

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Cynthia Rhodes

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

Official School Name Richland High School

(As it should appear in the official records)

School Mailing Address 24456 State Highway 114

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

City Essex State MO Zip Code+4 (9 digits total) 63846-6119

County Stoddard

Telephone (573) 283-5332 Fax (573) 283-5798

Web site/URL http://richland.k12.mo.us E-mail crhodes@richland.k12.mo.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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. Frank Killian E-mail ckillian@richland.k12.mo.us

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

District Name Richland R-1 Schools Tel. (573) 283-5332

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. Jason Blunt

(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, write N/A in the space.*

Part I – Eligibility Certification

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	9	8	17
8	10	10	20
9	12	7	19
10	10	6	16
11	8	8	16
12 or higher	8	9	17
Total Students	57	48	105

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 4 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 0 % 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 2014 – 2015 school year: 12%

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, 2014 until the end of the 2014-2015 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2014	106
(5) Total transferred students in row (3) divided by total students in row (4)	0.123
(6) Amount in row (5) multiplied by 100	12

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 63 %
Total number students who qualify: 66

8. Students receiving special education services: 13 %
17 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 5 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 6 Other Health Impaired
- 5 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 10:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	96%	95%	96%
High school graduation rate	100%	100%	100%	92%	96%

13. **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 2015.

Post-Secondary Status	
Graduating class size	18
Enrolled in a 4-year college or university	16%
Enrolled in a community college	44%
Enrolled in career/technical training program	5%
Found employment	27%
Joined the military or other public service	5%
Other	0%

14. 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.

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

Through a partnership, all Richland R-1 students will become effective communicators, responsible citizens and self-motivated learners.

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

PART III – SUMMARY

Richland R-1 High School is located in Stoddard County which is a very rural farming area of Southeast Missouri with the closest town being Essex. The towns and school of Essex and Grayridge, Missouri decided in 1959 to consolidate into one larger school district. In 1962 the two schools officially joined and the school board decided on an outside the box solution to decide on the name and mascot for the newly consolidated school. This solution was for the students attending this school to select the name and mascot. The students selected Richland for the school's name and Rebels as the mascot. This is an interesting fact because neither Essex nor Grayridge was named Richland or had Rebels as the mascot.

Richland School is the largest single employer in the rural community of proud blue collar families. Fertile farm land for producing foods and textiles is the main source of income for many patrons as well as tax base for the school district. During harvest season Richland is a buzzing rural area with crop dusting planes flying low to the ground, large tractors in fields full of corn, soybeans, rice and beautiful white cotton. Trucks and trains importing and exporting harvest goods to the grain bins and cotton gins is the final step before harvest comes to a close and the many farmers start planning for next planting season.

Upon entering the school building, a whirlwind of positive energy exists; a welcoming staff member opens the door, students nod in greeting and colorful fliers lining the walls invite students to participate in a variety of activities: student council is hosting a blood drive, book club is getting ready to host its monthly meeting, athletic events and the chapter of Future Business Leaders of America is collecting blankets for a community service activity. Even the ceiling tiles, several of which are painted with scenes chosen by former students are silent colorful witnesses to the pride and talent of our student body.

There are 125 students in the high school and all are from working-class backgrounds. The school is the hub of the community as citizens tend to rally around the events at the school. Athletic events, plays, music programs, and non-school related activities such as elections and benefit auctions, make the school the cornerstone of this rural community. The mission statement embodies this relationship between the school and community: "Through a partnership, all Richland R-I students will become effective communicators, responsible citizens, and self-motivated learners."

