

Dr. Edward A. Ricci Middle School, 2026-27

School Improvement Plan (2026-27)

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.

Vision

Ricci Middle School will provide the highest quality instruction that challenges all students to reach their highest academic potential in a safe and accepting learning environment. Students will engage in learning experiences that allow them to develop as productive, contributing members of a global society. Students' unique skills and strengths are enhanced through a relevant and rigorous curriculum, multiple opportunities/pathways, and personalized experiences.

Values

Student-Centered Learning : All stakeholders are critical to the educational process.

Personalized Learning & Instruction: We believe that it is imperative to embrace and drive change within the school, to better meet the needs of all learners.

Student Learning: We believe that it is our duty to promote excellence in math and reading literacy.

Cultural Awareness: Encourage integrity, open mindedness, and diversity among our students and faculty.

Student Achievement : Foster academic and social/emotional growth through all disciplines.

Theory of Action

If School...

Provide students with high-quality instruction, assessment, and feedback within a safe and accepting learning environment.

Engage students in rigorous and relevant learning experiences.

Enhance students' unique skills and strengths.

Prioritize and design multiple opportunities and pathways.

Engage our families and partners in a community-schools approach

Then School can...

Students will reach their highest academic potential and be prepared to be productive, contributing members of a global society.

So that...

Needs Assessment

Our needs assessment revealed that a strength of our school community are the relationships between students and staff. However, the data in the academic areas of math and English language arts (ELA) revealed a need to focus on improving math, reading, and science scores. Here is the baseline data Dr. E. A. Ricci's 2025-26 accountability report card:

- 34.1% of our students are proficient in ELA. Less than 5% of MLL students are proficient and 6.8% of SWD are proficient on RICAS ELA. We have shown a net decrease in overall ELA scores of -7.9% since 2022. While our SWD students' performance improved at least 2% between 2024 and 2025, our MLL students' performance declined by at least 4.5%.

- 17.1% of our students are proficient in mathematics. Additionally less than 5% of our

MLL and SWD are proficient on Math RICAS 2025. While we have hoped to improve our math scores since 2022, we have declined over 2% from 19.9%.

- 18.6% of our students are proficient in science. Since 2022, our scores have declined by 7.6%. Our SWD improved by at least 3.7% between 2024-2025.

We have improved our student attendance from 37.7% (all students), 44.6% (MLL), and 38.5% (SWD) in 2022 to 20.7% (all students), 10.7% (MLL), and 26.9% (SWD) in 2025. We exceeded our School Improvement goals total population of students and far exceeded our goal for our MLL population of students. We came very close to meeting our goal of 25% chronically absent students (down from 38.5% in 2022, 27% in 2023, and 36% in 2024) in 2025 with a rate of 26.9% chronically absent.

Therefore, we have selected the following main priorities for this academic year: Improving Core Instruction, Improving School Climate, and Improving Attendance

Priority 1: Improving Performance on Core Instruction

Engage in real-time, data driven decision making that coincides with a rigorous and engaging curriculum that fosters students' academic, social, and emotional development in order to increase student achievement in English Language Arts, Mathematics, and Science

Measurable Goals

Goal #1 - In alignment with State Level Expectations, we expect our overall student body to improve their Math RICAS score from 17% of students meeting or exceeding proficiency in 2025, to at least 23% of students meeting or exceeding proficiency in 2027.

Initiative 1: Improving Tier 1 Math Instruction	
<i>Apply best practices of differentiation to the adaptation and incorporation of high quality curriculum materials.</i>	
Action Step	Notes

Creation and use of RICAS prep slide decks with answer keys and resources for teachers and students to use during class warm-ups daily, during RTI program, and at home.

A collection of RICAS prep questions will be developed and made available for teachers by the end of September 2026. Teachers should utilize these questions daily in their classes, as part of their warm-up routine

Content team will review data and work with both students and core content teachers to develop lessons and activities designed to close achievement gaps. ALEKS, iReady

Content Team to meet and begin discussion regarding remediation plan, and intervention block plan.

Pending Staffing availability, content teachers will identify students who would benefit from additional remediation. Content teacher will determine the need by analyzing RICAS and IReady data. Students will participate in a total of 16 remediation classes.

After school RTI program for struggling learners with content specific teachers.

Teachers will take part in District Provided Professional Development opportunities including Learning Walks and coaching as needed. The Learning Walks will continue to be aligned to Student Engagement and Total Participation Techniques.

District Leadership will plan for Professional Development Opportunities. Math Content Leader will help to facilitate Classroom Walkthroughs in coordination with District Leadership and School Administration. All math content teachers will participate in Classroom Walkthroughs. District to plan for walkthrough schedule for the upcoming year.

If students are identified as Academic Social Suspension implement creation of Academic Redemption Contract each month, along with their advisor, to help foster achievement and ownership of progress throughout the year. Admin to structure

Students will create ACCs during advisory, with support from

additional time for students and teachers as needed to craft contracts.

teachers without an advisory class, as well as their advisor. Students will be responsible for keeping track of their Goals, as a part of their Grade Tracker Sheets. First quarter goals to be completed by 9/30.

