



Rogers Middle School  
School Based Plan  
2024 – 2025



## Academic Data

4th grade Reading (aimsweb)				Vocabulary										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	<b>Total</b>	120	100%	4	3%	9	8%	72	60%	18	15%	17	14%	89%
<b>Gender</b>	<b>F</b>	58	48%	2	3%	7	12%	31	53%	7	12%	11	19%	84%
	<b>M</b>	62	52%	2	3%	2	3%	41	66%	11	18%	6	10%	94%
<b>Race</b>	<b>A</b>	2	2%	0	0%	1	50%	1	50%	0	0%	0	0%	50%
	<b>B</b>	11	9%	2	18%	1	9%	7	64%	1	9%	0	0%	73%
	<b>H</b>	16	13%	0	0%	1	6%	12	75%	2	13%	1	6%	94%
	<b>I</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	<b>M</b>	13	11%	0	0%	1	8%	10	77%	2	15%	0	0%	92%
	<b>W</b>	78	65%	2	3%	5	6%	42	54%	13	17%	16	21%	91%
	<b>ELL</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	<b>SpEd</b>	5	4%	1	20%	1	20%	3	60%	0	0%	0	0%	60%
	<b>EcoDis</b>	39	33%	2	5%	3	8%	26	67%	4	10%	4	10%	87%
Silent Reading Fluency														
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	<b>Total</b>	120	100%	6	5%	10	8%	55	47%	19	16%	28	24%	86%
<b>Gender</b>	<b>F</b>	58	48%	2	4%	6	11%	28	49%	6	11%	15	26%	86%
	<b>M</b>	62	52%	4	7%	4	7%	27	44%	13	21%	13	21%	87%
<b>Race</b>	<b>A</b>	2	2%	0	0%	0	0%	1	50%	0	0%	1	50%	100%
	<b>B</b>	11	9%	0	0%	1	9%	3	27%	2	18%	5	45%	91%
	<b>H</b>	16	13%	0	0%	2	13%	4	25%	6	38%	4	25%	88%
	<b>I</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	<b>M</b>	13	11%	2	15%	2	15%	6	46%	2	15%	1	8%	69%
	<b>W</b>	78	65%	4	5%	5	7%	41	54%	9	12%	17	22%	88%
	<b>ELL</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%

	SpEd	5	4%	0	0%	0	0%	2	67%	0	0%	1	33%	100%
	EcoDis	39	33%	0	0%	5	13%	17	44%	8	21%	9	23%	87%
Reading Comprehension														
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	120	100%	7	6%	15	13%	60	50%	12	10%	26	22%	82%
Gender	F	58	48%	3	5%	6	10%	31	53%	8	14%	10	17%	84%
	M	62	52%	4	6%	9	15%	29	47%	4	6%	16	26%	79%
Race	A	2	2%	0	0%	0	0%	1	50%	0	0%	1	50%	100%
	B	11	9%	2	18%	3	27%	4	36%	1	9%	1	9%	55%
	H	16	13%	1	6%	0	0%	15	94%	0	0%	0	0%	94%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	13	11%	1	8%	4	31%	5	38%	2	15%	1	8%	62%
	W	78	65%	3	4%	8	10%	35	45%	9	12%	23	29%	86%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	5	4%	0	0%	1	20%	4	80%	0	0%	0	0%	80%
	EcoDis	39	33%	4	10%	5	13%	22	56%	3	8%	5	13%	77%
Oral Reading Fluency														
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	95	66%	7	7%	10	11%	51	54%	22	23%	5	5%	82%
Gender	F	45	31%	6	13%	3	7%	22	49%	11	24%	3	7%	80%
	M	50	35%	1	2%	7	14%	29	58%	11	22%	2	4%	84%
Race	A	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	B	10	7%	0	0%	1	10%	6	60%	3	30%	0	0%	90%
	H	13	9%	0	0%	3	23%	7	54%	2	15%	1	8%	77%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	8%	2	55%	3	15%	4	20%	1	5%	1	5%	30%
	W	61	42%	5	52%	3	3%	34	29%	16	14%	3	3%	45%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	5	3%	1	56%	2	22%	2	22%	0	0%	0	0%	22%
	EcoDis	29	20%	1	51%	3	5%	18	32%	5	9%	2	4%	44%

4th Grade Math (aimsweb)			Number Comparisons Fluency Triads											
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	120	100%	8	7%	9	8%	53	44%	21	18%	29	24%	86%
Gender	F	58	48%	6	10%	6	10%	29	50%	10	17%	7	12%	79%
	M	62	52%	2	3%	3	5%	24	39%	11	18%	22	35%	92%
Race	A	2	2%	0	0%	0	0%	1	50%	0	0%	1	50%	100%
	B	11	9%	0	0%	2	18%	6	55%	2	18%	1	9%	82%
	H	16	13%	2	13%	0	0%	11	69%	2	13%	1	6%	88%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	13	11%	1	8%	1	8%	6	46%	3	23%	2	15%	85%
	W	78	65%	5	6%	6	8%	29	37%	14	18%	24	31%	86%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	5	4%	2	40%	0	0%	3	60%	0	0%	0	0%	60%
	EcoDis	39	33%	3	8%	5	13%	23	59%	6	15%	2	5%	79%
Mental Computation Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	120	100%	11	9%	19	16%	55	46%	19	16%	16	13%	75%
Gender	F	58	48%	6	10%	14	24%	25	43%	10	17%	3	5%	66%
	M	62	52%	5	8%	5	8%	30	48%	9	15%	13	21%	84%
Race	A	2	2%	0	0%	0	0%	0	0%	2	100%	0	0%	100%
	B	11	9%	3	27%	1	9%	5	45%	2	18%	0	0%	64%
	H	16	13%	3	19%	2	13%	9	56%	2	13%	0	0%	69%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	13	11%	1	8%	4	31%	7	54%	0	0%	1	8%	62%
	W	78	65%	4	5%	12	15%	34	44%	13	17%	15	19%	79%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%