The partnership between school and community has been successful. In one respect, Richland High School students are competitive with much larger schools with more resources available to them. Just this year, Richland won numerous awards at the State BETA convention of which one was first in English. Numerous awards were captured at the regional Science Fair enabling multiple students with the opportunity to compete in Washington D.C.. At Regional History Day, Richland captured eighteen awards, three of which were the top awards (Sweepstakes for most awards, regional topic award and best exhibit award which is a full scholarship to Southeast Missouri University). Richland has regional and State officers in FFA, FBLA and won multiple State and National awards for journalism. Richland has also taken the lead with technology by being the first school in Southeast Missouri to be one-to-one, Pre-K through 12th grade and the first school in the Midwest to purchase 3D technology. These are quite the accomplishments for a small rural school.

Great wealth cannot be found in Richland, but what can be found is a sense of determination. Parents who may not have graduated high school, let alone college, are committed to their children's education and ultimately their future. Many doctors, attorneys, pharmacists, engineers, and Military Academy graduates began their journey at Richland, and would accredit their individual success to the dedication of their teachers and parents. Academically, Richland High School has been the top academic achieving school in all of Southeast Missouri for the past three consecutive years, overall fifth in the State and number one in the State in Science scoring 100% proficient and advanced in multiple Math, English and Science areas. Richland has also been one of the few high school to achieve 100% on the State report card known as the APR (Annual Performance Report).

Looking to the future, Richland will most likely remain constant in population due to being landlocked and surrounded by fertile farm ground. There are no retail chains or entertainment venues, and cell phone and

Internet services are limited. Social networking takes place in the high school gymnasium, where everyone still knows everyone. Richland High School truly is a special place, where positive energy and students will continue to thrive because hard work will never go out of style.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Richland High School’s curriculum follows the Richland R-1 School District core content curriculum. Richland High School places high emphasis on instruction in English Language Arts (ELA) and Mathematics to create a strong foundation from which students can build further learning in all other areas. Richland High School features a curriculum which is broad in scope in order to help students explore interests and develop skills necessary to further their education or be ready for a career after graduation. The content of courses is aligned to state and national standards. Course Level Expectations (CLE's) are integrated into the core curriculum. Dual credit course offerings from Southeast Missouri State University and Three Rivers Community College permit students to earn college credit while in high school. Students with special needs are scheduled into core “Coteaching” sections. These sections have a regular classroom teacher and a special education teacher working together to deliver instruction in the class.

The English Language Arts (ELA) Department strives to foster a passion for reading and learning in our students as well as the composition skills necessary to be effective communicators. The ELA Department accomplishes these goals through several methods including the use of collaboration time with fellow teachers to strengthen and improve instruction. The high school meets in collaboration groups once a week, and during this time, we use feedback from USA Test Prep and EOC (End of Course) exams to identify weaknesses and formulate a plan for instructional improvement. The outcome of this can be seen in several ways, including our EOC scores. Last year our English II EOC scores were number one in Southeast Missouri. Even with such high levels of success, we continually evaluate to see where we are strong and where we need to focus remediation efforts. Benchmark data is continually obtained through USA Test Prep; this data then drives our instruction. We also look at ACT, ASVAB and ASSET results to guide instruction. Collaboration time is also valuable as an opportunity for teachers to share conference experiences and information. The high school has used collaboration time to create a common writing rubric for the high school and to establish homerooms for redo/reteach, which allows teachers and students to go back over concepts that 100% of the class did not achieve 70% proficiency or higher.

The English Language Arts Department of Richland High School boasts a wide variety of offerings beyond the base classes of 7th English, 8th English, English I, II, III, and IV. We offer a number of honors courses with additional rigor including AP English, Rhetorical and Critical thinking. College Writing and English Composition are dually-enrolled at Southeast Missouri State University. Our honors classes focus on preparing students for the rigors of college writing and emphasizing research and non-fiction reading and writing. Our career-focused ELA offerings encourage practical writing and the exploration of technical vocations.

Mathematics:

The Richland R-I School Math Department provides experiences that encourage and enable students to understand and value mathematics. Mathematics at its core is problem- solving. Preparing students to be capable of solving problems by developing understanding of number concepts, computation, appropriate use of technology, and reasoning skills is the prime purpose of the mathematics curriculum.

