



Rogers Middle School
School Based Plan
2025 – 2026



4th Grade Aimsweb Reading Proficiency Data: Spring 2024

Subgroup Data	# of Students	% of Total	% ORF Rogers	% ORF (District)	% Reading Comp Rogers	% Reading Comp (District)	% SRF Rogers	% SRF (District)	% Vocab Rogers	% Vocab (District)
Total	136	100%	74%	67%	82%	82%	87%	86%	86%	84%
Female	68	50%	74%	68%	84%	83%	83%	83%	87%	84%
Male	68	50%	74%	67%	81%	81%	91%	89%	85%	84%
Asian	2	1%	100%	75%	100%	75%	100%	100%	100%	50%
Black	15	11%	73%	60%	93%	78%	87%	78%	73%	67%
Hispanic	21	15%	62%	63%	76%	77%	79%	86%	86%	84%
American Indian/ Alaska Native	1	1%								
Mixed Race	5	4%	80%	80%	100%	90%	75%	78%	80%	80%
White	92	68%	75%	68%	80%	83%	89%	87%	88%	87%
ELL	0	0%	0%	38%	0%	44%	0%	67%	0%	22%
SpEd	12	9%	25%	29%	33%	41%	60%	42%	42%	36%
EcoDis	38	28%	63%	55%	76%	73%	81%	77%	74%	70%

4th Grade Aimsweb Math Proficiency Data: Spring 2024

Subgroup Data	# of Students	% of Total	% Concepts & Applications Rogers	% Concepts & Applications (District)	% Mental Computation Fluency Rogers	% Mental Computation Fluency (District)	% Number Comparison Fluency-Triads Rogers	% Number Comparison Fluency-Triads (District)	% Number Sense Fluency Rogers	% Number Sense Fluency (District)
Total	136	100%	93%	90%	76%	80%	88%	90%	85%	88%
Female	68	50%	91%	88%	69%	74%	82%	84%	76%	82%
Male	68	50%	96%	93%	82%	86%	94%	95%	94%	94%

Asian	2	1%	100%	100%	100%	100%	100%	100%	100%	100%
Black	15	11%	93%	83%	60%	70%	67%	74%	67%	78%
Hispanic	21	15%	86%	82%	67%	79%	81%	82%	71%	79%
American Indian/ Alaska Native	1	1%								
Mixed Race	5	4%	100%	90%	80%	80%	100%	90%	100%	90%
White	92	68%	95%	93%	79%	81%	92%	93%	90%	91%
ELL	0	0%	0%	60%	0%	90%	0%	80%	0%	80%
SpEd	12	9%	67%	68%	42%	59%	42%	68%	42%	68%
EcoDis	38	28%	84%	82%	71%	76%	84%	84%	79%	82%

5th Grade Aimsweb Reading Proficiency Data: Spring 2024

Subgroup Data	# of Students	% of Total	% ORF Rogers	% ORF (District)	% Reading Comp Rogers	% Reading Comp (District)	% SRF Rogers	% SRF (District)	% Vocab Rogers	% Vocab (District)
Total	127	100%	76%	66%	87%	87%	92%	88%	90%	88%
Female	61	48%	80%	71%	92%	89%	91%	88%	85%	87%
Male	66	52%	72%	62%	83%	84%	92%	87%	94%	90%
Asian	3	2%	67%	40%	100%	63%	100%	88%	100%	78%
Black	10	8%	60%	58%	60%	71%	89%	81%	60%	71%
Hispanic	18	14%	89%	74%	89%	90%	100%	94%	89%	88%
American Indian/ Alaska Native	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed Race	14	11%	57%	50%	71%	71%	92%	91%	86%	79%

