2018-2020
Continuous School Improvement Plan
Rugby Middle School

Approved by majority vote on October 18, 2018.

P. Scott Moore
Mr. Scott Moore, *Principal*

Kelly Risley
Kelly Risley, *SIT Chair*

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Statement of Assurances

The School Improvement Plan has been developed and aligned to the requirements of the following:

- ○ Henderson County School Board Policy 3430
- ○ Henderson County Public Schools Strategic Plan
- ○ Henderson County Public Schools Technology Plan
- ○ NC Accountability Model & ESSA
- ○ AdvancED School Accreditation Standards

School Improvement Team Membership

Team Member Name	Position	Date Elected
Kelly Risley	Co-chair	September 2017
Kristen Johnson	Co-chair	September 2017
Angie Peters	Secretary	September 2017
Tisa Futch/Melissa Waycaster	AIG Representative	September 2017
Jann Haynes	6th Grade Rep	September 2017
Katie McCrary	7th Grade Rep	September 2017
Lauren Stanfield	8th Grade Rep	September 2017
Robbie Collins	8th Grade Rep	September 2017
Renee Landreth	CTE Rep	September 2017
Kelly Saunders	Fine Arts Rep	September 2017
Ashley Wellman	EC Rep	September 2017
Scott Moore	Principal	September 2017
Michael Gates	Ass't Principal	September 2017
Suzanne Meadows	Ass't Principal	September 2017
Keri Hogan/Deb Johnston	Parent Rep	September 2017
Karen Maxon	Media Specialist	September 2017
Heather Godfrey	PE Rep	September 2017

The membership of our School Improvement Team was elected on September 5, 2017.

The School Improvement Plan was approved by secret ballot vote on October 18,2018.

Mission and Beliefs

Henderson County Public Schools' Mission Statement
Henderson County Public Schools will provide all students the opportunity to learn and the encouragement to succeed in a safe environment. We will honor the individual and nurture the potential of all children.

Henderson County Public Schools' Guiding Principle
The success of a child is the result of a collaborative partnership of school, child parent and community.

Henderson County Public Schools' Core Values
We are here for the children we serve.
- We value each child.
- We value the development of the whole child.
- We value a safe, supportive, and caring learning environment.
- We value respect, honesty, and integrity.
- We value the commitment of quality employees.
- We value effective learning through high quality instruction.
- We value the pursuit of excellence.

School Vision Statement
RMS strives to create a learning environment of high expectations that promotes acceptance for all students; honors and celebrates diverse learning styles, cultures, and opinions; and prepares students for a global society.

School Mission Statement
The Rugby Middle School community is committed to sharing the responsibility for creating a diverse learning environment where all students are embraced and empowered so they can achieve their full potential in the 21st century.

School Beliefs (Core Values)
- We believe students will care when they know how much we care.
- We believe education is a partnership involving student, teacher, parent, and community.
- We believe all students can succeed.
- We believe in promoting the expectations of Responsibility, Manners, and Spirit.

School Profile & Narrative Summary

Rugby Middle School (RMS) is the one of two middle schools in North Carolina and one of six in the United States that has earned a fifth consecutive designation for the School to Watch Recognition. RMS has an enrollment of 863 students. Of that enrollment, approximately 37% receive free or reduced lunch. The minority population is 22.1%, and the exceptional children population is 13.7%. According to current accountability processes, RMS's composite student performance is 13 % above the state average. A professional staff of 63, 19 of whom are National Board Certified, serves RMS. Rugby has well-developed exploratory programs, which provide differentiation opportunities for all students. Through effective use of field trips and real world activities, RMS students enjoy experiences and activities both in and out of the classroom that enhance their educational experiences.

An area of focus during this school improvement cycle will be personalized learning leading to growth for all students. Rugby has seen a negative trend in EVAAS Growth data over the past three years. 2017-18 marked the first year RMS students did not meet expected growth. In an effort to reverse this trend, we have implemented RISE (Rigorous Intervention Support and Extension). RISE is time built into our daily schedule to offer intervention for individual students.

