

**Ricci Middle School
SCHOOL IMPROVEMENT PLAN
2021-2022**

MISSION

The mission of Dr. Edward A. Ricci Middle School is to create a safe, nurturing, and academically challenging community that addresses the unique emotional and social needs of its students while developing responsible, well-rounded individuals who use creativity, critical thinking and problem solving skills for lifelong success in today's diverse society.

CORE VALUES

- All stakeholders are critical to the educational process
- Embrace and drive change
- Promote excellence in math and reading literacy
- Encourage integrity, open mindedness, and diversity
- Foster academic and social/emotional growth through all disciplines

WE BELIEVE:

- all students have the capacity to learn and retain information that will make them productive citizens in a global society.
- in a school environment that promotes and fosters healthy relationships, provides students with a voice and self advocacy, and focuses on our students strengths and wellbeing.
- in students who can grow and develop in social/emotional and academic domains on a consistent basis during their tenure at RMS.
- in recognizing and adapting to the diverse and dynamic social and emotional needs of our students by; being culturally responsive(taking into the ever changing societal and cultural environment and connecting community cultures, languages, life experiences, etc).
- in on-going evaluation and self reflection of our teaching in order to ensure we are providing our students with the best in teacher pedagogy, an aligned and rigorous curriculum, and a focus on priority standards.
- in fostering and promoting content specific literacy across all disciplines;
- that collaboration and communication among students, teachers, administration, and community members is essential in building relationships and meeting the needs of all stakeholders.

"The eagle has no fear of adversity. We need to be like the eagle and have a fearless spirit of a conqueror!" - Joyce Meyer.



STRATEGIC OBJECTIVES

<p>1. <i>Engage in real-time, data driven decision making that coincides with a rigorous and engaging curriculum that fosters students' academic, social, and emotional development</i></p>	<p>2. <i>Prepare students for the jobs and careers of the future by exposing them to Pathway programs in fields such as engineering, design and modeling, medicine, technology, coding, environmental studies, cyber security, etc while making sure to align programming with the North Providence High School.</i></p>	<p>3. <i>To increase teacher knowledge, collaboration and professional growth/development to better meet the needs of our diverse population of our students and families.</i></p>	<p>4. <i>Promote a positive school wide culture that encourages, supports and nurtures the unique and diverse needs of all our students</i></p>
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STRATEGIC INITIATIVES

<ul style="list-style-type: none"> ● Regularly review and analyze all relevant and available data to make data driven and student centered decisions. ● Utilize student data checklist to increase students' accountability and understanding of readily available data to direct their personalized learning objectives. ● Use data to identify trends, both positive and areas of need, to align with our tested standards. ● Holding teachers accountable to the scope and sequence of the district by implementing a recommended curriculum guide for each content area in order to collect relevant data. 	<ul style="list-style-type: none"> ● Ongoing professional development with Project Lead the Way for teachers and administrators. ● Ongoing and frequent communication between middle level teachers and the high school educators to ensure vertical alignment of Pathways' curriculum (Paying attention to the vertical alignment of the "Vision of the Graduate."). ● Communicate with and develop partnerships with businesses that provide employment opportunities for people skilled in the programs that are offered at Ricci Middle School. ● Use data to track the success of each Pathway program as it relates to relevancy, career possibilities, and ongoing educational experiences at the high school level. (This data can be collected through assessments both summative and formative, as well as knowledge or inquiry based learning activities). 	<ul style="list-style-type: none"> ● Analyzing the needs of the teachers as indicated in the beginning of the year Interest Form and then aligning them to the needs of the students based on scores STAR, RICAS, ACCESS, etc. ● Review and communicate relevant data of our English language learners with staff so they are better equipped to meet their individual learning needs. ● Model culturally responsive teaching within our school building. Support teachers in developing a more culturally proficient classroom. ● Share and develop learning strategies to modify lessons, assignments, and assessments. Provide resources to educators to support in making lessons more comprehensible for all students. 	<ul style="list-style-type: none"> ● Welcoming, safe, and supportive environment for all by modeling and encouraging pride, kindness, happiness, respect, helpfulness, etc. ● Implementing creative initiatives and ideas to increase student involvement included, but not limited to; Eagle necklaces; student led Pledge of Allegiance, in school events, after school events, after school clubs, and increased social media presence. ● Engage students and families in dialogue and provide voice in the decision making process regarding school policies surrounding issues related to diversity, ethnicity, and gender. ● Increasing awareness of Social Emotional Learning standards and available district resources within the faculty in order to meet the overall well being of students.
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