White	82	65%	79%	70%	93%	91%	90%	87%	94%	92%
ELL	0	0%	0%	43%	0%	50%	0%	56%	0%	20%
SpEd	12	9%	25%	18%	58%	57%	67%	64%	58%	56%
EcoDis	46	36%	84%	69%	83%	81%	95%	89%	83%	80%
5th Grade Aimsweb Math Proficiency Data: Spring 2024										
Subgroup Data	# of Students	% of Total	% Concepts & Applications Rogers	% Concepts & Applications (District)	% Mental Computation Fluency Rogers	% Mental Computation Fluency (District)	% Number Comparison Fluency-Triads Rogers	% Number Comparison Fluency-Triads (District)	% Number Sense Fluency Rogers	% Number Sense Fluency (District)
Total	127	100%	93%	95%	87%	89%	90%	92%	89%	92%
Female	61	48%	92%	95%	84%	88%	85%	90%	84%	90%
Male	66	52%	94%	95%	89%	91%	94%	93%	94%	93%
Asian	3	2%	100%	100%	100%	88%	100%	100%	100%	100%
Black	10	8%	80%	88%	80%	82%	80%	82%	80%	82%
Hispanic	18	14%	94%	97%	83%	85%	83%	82%	83%	85%
American Indian/ Alaska Native	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed Race	14	11%	93%	96%	93%	88%	86%	83%	86%	88%
White	82	65%	94%	95%	87%	91%	93%	95%	91%	94%
ELL	0	0%	0%	91%	0%	73%	0%	82%	0%	73%
SpEd	12	9%	50%	71%	25%	54%	33%	54%	33%	54%
EcoDis	46	36%	89%	94%	83%	84%	85%	87%	85%	88%

6th Grade Aimsweb Reading Proficiency Data: Spring 2024

Subgroup Data	# of Students	% of Total	% ORF Rogers	% ORF (District)	% Reading Comp Rogers	% Reading Comp (District)	% SRF Rogers	% SRF (District)	% Vocab Rogers	% Vocab (District)
Total	158	100%	69%	67%	87%	89%	88%	89%	82%	81%
Female	78	49%	67%	68%	86%	91%	86%	92%	77%	78%
Male	80	51%	71%	66%	89%	87%	89%	87%	86%	85%
Asian	4	3%	75%	80%	100%	86%	100%	100%	100%	86%
Black	24	15%	46%	52%	83%	80%	79%	83%	79%	83%
Hispanic	21	13%	67%	64%	76%	80%	85%	88%	62%	66%
American Indian/ Alaska Native	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed Race	12	8%	67%	57%	75%	79%	100%	84%	75%	74%
White	97	61%	75%	72%	92%	94%	89%	91%	87%	85%
ELL	0	0%	0%	33%	0%	60%	0%	100%	0%	0%
SpEd	25	16%	33%	34%	42%	44%	67%	69%	48%	46%
EcoDis	63	40%	65%	64%	75%	78%	83%	85%	67%	71%

6th Grade Aimsweb Math Proficiency Data: Spring 2024

Subgroup Data	# of Students	% of Total	% Concepts & Applications Rogers	% Concepts & Applications (District)	% Mental Computation Fluency Rogers	% Mental Computation Fluency (District)	% Number Comparison Fluency-Triads Rogers	% Number Comparison Fluency-Triads (District)	% Number Sense Fluency Rogers	% Number Sense Fluency (District)
Total	158	100%	90%	92%	85%	91%	87%	92%	87%	92%

Female	78	49%	87%	90%	83%	91%	82%	89%	83%	89%
Male	80	51%	92%	94%	87%	91%	92%	95%	91%	95%
Asian	4	3%	100%	100%	100%	100%	100%	100%	100%	100%
Black	24	15%	92%	91%	79%	83%	88%	91%	83%	86%
Hispanic	21	13%	76%	80%	81%	84%	76%	81%	86%	86%
American Indian/ Alaska Native	0	0%	0%	0%	0%	0%	0%	0%	0%	0%
Mixed Race	12	8%	100%	89%	100%	100%	92%	95%	92%	95%
White	97	61%	91%	94%	85%	92%	89%	94%	88%	94%
ELL	0	0%	0%	100%	0%	100%	0%	100%	0%	100%
SpEd	25	16%	63%	69%	46%	55%	58%	70%	50%	61%
EcoDis	63	40%	83%	85%	81%	89%	83%	88%	83%	88%