We are also using this time in our schedule to address some of the unique socio-emotional needs of middle school students. On Mondays and Fridays, students meet with advisory groups to develop strategies to address the challenges of maturation. These sessions will include selected pieces of Covey's *Seven Habits for Highly Effective Teens*. It is our hope that the convergence of academic interventions and modeling/use of Covey's content will lead to our students taking greater ownership of their learning.

The staff, in weekly PLC meetings, continually evaluates instructional strategies and their effectiveness to help all students improve. Co-teaching strategies are used for AIG, ESL, and EC classrooms. Additional use of technology has been implemented through a variety of technology tools (BYOD, iPads, Chromebooks, web-based programs) to support projects and processes to extend higher order thinking skills. All classrooms have LCD projectors and document cameras and additional wireless hardware (Apple TV) to accompany the LCD projector to support both the Windows and Apple platforms. The past three school years have seen an influx of technology and intentional professional development to better implement a blended learning model. Increasingly, more technology in our school is leading to greater integration of blended learning using Google apps for education and other web 2.0 tools.

After implementation of Modules One and Two of the PBIS Program, the state awarded Rugby with a Model School Designation for successful reduction in discipline incidences through the PBIS program for 2017-18. Rugby staff has implemented Module Three, and through this module, we hope to continue the downward trend in office disciplinary referrals and missed class time for in and out of school suspensions. Through the PBIS committee, development of lessons and the parent – student handbook, our staff teaches and implements our behavior expectations. RMS' agenda books will continue to be used this year to support our Character Education Program and to reinforce behavior expectations. Through our classroom guidance and health programs, character education and a Digital Citizenship Program will be implemented. In addition, the Rugby Raiders Navigators Program, a mentor program implemented by our counselors, has assigned select eighth graders to mentor sixth grade students in small groups to address topics such as middle school adjustment, bully prevention, and other character education topics.

Additionally, we are working building-wide to develop strong Digital Citizenship among our students.

RMS has worked to establish more communication with all stakeholders, using social media and mass emails as a means for school communication. RMS continues to focus on increasing parental communication through our school webpage, school Facebook page, school Twitter account, teacher web pages, email correspondence, and School Messenger automated messaging system. Teams deployed targeted communication techniques such as Remind, team emails, Twitter and School Messenger messages concerning activities, assignments, projects, and both team and school expectations. Rugby parents continue to use a formalized structure through which parents could be involved in the work we do. The result has been Rugby Engaged Partners, and that organization continues to grow. As a result, two-way communication between the stakeholders continues to increase.

Continuing programs this year include the Veterans Day Luncheon, band and strings programs, fall musical, Fine Arts Night and both WHHS and Early College Program information. This year will also see our second Anchor Night. Anchor Night is a program developed by administration and our counselors to address parents' needs in raising teens. In August this year, RMS also conducted its sixth 6th Grade Orientation program, an all day transition program for our sixth graders to get more comfortable with their new environment prior to the start of school.

Rugby continues to implement a model of the Professional Learning Communities defined by the Dufours. Led by teacher leaders in our building, our professional development will focus on the effective working of these teams to increase instructional effectiveness for all subgroups of our students. In grade-level, subject-alike groups, PLC's meet weekly to unpack standards, create common formative assessments, and assess instructional strategies to address the specific learning needs for all levels of our students. With the leadership of our Instructional Coach, PLC's will engage in differentiated professional development, based on their specific needs. It is our hope that this model of common planning and self-directed professional development leads to constant improvement and growth for our teachers, and in turn, constantly improves instruction in our building.

New Initiatives at Our School

In compliance with [School Board Policy 3110](#), any new initiative or program must be presented to the Board of Education as part of School Improvement Planning. Please describe and provide a rationale for any new instructional programming being offered at your school. If no new initiative or program is being implemented, you may omit/delete this page.

RISE (Rigorous Intervention, Support and Enrichment)

This is a new school based initiative that was discussed and generated through the 2017-2018 school improvement team. The program initiated for the 2018-2019 school year, allows for 45 minutes at the beginning of each instructional day to provide support, intervention or enrichment for each student. Each Monday students will meet with their advisory leader for the purpose of establishing relationships and working on the 7 Habits curriculum.

