curiosity and creativity. Our team of science educators inspire students to explore and ask questions. With the advancement of technology, we encourage students to think critically and about the possibilities within their scientific research.

Additionally, our community plays a big part in our science education. We have university students from various departments come into our classroom to teach science lessons. We also have industry professionals come to our classes to expand on state specific academic standards. Through our emphasis on science education, Richmond students are becoming independent thinkers and developing critical thinking skills to prepare them to become problem solvers and make informed decisions. At Richmond we see students who struggle in their reading and math classes, step into confident leaders within our science classrooms.

To assess learning, we use a variety of assessments, both formal and informal. The assessments we use most include hands-on experiments, lab reports, exit tickets, oral group presentations such as poster and Google Slide presentations, and written tests. Our goal is to evaluate teaching effectiveness and measure our students' level of understanding of the scientific concepts taught. We use data to identify areas where our students may need additional support or to clarify misconceptions. We also assess to provide feedback and

help improve student learning and achievement.

At Richmond, our well rounded approach to teaching science, and all content areas, builds students who have academic aptitude beyond just reading and math.

**1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

We have a commitment to valuing all content areas as we strive for excellence. While some schools may de-emphasize social studies to focus precious teaching time on reading and math, Richmond teachers have made it our goal to elevate all content areas, acknowledging their importance in creating well-rounded and civic-minded citizens. Our students leave with a strong understanding of geography, United States and Oklahoma history, citizenship, and an appreciation of how communities function. We do this by utilizing our adopted curriculum, Social Studies Weekly, and pairing it with other materials. Our approach is both to teach lessons independently and integrate this curriculum into other content areas. This is achieved by creating lessons that challenge students to incorporate reading, writing and math skills into their social studies learning. By not only using the adopted curriculum, but also primary and secondary sources, maps, charts, graphs and hands-on materials, we create lessons that challenge our students to demonstrate learning from all content areas in their social studies activities. Synthesizing social studies information with components of our Great Expectations patriotic education, we deepen understanding through writing, math, visual and performing arts. In doing so, we endeavor to emphasize the importance of history and citizenship in developing students who are knowledgeable about the past while having a keen eye to the future.

We implement a mixture of formative and summative assessment in social studies at Richmond. While social studies is not a state tested content area in Oklahoma, it is still important that students demonstrate the knowledge they have gained. Our formative assessment strategy can take many forms such as quizzes, puzzles, displays, and individual and group presentations where students are encouraged to work collaboratively to demonstrate their understanding. This allows our teachers to correct misunderstandings or misconceptions of content. Likewise, summative assessments, where students demonstrate wider understanding, are an integral part of our teaching. Ensuring that students are equipped with proper understanding of events and knowledge of how those events still impact our lives today is of tantamount importance at Richmond.

**1e. For schools that serve grades 7-12:**

**1f. For schools that offer preschool for three- and/or four-year old students:**

Through purposeful play in pre-kindergarten, we integrate social emotional learning, literacy, math, science and social studies into our core curriculum that is state standard based and aligns with developmentally appropriate skills for early childhood. We value a child centered approach to curriculum. Our literacy approach is focused on phonemic awareness and environmental print with some phonics for letter recognition. Our phonemic awareness progression provides a foundation that our kindergarten-third grade classrooms can build upon. In helping our students develop math skills and concepts, we use a lot of concrete manipulatives focused on number sense and quantity discrimination. We incorporate science and social studies in our daily work as these are natural areas of curiosity for our students. Every day is a opportunity to learn about our world with the help of science and social studies!

We use a data tracker to track student progress on formative and summative assessments throughout the year. A summative assessment is used at the third nine weeks to show each child's growth. This assessment is a self-portrait that includes the child writing their name, knowing their birthday date, and recognizing uppercase letters as well as other math concepts. As we track student data on formative assessments we adjust play opportunities and direct instruction to meet the individual needs of our students. We also incorporate a lot of repeated exposure to essential skills through morning circle routines, songs, books, centers, calendar, and other forms of fun.

Pre-Kindergarten is a special place and we are proud of the foundation we lay in our students' lives.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Richmond Elementary provides both art and music classes. Students attend art class every 3 days for 40-minute periods. Our art program is dedicated to creativity and immersive experiences which benefit the whole child. Children learn fine motor skills, language development, decision making, visual learning, and inventiveness. All students are exposed to designated learning skills in art, such as the Elements of Art and Principles of Design. They are taught to apply these skills starting at the pre-k level and expected to improve and implement them throughout each grade level.