3rd Grade	Literacy				Numeracy				
	ORF	RC	Spelling	VOC	C&A	MCF	NCF-T	NSF	iReady
District	84%	90%	80%	88%	85%	83%	87%	86%	66%
Briarwood	93%	96%	91%	93%	87%	80%	82%	80%	78%
Brookview	88%	93%	74%	90%	83%	90%	93%	90%	73%

Southlawn	72%	77%	85%	79%		76%	80%	80%	80%	64%
In-coming 3 rd Grade	84%	89%	83%	87%		82%	83%	85%	83%	72%

Rogers Middle School Academic Achievement Trend Data				
Grade 4 Student Achievement Results				
Indicator	25-26	24-25	23-24	22-23
AIMSweb Reading Comprehension		87%	82%	79%
NYS ELA Assessment		67%	56%	51%
iReady Math		69%	68%	53%
AIMSweb Mental Computation Fluency		76%	75%	
NYS Math Assessment		58%	64%	52%
Grade 5 Student Achievement Results				
Indicator	25-26	24-25	23-24	22-23
AIMSweb Reading Comprehension		87%	82%	78%
NYS ELA Assessment		56%	37%	56%
iReady Math		64%	42%	71%
AIMSweb Mental Computation Fluency		89%	68%	
NYS Math Assessment		57%	44%	73%
NYS Science Assessment		52%	39%	
Grade 6 Student Achievement Results				
Indicator	25-26	24-25	23-24	22-23
AIMSweb Reading Comprehension		82%	86%	86%
NYS ELA Assessment		44%	45%	62%
iReady Math		62%	63%	63%
AIMSweb Mental Computation Fluency		85%	91%	
NYS Math Assessment		56%	76%	74%

Rogers Middle School Social Emotional Learning Trend Data				
Grade 4-5 Panorama Social Emotional Learning Survey Results				
Indicator	25-26	March 24-25	Winter 24-25	Winter 23-24
Supportive Relationships		93%	93%	90%
Self-Management		74%	76%	67%
Social Awareness		73%	73%	67%
Growth Mindset		64%	57%	57%
Emotional Regulation		51%	47%	40%
Sense of Belonging		67%	67%	61%
Grade 6 Panorama Social Emotional Learning Survey Results				
Indicator	25-26	March 24-25	Winter 24-25	Winter 23-24
Supportive Relationships		86%	88%	84%
Self-Management		68%	68%	65%
Social Awareness		60%	62%	57%
Growth Mindset		54%	54%	40%
Sense of Belonging		51%	54%	47%
Valuing of School		51%	53%	44%

Rogers Middle School Absenteeism Trend Data				
Absenteeism				
Indicator	25-26	24-25	23-24	22-23
All Students		13.4%	10.0%	17.7%
Male		11.3%	11.1%	16.2%
Female		15.5%	9.0%	18.6%
Nonbinary		0.0%	0.0%	100.0%
American Indian/ Alaska Native		0.0%	0.0%	0.0%
Black		15.4%	9.1%	14.0%
Hispanic		30.2%	11.9%	14.5%
Asian/ Pacific Islander		0.0%	0.0%	37.5%
Asian		0.0%	0.0%	37.5%
White		9.0%	9.4%	18.2%

Multiracial		18.8%	15.2%	23.1%
General Education		13.3%	8.9%	15.3%
Students with Disabilities		14.0%	18.8%	30.9%
Former Student With Disabilities		0.0%	0.0%	0.0%
Not English Language Learner		13.4%	10.0%	17.7%
English Language Learner		0.0%	0.0%	0.0%
Formerly English Language Learner		0.0%	0.0%	25.0%
Economically Disadvantaged		26.1%	17.3%	27.9%
Not Economically Disadvantaged		6.1%	5.9%	10.7%
Not Migrant		13.4%	10.0%	17.7%
Homeless		80%	33.3%	100.0%
Not Homeless		12.6%	9.8%	17.3%
In Foster Care		0.0%	0.0%	0.0%
Not In Foster Care		13.4%	10.0%	17.7%
Parent Not in Armed Forces		13.4%	10.0%	17.7%