Spanish I

This is a new course offering for 8th grade students. The course is a year long course offered during 8th grade exploratory classes.

AIG Math specialist

This is a new position in our school in response to our large AIG population. The math specialist is supporting the honors and Math I teachers through cooperative planning and coteaching. She is working with all math PLCs and the math department to assist with vertical team planning.

iReady

iReady is a supplemental online math program that provides diagnostic assessments along with follow up individualized lessons to provide both intervention for math gaps and enrichment for students proficient in grade level math curriculum. This has been implemented in support of the district iReady initiative.

School Social Worker

The district has added School Social Worker positions to be shared between partnered schools in the district. Rugby Middle School administration, counseling staff and teachers are communicating and collaborating with the school social worker to better meet the needs of high needs and high risk students.

Instructional Planning Time

Duty Free Planning

With the goal of providing five hours of instructional time per week as outlined in [School Board policy 3430](#), our School Improvement Team has decided the following.

The School Improvement Team created a schedule which allows teachers to receive at least 96 minutes of duty free planning per day. During this time teachers plan individually, by team, engage in professional development and conference with parents.

Duty Free Lunch

The School Improvement Team discussed ways to offer duty free lunch in addition to the duty free planning time provided to teachers. However, in order to ensure a safe and orderly environment for students, a minimum of one core teacher from each team must supervise students at lunch. Therefore, teachers may choose to eat their lunch during their duty free planning time.

Instructional Materials/Textbook Waiver

Building-Level Waiver Request

School: **Rugby Middle School**   **LEA Number: 450**   **School Number: 450-342**

Building-Level Waiver Information
Please insert the waiver you are requesting: When funds allow and quality instructional materials are available, we are requesting the flexibility to use state textbook funds to purchase texts/materials that are not on the current state-approved adoption list.
Identify the law, regulation or policy from which you are seeking an exemption: General Statute 115c-9b: Use of textbooks not adopted by the State Board of Education
Please state how the waiver will be used. There are a limited number of textbook titles available on the state-approved textbook list. This waiver allows us the flexibility to use state textbook funds to purchase texts that are currently in use in the district, but are no longer available on state contract and for texts that we already purchase off state contract. Additionally, the waiver would allow us the flexibility to purchase texts off the state contract for courses for which there is no text available.
Please state how the waiver will promote achievement of performance goals. While teachers integrate many supplementary resources into classroom instruction, student texts are basic and essential instructional materials.

Conflict Resolution

In compliance with [School Board Policy 3431](), we take steps on our school to resolve conflict.

The school has established school wide programs that focus on positive relationships between students and between students and faculty. These programs include but are not limited to : Navigator, Advisory Period, Positive Behavior Intervention and Support (PBIS), Team / Middle School concept.

Additionally, there are formal individual programs to provide assistance in conflict resolution. These programs include, but are not limited to: individual school counseling, group counseling, peer mediation, and the Report it Don't Ignore it District application.

Strategic Goals

Henderson County Public Schools strives to provide a quality educational experience for all students. We do so through strategic planning, collaboration and a commitment to our mission, vision and values.

We Value Excellence In:

Human Resources

Community and Family Engagement

Personalized Learning

Safe and Nurturing Environments

Where Every Piece Matters. Excellence to the Core.

Continuous Improvement

Valuing improvement, the following school-based goals and strategies represent strategic priorities over the next two years.

Summary of Goals

Details can be found on the pages that follow, but note these bullet points as the highlights of our goals:

H – In the area of Human Resources, we plan to:

1) All content area faculty will engage in a grade level/content area PLC every other week where a focus on standards-based goal setting and assessments will result in increased proficiency (80%), and students will exceed expected growth as measured by state mandated assessments.
2) All teachers will participate in monthly vertical content area PLC to create common instructional strategies, common vocabulary, and grade level standards progression which will result in increased proficiency (80%), and students will exceed expected growth as measured by state mandated assessments.