We believe the combination of quality instruction and skills development will ensure all students have the opportunity to maximize their potential. Skills development reinforced with real-world application will encourage the evolution of problem solving abilities and critical thinking skills. Cooperative learning, teacher exposition, games, peer tutoring, student-led instruction, and simulations are the main focus of instructional strategies. We know that students learn when actively engaged and individual interests are included in the learning process. The mathematics instruction at Richland prepares students for the successful progression to higher levels of mathematical achievement, as well as providing relevant technological and day-to-day living skills. With Richland being a one-to-one school district, students interact daily with technology in our math classes. Instruction is differentiated whether through the hands-on approach, the individual student use of their Chromebooks, or the graphing calculators, our students are encouraged to contribute and take initiative in their education.

Our high school has taken great strides in improving student achievement that falls below grade level. We utilize co-teaching in classrooms with integration of students with special needs. Co-teaching is the collaboration among the regular education and the special education teacher. We currently follow a lead and support approach. Generally, the math teacher leads the instruction and the special education teachers offer assistance and support to students with and without special needs. This effective teaching strategy has not only increased our End of Course scores to the top ten percent of the state, but also has strengthened the student's confidence and overall self-esteem. We offer daily tutoring services (redo/reteach) to support students who are performing below and above grade level. Tutoring helps improve student performance and confidence by offering a one-on-one time to work.

The Math Department of Richland High School boasts a wide variety of offerings beyond 7th Math, 8th Math, Pre-Algebra, Algebra and Geometry. Richland also offers a number of honors courses including Algebra II, Trigonometry, Pre-Calculus and College Algebra is dually-enrolled at Southeast Missouri State University. Our honors classes focus on preparing students for the rigors of college math. Our career-focused Math offerings encourage practical life skills math and the exploration of technical vocations.

The science curriculum at Richland High School is designed to increase science literacy by engaging students in project based learning, with the goal of developing lifelong learning skills. In order to meet graduation requirements at Richland High School, students must complete three years of science. The course sequence is as follows: freshman year, Physical Science, sophomore year, Biology, junior year, Chemistry or Biology II. The science electives which may be taken after sophomore year are Earth Science, Anatomy & Physiology and Biology II. All classes are laboratory based with project based lessons that promote the development of independent research skills. The curriculum in place is aligned to Course Level Expectations (CLE's). Physical science is a freshman science requirement that studies the dynamic nature of Earth with an emphasis in mathematical concepts to strengthen the understanding of Earth's interacting systems. Biology is the science requirement the student's sophomore year. Emphasis is placed on genetics, cellular concepts and how chemical systems are linked through photosynthesis. Chemistry is required during the junior year at Richland High School. Chemistry is a college preparatory course designed for students that are planning to attend a traditional four-year university. Students learn to express mathematically the nature of chemical reactions in the environment. Biology II is designed for students planning to attend a traditional four-year program after high school. Curriculum mapping allows for vertical teaming with the communication arts and mathematics department to promote science literacy and mathematical problem solving. Richland is proud to say that academically our science department's assessment scores are number one in the state.

Social studies curriculum includes American History, World History, American Government, World Geography, Dual Credit American History, Psychology, Sociology and AP History. Our social studies classes are focused on critical thinking and students have opportunities to research topics and debate issues in each of the classes. Students make presentations to each other regularly to practice public speaking. Social studies students are also highly encourage to participate in National History Day. Richland has won the regional sweepstakes award which is given to the school winning the most awards at the regional level. Richland also participates at the State level with several students placing first each year and competing at Washington D.C. at the National level. Students are required to take U.S. History and American Government before graduation. American Government is usually taken as a freshman and U.S. History taken as a sophomore.