Students attend music class every 6 days for 40-minute periods. Music class starts in pre-k and continues through 5th grade. Music class is designed to engage the whole child through singing, chant, movement, and creative play. Literacy skills are developed through learning musical notation and applying it to singing and playing on instruments. Kindergarten through 5th grade students are given the opportunity to demonstrate skills learned with special performances at school and our local performing arts center. These skills are not only applied in music class, but can be transferred to other academic areas.

### **2b. Physical education/health/nutrition**

Every student attends Physical Education (P.E.) every 3 days for 40-minute periods. In P.E., students are taught to utilize and improve their physical skills. Students also participate in outdoor recess 3 times a day to meet the required 120 minutes of physical activity per week. Physical Education at Richmond introduces students to a variety of sports and lifetime activities.

Our school offers a Running Club after school for our 1st through 5th grade students. This program promotes exercise as well as healthy living options such as drinking enough water daily. Students are taught age appropriate physical skills to master that help improve their cognitive function, muscle tone, heart and lung health, gross motor skills, as well as social/emotional skills. Units dedicated to nutrition are also taught through the year to encourage healthy food choices. The development of these skills will encourage students to establish lifelong habits of healthy living in each of the students.

### **2c. Foreign language(s), if offered (if not offered, leave blank)**

### **2d. Technology/library/media**

The Richmond Elementary Library plays a crucial role in supporting students' acquisition of essential skills and knowledge. The library provides access to age-appropriate databases, encyclopedias, and other resources that students use to develop research skills, such as locating and evaluating sources, note-taking, and citing sources. The certified Librarian uses these materials as well as e-books, audiobooks, and educational websites to enhance student digital literacy skills. The librarian often works closely with classroom teachers to ensure that the resources provided support the curriculum across all subject areas.

At Richmond, we encourage our students to love reading. The library provides access to a variety of reading materials that cater to diverse reading levels and interests. By having access to these materials students can develop their reading skills, expand their vocabulary, and improve their comprehension. Richmond readers have circulated over 10,000 books this academic year and have recently met, and exceeded, a schoolwide reading challenge goal of 60,000 minutes read. Student made books are prominently displayed and made available for check out by their peers, our upper grades anticipate the weekly emoji book title of the week challenge, and our biannual book fairs feature student created decorations that students take pride in sharing

with their families. Richmond students, pre-k through 5th, have library as part of a fixed specials schedule once every six days but are also encouraged to visit the library for book exchange, reader's advisory, research assistance, and technology assistance as needed.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

Our school counseling program provides social emotional support through classroom lessons, small group counseling, and individual counseling. Each month our school counselor teaches a 30 minute lesson to help all students, pre-K-5th grade, to strengthen and develop social emotional skills. Some of the topics taught in classroom lessons are self-regulation, conflict resolution, safe and healthy choices, and anti-bullying curriculum. In small group sessions, students work in groups of 3-5 to work on supporting students in a particular subject, such as social skills, friendship, and impulse control. Learning is done with more in depth lessons, where students are playing games and engaging in deeper conversations. Because students are working on the same topic, they can learn from each other and also provide support to their peers. Individual lessons are completely tailored to a student when their needs exceed the small group sessions or are dealing with a more sensitive topic, such as family issues or grief. Working with an individual student is very relationship driven and the pace is set by the student. The school counseling program helps students to learn about their mental health as well as healthy coping skills to use when facing a problem. Our goal is for these students to be able to use the knowledge gained from the school counseling program to have happier and healthier lives in the future.