C – In the area of Community and Family Engagement, we plan to:

1) In an effort to increase opportunities for community and family engagement, the school will offer an average of two events per month where families and community members are invited to participate in school-based events.
2) Rugby will take steps to increase communication to parents and guardians.

100% academic teams will provide a weekly communication to parents and guardians regarding the activities of the team, and administration will send a weekly memo to families detailing school-wide activities

P – In the area of Personalized Learning, we plan to:

1) Differentiation and intervention in all courses will result in increased proficiency (80%) and exceeded growth as measured by state mandated assessments.
2) Core Classroom teachers will develop proficiency groups based on standards based assessments. resulting in increased proficiency (80%) and exceeded growth as measured by state mandated assessments.

S – In the area of Safe and Nurturing Environments, we plan to:

1) A School-Wide Safety Action Plan will be implemented by 100% of staff and based on the following 3 components: Building Security, Personnel and Visitor Security, and Student Communication.
2) A student centered social development program will be implemented and based on the following components: Student to Staff Relationships and Student to School Relationships.

Area One Goals: Human Resources

Human Resource Goal One:

All content area faculty will engage in a grade level/content area PLC every other week where a focus on standards-based goal setting and assessments will result in increased proficiency (80%), and students will exceed expected growth as measured by state mandated assessments

Strategies to Achieve this Goal:

Mandatory biweekly PLC meetings
Professional Development
Administrator attendance at PLC meetings
PLC Template

Measure of Success:

PLC Template
Common Formative Assessments
NC Check-In Results
EOG Results

Persons Responsible:

PLC members
Administrators
Instructional Coach

Target Date:
June, 2019

Human Resource Goal Two:

All teachers will participate in monthly vertical content area PLC to create common instructional strategies, common vocabulary, and grade level standards progression which will result in increased proficiency (80%), and students will exceed expected growth as measured by state mandated assessments.

Strategies to Achieve this Goal:

Monthly Vertical Team meeting
Professional development
Administrator Attendance
Focused Agendas for meetings

Measure of Success:

Progression Map
Common Vocabulary List
Instructional Strategies specific to content
NC Check-In Results
EOG Results

Persons Responsible:

PLC members
Instructional Coach
Department Heads
Administrators

Target Date:
June, 2019

Area Two Goals: Community and Family Engagement

Community and Family Engagement Goal One:

In an effort to increase opportunities for community and family engagement, the school will offer an average of two events per month where families and community members are invited to participate in school-based events.

Strategies to Achieve this Goal:

School level- Anchor Nights- Twice per school year
Reading Raiders- Six times per year
Math in Real World- Once Per year
Fine Arts Night- Once per year
Rugby Engaged Partners (REP) Once per month
Open House- Once per year
Most Improved Tea- Once per year
Veterans Day Luncheon- Once per year
Career Day - Once per year
Team athletics- Weekly
Goodwill Truck Donations- Once per year for one week
Staff versus Student athletic events - Twice per year
Grade level Awards Ceremony - Once per year
Parents Need Assessments

Measure of Success:

Evaluation of programs and communication
Parent/Community Participation

Persons Responsible:

All staff

Target Date:
June, 2019

Community and Family Engagement Goal Two:

Rugby will take steps to increase communication to parents and guardians.
100% academic teams will provide a weekly communication to parents and guardians regarding the activities of the team, and administration will send a weekly memo to families detailing school-wide activities

Strategies to Achieve this Goal:

Team Email
Teacher websites
Team Smores
Weekly memo

Measure of Success:

Parent evaluation
Data on communication received

Persons Responsible

All teachers
Administration

Target Date:
June, 2019

Area Three Goals: Personalized Learning

Personalized Learning Goal One:

Differentiation and intervention in all courses will result in increased proficiency (80%) and exceeded growth as measured by state mandated assessments.

Strategies to Achieve this Goal:

All courses will create differentiated lessons aimed to meet the varied learning needs of students .

Students will be provided directed intervention based on standards based assessments.

Learning Focused lesson planning- Teachers will provide evidence of lessons based on state standards. These lessons will include listed learning targets to achieve the standards and specific lesson agendas outlining strategies that will engage students in the content.