2. Other Curriculum Areas:

The physical education department has certainly seen an increase in demand. Richland offers a traditional Physical Education class along with a Fitness and Conditioning class to all grades. Students have definitely seen the benefits of the fitness and conditioning class on their overall health. Students receive important nutrition information in class which has led to sixty percent of our students developing healthy eating habits and a more conscious outlook on their appearance. Students also work on agility, flexibility, and strength training. Physical education is mandatory for all 7th and 8th grade students annually while Missouri only requires high school students to complete one credit of physical education. Although only one credit is mandatory Richland offers physical education and conditioning to all students at all level annually. At

Richland the goal of physical education/conditioning is to create life-long active citizens which is accomplished by offering and teaching life-long sports such as horse shoes, sand volleyball, archery, pickle ball, whiffle ball, handball, bounce volleyball, kickball, tennis, softball, ping pong, aerobics, yoga, dance, basketball, golf, weightlifting along with other activities that students can learn and continue participating in after graduation.

Richland offers several vocational programs including: Family and Consumer Science (FACS), Vocational Agriculture (FFA), and Business classes (FBLA). Classes offered within these programs are with Foods, Child Development, Clothing, Child Development in the FACS area. Structures, leadership, agriculture and Ag Sciences are offered in the vocational agriculture area. Desktop publishing, intro to business, advanced business and computer programming classes are offered in the business curriculum. Richland's FFA and FBLA have won several regional awards as well as having students elected as officers. FBLA students have won state wide awards for their yearbook as well as multiple National and International awards for photography.

All vocational classes at Richland are offered annually for freshman through senior level students. Each vocational area offers a non-vocationally certified beginner level or introductory course annually at the 7th and 8th grade levels. Classes at the 7th and 8th grade levels were created with the intent of allowing students to become aware of all possible options in the high school curriculum.

Other elective credits include a variety of fine and practical arts classes. Band, Music Appreciation, Art I and II, Mass Media, Advanced Art and Drama are available to students. Band and Music appreciation are for students with a gift or talent in the field of music and wishing to expand on those talents whether it be in a band or choir setting, or learning to play an instrument for the first time such as a guitar. Some students are gifted with the ability to draw, make sculptures or painting and these student enjoy Art class where these talents can blossom through the creation of multiple projects. Mass Media is for students wanting to learn photography and journalism. These student are charged with putting together a fantastic yearbook for Richland School. Finally, the students that enjoy acting or putting on a show find their niche in the drama arena. The drama class produces a small theatrical play annually for all patrons to enjoy. The range of student enrollment varies from eight or less in drama to over twenty in art and music

Spanish is offered as a foreign language option as well as an Intro to Spanish at 7th and 8th grade levels. Most area colleges expect students to have completed one or two years of a foreign language and since we are in a farming area and migrant workers from Mexico or Southern United States are in the area, Richland believes the most useful language for our students is Spanish. Second language classes are elective courses that are offered annually.

Additional courses required for graduation include Personal Finance and Health. Missouri requires a semester of personal finance and a semester of health so these two classes are usually offered at the junior level. Personal finance helps students understand how to make a budget, handle their assets and to hopefully give students a look at the amount of money required to maintain a desired lifestyle after high school graduation. Richland's expectation of health class is for students to better understand their bodies, along with how healthy eating, exercise and lifestyle choices will not only affect them now but many years into the future. Students have to create weekly menus for themselves while figuring caloric intake and portion control. Students also are shown how to utilize thirty minutes or less a day to utilize their spare time to exercise without going to a gym to stay healthy and control weight gain as their bodies change with age.

Richland is an A+ school which means if students fulfill GPA, attendance and tutoring requirements, Richland students are eligible to have the first two years at a community college paid. While in high school students are given the opportunity to schedule a class period to help elementary students with tutoring. Students are also continually reminded of their GPA and attendance to ensure as many Richland students as possible earn A+ status so their first two years of college is paid which will help making our students productive citizens.

