

## **RICHFIELD PUBLIC SCHOOL ACADEMY**



### **Designated in 2017**

School: Richfield Public School Academy-  
Middle School  
District: Richfield Public School Academy  
County: Genesee  
State: Michigan  
Principal: Amy Boyles  
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Flint, Michigan 48506  
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## **2016-2017 School Statistics**

Community: Urban  
Enrollment: 207  
Grade Levels: 6<sup>th</sup>-8<sup>th</sup>  
School Schedule: 6 periods /Block Scheduling

### **Student Demographics**

- 19% Hispanic
- 28% White
- 47% African American
- 95% Free/Reduced Lunch
- 10% English Learners

2016 Accountability Scorecard: Yellow

## **School Characteristics and Replicable Practices**

### **Academic Excellence**

- All expectations were clear and purposeful.
- Learning Targets were posted on every board in every classroom (I can statements). Students also wrote the I can statements in their planner that they take to every class.
- Higher order thinking showcased in the heavy emphasis of discussion and questioning techniques used by teachers.
- Daily agendas are posted on the board in all classrooms.
- Each class has a data chart for the power standards.
- There are multiple opportunities for student to attain knowledge and receive supplemental instruction, for example, W.I.N. and intervention/enrichment.
- All teachers are using standard based grading; two teachers piloted the new grading system last year and they decided to go whole school this school year.
- Students keep track of their own behavior and academic goals/data in their Leadership binders; they use advisory time to update their binders.
- Inquiry based learning taking place with the project based work primarily in the 6th grade and lessons taking place with the social studies instructor, incorporating scavenger hunts with QR codes.
- Multiple instructional strategies were used in the classrooms (cooperative grouping, integrated technology, anchor charts, chalk talk, the use of manipulatives, out of their seats using the entire classroom).
- Students can speak to their NWEA scores of recent and identify and speak to what their future goals are for the test. NWEA data is posted in the classrooms.
- Exemplars of high quality work are available as well as a rubric.

## Schools to Watch – Richfield Public School Academy

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- Students using Edmodo and FIM, FELA, FIS (Fundamentals in Math, ELA and Science) for extra math support in W.I.N.
- Formative assessment is being used throughout each grade level. Summative assessments may include student projects with a rubric.
- New A/B block scheduling which provides longer time for core classes (2 hour block). Two core classes alternate each day.
- Excited teachers were prevalent in how they spoke to students and in sharing excitement for learning.
- Evidence of high rigor in classrooms.
- Many of the classrooms have student led learning taking place.
- There are multiple opportunities for students to learn from peer to peer interaction.
- Learning styles are highlighted and students are allowed the opportunity to learn in multiple ways.

### Developmental Responsiveness

- Behavior expectations (55 essential rules by Ron Clark) are clearly followed and well-known by all students and staff. These 55 rules are posted in every classroom.
- Students understand the routines and expectations in the classroom.
- Teachers have a good rapport with students as they were joking and conversing with them during classes and in the hallway.
- Students exemplify Stephen Coveys 7 habits and can speak to them in detail (Leader in Me).
- Second "special" or elective class provides students with choice and they rotate to a new class every 10 weeks.
- During planning time on Tuesday, grade-level teams meet: child study, event planning, scheduling moves within the grade level.
- During advisory time teachers and students work on 7 habits and community building; they also work on goal setting in their Leadership binders and the Essential 55.
- There is a clothing closet available to all students and family members.
- There is now a medical clinic housed in their building for students and the community.
- There is a Parent Liaison in the building to build relationships between home, school, and the community.
- They have a wellness coach who works with small groups.
- The physical environment of the building is friendly and welcoming and age appropriate.
- Students are grouped by grade level and instructional levels at time (flexible grouping).
- The school offers parent education activities involving families.
- Adults including janitors, all teachers and administrators and students are grouped into smaller communities called "houses". There are four houses in the building identified by color. The "house" communities begin when they are in third grade, and they stay within the same "house" until they leave Richfield. They have a competition on which "house" can attain the most points (behavior and academics).
- Students arrive to a welcoming environment with greets and music playing as they arrive to school.
- Students are aware and can speak to the fixed/growth mindset.
- Students receive a health class every third day for 1.5 hours.

### Social Equity

- Group work and cooperative learning groups are visible in many classrooms.
- Several students showed respect and friendliness in hallways and in classrooms.
- Students are nominated and awarded "Hero in the Hallway" by their peers.
- The school has a heavy emphasis on Community outreach.
- The school values the diversity of the student population (Hispanic Heritage Night and Black History Night).
- The Spanish teacher also acts as the ESL teacher and pushes into the regular classroom.
- Students' work is displayed on the walls throughout the hallway and classroom.
- Parent-Teacher Conferences are done each marking period and are "student led".
- At the beginning of the year they did home visits for all new students and for any student whose parents did not attend parent teacher conferences. All teachers took part in the home visits. They did a total of 27 houses.

## **Schools to Watch – Richfield Public School Academy**

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- Social workers, counselors, and wellness coaches are all full time positions.
- 300 people came to their annual Science Fair.
- Each grade level goes on a field trip outside of their community (6th grade-Chicago, 7th grade-Detroit, and 8th grade-Washington D.C.).
- Multiple forms of communication with parents and families (texting, emails, and Edmodo).
- Classroom management and behavioral interventions are proactive. Leadership binders include a section on behavior.

## **Organizational Structures and Processes**

- The school has several partnerships with the community and business groups.
- Time is available weekly for team (grade) level meetings.
- Teachers have time on delayed start days (one per week) to work in a variety of groupings.
- Principal clearly states expectations for teachers in the building when it comes to programs.
- Teachers are also involved in the hiring process depending on the grade level.
- Principal involved ALL teachers in the School to Watch process; all teachers are on the "leadership team" for the Mt. Pleasant meetings (i3 Grant).
- Teachers have input on student scheduling.
- The school invites parents to events such as science fair, parent-teacher conferences, social media awareness night, and to parent workshops held at the laundry mat every Wednesday.
- Every new teacher has a mentor teacher.
- Parents indicated that they have a lot of surveys to take so they felt their voices are being heard.
- Partnership with an insurance company who awards teachers with "Teacher of the Month" and give a bike away to a student who has perfect attendance.
- Long and short term student goals posted in the classroom.
- Medical clinic inside the school for students and community members to use and they also provide free lead testing.
- Partnership with local credit union for kids to open and maintain accounts.
- Provide financial assistance where it is needed.
- A food truck comes monthly and gives out free food to families.
- The school board flew all teachers to Atlanta for the day to participate in training at the Ron Clark Academy on the Essential 55.
- Parent-teacher conferences are student led.