PLC meetings- PLC meetings will meet bi-monthly to discuss lesson strategies that allow for differentiation of content that is directed to meet the state learning standards. PLC minutes will reflect discussed and planned activities for differentiation.

Measure of Success:
Intervention groups.
Formative and Common standards based assessment
iReady achievement data
School Growth Data
NC Check-In Results
EOG Results

Persons Responsible:

All staff, Students

Target Date:
June, 2019

Personalized Learning Goal Two:

Core Classroom teachers will develop proficiency groups based on standards based assessments. resulting in increased proficiency (80%) and exceeded growth as measured by state mandated assessments.

Strategies to Achieve this Goal:

Individual groups will receive weekly enrichment or intervention based on individual's proficiency data (delivered during RISE).

Teachers will create intervention groups based based on below proficient, emerging proficiency, proficient or above proficient achievement on state standards.

Teachers will plan and present weekly intervention and enrichment activities for students below proficiency and for students showing proficiency.

Measure of Success:

Formative and Summative Standard based assessment
NC Check-In Results
EOG Results
School Growth Data

Persons Responsible:

Core Teachers

Target Date:
June, 2019

Area Four Goals: Safe and Nurturing Environments

Safe and Nurturing Environments Goal One:

A School-Wide Safety Action Plan will be implemented by 100% of staff   and based on the following 3 components: Building Security, Personnel and Visitor Security, and Student Communication.

Strategies to Achieve this Goal Component:
Building Security:

- Create a timeline to achieve a one point exterior entry of access.
- All exterior and interior doors will remain locked.
- Throughout the duration of 7:20 am - 7:45 am, at least one staff member will remain posted at the main exterior entrance entry.
- Throughout the duration of class changes, a member of RMS personnel will be posted outside their classroom door or at a designated point of location.

Measure of Success:
Building Security:

- A tangible document detailing a timeline to achieve a one point exterior entry of access which will be updated with any changes on a quarterly basis.
- All exterior doors will be checked for locked status every morning and afternoon by custodial staff. If an exterior door is found to be unlocked, the staff member will document the incident on a tangible "shared" document. Interior classroom doors will be checked daily at random by school administrators. If a specific classroom door is routinely unlocked, administration will directly address the issue with the teacher of record.
- A tangible roster of staff locations during class changes.

Strategies to Achieve this Goal Component:

Personnel and Visitor Security:

- All RMS personnel will visibly wear their Employee ID Badges while on school campus.
- Anyone who is NOT a member of RMS personnel will sign into the Main Office and wear a visible Visitor Tag during school hours. After 3:30pm, only NON-HCPS employees or HCPS employees without ID Badge will sign in at the main office.
- The RMS staff will conduct 3 announced lock down drills per semester including: 1 drill during in class period, 1 drill during lunch, and 1 drill during a class change.

<p align="center">**Measures of Success:**</p>

Personnel and Visitor Security:

- Designated members of the School Safety Team will routinely check for visible Employee ID Badges by randomly checking personnel 3 days per month and documenting the number of visible ID Badges and the number of non-visible ID Badges.
- If a member of HCPS personnel identifies a person without a visible ID Badge or Visitor sticker, the member will escort the person to the main office or notify the appropriate authority.
- After completion of lock down drill, the administration and designated personnel involved will document the duration of lock down drill (time of start – last student in a place of safety), the person who announced the drill, conduct an informal survey based on the ability to hear the announcement and document results, and identify areas of concerns and strategies to improve safety during a lockdown emergency.

<p align="center">**Strategies to Achieve this Goal Component:**</p>

Student Communication:

- Rugby Middle School will provide an anonymous method to allow students to report instances of bullying.
- Students will be required to keep a tangible pass when traveling from one location to a different location on school campus during a class period.

<p align="center">**Measures of Success:**</p>

Student Communication:

- The appropriate designated staff members will review anonymous bullying incidents on a daily basis and document the intervention.
- When a student is identified without a tangible school pass, the RMS staff member will escort the student to their starting location/teacher.
- The Media Specialist will provide documentation (time and date) of students present in the Media Center when requested.