Richland High School partners with Sikeston Technical Center in Sikeston, Missouri to provide vocational offerings for students. All sophomore students tour the center and learn about opportunities for technical

courses and career readiness skills. Juniors are offered the opportunity to schedule classes at Sikeston and the high school provides transportation. Students may select from courses in Auto Collision Technology, Automotive Technology, Building Maintenance, Business Technology, Computer Technology, Culinary Arts, Health Technology, Practical Nursing, Printing Technology, and Welding Technology. Many of these courses offer students the opportunity to earn certifications for future career fields. Students also take a Technical Skills Assessment to demonstrate their mastery of course content.

3. Instructional Methods and Interventions:

At Richland High School, we are constantly looking for new, effective methods that will motivate and challenge our students to meet their maximum potential. Teachers vary their teaching strategies to reach all students. This is accomplished in many ways including a variety of scaffolding question strategies, small group activities, student-led instruction, co-teaching techniques, hands-on activities, benchmark testing throughout the school year, and data-driven instruction. In preparing our students for the demands of the twenty-first century, teachers at Richland integrate the use of technology in instruction through the following methods: one-to-one, USA Test Prep, Google Classroom, Kahoot, blogging, Google Docs, and several other resources.

For students with Individual Education Plans (IEP's) or 504's, the special education team provides individualized modifications in written form to each teacher in order to ensure the appropriate modifications are being met within the regular education classroom. At Richland High School, we have implemented a Co-teaching Program where a special education teacher travels with several students with mild to moderate disabilities to the regular classroom setting. The two teachers pair up to plan activities, lesson plans, grade assignments, provide accommodations, and co-teach the class. This program has proven to be very beneficial to both regular and special education students. In addition, we are an A+ school and have effectively utilized student tutors by pairing them up with classrooms containing a high number of students with IEP's. This has proven to be successful as well.

In meeting the diverse needs of students, Richland also offers instruction beyond the typical high school curriculum by allowing teachers to design the interior of their room in an out of the box fashion if so desired. There are also opportunities for those seeking vocational instruction. And although we are a small high school, we also offer several dual-credit courses for our many college-bound students. These dual credit courses are offered on our campus due to an articulation agreement with Southeast Missouri State University. Some of dual credit courses are completely online, while others are team taught with the help of a Richland staff member and other classes are taught via ITV.

On any given school day, you can expect to find teachers staying after school for tutoring. This is made possible by our district maintaining what had been a popular statewide compensation program for teachers who provided instruction outside of contracted hours even after the state stopped funding it.

At Richland High School, we believe it is extremely important to be available to parents and guardians in our district. We utilize our school web site, Facebook, phone calls, emails, and scheduled meetings if needed to maintain open communication with parents. The school website offers lesson plans, assignments and due dates, school events, school policies, and easy-to-access contact information for anyone in the district.

4. Assessment for Instruction and Learning and Sharing Assessment Results:

Richland High School teachers continually progress monitor students and track data to monitor student achievement and growth. Analyzing data is an ongoing process starting at the beginning of the year. The two primary sources of data utilized are previous years' scores and benchmark tests given to the current students by utilizing USA Test Prep. This data is used to determine strong points in the curriculum and also CLE's that need improvement. The curriculum requiring improvement is modified to hopefully increase mastery for the upcoming year.

Benchmark testing otherwise known as progress monitoring is a tool for beginning-of-the-year alignment. Data from the progress monitoring tests are broken down by strands which allow teachers more clarity on

student's weak areas. Students who take the Missouri End of Course (EOC) are either advanced, proficient, basic, or below basic. By using initial scores teachers can create a more focused curriculum and set goals as to where they want their students to be by the end of the year. The benchmark or progress monitor test is given multiple times throughout the year so teachers know which students need remediation, which students are on track and which students need enhancement. Teachers also use this data to help structure review sessions before the EOC.