Restructure and adjust scheduling for Interventionist to meet the needs of MLL population and provide both push-in and pull-out support 1 class per team each with focus on MLL population during excel blocks and general math instruction.

Regular collection and review of progress monitoring data as a math team and by Principal and Assistant Principal including: iReady data, Exit Tickets, and completion of curriculum aligned to pacing guide

Continue to convene Math Club, pursue funding and fundraising as possible

Goal #2 - In alignment with State Level Expectations, we expect our overall student body to improve their ELA RICAS score from 34% of students meeting or exceeding proficiency in 2025, to at least 40% in 2027.

Initiative 1: Improving Tier 1 ELA Instruction

Apply best practices of differentiation to the adaptation and incorporation of high quality curriculum materials.

Action Step

Notes

Creation and use of RICAS prep slide decks with answer keys and resources for teachers and students to use during class warm-ups daily, during RTI program, and at home.

A collection of RICAS prep questions will be developed and made available for teachers by the end of September 2026. Teachers should utilize these questions daily in their

Content team will review data and work with both students and core content teachers to develop lessons and activities designed to close achievement gaps using iReady

classes, as part of their warm-up routine

Data Team to meet and begin discussion regarding remediation plan, and intervention block plan.

Pending staff availability, content teachers will identify students who would benefit from additional remediation. Content teacher will determine the need by analyzing RICAS and STAR data. Students will participate in a total of 16 remediation classes.

After school RTI program for struggling learners with content specific teachers.

Teachers will take part in District Provided Professional Development opportunities including Learning Walks and coaching as needed. The Learning Walks will continue to be aligned to Student Engagement and Total Participation Techniques.

District Leadership will plan for Professional Development Opportunities. ELA Content Leader will help to facilitate Classroom Walkthroughs in coordination with District Leadership and School Administration. All ELA content teachers will

participate in Classroom Walkthroughs. District to plan for walkthrough schedule for the upcoming year. --> schedule to align with Staff Meeting to support training

If students are identified as Academic Social Suspension implement creation of Academic Redemption Contracts each month, along with their advisor, to help foster achievement and ownership of progress throughout the year. Admin to structure additional time for students and teachers as needed to craft contracts.

Students will create ACCs during advisory, with support from teachers without an advisory class, as well as their advisor. Students will be responsible for keeping track of their Goals, as a part of their Grade Tracker Sheets. First quarter goals to be completed by 9/30.

Restructure and adjust scheduling for Interventionist to meet the needs of MLL population and provide both push-in and pull-out support 1 class per team each with focus on MLL population during excel blocks and general ELA instruction.

Regular collection and review of progress monitoring data as a

math team and by Principal and Assistant Principal including:
iReady data, Exit Tickets, and completion of curriculum aligned
to pacing guide

Continue to convene Literacy Club, pursue funding and
fundraising as possible

Goal #3 - In alignment with State Level Expectations, we expect our overall student body to improve their Science NGSA score from 18.6% of students meeting or exceeding proficiency in 2025, to at least 24% in 2027.

Initiative 1: High Quality Curriculum and Differentiation

Apply best practices of differentiation to the adaptation and incorporation of high quality curriculum materials.

Action Step

Notes

If students are identified as Academic Social Suspension implement creation of Academic Redemption Contract each month, along with their advisor, to help foster achievement and ownership of progress throughout the year. Admin to structure additional time for students and teachers as needed to craft contracts.

Students will create ACCs during advisory, with support from teachers without an advisory class, as well as their advisor. Students will be responsible for keeping track of their Goals, as a part of their Grade Tracker Sheets. First quarter goals to be completed by 9/30.

Content team will review data to develop lessons and activities designed to close achievement gaps.

Content Team to meet and begin discussion regarding remediation plan, and intervention block plan.

Teachers will take part in District Provided Professional Development opportunities including Learning Walks and coaching as needed. The Learning Walks will continue to be aligned to Student Engagement and Total Participation Techniques.

District Leadership will plan for Professional Development Opportunities. Math Content Leader will help to

facilitate Classroom Walkthroughs in coordination with District Leadership and School Administration. All math content teachers will participate in Classroom Walkthroughs. District to plan for walkthrough schedule for the upcoming year.

Priority 2: Improving School Climate

Promote a positive school wide culture that encourages, supports and nurtures the unique and diverse needs of all our students, in order to increase student (and teacher) attendance and achievement.

Measurable Goals

Goal #1 - We will increase positive response rates from 34% in 2025 to 40% by the end of 2027 on student-facing SurveyWorks questions related to School Belonging.

Initiative 1: Positive School Wide Culture

Promote a positive school wide culture that encourages, supports and nurtures the unique and diverse needs of all our students, in order to increase student (and teacher) attendance and achievement.