## **3. Academic Supports**

### **3a. Students performing below grade level:**

Throughout the school year, and as needed, students are given a battery of skills assessments that include phonological awareness, phonics, vocabulary, fluency, comprehension and general math skills. The assessments we use are the Phonological Awareness Screening Testing (P.A.S.T.) , Istation, The Lexia LETRS Phonics Assessment, IXL diagnostic assessments, and grade level data trackers that include essential skills. Using the scoring criteria for each assessment, students are placed in small groups of 4-5 students based on their needs. Lower performing students will work with our reading specialists for 30-40 minutes. At Richmond, we call this time Rocket Up and it is offered for all grade levels. Rocket Up provides a needs-based, very explicit instruction using a multisensory approach based on the science of reading and evidenced based math approaches. Our specialists and teachers have been trained in LETRS and attend professional development to continue our education and best reading and math practices. During Rocket Up, students can be seen using Pop-Its, Play-Doh, sand, shaving cream, kinesthetic movement, and playing games to make connections when learning to read, write, spell, and understand math. When appropriate, students will then apply learned skills to decodable text selected by the specialist or teacher. During Rocket Up, we focus on skills but also use this time to build reader and mathematician confidence by celebrating goals that are set with students. Our specialists and teachers progress monitor our students on a continuous basis, and as students progress, our skill groups or type of instruction may change as needed.

At Richmond, we also provide a program called, Take Flight. Students who have been assessed and exhibit characteristics of dyslexia are placed in groups and taught with a curriculum named Take Flight. Take Flight is an explicit multisensory approach to teaching reading and spelling. Multisensory teaching uses auditory, visual and kinesthetic techniques which have been scientifically proven to work for students who have characteristics of dyslexia. Certified Academic Language Therapists have trained for two years to be able to teach with the Take Flight curriculum. The students meet four days per week for 45 minutes.

### **3b. Students performing above grade level:**

Gifted education is one way of meeting the needs of students performing above grade level. Students are identified if they score in the 97th percentile on an ability test, have high specific academic abilities, show superior leadership skills, have high ability in fine arts, and those who are highly creative can be served in the gifted education program. Being able to serve students with different abilities allows for a more diverse population. Developing the academic and a social-emotional learning program to meet the students' needs

within the school setting is the focus of the gifted program.

The gifted program at Richmond helps students work on developing their academic skills, self-awareness, and group interactions. Gifted students have many different abilities and need help realizing and using their abilities. The program helps develop student's interests, critical thinking, creative thinking, and collaboration with peers. Units are designed to study topics in depth and with challenges to develop research skills, problem solving, and real-world applications.

The program also gives students a safe environment to make mistakes without judgment and the ability to take academic risks to enhance their learning. Understanding one's needs to belong is also a focus of the program. Students are given the opportunity to socialize and work on social skills through games and collaborative units.

The gifted teacher is also a resource for the classroom teachers to help with differentiation in the classroom. Working together to develop units of study or just providing additional materials to advance the subject will benefit the students. This collaboration helps the classroom teacher to be able to enrich the subject matter for the high ability students who are not identified and served in the gifted education program.

### **3c. Students with disabilities:**

Richmond's Special Education services provide the instruction, interventions, and assessments that are needed to meet the needs of students who have a disability. Being able to serve students with different abilities and those with greater educational needs allows for a more varied population in our school's climate. It allows for growth and development of the students who have a learning disability, intellectual disability, speech disorder, etc.

The population of students served at Richmond who have been evaluated and qualify for special education services due to learning disabilities are served via pull-out services, push in, and/or monitoring services. When discrepancies shown through psychometrist evaluation indicate a large enough range between cognitive ability and actual performance level, students qualify for direct and targeted intervention services in reading, math and/or behavioral supports and receive direct instruction from the special education teacher.

Direct instruction for reading in the special education classroom implements Wilson Reading System Curriculum to provide intense, specific instruction that addresses reading gaps through teaching phonemic awareness, syllable division, syllable types, etc. Math instruction is provided to address gaps in grade-level expectations and is specific to the student and his/her needs. Individualized goals are made for each student and a program is framed that supports each student's growth toward his/her goals. Most students are seen in small groups (2-4) 5 days a week for sessions that range from 15 to 45 minutes.

Speech services are provided in a quiet environment that supports the student's ability to learn. Speech services work to improve articulation skills, expressive and receptive language, vocabulary, early literacy skills, and pragmatic needs.

Inclusion within the classroom is a priority at Richmond. We strive to keep student's in the classroom for peer engagement and learning. Some students receive paraprofessional support within the classroom. This support allows them to have the time to be included with their grade-level peers while also getting the support needed for educational growth.

Our special education department works with classroom teachers to ensure that all students at Richmond find success in their academic and social/emotional needs. We focus on the unique needs of each student and work together as an interdisciplinary team to close the achievement gaps.