Richland High School has a unique approach to increasing student achievement. Before assessments are administered, each teacher shares with students the previous EOC scores as well as other schools in the state. This gives students an incentive to perform to the best of their ability, so they can stay at the top of Southeast Missouri and also hopefully reach our next goal which is to be number one overall in Missouri. Richland has obtained this goal in Science but only obtained top five in other areas in the state. Scores are revealed to the students and parents through forms provided by the state that show the student's raw score and the division in which they fell. We relay this information to the community by publishing the results in the district newsletter, banners in the gym and local media. Showing the scores to the students is always a big "hoorah" at Richland. At the end of the year, we have an EOC assembly to honor the students that scored advanced or proficient on the assessments they took. Students are awarded prizes for their great accomplishments.

As part of a high achieving school, our teaching staff has shared the processes used in the high school with other professionals in our district and with other schools. This sharing has taken place in informal meetings, collaboration time, professional development meetings, other schools visiting our campus and conference activities.

Because of the proximity of the district's elementary school to the high school campus, high school teachers have shared their expertise in benchmark assessment, formative assessment, and goal setting with elementary school teachers. These meetings have taken place after school or during planning time in the day. The district has also utilized district in-service days to provide presentations to all teachers on data analysis, benchmark testing, and formative assessments.

The high school has hosted in-service training for area schools. Trainings have focused on gathering and interpreting student performance data. Our teachers also have led discussion about effective classroom teacher strategies. Teachers from other schools have been given an opportunity to ask questions about course content, differentiated instruction, and assessment.

As important as it is for teachers to share our success with other teachers and schools, it is just as important to share our success with parents and patrons. The staff communicates our curriculum goals and our test data with parents through email, phone calls, and personal contacts. The counselor contacts parents and encourages dialogue about student achievement. The principal sends out newsletters which covers activities and celebrates our students' performance.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

A large part of a successful school is keeping students engaged and motivated not only academically, but also providing them with supports socially and emotionally. A student's Maslow Hierarchy of needs must be met for a student to truly be successful now and later in life. This has evolved at Richland High School over the past five years. A strong program continues to evaluate where it is at and make necessary changes as the school continues to address its diverse and changing needs. As a staff, we can provide academic, social and emotional supports to our student body in several ways.

If a student is in need of support outside the classroom with a particular subject, a student's planner is stamped for advisory so their needs can be met. In advisory, students are targeted with a smaller student to teacher ratio. This allows teachers to ensure comprehension and prevent failures. Teachers, counselor and administration all help with advisory period.

Students are also supported emotionally. We have had our entire student body take a Bullying Self-Assessment last year to collect our school's climate needs. The Principal shares facts about bullying to make students aware of what bullying is and how it can be addressed at Richland School. The Principal has also increased self-esteem by having multiple TV's mounted throughout the school displaying pictures of students being active in a positive ways during the school day as well creating a student of the month program with the main focus being positive behavior. Finally the school hallways have been brightened with stripes of school colors in each hallway, framed pictures of active students are changed out frequently by the building Principal and multiple colorful positive posters hanging from the ceiling through the district.

Richland administration has set a goal of over ninety-five percent of student body being active in a school activity to help meet social needs as well as increasing the climate of the school. Numerous opportunities either existed or have been created, such as BETA, archery, History Day, clay shooting, Science Club, athletics, FBLA, photography club, FCCLA, FFA, cheerleading, quiz bowl, robotics, video production, drama, theatrical productions, library club, student council, STEM camps, drone building and team building days, to ensure the participation goal is met. Richland has many lower socio-economic students with transportation issues so many students stay after school and food is provided to ensure their nutritional needs are met.

All changes, strategies or ideas are teacher created and not administrative mandates. Additionally a team of teachers meets to discuss interventions for at-risk students. One of the interventions is to provide tutoring along with transportation to and from, clothing, equipment or anything necessary to ensure at-risk students have the opportunity to participate in an activity.

2. Engaging Families and Community:

Richland High School is located in a rural community with one convenience store, one cotton gin and one bank making the school a cornerstone of the community. The high school is frequently a venue for both school-related and community events. Richland High School utilizes various mediums to communicate with and involve parents and community. Through technology-based media, quarterly district newsletters, and various opportunities for parents to meet with teachers, Richland High School has developed a strong rapport with the community.

