

Richland-Bean Blossom Community School Corporation

High-Reliability Schools

Resolution

WHEREAS Richland-Bean Blossom Community School Corporation is a family of dedicated educators, staff, and administrators committed to the growth and success of every learner that we have the privilege of teaching.

WHEREAS Richland-Bean Blossom Community School Corporation comes together as a school community to empower all learners to think, create, persevere, grow, and develop to their fullest potential as they embrace their futures and positively impact the world.

WHEREAS Richland-Bean Blossom Community School Corporation dares to innovate, create, and push ourselves to offer our very best every day as we prepare students for the opportunities and challenges of tomorrow by providing life-changing opportunities in a caring, challenging, and innovative learning environment that prepares all students for bright futures.

WHEREAS Richland-Bean Blossom Community School Corporation is committed to a student-centered mindset, caring and equitable support, innovative learning experiences, and life-changing opportunities, we come together as a team to empower all students to develop their gifts and positively impact the world of tomorrow.

WHEREAS Richland-Bean Blossom Community School Corporation continually provides authentic and relevant learning by building relationships with community and industry partners.

WHEREAS Richland-Bean Blossom Community School Corporation has high expectations for all students and staff.

Be It Resolved that from this date forward, the Board of Trustees for Richland-Bean Blossom Community School Corporation establishes the following expectations for all teachers and administrators, both current and future:

- To use their POWER to energize a culture embedded with all that is HRS.
- To use their POWER to implement Playbooks that will define Edgewood Schools for years to come.
- To use their POWER to inspire colleagues to develop the mindset of using data from Lagging Indicators to prove or improve programs/practices resulting in meeting the following Leading Indicators:

Level 1 Safe, Supportive, and Collaborative Culture

- 1.1 The faculty and staff perceive the school environment as safe, supportive, and orderly.
- 1.2 Students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- 1.3 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.4 Collaborative teams regularly interact to address common issues regarding curriculum, assessment, instruction, and the achievement of all students.
- 1.5 Teachers and staff have formal ways to provide input regarding the optimal functioning of the school.
- 1.6 Students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.7 The school acknowledges the success of the whole school as well as individuals within the school.
- 1.8 The school manages its fiscal, operational, and technological resources in a way that directly supports the teachers.

Level 2 Effective Teaching in Every Classroom

- 2.1 The school communicates a clear vision as to how teachers should address instruction.
- 2.2 The school supports teachers to continually enhance their pedagogical skills through reflection and professional growth plans.
- 2.3 The school is aware of and monitors predominant instructional practices.
- 2.4 The school provides teachers with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data and are consistent with student achievement data.
- 2.5 The school provides teachers with job-embedded professional development that is directly related to their instructional goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.

Level 3 Guaranteed and Viable Curriculum

3.1 The school curriculum and accompanying assessments adhere to state and corporation standards.

3.2 The school curriculum is focused enough that teachers can adequately address it in the time they have available.

3.3 All students have the opportunity to learn the critical content of the curriculum.

3.4 The school establishes clear and measurable goals that are focused on critical needs regarding improving overall student achievement at the school level.

3.5 The school analyzes, interprets, and uses data to regularly monitor progress toward school achievement goals.

3.6 The school establishes appropriate school and classroom-level programs and practices to help students meet individual achievement goals when data indicates interventions are needed.

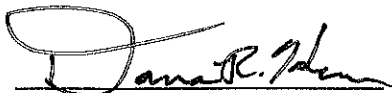
Be It Resolved that from this date forward, the Board of Trustees for Richland-Bean Blossom Community School Corporation is committed to supporting Edgewood Early Childhood Center, Edgewood Primary School, Edgewood Intermediate School, Edgewood Junior High School, and Edgewood High School in becoming High-Reliability Schools.

DATED AND SIGNED by

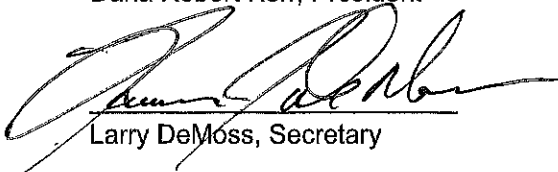
the Board of Trustees for the Richland-Bean Blossom

Community School Corporation

this 17th day of February 2025.



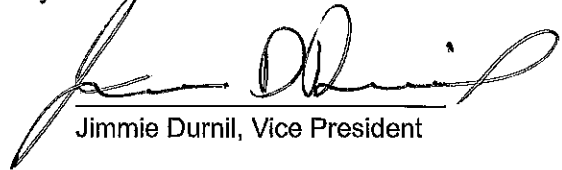
Dana Robert Kerr, President



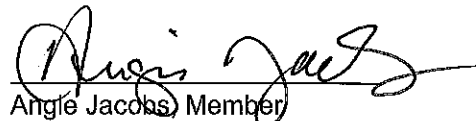
Larry DeMoss, Secretary



Brad Tucker, Member



Jimmie Durnil, Vice President



Angie Jacobs, Member



Dr. Jerry Sanders, Superintendent