

OVERARCHING SCHOOL GOAL:

During the 2022-2023 school year, Ruffner Academy Middle School will increase academic achievement for all students by 15 points on district and state assessments by using a tiered approach of strategies and intervention. Student attendance will increase by 10% and student behaviors such as disruption and physical aggression will decrease by 15% with the use of effective classroom management strategies, PBIS, student advisories, social emotional learning, family engagement and professional development as evidenced by agendas, walkthroughs, observations, data collection and data analysis.

Norfolk City School

CONTINUOUS SCHOOL IMPROVEMENT PLAN FOR:

Ruffner Academy

610 May Avenue; Norfolk, VA 23504

757-628-2466

www.npsk12.com/ra

2021-2022

Principal: Tracey Flemings

Assistant Principal(s): Katie Wright

Stakeholder Input:

(Check all that apply.)

- Teachers
- Building Administrators
- Central Office Administrators
- Parents/Guardians
- Community Members
- Business Partners
- Others (specify): Behavior Specialist, Reading Specialist, District Instructional Coach, Title 1 Math Instructional Coach, Family Engagement Specialist

SCHOOL PROFILE/DEMOGRAPHIC INFORMATION

Model/Status for Most Recent School Year		Student Population Percentages	
Total Enrollment:	413	Economically Disadvantaged:	%
Attendance Rate:	77.04%	White:	1%
Graduation Rate:	n/a	Black:	95%
Dropout Rate:	n/a	Hispanic:	2.36%
		Asian:	0%
Accreditation Status:	Accredited with Conditions	Other:	1.69%

Title I Model: School-wide Program (SWP), Targeted Assistance (TA), Not Applicable (N/A)	SWP	Students with Disabilities:		23.24%		
		English Learners:		1.08%		
		Gifted:		13.80%		
FACULTY/STAFF						
Grade-level/ Content	Number of Teachers	Years of Experience by Content/Grade-level				New to School (for most recent SY)
		0-3 Years	4-7 Years	8-15 Years	>15 Years	
English 6	3*	2	1			1
English 7	2	2				
English 8	2	2				1
Math 6	2	1	1			
Math 7	2*	1	1			1
Math 8	3*	1	2			1
Pre-Alg 6/7	.33		.33			
Algebra	.33		.33			
Geometry	.33		.33			
History 6	1				1	
History 7	1	1				
Civics	1	1				
Science 6	1*	1				
Science 7	1		1			
Science 8	1	1				1
Art (6 th -8 th)	1	1				
Music (6 th -8 th)	3	2		1		1
CTE (6 th -8 th)	2			1	1	
Health/PE (6 th -8 th)	3		2		1	
Foreign Language (6 th -8 th)	1	1				
Title 1 Teacher	1				1	
Reading Specialists	1				1	
Special Education	8	2		3	3	
Total:	41	19	10	5	8	6
(*) denotes a long-term substitute is included in the count.						

EXECUTIVE SUMMARY

In 2017, the instructional leadership team along with input from all faculty collaborated to create the Ruffner Mission Statement. Our mission is to foster a community of pride, good character and academic excellence by increasing student engagement and developing meaningful relationships in order to produce life-long learners. To extend on the mission statement and support developing good character in students to support academic excellence a PBIS team was formed in 2019. The PBIS team identified the school-wide behavior expectations to include promoting respect, acting responsible, making wise choices, and safety. The PBIS matrix was created and fully implemented during the 2020-2021 school year. The matrix detailed the expectations for each behavior for specific areas of the school building. A PBIS pledge was created and recited each morning during the announcements. "I am a Ruffner Bulldog. I PAWS every day. Promoting respect is the bulldog way. Acting responsible in the class and the halls. Making wise choices all day long. Safety comes first, in work and play. I am a Ruffner Bulldog, I PAWS every day.

At Ruffner, our collaborative focus evident through the revision of the master schedule to ensure collaborative teams have unencumbered planning time to create aligned lesson plans with local pacing and state standards. Our work is grounded in “all means all” as a theoretical premise to student proficiency. In addition, the Ruffner Bulldogs use collaborative learning communities to prepare and prioritize the needs of students as evident by the department chair content meetings, monthly meetings with a focus on instructional best practices and weekly feedback on the lesson plans to ensure evidence of the written, taught, and test curriculum. Administrators meet with teachers and provide real-time feedback on instructional practices and lesson plan design. Planning teams utilize a unified planning structure to help support organized, structured, and meaningful collaborative planning meetings.