	SpEd	5	4%	0	0%	4	80%	1	20%	0	0%	0	0%	20%
	EcoDis	39	33%	5	13%	7	18%	20	51%	4	10%	3	8%	69%
Concepts & Applications														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	120	100%	6	5%	6	5%	33	28%	26	22%	49	41%	90%
Gender	F	58	48%	3	5%	4	7%	15	26%	14	24%	22	38%	88%
	M	62	52%	3	5%	2	3%	18	29%	12	19%	27	44%	92%
Race	A	2	2%	0	0%	0	0%	1	50%	0	0%	1	50%	100%
	B	11	9%	1	9%	1	9%	6	55%	2	18%	1	9%	82%
	H	16	13%	0	0%	1	6%	7	44%	7	44%	1	6%	94%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	13	11%	0	0%	1	8%	4	31%	6	46%	2	15%	92%
	W	78	65%	5	6%	3	4%	15	19%	11	14%	44	56%	90%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	5	4%	2	40%	1	20%	1	20%	1	20%	0	0%	40%
	EcoDis	39	33%	0	0%	4	10%	21	54%	8	21%	6	15%	90%
Number Sense Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	120	100%	10	8%	6	5%	62	52%	21	18%	21	18%	87%
Gender	F	58	48%	7	12%	4	7%	35	60%	8	14%	4	7%	81%
	M	62	52%	3	5%	2	3%	27	44%	13	21%	17	27%	92%
Race	A	2	2%	0	0%	0	0%	0	0%	1	50%	1	50%	100%
	B	11	9%	2	18%	0	0%	6	55%	3	27%	0	0%	82%
	H	16	13%	1	6%	2	13%	10	63%	3	19%	0	0%	81%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	13	11%	2	15%	0	0%	8	62%	2	15%	1	8%	85%
	W	78	65%	5	6%	4	5%	38	49%	12	15%	19	24%	88%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%

	SpEd	5	4%	1	20%	1	20%	3	60%	0	0%	0	0%	60%
	EcoDis	39	33%	3	8%	3	8%	25	64%	6	15%	2	5%	85%

4 <sup>th</sup> Grade iReady Math Diagnostic													
		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	Total	121	48%	474	10	8%	29	24%	28	54	68%	53%	53%
Gender	F	59	24%	470	7	12%	15	25%	12	25	63%	48%	41%
	M	62	25%	479	3	5%	14	23%	16	29	73%	58%	65%
	X	0	0%	-	0	-	0	-	0	0	-	-	-
Race	A	2	1%	483	0	0%	1	50%	0	1	50%	100%	100%
	B	12	5%	446	2	17%	7	58%	1	2	25%	42%	33%
	H	16	6%	467	2	13%	2	13%	8	4	75%	38%	30%
	I	0	0%	-	0	-	0	-	0	0	-	-	-
	M	13	5%	464	1	8%	4	31%	5	3	62%	50%	55%
	W	78	31%	482	5	6%	15	19%	14	44	74%	57%	62%
	ELL	0	0%	-	0	-	0	-	0	0	-	-	-
	SpEd	6	2%	424	3	50%	1	17%	2	0	33%	32%	20%
	EcoDis	43	17%	461	4	9%	17	40%	15	7	51%	47%	36%

5th grade Reading (aimsweb)				Vocabulary										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	13	8%	13	8%	75	47%	30	19%	28	18%	84%
Gender	F	77	48%	7	9%	10	13%	35	45%	13	17%	12	16%	78%
	M	82	52%	6	7%	3	4%	40	49%	17	21%	16	20%	89%
Race	A	3	2%	0	0%	0	0%	1	33%	0	0%	2	67%	100%
	B	24	15%	3	13%	2	8%	11	46%	5	21%	3	13%	79%
	H	20	13%	1	5%	1	5%	13	65%	4	20%	1	5%	90%

	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	2	18%	1	9%	5	45%	1	9%	2	18%	73%
	W	101	64%	7	7%	9	9%	45	45%	20	20%	20	20%	84%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	3	15%	3	15%	8	40%	4	20%	2	10%	70%
	EcoDis	57	36%	7	12%	6	11%	27	47%	4	7%	13	23%	77%
Silent Reading Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	16	11%	14	10%	45	31%	11	8%	60	41%	79%
Gender	F	77	48%	11	15%	8	11%	24	33%	6	8%	23	32%	74%
	M	82	52%	5	7%	6	8%	21	28%	5	7%	37	50%	85%
Race	A	3	2%	0	0%	0	0%	0	0%	1	33%	2	67%	100%
	B	24	15%	5	23%	2	9%	5	23%	1	5%	9	41%	68%
	H	20	13%	4	22%	0	0%	6	33%	3	17%	5	28%	78%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	1	9%	1	9%	2	18%	0	0%	7	64%	82%
	W	101	64%	6	7%	11	12%	32	35%	6	7%	37	40%	82%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	5	31%	2	13%	2	13%	1	6%	6	38%	56%
	EcoDis	57	36%	5	10%	1	2%	18	35%	7	14%	20	39%	88%
Reading Comprehension														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	11	7%	18	11%	72	46%	28	18%	29	18%	82%
Gender	F	77	48%	5	6%	9	12%	37	48%	11	14%	15	19%	82%
	M	82	52%	6	7%	9	11%	35	43%	17	21%	14	17%	81%
Race	A	3	2%	0	0%	0	0%	1	33%	0	0%	2	67%	100%
	B	24	15%	2	8%	4	17%	11	46%	4	17%	3	13%	75%
	H	20	13%	2	10%	3	15%	11	55%	1	5%	3	15%	75%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	1	10%	1	10%	7	70%	1	10%	0	0%	80%
	W	101	64%	6	6%	10	10%	42	42%	22	22%	21	21%	84%

	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	6	30%	3	15%	10	50%	1	5%	0	0%	55%
	EcoDis	57	36%	6	11%	9	16%	27	47%	7	12%	8	14%	74%
Oral Reading Fluency														
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
		26	57%	14	54%	3	12%	9	35%	0	0%	0	0%	35%
		14	30%	9	64%	2	14%	3	21%	0	0%	0	0%	21%
		12	26%	5	42%	1	8%	6	50%	0	0%	0	0%	50%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		7	15%	4	57%	1	14%	2	29%	0	0%	0	0%	29%
		2	4%	1	50%	0	0%	1	50%	0	0%	0	0%	50%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		1	2%	0	50%	0	0%	1	50%	0	0%	0	0%	50%
		16	35%	9	70%	2	9%	5	22%	0	0%	0	0%	22%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		13	28%	7	68%	2	11%	4	21%	0	0%	0	0%	21%
		13	28%	8	72%	1	6%	4	22%	0	0%	0	0%	22%