The Student Information System (SIS) allows parents and students to view grades, missing assignments, disciplinary notes from teachers, and attendance in real time through the Parent Portal. The high school teachers maintain their own websites, which provide additional information about their courses, events, assignments and resources that a student may need. Since Richland is one-to-one with Chromebooks, it is easy with Google Classroom for teachers, parents and students to remain in constant contact.

Many student organizations at Richland High School host and participate in several community service activities. These include blood drives, canned food drives, nursing home visits, construction of blankets for local charities, collection of warm clothing, adoption of families during the holidays, as well as raising money for unexpected crisis that may arise during the school year. In honor of a Richland family battling cancer, the athletic teams host pink-out games to raise awareness and money to help this needy family.

Richland High School hosts a Veterans Day Assembly each year, which includes a lunch, family photo and program to honor those who have served our country. The entire school district, including the band, choir, and student council are involved in the ceremony.

Care For Kids led to the creation of the Backpack Program at Richland High School. Richland has many families who are struggling due to unemployment, medical bills, low paying jobs and many other circumstances that place the family into situational poverty. Food and any other items that may help are sent home with the children on Friday's to help families eat and survive.

3. Professional Development:

The goal of the Professional Development program is to provide professional development opportunities which will directly enhance teachers' abilities to improve student achievement. The Richland Professional Development Plan focuses on the following areas: on-going assessment and revision of curriculum, developing instructional strategies, providing training in best practices, and providing a mentoring/mentee program for first and second year teachers. The district utilizes data from the Missouri End of Course (EOC), along with individual subject area benchmarks and staff surveys. This helps the district identify strengths and weakness of individual students in areas of academic achievement. The teachers then use this data to select areas that are needed for professional development. Through professional development, the district's teachers are learning to develop better progress monitoring methods to create units of instruction. Continual academic success is achieved through the cooperative efforts of teachers vertically aligning the curriculum to meet state course-level standards.

Emphasis is placed on developing nonfiction reading and writing throughout all areas of the curriculum in our district. At the high school level, a common writing rubric utilizing 6 + 1 writing strategies was developed to uniformly assess writing skills across the curriculum. Teachers are provided collaboration time to assess student data, improve instruction, and align the district's curriculum with state standards.

The Richland School District continues to provide its teachers with funds for professional development and a budget that is distributed through the professional development committee. The professional development committee is comprised of elected colleagues that represent all teachers in the district K-12. They monitor and assess each professional development request to make sure it pertains to the areas that need strengthening for student academic achievement. Through a process, each individual teacher is allowed to request and participate in professional development activities throughout the year. Teachers summarize the information obtained in these professional development activities and share with their colleagues. This process is evaluated and revised at the end of each academic year and presented to the Richland R-I Board of Education for review and approval. Finally, as stated earlier, Richland is overall fifth in the state. All tested area teachers are mandated to visit one of the schools that out-performed Richland, observe ideas or strategies that may help these schools to achieve higher than Richland and bring those ideas or strategies back and present to Richland staff so we can hopefully reach our ultimate goal of being number one.

4. School Leadership:

Many individuals work in close collaboration to provide leadership at Richland High School. Administrative personnel include the building principal, the guidance counselor, the athletic director, the district-level special services director, the curriculum and testing coordinator. The eleven certified and three paraprofessionals daily teach, gather performance data, and provide valuable input to the administration. The patrons of the school are encouraged to communicate concerns, issues, and recommendations to the school.

The staff participates in weekly collaboration meetings. During these meetings, discussions pertaining to curriculum, student achievement, current practices, common topics of interest, and problem solving occur. Dialogue between the various stakeholders allows for thorough vetting of solutions and a sense of common vision. The expertise of faculty members is used to provide training to other teachers in the building. In this manner, leadership is being continuously developed. Topics such as analyzing student testing data and creating formative student assessments to guide instruction have been presented.