### **3d. English Language Learners:**

The English Learner (EL) program at Richmond targets English language development through academic content instruction that is linguistically and culturally responsive. It provides a continuum of interventions

developed for English Learners based on students' understanding of the English language in four domains - speaking, listening, reading, and writing - from Pre K-5th grade. The goal of the EL program is for English learners to attain full proficiency in English in order to participate equitably in school.

The EL teacher provides support to classroom teachers by providing proficiency-based instruction of grade-level academic content, as well as English language instruction, to all EL students. Students who have exited the program are monitored for four years to ensure they are successful in school.

The EL teacher provides regular, native language communication with parents through the Talking Points app and through in-person and telephonic interpreter services used frequently at parent-teacher conferences, IEP meetings, and other events. The EL program at Richmond partners with multilingual families by hosting district-wide family outreach events such as Thanksgiving Dinner and Multicultural Night. Further, the EL program provides summer school services to provide students with supplementary academic instruction beyond the school year.

### **3e. Other populations, if a special program or intervention is offered:**

Stillwater Public Schools Indigenous Peoples Education program strives to meet the academic and cultural needs of our Indigenous students. With 16% of Richmond's student population qualifying for Title VI services, Richmond exemplifies the execution of Native American services for its students.

Richmond teachers across all grade levels collaborate with the Native American Teaching Assistant to create individualized plans of instruction for students based on the students needs whether that need be enrichment, academic intervention or social and emotional. The Teaching Assistant then meets one on one or in small groups weekly with the students to execute the plans.

In addition to individualized tutoring, Richmond Native American students participate in district wide special events such as the Oklahoma Library Association's Battle of the Books competition and the annual N7 Field Day at Oklahoma State University.

For Battle of the Books, Richmond 4th grade Indigenous students read from the current year's list of 15 Sequoyah books. Students work together in teams and study together. In the spring, the Richmond teams compete against other teams from the district in a quiz style competition. The winning team receives a traveling trophy to display at their school for the next year. Richmond has won this trophy 3 times in 6 years of competition.

Richmond Indigenous students in 3rd through 5th grade participate every year in the N7 Youth and Field Day movement. This event brings Native American youth together from across the state to celebrate culture and promote a healthy active lifestyle. The goal of N7 is to enable students to realize their potential as athletes, students, and community leaders through sport.

The culture of Native Americans is also prominently displayed every year at Richmond within the building with a dedicated bulletin board space promoting numerous Native American topics. Through a Native American literature initiative, new books by Indigenous authors are purchased yearly and displayed prominently throughout the library.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Richmond values student growth and development and recognizes that this is achieved in many ways. Students need to feel valued as well as motivated to achieve success. We feel this is fostered by our positive culture as well as our staff who provide and model the expectations we set for our students.

When a student arrives at Richmond, they are greeted by multiple friendly faces before they even reach their classroom. Our crosswalk monitor, school counselor, principal and staff are sprinkled around the school to greet students as they arrive. Seeing these familiar faces each morning encourages them to start the day off with a positive outlook. Throughout the year, special relationships form between these key individuals and students. These relationships are vital to identifying student needs prior to starting classroom learning.

Being located in a college town provides special opportunities for our students at Richmond. There are multiple campus groups who encourage and motivate students for higher educational learning. The Sigma Chi Fraternity has members who volunteer to help students read, tutor, and socialize with students at lunch and recess. Oklahoma State University Athletes also come in to present at Rocket Launch as well as to participate in special events such as National Read Across America Day. These high achieving individuals inspire students to do their best and follow their dreams.

Richmond's school culture is one that promotes respect, inclusivity, and a sense of belonging for all students. One way we accomplish this is through our school-wide, student led assembly, Rocket Launch. Rocket Launch is a gathering of all students, parents, faculty, and staff members at Richmond. This Monday morning assembly sets the tone each week and establishes clear expectations for procedures and behavior, celebrates diversity, and promotes leadership roles among students. We have guest speakers, build school spirit, and recognize accomplishments. Our school assembly boosts students' confidence and morale knowing they play a leadership role for our school. Rocket Launch is an integral part of Richmond!