Rogers Middle School Behavioral Trend Data

Behavior				
Indicator	25-26	24-25	23-24	22-23
Total Incidents		108	62	38
Threatening		15	1	1
Unsafe Behavior		10	1	3
Disorderly Conduct		0	0	17
Destroying School Property		5	0	0
Disorderly Conduct		2	0	0

Inappropriate Behavior		20	31	14
Inappropriate Language		14	4	3
Insubordination		2	8	0
Physical Confrontation		38	16	0
Theft		1	0	0
Verbal Confrontation		1	1	0
Outcomes				
Conference with Student		31	13	NA
In-School Suspension		33	16	23
Lunch Detention		22	6	NA
Out of School Suspension		6	17	14
Restorative Response		108	62	NA
Time Away		4	0	NA

Building Based Goals

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

Goal(s): Literacy and Humanities –

4th Grade: In the 24-25 school year, 74% of Rogers 4th graders were proficient on the AIMSweb oral reading fluency benchmark assessment. In the 25-26 school year, we will increase oral reading fluency proficiency to 89%.

5th Grade: In the 24-25 school year, 76% of Rogers 5th graders were proficient on the AIMSweb oral reading fluency benchmark assessment. In the 25-26 school year, we will increase oral reading fluency proficiency to 79%.

6th Grade: In the 24-25 school year, 69% of Rogers 6th graders were proficient on the AIMSweb oral reading fluency benchmark assessment. In the 25-26 school year, we will increase oral reading fluency proficiency to 84%.

NYS ELA Assessment: In the 25-26 school year, grades 4, 5 & 6 will increase proficiency on the NYS ELA Assessment by 8%.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
We will achieve this by working to consistently implement our K-12 Instructional Model to directly impact student learning through evidence-based differentiation and targeted and direct instruction to increase number of students proficient in standards and beyond. <ul style="list-style-type: none"> • Teachers will engage in professional learning around gradual release of responsibility and intentional small group instruction • Students will understand learning targets and success criteria • Teachers will study gap areas on NYS ELA assessments to support targeted improvement in standards with gap areas. • Explore opportunities for enrichment and extension for students demonstrating proficiency • Explore opportunities to model fluent reading and engaging texts (First Chapter Fridays and Book Talks) • Tier 1 – increase the volume of student read alouds (partner or group reading, partner reading, paragraph shrinking) • Students not proficient in ORF receive small group reading opportunities where immediate corrective feedback is provided 	<ul style="list-style-type: none"> • AIMSweb • Formative and Summative Assessment Data (pre and post-assessment vocabulary data) • Monitor ORF monthly (tier 2) and weekly (tier 3) • IST/PST • Team Meeting agenda and notes 	<ul style="list-style-type: none"> • All Teachers • Contact Teachers • TOSAs • Teaching Assistants • Intervention Teachers • Lead Teacher • Speech • Director of Data, Assessment, and Interventions • Director of Humanities • Assistant Principal • Principal 	Goal:	Goal:
			Updated Progress:	Updated Progress:

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

Goal(s): STEAM
4th Grade: In the 24-25 school year, 69% of Rogers 4th graders were on or above grade level on their iReady diagnostic. In the 25-26 school year, we will increase students on or above grade level to 77%.
5th Grade: In the 24-25 school year, 64% of Rogers 5th graders were on or above grade level on their iReady diagnostic. In the 25-26 school year, we will increase students on or above grade level to 72%.
6th Grade: In the 24-25 school year, 62% of Rogers 6th graders were on or above grade level on their iReady diagnostic. In the 25-26 school year, we will increase students on or above grade level to 69%.
4th-6th Grade:
Aimsweb Mental Computation Fluency: In the 24-25 school year 4th grade students scored 76% proficient. 5th grade students scored 87% proficient, and in 6th grade students scored 85% proficient. In the 2025-2026 school year, students in grades 4-6 will increase proficiency levels by 5-8%.
NYS Math Assessment: In the 2024 – 2025 school year, students in 4th grade are 58% proficient. In 5th grade, students are 57% proficient. In 6th grade, students were 56% proficient. In the 2025-2026 school year, students in grades 4-6 will increase their proficiency scores by 5%.
5th Grade NYS Science Assessment: In the 2024-2025 school year, 5th grade students were 52% proficient on the NYS science test. In the 2025-2026 5th grade students will increase their proficiency to 60%.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
We will achieve this by working to consistently implement our K-12 Instructional Model to directly impact student learning through evidence-based differentiation and targeted and direct instruction to increase number of students proficient in standards and beyond. I-Ready: <ul style="list-style-type: none"> Teachers will hold data conferences with students and engage in action steps to help support students to achieve their stretch growth Increase the usage of iReady resources found in the teacher toolbox and classroom reports to support differentiation of instruction (prerequisite reports, extension resources, math centers) During predetermined planning meetings (following unit assessments), teachers will use data from assessments to target common misconceptions/skill deficits Intentionally utilize direct teaching strategies to create a balance of student and teacher voice to 50-55% during one lesson (Students respond every two to five minutes using a variety of strategies) Leverage small group instruction to target differentiated skills and establish opportunities for students to practice 	<ul style="list-style-type: none"> AIMSweb iReady Formative and Summative Assessment Data IST PST Team Meetings iReady – student growth scores 	<ul style="list-style-type: none"> All Teachers Contact Teachers TOSAs Teaching Assistants Lead Teacher Assistant Principal Principal Director of Data, Assessment, and Interventions Director of STEAM 	Goal: Iready 4 th – 73% 5 th – 69% 6 th – 65% Aimsweb MCF: 4 th – 80% 5 th – 90% 6 th – 89%	Goal:
			Updated Progress:	Updated Progress:

<p>mental computation skills through technology, partner work, and independent tasks</p> <ul style="list-style-type: none"> • During science and math, utilize the LETRS vocabulary protocol <p>Science:</p> <ul style="list-style-type: none"> • Provide opportunities for teachers to review and task-analyze the released questions from the 2025 exam • 5th grade teachers will analyze the 2024-2025 gap analysis report and use it to intentionally plan deficit skills. • Implement newly designed assessments 				
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Focus Area: Instruction & Curriculum (School Based Planning Teams - Grade Level/Department Meetings - Supervision)

Goal(s): Special Areas - Physical Education, Music, Art, Library
Growth mindset: In the 24-25 school year, 64% of Rogers 4th and 5th grade students and 54% of Rogers 6th grade students responded favorably on whether they have the potential to change those factors that are central to their performance in school. In the 25-26 school year, we will increase students reporting favorably by 5% across survey administrations.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> • Increase gradual release of responsibility to students by including growth mindset self-assessment in the engaging students in learning and closure stages of the instructional model • Utilize growth mindset aids and zones of regulation posters (hallway displays, classroom rating scales posted) • Develop and conduct two lessons targeting growth mindset to be implemented across special areas <ul style="list-style-type: none"> ○ Intro lesson and intentional teaching of vocabulary and skills in the fall in library class and a refresher lesson in January (after break) ○ Skill/ language practice and carry over from library into all specials areas ○ Share out common language and plan at an early faculty meeting to refresh about growth mindset vocab and zones of regulation by special area and SES teams 	<ul style="list-style-type: none"> • Panorama Data • Formative and Summative Assessment Data • Team Meetings • Faculty Meetings • School-based Planning 	<ul style="list-style-type: none"> • Special Area Teachers • Teaching Assistants • Lead Teacher • Assistant Principal • Principal 	Goal: 4 th and 5 th grade: 66% 6 th grade: 56% Updated Progress:	Goal: Updated Progress:

Focus Area: Well Being of Self and Community (SEL/Restorative Practices) (Faculty/ Department – Supervision)

Goal(s): Social emotional learning

- Sense of belonging: In the 24-25 school year, 67% of Rogers 4th and 5th grade students and 51% of 6th grade students responded favorably on their feelings of being a valued member of the school community. In the 25-26 school year, we will increase students reporting favorably to 72% of Rogers 4th and 5th grader students and 56% of 6th grade students.
- Valuing of school: In the 24-25 school year, 51% of Rogers 6th grader students responded favorably on their feelings that school is interesting, important, and useful. In the 25-26 school year, we will increase students reporting favorably to 56%.