5th grade Math (aimsweb)				Number Comparison Fluency-Triads										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	8	5%	13	8%	78	49%	32	20%	28	18%	87%
Gender	F	77	48%	5	6%	10	13%	46	60%	11	14%	5	6%	81%
	M	82	52%	3	4%	3	4%	32	39%	21	26%	23	28%	93%
Race	A	3	2%	0	0%	0	0%	0	0%	2	67%	1	33%	100%
	B	24	15%	2	8%	3	13%	13	54%	3	13%	3	13%	79%
	H	20	13%	2	10%	1	5%	11	55%	4	20%	2	10%	85%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	0	0%	0	0%	5	45%	5	45%	1	9%	100%
	W	101	64%	4	4%	9	9%	49	49%	18	18%	21	21%	87%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	4	20%	4	20%	9	45%	1	5%	2	10%	60%



	EcoDis	57	36%	5	9%	5	9%	27	47%	14	25%	6	11%	82%
Mental Computation Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	16	10%	35	22%	60	38%	27	17%	21	13%	68%
Gender	F	77	48%	8	10%	23	30%	31	40%	11	14%	4	5%	60%
	M	82	52%	8	10%	12	15%	29	35%	16	20%	17	21%	76%
Race	A	3	2%	0	0%	0	0%	0	0%	2	67%	1	33%	100%
	B	24	15%	3	13%	3	13%	14	58%	3	13%	1	4%	75%
	H	20	13%	3	15%	5	25%	7	35%	1	5%	4	20%	60%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	0	0%	3	27%	5	45%	2	18%	1	9%	73%
	W	101	64%	10	10%	24	24%	34	34%	19	19%	14	14%	66%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	7	35%	8	40%	3	15%	1	5%	1	5%	25%
	EcoDis	57	36%	9	16%	15	26%	19	33%	10	18%	4	7%	58%
Concepts & Applications														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	159	100%	10	6%	11	7%	64	41%	24	15%	49	31%	87%
Gender	F	77	48%	5	6%	8	10%	34	44%	11	14%	19	25%	83%
	M	82	52%	5	6%	3	4%	30	37%	13	16%	30	37%	90%
Race	A	3	2%	0	0%	0	0%	0	0%	0	0%	3	100%	100%
	B	24	15%	2	9%	4	17%	9	39%	2	9%	6	26%	74%
	H	20	13%	1	5%	3	15%	10	50%	5	25%	1	5%	80%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	11	7%	1	9%	0	0%	5	45%	3	27%	2	18%	91%
	W	101	64%	6	6%	4	4%	40	40%	14	14%	37	37%	90%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	20	13%	6	32%	3	16%	7	37%	1	5%	2	11%	53%
	EcoDis	57	36%	6	11%	6	11%	25	45%	5	9%	14	25%	79%
Number Sense Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %

	<b>Total</b>	159	100%	9	6%	21	13%	77	48%	24	15%	28	18%	81%
<b>Gender</b>	<b>F</b>	77	48%	6	8%	15	19%	39	51%	12	16%	5	6%	73%
	<b>M</b>	82	52%	3	4%	6	7%	38	46%	12	15%	23	28%	89%
<b>Race</b>	<b>A</b>	3	2%	0	0%	0	0%	0	0%	2	67%	1	33%	100%
	<b>B</b>	24	15%	2	8%	5	21%	14	58%	0	0%	3	13%	71%
	<b>H</b>	20	13%	2	10%	2	10%	12	60%	0	0%	4	20%	80%
	<b>I</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	<b>M</b>	11	7%	0	0%	1	9%	6	55%	3	27%	1	9%	91%
	<b>W</b>	101	64%	5	5%	13	13%	45	45%	19	19%	19	19%	82%
	<b>ELL</b>	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	<b>SpEd</b>	20	13%	4	20%	6	30%	8	40%	0	0%	2	10%	50%
	<b>EcoDis</b>	57	36%	5	9%	9	16%	27	47%	10	18%	6	11%	75%

5 <sup>th</sup> Grade iReady Math Diagnostic													
		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	<b>Total</b>	158	54%	474	38	24%	54	34%	26	40	42%	71%	61%
<b>Gender</b>	<b>F</b>	75	25%	470	19	25%	29	39%	10	17	36%	67%	58%
	<b>M</b>	83	28%	478	19	23%	25	30%	16	23	47%	75%	63%
	<b>X</b>	0	0%	-	0	-	0	-	0	0	-	-	-
<b>Race</b>	<b>A</b>	3	1%	518	0	0%	0	0%	0	3	100%	100%	67%
	<b>B</b>	24	8%	465	8	33%	9	38%	4	3	29%	40%	46%
	<b>H</b>	20	7%	460	7	35%	8	40%	2	3	25%	58%	33%
	<b>I</b>	0	0%	-	0	-	0	-	0	0	-	-	0%
	<b>M</b>	11	4%	467	2	18%	5	45%	3	1	36%	44%	25%
	<b>W</b>	100	34%	478	21	21%	32	32%	17	30	47%	84%	72%
	<b>ELL</b>	0	0%	-	0	-	0	-	0	0	-	-	0%
	<b>SpEd</b>	20	7%	446	14	70%	3	15%	2	1	15%	42%	32%
	<b>EcoDis</b>	56	19%	467	17	30%	21	38%	8	10	32%	46%	45%

6th grade Reading (aimsweb)				Vocabulary										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	8	6%	23	18%	49	39%	24	19%	23	18%	76%
Gender	F	56	44%	1	2%	12	21%	30	54%	6	11%	7	13%	77%
	M	71	56%	7	10%	11	15%	19	27%	18	25%	16	23%	75%
Race	A	1	1%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	B	17	13%	2	12%	5	29%	4	24%	5	29%	1	6%	59%
	H	21	17%	2	10%	4	19%	10	48%	2	10%	3	14%	71%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	0	0%	3	33%	5	56%	1	11%	0	0%	67%
	W	79	62%	4	5%	11	14%	29	37%	16	20%	19	24%	81%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	4	40%	3	30%	2	20%	1	10%	0	0%	30%
	EcoDis	43	34%	5	12%	12	28%	20	47%	2	5%	4	9%	60%
Silent Reading Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	5	4%	11	9%	48	40%	23	19%	34	28%	87%
Gender	F	56	44%	2	4%	7	13%	21	38%	12	22%	13	24%	84%
	M	71	56%	3	5%	4	6%	27	41%	11	17%	21	32%	89%
Race	A	1	1%	0	0%	0	0%	0	0%	1	100%	0	0%	100%
	B	17	13%	2	13%	1	7%	6	40%	2	13%	4	27%	80%
	H	21	17%	2	10%	3	14%	8	38%	5	24%	3	14%	76%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	0	0%	1	13%	3	38%	3	38%	1	13%	88%
	W	79	62%	1	1%	6	8%	31	41%	12	16%	26	34%	91%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	2	33%	3	50%	0	0%	1	17%	0	0%	17%
	EcoDis	43	34%	2	5%	5	13%	13	34%	8	21%	10	26%	82%
Reading Comprehension														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	11	9%	6	5%	62	50%	17	14%	29	23%	86%
Gender	F	56	44%	2	4%	2	4%	35	63%	6	11%	11	20%	93%