The student population is 100% free lunch due to the CEP grant and is a schoolwide Title I school. The demographics are a minority majority school with 95.4% of the student population being black and 14.3% of the student population are students with disabilities. Students experience generational poverty that has triggered additional trauma due to urban renewal of Tidewater Gardens public housing. Student homes are being torn down and student attrition was evident before and during the pandemic and during the summer of 2021. Several mailings were returned with no forwarding address and several family phone numbers are no longer in service, disconnected, or the wrong number. Declining enrollment has continued through the summer of 2022. There is a school transformation plan in process that, if approved, will restructure the existing school composition to a comprehensive 3-8 school model with a unique school programming focus for the 2023-2024 School Year.

Instructional Overview

Ruffner serves students in 6th, 7th, and 8th grade. All students are required to complete courses each year in English, math, social studies, and science. Students who meet prerequisites are enrolled in Pre-Algebra 6, Pre-Algebra 7, Algebra 1, and Geometry. Identified students are provided with additional intervention in Math Support and Reading Support classes. The following elective opportunities are available to all students: Orchestra, Band, Chorus, Art, Spanish, Media Productions (8th), Family & Consumer Science, Digital Input (8th), Career Connections, Computer Science/Technology, Journalism, & Creative Writing. The following high school credit-bearing courses are offered: Algebra 1, Geometry, Nutrition/Wellness, Digital Input, Introduction to Art, and Spanish I.

During the 2021-2022 school year, 14.3% of the student body received special education services. Special education students receive services in Math and English inclusion classes. A special education teacher was partnered with the general education teacher to create a co-teaching class. The special education teacher participated in planning sessions for their assigned content to collaborate to identify and create specially designed instruction for each identified student aligned with IEP goals.

Teams planned collaboratively twice per week to create lesson plans that aligned to the curriculum framework and pacing guides. Planning time was utilized to analyze and discuss data from school and district assessments which was used to drive intervention and acceleration instructional opportunities.

The district level instructional coach provided specific support to content teams on data analysis and instructional intervention. Professional development was offered at the school level by the reading specialist, district instructional coach, and district teacher specialists to support effective literacy instruction. Newly hired teachers participated in the district’s New Teacher Induction Program, which includes a classroom management seminar. New teachers are also paired with a mentor within the school and at the district level. Mentors provide ongoing support through the year.

Extended Learning Opportunities (Before, During, After School)

Ruffner Academy had extended day opportunities for students to increase academic performance and to make-up absences/missed work from excused/unexcused absences and out-of-school suspensions. Due to the bus driver staffing shortage, the extended day opportunities were held after school only on Wednesdays for the PAWS Program and the Beyond the Bell Program. During the PAWS program students were given the opportunity to complete missing work and receive additional tutoring on assignments and standards missed due to absences and suspensions. In the Beyond the Bell program, students were provided the opportunity to participate in small group and/or one-on-one tutoring sessions in content areas where the student may be struggling.

During the 2021-2022 school year, Math Support and Reading Support classes were added to the master schedule for identified students who met the criteria based on the support rubric. Students assigned to support classes received specific and individualized intervention to support academic progress. Both the Math Support and Reading Support classes were capped at 15 students in each class. Students not requiring these classes were scheduled for content electives for enrichment.

For the 2022-2023 school year, honors classes will be added to the master schedule in social studies, science, and English. Also, to be added will be middle school computer science classes for students as a math elective and Future Problem Solvers. These classes will be taught by highly qualified instructional personnel.

Areas of Strength

At the end of the 2021-2022 school year chronic absenteeism rate was 22.96% (Level One) as compared to the previous year’s (2018-2019) 32.77%. From March 2022 through the end of the school year, a significant downward trend in physical aggression was noted in the school. This was attributed to the alignment of classroom management practices, realignment of building operations and an increase in more consistent instructional delivery.

Areas of Concern

Ruffner’s Accreditation Status is Accredited with Conditions. Continued focus is needed to ensure that achievement gaps are closed. There is an urgent need to fully staff high needs areas with highly qualified instructional personnel. Additionally, the master schedule requires realignment to support efficient building operations and academic programming. Lesson plans were not consistent and there is a need for non-negotiables for feedback for the upcoming school year. The structure of the master schedule limited the Department Chairs and their ability to

provide in-classroom coaching support and modeling for their teams. The schedule's structure also restricted vertical articulation amongst like-content grade level teams. This resulted in many teachers planning in isolation with limited planning support.

During the 2022-2023 school year, additional professional development opportunities will be offered for teachers to become proficient with Professional Learning Communities and Data Teams. Monthly on-site coaching from a consultant will be provided throughout the school year to support teachers. The master schedule will be restructured to provide for common content team planning to promote vertical articulation and effective planning processes. The schedule will be designed to ensure that no content teacher is planning alone. Ensuring a department chair bell for increased opportunities for embedded instructional support will also be established. These changes also include ensuring that assigned special education teachers are scheduled for planning times with their content teams and the utilization of a planning structure ensuring effective team planning. Planning support will also be provided by administration, coaches, and district personnel for planning teams.