The principal meets weekly with the district superintendent and curriculum director. These meetings allow for regular exchange of information on educational needs, building and district initiatives. During these meetings, budgetary issues and available resources are discussed. The guiding principle in the discussions is to do whatever is best for students and whatever maximizes student achievement. The district maintains a focus on gathering and utilizing relevant data to support those decisions. School climate and safety are continuously evaluated.

The administration helps staff and students identify obstacles to being successful academically. The effort is to work with students individually to determine personal strengths and weaknesses. Providing career and college awareness activities to help students make informed decisions about their course of study or post-graduation plans.

Teachers are given opportunity to develop school-wide initiatives. This year, a group of teacher leaders developed the redo/reteach strategy. This strategy calls for a teacher to redo or reteach any skill or concept to each individual student that does not achieve at least 70% proficient. This strategy's focus is on student comprehension and no longer on a letter grade.

The school culture at Richland encourages all members to develop leadership skills to help each student maximize their achievement. A nurturing environment and willingness to help every student is evident in the decisions and actions taken each day.

Part VI – INDICATORS OF ACADEMIC SUCCESS

At Richland High School, we have created a climate of high performance expectations for students, accountability for teachers and have nurtured a competitive environment among the grade levels. Students strive to score higher than the previous class, highest in Southeast Missouri and the State.

Teachers consistently are progress monitoring students to gauge how students are progressing on the Course Level Expectations (CLEs). In Missouri, the state assessment tool is either the End of Course (EOC) test or a new test that is still in the creation stage after legislators said no more Common Core. EOC assessments administered at Richland high school are English II, Algebra I, Biology, and Government. Richland students scored in the top one percent of the entire state of Missouri on three of these assessments.

Of the 66 students tested in Richland High School, 85% of these students scored advanced or proficient on at least one test. Also 68% of the students scored proficient or advanced on multiple tests.

In mathematics and communication arts, the percentage of students scoring proficient or advanced has increased significantly since 2011. In communication arts, students scoring proficient or advanced has increased 17% in seventh grade, 36% in eighth and 18% in English II. In mathematics, students scoring proficient or advanced has remained in the 80 and 90% range for 7th and 8th grade consistently while Algebra 1 has increased 40% since 2011. These increases in Closing the Achievement Gap are due to the following reasons:

- a. Hiring new staff members with the vision of all students can learn and it is up to teachers to keep students engaged while finding the best strategies for today's students
- b. Hiring administration that will hold teachers accountable and not allow teachers to blame kids
- c. Rewarding teachers and students for their achievement
- d. Changing the climate of the school to a positive climate and this happens easily when hiring the right staff with the right vision

IEP and FRL subgroups both have shown improvement and closed the Achievement Gap. The IEP subgroup showed the most significant increase in closing achievement gap. Since 2011 Richland has hired new staff that have worked diligently to address this achievement gap and have made great gains. In communication arts and mathematics, students achieving proficient or advanced has increased 50%, rising from 50% of the students scoring proficient in 2011 to 100% scoring proficient in 2015.

As an intervention to reduce the achievement gap for IEP students, EOC and Special Education teachers were trained in co-teaching, and began implementing the practice. Nine of the thirteen IEP students are enrolled in regular education classes and have co-teachers in place. There has been a significant gain in proficiency levels of our IEP students.

From 2011 to 2015 Richland has exceeded the APR (Annual Performance Report). The 2015 results place Richland at top of the state with 100%. In 2015, Richland had four testing categories score in the top one percent of the state. US News and World Report released it top schools for 2014, and Richland was awarded a bronze medal.

There are many factors that have contributed to our significant gains over the last five years. Richland becoming a one-to-one school, teacher's collaboration time being utilized positively, redo/reteach, staff members visiting other districts to gain strategies, USA test prep and just simply teachers and students wanting to outperform all other schools.