Our honors assembly is a source of motivation and inspiration for students, encouraging them to strive for academic success and personal growth. It also provides an opportunity for the school community and parents to come together and celebrate students' achievements. We value high academic achievement at Richmond and recognize different types of individual success. The awards given at our honors assembly range from honor roll, overall academic growth, art appreciation, to character and leadership awards. Students set fun and attainable goals throughout the year and we celebrate these successes as a school family. Students, teachers and families are a part of this school wide celebration!

### **2. Engaging Families and Community:**

Being in a college town is a tremendous benefit to Richmond. Partnerships with the university and organizations affiliated to the university come about in a very organic manner. Richmond participates in various outreach programs associated with the university including the Oklahoma State University Teach Program. In this program, a small group of mathematics or science major students come into classrooms to teach STEAM activities and lessons. In doing so, the students gain valuable experience with elementary age children as they work toward a minor in education. At the same time, our students are enriched through this experience by way of their interactions with these college students as our students build content related and interpersonal skills. This program affords our students an invaluable opportunity to interact with college students who they will naturally look up to and, hopefully, are motivated by. Additionally, our district partners with our local university to ensure every grade level takes a performing arts field trip each year.

For our Richmond Rocket Launch (our all-school, student led, once a week community building assembly), teachers and administrators bring in speakers who speak about life principles such as integrity and determination. These speakers include community members from our high school and college. Coaches, athletes, musicians and student government leaders are among the guests we invite to inspire our students.. These guests are vital to helping our students make real world connections to what they are learning in our

classrooms and how that impacts their future.

Families are a vital part of our Richmond community and culture. Parents are welcome fixtures in our school environment. They create learning and social experiences for all Richmond Rockets. Our parents are invested not only in the well being of their own children, but all of the students we serve. They are generous with their time and resources to ensure all students are afforded an environment where they are supported and provided the best opportunity to achieve success. Certainly, our Parent Teacher Organization is an important component of this, however, the support provided by our family partners extends beyond that, fulfilling virtually any need our students have. They show their care for our students through many avenues, whether financial, social or educational.

In addition to these wonderful resources, Richmond enjoys partnerships with Panhellenic organizations, a host of retired teachers and specialists, as well as various community organizations. Our students benefit from these partnerships primarily through the academic interventions these community members provide. Whether it is reading one on one, memorizing math facts, completing a project, or even working with kindergartens on tying shoes, our community partners are there to fill any need or void our students have.

### **3. Creating Professional Culture:**

At Richmond, teachers are offered a variety of professional development opportunities throughout the school year that are based on curriculum needs, school safety, Great Expectations, and trauma-responsive strategies. We feel that teacher choice is an important part of the support we are given. Richmond teachers have the opportunity to choose the committee to which they serve for the school year. For example, we have a Great Expectations committee that may notice an area our school can improve on and the committee can meet to discuss strategies and ideas to provide to teachers to implement in their classrooms.

On Fridays, students are released from school an hour early so that teachers can meet in Professional Learning Community teams, according to grade level, to discuss student data and ways to improve instruction to meet the needs of all students. New teachers are provided a veteran teacher to serve as a mentor for the school year to serve as an additional person to offer support and feedback.

Teachers and staff are celebrated and valued by our administrators, peers and Parent Teacher Organization. Teacher and staff appreciation events are held throughout the year such as the 12 Days of Christmas daily gift giveaway. Meals and snacks are provided often by our PTO to teachers. Teacher opinions and input matter to administration when making decisions. Teachers feel valued when their input and ideas are considered. At Richmond, administrators have an open door policy where teachers feel they can communicate as things arise.

The professional environment in our school has led to longevity in staff positions which, in turn, contributes to stability in excellent culture.

### **4. School Leadership:**

Richmond Elementary is different and better today because of one singular administrative directive: Shared Leadership.

This precept is the foundational principle, prevailing attitude, and organizational structure we have initiated and fostered at Richmond for over a decade. This Shared Leadership culture is a formulaic and intentional mission driven by our Leadership Team whose singular goal is to provide input that impacts student achievement.

Every decision we implement at Richmond is screened through the filter of student achievement with the input of the Leadership Team. The principal and assistant principal facilitate, empower and provide steering to the Team as they set best practices into place. This powerful culture, with an undercurrent of servant leadership, has provided breakthroughs for students at the individual and group levels, taking Richmond Elementary's achievement data to new heights.