	M	71	56%	9	13%	4	6%	27	39%	11	16%	18	26%	81%
Race	A	1	1%	0	0%	0	0%	0	0%	0	0%	1	100%	100%
	B	17	13%	2	13%	1	6%	10	63%	1	6%	2	13%	81%
	H	21	17%	4	19%	3	14%	10	48%	1	5%	3	14%	67%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	0	0%	1	11%	5	56%	2	22%	1	11%	89%
	W	79	62%	5	6%	1	1%	37	47%	13	17%	22	28%	92%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	4	50%	1	13%	2	25%	1	13%	0	0%	38%
	EcoDis	43	34%	6	15%	2	5%	24	59%	6	15%	3	7%	80%

Oral Reading Fluency

		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
		15	29%	10	67%	3	20%	2	13%	0	0%	0	0%	13%
		6	12%	3	50%	1	17%	2	33%	0	0%	0	0%	33%
		9	17%	7	78%	2	22%	0	0%	0	0%	0	0%	0%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		3	6%	3	100%	0	0%	0	0%	0	0%	0	0%	0%
		3	6%	2	67%	0	0%	1	33%	0	0%	0	0%	33%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		2	4%	1	67%	0	0%	1	33%	0	0%	0	0%	33%
		7	13%	4	70%	3	30%	0	0%	0	0%	0	0%	0%
		0	0%	0	-	0	-	0	-	0	-	0	-	0%
		8	15%	7	89%	1	11%	0	0%	0	0%	0	0%	0%
		8	15%	6	80%	1	10%	1	10%	0	0%	0	0%	10%

6th grade Math (aimsweb)				Number Comparison Fluency-Triads										
		Total	Percent of Total	Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	6	5%	7	6%	71	57%	21	17%	20	16%	90%
Gender	F	56	44%	2	4%	4	7%	41	73%	5	9%	4	7%	89%
	M	71	56%	4	6%	3	4%	30	43%	16	23%	16	23%	90%
Race	A	1	1%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	B	17	13%	2	12%	2	12%	9	53%	3	18%	1	6%	76%

	H	21	17%	0	0%	3	14%	14	67%	1	5%	3	14%	86%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	2	22%	0	0%	5	56%	1	11%	1	11%	78%
	W	79	62%	2	3%	2	3%	42	55%	16	21%	15	19%	95%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	4	44%	0	0%	5	56%	0	0%	0	0%	56%
	EcoDis	43	34%	5	12%	2	5%	25	60%	6	14%	4	10%	83%
Mental Computation Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	4	3%	7	6%	76	61%	26	21%	12	10%	91%
Gender	F	56	44%	0	0%	6	11%	37	66%	12	21%	1	2%	89%
	M	71	56%	4	6%	1	1%	39	57%	14	20%	11	16%	93%
Race	A	1	1%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	B	17	13%	2	12%	3	18%	8	47%	3	18%	1	6%	71%
	H	21	17%	0	0%	1	5%	16	76%	1	5%	3	14%	95%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	1	11%	1	11%	5	56%	1	11%	1	11%	78%
	W	79	62%	1	1%	2	3%	46	60%	21	27%	7	9%	96%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	4	44%	0	0%	5	56%	0	0%	0	0%	56%
	EcoDis	43	34%	4	10%	5	12%	28	67%	5	12%	0	0%	79%
Concepts & Applications														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	3	2%	4	3%	51	41%	26	21%	40	32%	94%
Gender	F	56	44%	0	0%	2	4%	26	46%	15	27%	13	23%	96%
	M	71	56%	3	4%	2	3%	25	37%	11	16%	27	40%	93%
Race	A	1	1%	0	0%	0	0%	0	0%	0	0%	1	100%	100%
	B	17	13%	0	0%	2	13%	9	56%	3	19%	2	13%	88%
	H	21	17%	0	0%	0	0%	14	67%	4	19%	3	14%	100%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	1	11%	1	11%	4	44%	2	22%	1	11%	78%

	W	79	62%	2	3%	1	1%	24	31%	17	22%	33	43%	96%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	3	38%	2	25%	3	38%	0	0%	0	0%	38%
	EcoDis	43	34%	2	5%	3	7%	24	59%	10	24%	2	5%	88%
Number Sense Fluency														
				Well Below Average	Well Below Average %	Below Average	Below Average %	Average	Average %	Above Average	Above Average %	Well Above Average	Well Above Average %	Total Proficient %
	Total	127	100%	4	3%	8	6%	75	60%	21	17%	17	14%	90%
Gender	F	56	44%	0	0%	7	13%	39	70%	8	14%	2	4%	88%
	M	71	56%	4	6%	1	1%	36	52%	13	19%	15	22%	93%
Race	A	1	1%	0	0%	0	0%	1	100%	0	0%	0	0%	100%
	B	17	13%	2	12%	3	18%	8	47%	2	12%	2	12%	71%
	H	21	17%	0	0%	1	5%	17	81%	0	0%	3	14%	95%
	I	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	M	9	7%	1	11%	2	22%	4	44%	1	11%	1	11%	67%
	W	79	62%	1	1%	2	3%	45	58%	18	23%	11	14%	96%
	ELL	0	0%	0	-	0	-	0	-	0	-	0	-	0%
	SpEd	10	8%	4	44%	0	0%	5	56%	0	0%	0	0%	56%
	EcoDis	43	34%	4	10%	5	12%	26	62%	6	14%	1	2%	79%

6 <sup>th</sup> Grade iReady Math Diagnostic													
		Total	Percent of Total	Average Score	2 or More Levels Below	2 or More Levels Below %	1 Level Below	1 Level Below %	On Level	Above Level	On or Above Level %	22-23 BOY On or Above Level %	21-22 BOY On or Above Level %
	Total	128	50%	499	20	16%	28	22%	42	38	63%	63%	56%
Gender	F	57	22%	496	7	12%	17	30%	25	8	58%	61%	61%
	M	71	28%	501	13	18%	11	15%	17	30	66%	64%	51%
	X	0	0%	-	0	-	0	-	0	0	-	100%	-
Race	A	1	0%	531	0	0%	0	0%	0	1	100%	50%	0%
	B	18	7%	475	7	39%	5	28%	4	2	33%	47%	44%
	H	21	8%	493	4	19%	8	38%	6	3	43%	48%	25%
	I	0	0%	-	0	-	0	-	0	0	-	0%	0%
	M	9	4%	489	1	11%	3	33%	4	1	56%	40%	36%