<p align="center">**Persons Responsible**</p>

The members of the School Safety Team will meet quarterly. The team will address the following issues:
- The progress of one point exterior entry
- The number of instances an exterior door was unlocked based on current documentation
- The number of staff identified without a visible ID Badge

- If lock down drill occurred during the month, the data based on the event will be shared with the team
- Discuss if anyone has observed the main entrance being unsupervised during the designated time frame
- The appropriate RMS staff members will share the documented interventions based on the number of reported instances of bullying

The members of the Safety Team will share pertinent information in quarterly meeting notes provided to the staff. As well as, the team will revise any goal strategies to improve the ability to access the goal.

Target Date:
June, 2019

Safe and Nurturing Environments Goal Two:

A student centered social development program will be implemented and based on the following components: Student to Staff Relationships and Student to School Relationships.

Strategies to Achieve this Goal Component:

Students to Staff Relationships:

- Every RMS teacher will be assigned a group of students to meet with on a weekly basis.
- During a scheduled time period conducted on a weekly basis, each RMS teacher will complete a series of lessons based on the concepts from the 7 Habits of a Highly Effective Teen book with their designated group of students.
- The series of lessons is constructed to address the social and personal development of a teenager.
- The RMS teachers will strive to create a meaningful relationship with each student. In addition, the RMS teachers provide their students an opportunity to identify a different staff member which they deem as meaningful to them.
- The RMS teacher will communicate to the student's teachers any pertinent information to the student's academic and/or social engagement.

Measure of Success:

Student to Staff Relationships:

- Each RMS Teacher will give an informal or formal survey to determine who a student identifies as a meaningful staff relationship and document their student's name and the identified staff member.
- Each RMS Teacher will communicate to appropriate staff when the student has identified the staff member as a meaningful relationship.
- If a staff member has been identified as a meaningful relationship to a specific student, the staff member will strive to reconnect/connect with the student on at least a monthly basis.

Strategies to Achieve this Goal Component:

Students to School Relationships:

- Every RMS teacher will be assigned a group of students to meet with on a weekly basis.
- During a scheduled time period conducted on a weekly basis, each RMS teacher will be able to provide a brief club description and meeting times when requested by a student.

- When a RMS teachers identifies a student is not engaged with an extracurricular activity such as club or sport, the RMS teacher will create an informal action plan to allow student to access the preferred activity with more efficiency.

Measure of Success:

Student to Staff Relationships:

- Each RMS Teacher will give an informal or formal survey to determine a student's personal interests as well as present or future interest in extracurricular RMS activities.
- Each RMS teacher will have access to a document with a brief description and times for each club as well as any after school tryouts or auditions information will be made readily available for RMS teacher's viewing.
- Each RMS teacher will communicate to designated staff members if a student has not made a connection to a staff member or extracurricular activity. The designated staff members will documents interventions made with the student.

Persons Responsible:

All RMS Teachers will be responsible for:
- participating in a weekly student centered group as well as use appropriate designated strategies.

The members of the PBIS Team will be responsible for:
- creating the series of social development lessons.
- implementing strategies for school wide social development.

Target Date:
June, 2019

Data Review

We value making decisions based on data. The information that follows has been reviewed by our stakeholders as we determined school goals.

Data Review Sources

In developing our school improvement plan, we analyzed a wide range of data to find areas needing improvement as well as data that reaffirms our work. Among the data sources we reviewed:
- 2014, 2016, 2018 North Carolina Teacher Working Conditions Survey
- 2017-18 Grade level proficiency data on NC EOG's in Math, Reading and Science
- 2017-18 School level proficiency data on NC EOG's in Math, Reading, and Science
- Grade level 3 year Trend Data on NC EOG's in Math, Reading, and Science
- 2017-18 School Level growth data
- School level 4 year Trend Data for EVAAS growth data
- PowerSchool Discipline referral data
- SWIS Discipline referral data
- Student Attendance data
- Staff Attendance data

In reviewing available data sources, our team was able to identify areas for improvement in our school.