Caring School Communities:

Goal: By June 2026, 100% of classroom teachers will implement Morning Meetings from the Caring School Community curriculum daily and with fidelity.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<p>Community Schools:</p> <ul style="list-style-type: none"> • Introduce the Community Schools Coordinator • Create, conduct, and analyze the needs assessment <p>Caring School Communities: Daily implementation of CSC will begin through a 15-minute Morning Meeting starting the first Monday of the school year (September 8th).</p> <ul style="list-style-type: none"> • Morning Meetings should not exceed 15 minutes • Model lesson provided to teachers • A Home Connection activity will be shared with students and families each week to be incorporated into Morning Meetings as outlined in the curriculum. <p>Optional: Other elements of the CSC curriculum—including community chats, class meetings, and closing circles—can be used at the discretion of the teacher if desired.</p> <p>SEL: Review the Panorama data on connection to adults. Respond with interventions to support every student with feeling connected to at least 1 trusted adult.</p> <ul style="list-style-type: none"> • Improve staff connection through intentional connection opportunities (lunch bunch, targeted small groups, and connection strategies) and relationship building • Administer a community survey to support improving sense of belonging and value of school 	<ul style="list-style-type: none"> • Panorama SEL data • Classroom observations • Student, staff, and caregiver feedback 	<ul style="list-style-type: none"> • Teachers • Assistant Principal • Principal • Lead Teacher • Director of Counseling, Equity, and Wellness • SES Team 	<p>Goal:</p> <p>Sense of Belonging: 4th and 5th: 69% 6th: 53%</p> <p>Valuing of School: 53%</p> <hr/> <p>Updated Progress:</p>	<p>Goal:</p> <hr/> <p>Updated Progress:</p>

<p>CARE House System: Vertically align and expand the House system to include both 4th and 5th grade.</p> <ul style="list-style-type: none"> • 5th grade teachers, special areas, admin, secretaries and SES will participate in House sorting. • Use building calendar to inform whole building of House events 				
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Focus Area: Implementation Systems (curricular or instructional shifts/ grade level transitions/ professional growth)

Goal: Absenteeism
 In the 24-25 school year, Rogers’ chronic absenteeism rate was 13.4%. In the 25-26 school year, our goal is to decrease our absenteeism rate to below 10%.

Goal: Behavior and Student Discipline:

- In the 24-25 school year, Rogers had 6 out of school suspensions. By June 2026, decrease the number of suspensions to 5 or fewer.
- In the 24-25 school year, Rogers had 33 in-school suspensions. By June 2026, decrease the number of in-school suspensions to 25 or fewer.
- In the 24-25 school year, Rogers had 38 physical confrontations. By June 2026, decrease the number of physical confrontations to below 30.

Action Plan <i>Include targeted instructional practice to examine (Problem of Practice- include instructional implications)</i>	Plan to Assess (Who/When)		Mid-Year Goal & Progress (Short Term)	End of the Year Goal & Progress (Long Term)
	How will it be monitored?	Who is responsible?		
<ul style="list-style-type: none"> • Using Panorama and qualitative information from teachers and staff, identify tier 2 and 3 supports due to absenteeism, behavior, and academic performance. Utilize the IST/ PST process to support teachers, staff, and students. <p>Absenteeism:</p> <ul style="list-style-type: none"> • Increase the number of formalized attendance intervention student success plans in Panorama • Provide families multiple exposures to the NYS immunization mandates <p>Behavior and Discipline:</p> <ul style="list-style-type: none"> • Grow the use of student leadership models to support peer resolution Engage students in regular norming across all settings • Study areas of where frequent incidents are occurring and collaborate to provide support and coaching 	<ul style="list-style-type: none"> • Attendance data • Behavior referrals 	<ul style="list-style-type: none"> • Teachers • Assistant Principal • Principal • Lead Teacher • Director of Counseling, Equity, and Wellness • SES Team 	<p>Goal:</p> <ul style="list-style-type: none"> • Absenteeism – Less than 10% • Out of School Suspensions – 3 or fewer • In-school Suspensions – 12 or fewer • Physical Confrontations – 15 or fewer 	<p>Goal:</p>
			<p>Updated Progress:</p>	<p>Updated Progress:</p>