Action Step

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Continue implementation of Rewards Days to incentivize positive student behavior, academic achievement and consistent attendance. (determined by grade trackers) - Renaissance Games

1 PBIS Team in
1 collaboration
/ with School
1 Administration
5 and SIT will plan
/ for Rewards
2 days. Data
0 Team (Grade
2 Tracker Sheets),
6 and School
Administration
will develop and
distribute
expectations for
inclusion of
Rewards Days.
This is intended
to improve
overall school
culture, student
engagement,
and student
accountability.
Development
and
implementation
of first school
reward day,
after first quarter
of the year.

School Administration, Family Engagement Ambassador, School PTO, will work collaboratively in order to provide more opportunities for parent involvement at school activities.

1 Collaborative
2 communication
/ between newly
3 developed PTO
1 and School
/ Team.
2
0
2
6

School Administration, in coordination with Student Council, will help to develop a Student Leadership team to serve as a liaison between students and School Administration. Student Leadership Team will help to provide student input on ways to improve school culture and initiatives. - Ricci Reps

0 Development of
2 Student
/ Leadership
2 Team in
8 coordination
/ with Student
2 Council.
0
2
7

Student Support Team, in collaboration with SEL Team will re-send student survey to gain necessary information to develop and implement a Relationship Mapping Resource to be utilized by all school teams. This survey will include at least two questions aligned to the Survey Works "Belonging" domain.

0 <https://attachme>
1 [nt.eab.com/wp-c](https://attachme)
/ [ontent/uploads/2](https://attachme)
3 [019/07/Promotin](https://attachme)
1 [g-Positive-Adult-](https://attachme)
/ [Student-Connec](https://attachme)
2 [tions-upload.pdf](https://attachme)
0 Development of
2 Relationship
7 Mapping Tool by
School Support
Team and SEL
Team

Based on information gathered from SEL Team Developed Student Survey, and information provided by Student Support Team, students will be identified to take part in Tier II Mental Health Interventions (Groups, Lunch Bunches, Drop-in's).

0 [https://chat.eab.](https://chat.eab)
1 [com/Student-Su](https://chat.eab)
/ [pport-Playbookh](https://chat.eab)
3 [tps://attachment](https://chat.eab)
1 [.eab.com/wp-co](https://chat.eab)
/ [ntent/uploads/20](https://chat.eab)

	23/01/Support-Chronically-Absent-Students-in-Returning-to-School-1.pdf?utm_source=member&utm_medium=email&utm_campaign=junnewsletter&utm_content=link3introthreeStudents to be identified for Tier II supports, by Support Team and SEL Team
At least once, we will convene student focus groups to gather information about the student experience at Ricci including questions related to Belonging (SurveyWorks), what students are learning, and how students are learning, as well as relevant school and district initiatives.	
Regular, predictable, helpful communication with families and community partners through newsletters and proactive scheduling (e.g. Family engagement night schedule to be developed by School Diversity Team.)	School Administration, in coordination with Student Support Team, will develop a monthly newsletter format to be filled out with information from the overall

School
Community.Sch
ool Community
in coordination
with School
Diversity and
Inclusion Team
and School
Administration
will develop and
provide Family
Engagement
Nights. (For
example: Bingo
Night, Holiday
Bazaar,
Renaissance
Games)

Priority 3: Improving Attendance

Students, parents, teachers, and administrators will work together to increase our percentage of students who regularly come to school.

Measurable Goals

Goal #1 - We will improve our overall school attendance rates from 20.7% of students being labeled as chronically absent in 2025, to a maximum of 14% of students by 2027.

Initiative 1: Increase Student Attendance

Positive attendance activities and recognition will increase student motivation to attend school regularly.

Action Step

Notes

Collect feedback from staff about what's one thing you wish families knew and generate a 1-pager for families

Administration and current Attendance Team will continue to work collaboratively to best refine the current team, and will include classroom teachers in the Attendance Process.

Inclusion of classroom teachers on Attendance

Continued clarification of Attendance Policies and Expectations for families with the potential use of Self-Service Texts for families. Reusable attendance clarification hand out will be developed for families.

https://attachment.eab.com/wp-content/uploads/2023/01/Support-Chronically-Absent-Students-in-Returning-to-School-1.pdf?utm_source=member&utm_medium=email&utm_campaign=junnewsletter&utm_content=link3introthree

School Administration, in coordination with the refined Attendance Team, will support the implementation of the Flow Chart of School Specific Truancy Protocols by all staff.

https://attachment.eab.com/wp-content/uploads/2023/01/Support-Chronically-Absent-Students-in-Returning-to-School-1.pdf?utm_source=member&utm_medium=email&utm_campaign=junnewsletter&utm_content=link3introthree
Flowchart to be developed by attendance team.

School Attendance team will provide classroom teachers with a list of at-risk attendance students, School Attendance team will provide classroom teachers with a general script to be used. Advisory teachers will make parent phone calls. Tier 1 Attendance Approach

https://attachment.eab.com/wp-content/uploads/2023/01/Support-Chronically-Absent-Students-in-Returning-to-School-1.pdf?utm_source=member&utm_medium=email&utm_campaign=junnewsletter&utm_content=link3introthree

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r&utm_content=lin
k3introthree

Parent phone call
script to be
developed by
attendance team,
in coordination
with RIDE
resources.