	<b>W</b>	79	31%	507	8	10%	12	15%	28	31	75%	72%	71%
	<b>ELL</b>	0	0%	-	0	-	0	-	0	0	-	0%	0%
	<b>SpEd</b>	14	6%	439	10	71%	3	21%	1	0	7%	35%	38%
	<b>EcoDis</b>	44	17%	477	13	30%	11	25%	17	3	45%	53%	35%

# Social Emotional Learning Data



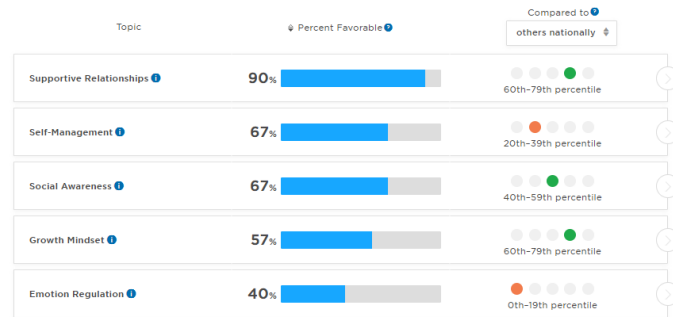
## Gr 3-5 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 3-5

281 responses | [show breakdown](#)

[Save as PDF](#)



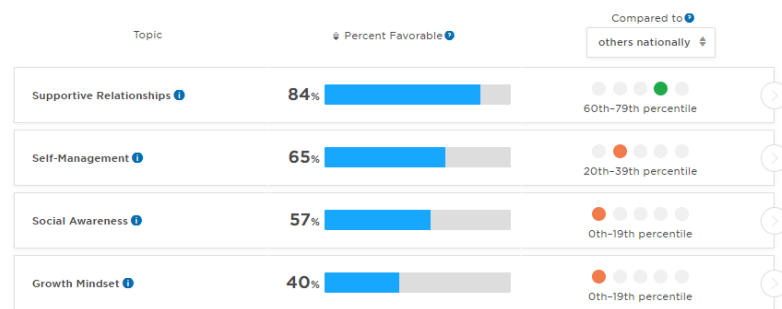
## Gr 6-12 Panorama Social-Emotional Learning: Student Competency & Well-Being Measures

How did students perceive their own social-emotional skills?

Grades 6-12

127 responses | [show breakdown](#)

[Save as PDF](#)



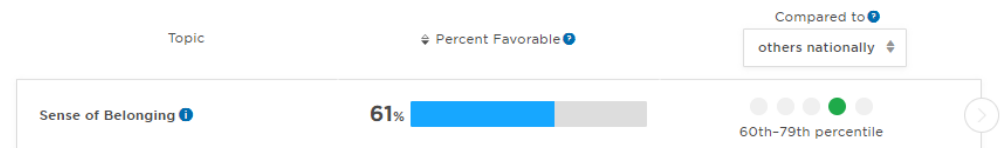
## Gr 3-5 Panorama Social-Emotional Learning: Student Supports + Environment

What feedback did students have for their school?

Grades 3-5

282 responses | [show breakdown](#)

[Save as PDF](#)



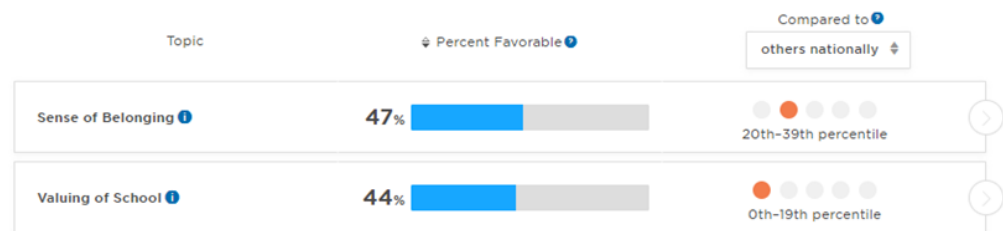
## Gr 6-12 Panorama Social-Emotional Learning: Student Supports + Environment

What feedback did students have for their school?

Grades 6-12

127 responses | [show breakdown](#)

[Save as PDF](#)





## Attendance Data

Chronic Absenteeism Data									
	23-24			22-23			21-22		
Student Subgroup	Number of Student Enrolled 10 or More Instructional Days	Students Absent 10% or More of Enrolled Instructional Days	Percent of Students Chronically Absent	Number of Student Enrolled 10 or More Instructional Days	Students Absent 10% or More of Enrolled Instructional Days	Percent of Students Chronically Absent	Number of Student Enrolled 10 or More Instructional Days	Students Absent 10% or More of Enrolled Instructional Days	Percent of Students Chronically Absent
All Students	420	42	10.0%	453	80	17.7%	429	76	17.7%
Male	199	22	11.1%	210	34	16.2%	203	38	18.7%
Female	221	20	9.0%	242	45	18.6%	224	36	16.1%
Nonbinary	0	0	0.0%	1	1	100.0%	2	2	100.0%
American Indian/ Alaska Native	0	0	0.0%	1	0	0.0%	3	1	33.3%
Black	55	5	9.1%	57	8	14.0%	44	6	13.6%
Hispanic	59	7	11.9%	69	10	14.5%	73	14	19.2%
Asian/ Pacific Islander	6	0	0.0%	8	3	37.5%	6	3	50.0%
Asian	6	0	0.0%	8	3	37.5%	6	3	50.0%
White	267	25	9.4%	292	53	18.2%	274	46	16.8%
Multiracial	33	5	15.2%	26	6	23.1%	29	6	20.7%
General Education	372	33	8.9%	385	59	15.3%	366	57	15.6%
Students with Disabilities	48	9	18.8%	68	21	30.9%	63	19	30.2%