One true strength of our school is the positive relationships built among teachers, students and their families. Through Great Expectations, we form a climate of mutual respect between staff and students. Each child is known by name and need, and valued as a part of the Richmond family. Students rise to high expectations and reach their full potential because they know the confidence - and feel the love - their teachers have for them.

Regardless of any past success, our Leadership Team eschews static or fixed methodology. We believe, at Richmond, adaptation is the hallmark of future promise and potential. Our leadership roles gently evolve to meet the changing needs of students and the greater good of our school community. Any and all suggested change is molded and driven by input from teachers, parents, stakeholders and our students; each unique perspective taken into account as the foundation we build from.

## **5. Culturally Responsive Teaching and Learning:**

From the first day a new student enters our building, a photo of that child is placed in the teacher's lounge with their name, because we believe these students are an important part of our Richmond community. Our staff whole-heartedly agrees every student should have access to high quality-education, encompassing the whole child. All staff members contribute to this belief by fostering a positive school climate that promotes respect, inclusivity, and fairness so students and their families feel valued and supported. Although academics are important and necessary, we believe in developing the child first, so they can contribute positively to our school community. We do this by fostering and modeling an environment of acceptance of each other's differences.

Culturally responsive teaching is to incorporate the experiences and perspectives of diverse groups of students into curriculum and instruction to make learning more relevant and engaging to them. We provide opportunities through enriched instruction to give the students unique opportunities to understand and be aware of how different cultures have had challenges they face today and have throughout history. Along with the instructional opportunities, we provide families the opportunity to socialize with each other during family events such as music performances, family nights showcasing students' art, weekly school assemblies, and other activities.

We recognize students who face barriers to learning due to poverty, language barriers, or disabilities may need additional support to feel successful. Our staff provides targeted interventions, tailor-fitted to that child's needs, whether it is in the form of quality small group instruction or school-based counseling. Through collaborative learning groups, students work together and develop respect for each other. Using collected data, we are able to differentiate instruction and assignments to meet the needs and abilities of every student.

Richmond addresses the diverse needs and background of students, families, and staff by implementing these strategies and approaches. Richmond is dedicated to ensuring that all students feel welcome and receive the support they need to be successful learners and reach their full potential.

## **PART VI - STRATEGY FOR EXCELLENCE**

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The one practice that has been the most instrumental to our school's success is Great Expectations, a professional development program and school wide system of how we "do" school. When you walk into Richmond you feel a calming presence where children are enjoying learning and spending time with each other. This is a result of Great Expectations and working as a school staff to build a climate of mutual respect among students and teachers. Richmond has been a Great Expectations Model School for 19 years.

Great Expectations is based on the following six tenets:

1. High Expectations: At Richmond we believe in setting high expectations for our students and staff. In our efforts to develop a child, we set the mark high for the character we instill and expect.
2. All Children Can Learn: We believe all children can learn and grow at high levels. We engage all students at their level, and collaborate and innovate to help them reach their highest potential regardless of student background knowledge.
3. Building a Climate of Mutual Respect: A safe, calm, joyful and welcoming environment is the standard stakeholders can expect from Richmond teachers and administration.
4. Teacher Knowledge and Skill: Richmond teachers view themselves as lifelong learners and make it a priority to attend professional development in order to provide best practices in education.
5. Teacher Attitude and Responsibility: It is often said, "Attitude is a little thing that makes a big difference". Our teachers work collaboratively to model positive attitudes that are infectious to our students. Teachers enjoy coming to work, and in turn, children enjoy coming to Richmond to learn.
6. Building Self Esteem: Mistakes are used as opportunities for students to learn and grow. Our students feel safe to take risks in a non-threatening environment. We find every opportunity to showcase students and celebrate success. Students are measured by their own progress, not compared to the progress of others.

Another important aspect of Great Expectations are the Eight Expectations for Living. Our classrooms have expectations, not rules. Rules are made to be broken, and expectations are made to be reached. Richmond staff use the same eight expectations so students know what is expected within the walls of our school. These are life skills that will help foster them to become successful citizens.

Great Expectations has been the driving force to achieve our school mission: Shaping the leaders of tomorrow through our tradition of excellence today. We know that school success has much more to do with the people than the program, but we would all agree that this program has been a uniting front that has carried us through almost 20 years of success. We are proud to be a school where students, teachers, and families love to be and Great Expectations has been a huge contributor to our success.