Former Student With Disabilities	0	0	0.0%	0	0	0.0%	2	1	50.0%
Not English Language Learner	420	42	10.0%	451	80	17.7%	424	72	17.0%
English Language Learner	0	0	0.0%	2	0	0.0%	5	4	80.0%
Formerly English Language Learner	3	0	0.0%	4	1	25.0%	7	1	14.3%
Economically Disadvantaged	150	26	17.3%	183	51	27.9%	175	47	26.9%
Not Economically Disadvantaged	270	16	5.9%	270	29	10.7%	254	29	11.4%
Not Migrant	420	42	10.0%	453	80	17.7%	429	76	17.7%
Homeless	3	1	33.3%	2	2	100.0%	1	0	0.0%
Not Homeless	417	41	9.8%	451	78	17.3%	428	76	17.8%
In Foster Care	1	0	0.0%	0	0	0.0%	0	0	0.0%
Not In Foster Care	419	42	10.0%	453	80	17.7%	429	76	17.7%
Parent Not in Armed Forces	420	42	10.0%	453	80	17.7%	429	76	17.7%

## Special Education Referral Data

Building	CSE Building Referral	% Building Referral Classified	CSE Parent/ Caregiver Referral	% Parent/ Caregiver Classified	Total CSE Referrals	Total Students Classified
Briarwood	1		4		5	3
Brookview	3		2		5	5
Colebrook	0		4		4	2
Listwood	3		2		5	5
Southlawn	7		1		8	7
Seneca	2		0		2	2
Iroquois	5		5		10	7
Rogers	7	100%	7	14%	14	8
Dake	9		3		12	12
IHS	1		8		9	7
Parentally Placed Private	0		5		5	5
TOTAL	38		40		78	63

# Behavioral Data

Rogers Middle School

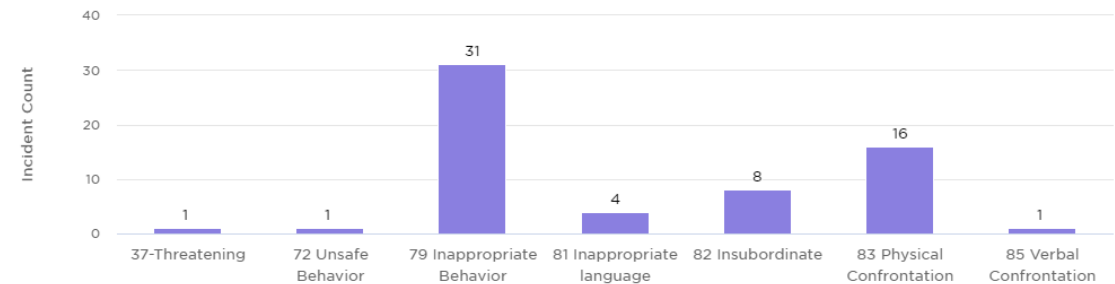
Viewing **62** incidents in Rogers Middle School

2023-2024

Select chart display

Behavior Type

Export



Grade Level	Total Incidents	37-Threatening	72 Unsafe Behavior	79 Inappropriate Behavior	81 Inappropriate language
4	19	1	0	9	1
5	20	0	0	9	3
6	23	0	1	13	0

Rogers Middle School

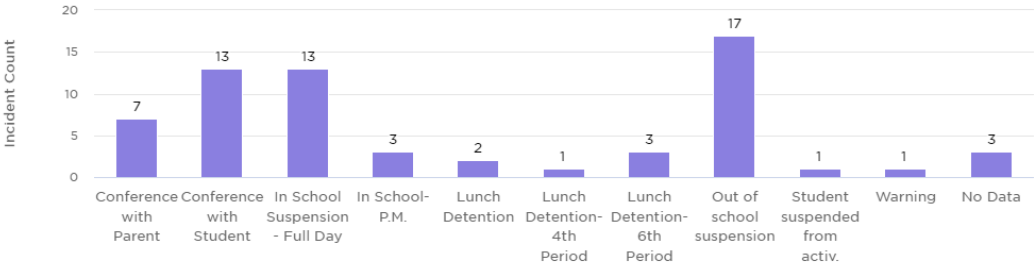
Viewing 62 incidents in Rogers Middle School

2023-2024

Select chart display

Outcome

Export



Rogers Middle School

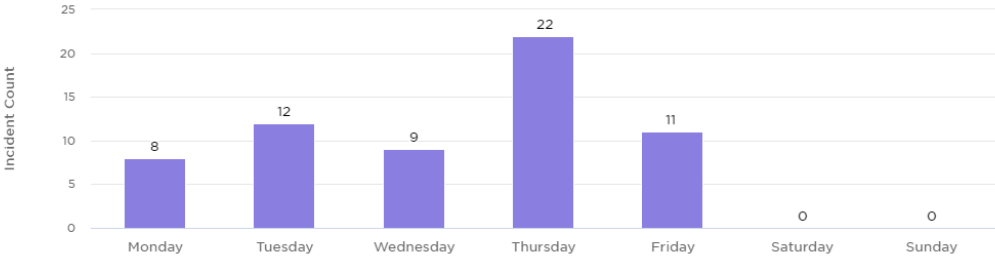
Viewing 62 incidents in Rogers Middle School

2023-2024

Select chart display

Day of Week

Export



Building Based Goals

Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
<b>Goal(s): Literacy and Humanities</b> <b>4<sup>th</sup> Grade:</b> In the 23-24 school year, 82% of Rogers 4 <sup>th</sup> graders met their oral reading fluency rate at benchmark. In the 24-25 school year, we will increase students meeting their ORF benchmark to 87%. <b>5<sup>th</sup> Grade:</b> In the 23-24 school year, 84% of Rogers 5 <sup>th</sup> graders met their vocabulary benchmark. In the 24-25 school year, we will increase students meeting their vocabulary benchmark to 90%. <b>6<sup>th</sup> Grade:</b> In the 23-24 school year, 76% of Rogers 6 <sup>th</sup> graders met their vocabulary benchmark. In the 24-25 school year, we will increase students meeting their vocabulary benchmark to 85%.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	How will it be monitored?	Who is responsible?		
<b>Students will be consistently engaged in learning experiences aligned to the WICSD instructional model and marked by regular differentiation, feedback, assessment for learning and culturally responsive pedagogy to include:</b> <ul style="list-style-type: none"> <li>Examine and implement best practices in vocabulary instruction across content areas.</li> <li>Provide professional learning to staff around vocabulary instruction across content areas informally and during department meetings</li> <li>Collaborate by sharing resources and curriculum with all building specialists to increase transfer (Intervention ELA, Speech, Counseling, OT, PT) and reinforcement of language from curriculum</li> <li>Utilize Assessment and Remediation Guide from CKLA as a support tool</li> <li>Leverage IST and PST meetings to monitor specific student growth.</li> <li>Adjust instruction as needed based on formative assessments</li> <li>Administer and score release questions as common formative assessments (~one in each semester)</li> <li>Provide staff professional learning on levels of engagement.</li> <li>Provide morphology instruction on words identified in the post assessment data</li> <li>Roll-out morphology reference handbook/scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li>AIMSweb</li> <li>Formative and Summative Assessment Data (pre and post-assessment vocabulary data)</li> <li>Monitor ORF monthly (tier 2) and weekly (tier 3)</li> <li>IST</li> <li>PST</li> <li>Team Meetings</li> </ul>	<ul style="list-style-type: none"> <li>All Teachers</li> <li>Contact Teachers</li> <li>TOSAs</li> <li>Teaching Assistants</li> <li>Intervention Teachers</li> <li>Lead Teacher</li> <li>Speech</li> <li>Director of Data, Assessment, and Interventions</li> <li>Director of Humanities</li> <li>Assistant Principal</li> <li>Principal</li> </ul>	Goal: 4 <sup>th</sup> : 84% ORF 5 <sup>th</sup> : 87% Vocabulary 6 <sup>th</sup> : 80% Vocabulary	Goal:
			Updated Progress:	Updated Progress:

**Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)**

**Goal(s): Mathematics (STEAM) –**

**4<sup>th</sup> Grade:** In the 23-24 school year, 68% of Rogers 4<sup>th</sup> graders were on or above grade level on their iReady diagnostic. In the 24-25 school year, we will increase students on or above grade level to 70%.

**Aimswest Mental Computation Fluency:** In the 24 – 25 school year, we will increase students meeting their MCF benchmark to 88%.

**Science Investigations:** 80% of students will reach proficiency with grade-level standards-based question modeled after released NY State questions.

**5<sup>th</sup> Grade:** In the 23-24 school year, 42% of Rogers 5<sup>th</sup> graders were on or above grade level on their iReady diagnostic. In the 24-25 school year, we will increase students on or above grade level to 75%.

**Aimswest Mental Computation Fluency:** In the 24 – 25 school year, we will increase students meeting their MCF benchmark by 10%. (males 84% to 94%, females 66% to 76%)

**Science Investigations:** 80% of students will reach proficiency with grade-level standards-based questions modeled after released NY State questions.

**6<sup>th</sup> Grade:** In the 23-24 school year, 63% of Rogers 6<sup>th</sup> graders were on or above grade level on their iReady diagnostic. In the 24-25 school year, we will increase students on or above grade level to 65%.

**Aimswest Mental Computation Fluency:** In the 24 – 25 school year, we will increase students meeting their MCF benchmark by 10%. (males 76% to 86%, females 60% to 70%)

**Science Investigations:** 80% of students will reach proficiency with grade-level standards-based question modeled after released NY State questions.

<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<p><b>Students will be consistently engaged in learning experiences aligned to the WICSD instructional model and marked by regular differentiation, feedback, assessment for learning and culturally responsive pedagogy to include:</b></p> <p><b>I-Ready:</b></p> <ul style="list-style-type: none"> <li>Increase opportunities for students to access I-Ready Math instruction with a focus on curriculum-based teacher assigned and differentiated myPath lessons.</li> <li>Incorporate systems and structures to increase motivation for students to engage in I-Ready skills practice (i.e., goal setting and communication of progress)</li> </ul> <p><b>AIMS Web:</b></p> <ul style="list-style-type: none"> <li>Incorporate frequent engagement with MCF (mental computation fluency)-type practice questions, including timed and untimed exercises.</li> <li>Collaborate with intervention and special education teachers to provide additional practice with problem-types to increase transfer.</li> </ul> <p><b>Science:</b></p> <ul style="list-style-type: none"> <li>Provide opportunities for teachers to review and task-analyze the released questions from the May 2024 exam.</li> </ul>	<ul style="list-style-type: none"> <li>AIMSweb</li> <li>iReady</li> <li>Formative and Summative Assessment Data</li> <li>IST</li> <li>PST</li> <li>Team Meetings</li> <li>iReady – student growth scores</li> </ul>	<ul style="list-style-type: none"> <li>All Teachers</li> <li>Contact Teachers</li> <li>TOSAs</li> <li>Teaching Assistants</li> <li>Lead Teacher</li> <li>Assistant Principal</li> <li>Principal</li> <li>Director of Data, Assessment, and Interventions</li> <li>Director of STEAM</li> </ul>	<p><b>I-Ready Goal:</b> 50% of students will show improved placement on their mid-year I-Ready assessment.</p> <p><b>AIMS Web Goal:</b> 80% of students will show progress from their fall benchmark for Mental Computation Fluency.</p> <p><b>Science Goal: Teachers</b> will have selected, administered, scored, and analyzed student performance on the first semester CFA with a goal of 60% proficiency.</p>	Goal:
			Updated Progress:	Updated Progress:



<ul style="list-style-type: none"> <li>• Incorporate student practice of transferable skills (i.e., data and diagram analysis, evidence-based claims, reading fluency with informational text).</li> <li>• Administer and score curricular-aligned release questions as common formative assessments (one in each semester).</li> </ul>				
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Focus Area: Instruction & Curriculum (School Based Planning Teams – Grade Level/Department Meetings - Supervision)				
<b>Goal(s): Special Areas – Physical Education, Music, Art, Library</b> Growth mindset: In the 23-24 school year, 49% of Rogers responded favorably on whether they have the potential to change those factors that are central to their performance in school. In the 24-25 school year, we will increase students reporting favorably to 59%. In the 23-24 school year, the special areas did not possess a universal tool to support growth mindset. In 24-25, teachers will create a rubric for feedback and reflection to support increasing growth mindset across cohorts.				
<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>• Departments create a common rubric or feedback tool to support student understanding of proficiency levels.</li> <li>• Departments collaboratively define growth mindset.</li> <li>• Share definition of growth mindset across school community.</li> <li>• Consult the caring school community's curriculum as a resource to build growth mindset lessons.</li> <li>• Embed opportunities for students to apply and demonstrate understanding of the growth mindset practice.</li> <li>• Embed growth mindset within the student-centered learning experience.</li> <li>• Collaborate with all building specialists to increase transfer.</li> </ul>	<ul style="list-style-type: none"> <li>• Panorama Data</li> <li>• Formative and Summative Assessment Data</li> <li>• Team Meetings</li> <li>• Faculty Meetings</li> <li>• School-based Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Special Area Teachers</li> <li>• Teaching Assistants</li> <li>• Lead Teacher</li> <li>• Assistant Principal</li> <li>• Principal</li> </ul>	Goal: At the February 3 SBPT meeting, share rubric examples and growth mindset lesson updates.  Updated Progress:	Goal:  Updated Progress:

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/ Department – Supervision)				
<b>Goal(s): Social emotional learning</b> <ul style="list-style-type: none"> <li>Self-management: In the 23-24 school year, 67 % of Rogers 4<sup>th</sup> and 5<sup>th</sup> graders and 65% of 6<sup>th</sup> graders reported favorably on their ability to manage their emotions, thoughts, and behaviors in different situations. In the 24-25 school year, we will increase students reporting favorably to 70%.</li> <li>Emotional regulation: In the 23-24 school year, 40 % of Rogers 4<sup>th</sup> and 5<sup>th</sup> graders responded favorably on their ability to regulate their emotions. In the 24-25 school year, we will increase students reporting favorably to 50%.</li> </ul>				
<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	<b>How will it be monitored?</b>	<b>Who is responsible?</b>		
<ul style="list-style-type: none"> <li>Provide resources and professional development tied to Caring School Communities (CSC) resource.</li> <li>Staff in grades 4-6 will implement a minimum of four CSC lessons over the course of the school year to provide access to tier 1 SEL instruction for all students.</li> <li>Staff will amplify SEL Monthly Themes and Rogers CARE values through counselor lessons, teacher-led CSC lessons, assemblies, and student recognition opportunities.</li> <li>Ensure consistency with classroom implementation of zones of regulation.</li> <li>Continue to explore neighborhood house models connected to PBIS during SBPT meetings for future visioning.</li> <li>Individual classroom piloting of the house model.</li> <li>Continued professional development tied to restorative practices and support with implementation in the classroom and during more unstructured times (lunch/recess).</li> <li>Create opportunities to support teacher implementation of SEL skills &amp; provide consultation opportunities with SES Team and Lead teacher across classrooms.</li> <li>Provide feedback discussion during faculty meetings to debrief needs/ next steps for first two CSC lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Panorama data</li> <li>Classroom observations</li> <li>Student, staff, and caregiver feedback</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Assistant Principal</li> <li>Principal</li> <li>Lead Teacher</li> <li>Director of Counseling, Equity, and Wellness</li> <li>SES Team</li> </ul>	<b>Goal:</b> <ul style="list-style-type: none"> <li>All teachers provided with professional development related to CSC.</li> <li>Teachers have implemented two CSC lessons. Reflection opportunity provided mid-year during faculty meeting to get information on what lessons were useful, less useful, etc.</li> <li>All staff (including lunch/recess staff) given opportunity for Restorative Practices 101 training, including new student led restorative mediation program.</li> <li>Student Leader trained to begin peer mediations</li> </ul>	<b>Goal:</b> <ul style="list-style-type: none"> <li>Self-management from Panorama Survey: 70%</li> <li>Emotional regulation from Panorama Survey: 50%</li> </ul>
			Updated Progress:	Updated Progress:

Focus Area: Implementation Systems (curricular or instructional shifts/ grade level transitions/ professional growth)				
<b>Goal: Absenteeism</b> <ul style="list-style-type: none"> <li>In the 23-24 school year, Rogers’ chronic absenteeism rate was 10%. In the 24-25 school year, our goal is to decrease our absenteeism rate to below 8%.</li> </ul> <b>Goal: Behavior and Student Discipline:</b> <ul style="list-style-type: none"> <li>In the 23-24 school year, Rogers had 17 out of school suspensions and 16 physical confrontations. By June 2025, decrease the number of suspensions and physical confrontations to below 10.</li> <li>In the 23-24 school year, Rogers had 31 inappropriate behavior incidents. By June 2025, decrease the number of inappropriate behavior incidents to below 25 incidents.</li> </ul> <b>Goal: IST/ PST – Special Education</b> <ul style="list-style-type: none"> <li>In the 23-24 school year, Rogers’ had an initial classification rate of 61.5% (building and caregiver referrals). By June 2025, increase the classification rate to above 80%. (Decrease the number of initial referrals from caregivers through educating families)</li> </ul>				
<b>Action Plan</b> <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	<b>Plan to Assess (Who/When)</b>		<b>Mid-Year Goal &amp; Progress (Short Term)</b>	<b>End of the Year Goal &amp; Progress (Long Term)</b>
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> <li>Using Panorama, students identified as high-risk due to absenteeism, behavior reports, and grades will be addressed through extra-curricular opportunities, SES, IST and, if applicable, the PST process, to ensure we are meeting the holistic needs of all students.</li> </ul> <b>Absenteeism:</b> <ul style="list-style-type: none"> <li>Establish community/faculty professionals to facilitate informational resources for family members regarding strategies to address absenteeism, power struggles, and executive functioning.</li> <li>Establish focus groups with diverse stakeholders to provide resources to individual families and teachers.</li> </ul> <b>Behavior and Discipline:</b> <ul style="list-style-type: none"> <li>Establish behavior supports grounded in CARE across all academic settings (<i>grade level, recess, positive behavior, line order, classroom strategies around peer conflict, community circles when conflict occurs</i>)</li> <li>Create spectrum of behaviors for SES calls and expectations for staff members to ensure universal understanding.</li> <li>Share the absenteeism and discipline goal with students at grade level meetings</li> <li>Provide TCI training strategies to all staff members (faculty meetings and/or morning PD sessions)</li> </ul> <b>IST/PST – special education</b>	<ul style="list-style-type: none"> <li>Panorama data</li> <li>Classroom observations</li> <li>Student, staff, and caregiver feedback</li> <li>Behavior referrals</li> <li>Absenteeism rates</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Assistant Principal</li> <li>Principal</li> <li>Lead Teacher</li> <li>Director of Counseling, Equity, and Wellness</li> <li>SES Team</li> </ul>	Goal: identify subgroup with highest percent of absenteeism  Ensure 100% of teachers complete “Resolving Conflicts” lesson from caring school communities	Goal: provide personalized intervention plans for subgroup students  100% of classroom teachers complete “resolving conflict lesson from Caring School Communities
			Updated Progress:	Updated Progress:

<ul style="list-style-type: none"> <li>• Provide resources of 504/IEP justifications and procedures (IST/PST/parent requests) with staff members and families through multiple communication methods.</li> <li>• Create a flow chart for problem solving student needs with teachers, staff and families prior to IST/PST meeting times.</li> <li>• During IST/PST establish a SMART goal intervention strategy</li> </ul>				
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