

Pearland Independent School District

Rogers Middle School

2025-2026

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: October 14, 2025

Mission Statement

Our mission is to work collaboratively with the students and parents of the Rogers Middle School community to develop all aspects of the student. Our goals is to provide an enriching academic curriculum with the highest learning standards for all, to prepare students to perform at their maximum potential and to create a safe learning environment that empowers students to become contributing members of a culturally diverse world.

Vision

Rogers Middle School will empower our students to **STRIVE, THRIVE, ADVOCATE, COLLABORATE** and become world-class citizens who embrace challenges. We will prepare our students to be innovative forward thinkers who are culturally responsive to an ever-changing diverse society.

Core Beliefs

Campus Expectations

Be Safe! -- Be Respectful! -- Be Responsible!

Campus Motto

Rogers Middle School is the Best Middle School in the Universe because of “**ME.**”

Table of Contents

Goals	4
Goal 1: Rogers Middle School will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.	4
Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.	6
Goal 3: Rogers Middle School will provide for the physical and mental well-being of all students and staff.	37
Goal 4: Rogers Middle School will provide a transparent communication system that fosters trust and enhances unity across the district and community.	41
Goal 5: Rogers Middle School will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.	43

Goals

Goal 1: Rogers Middle School will provide a safe and orderly environment by enforcing safety and security measures and training at all levels focused on prevention, mitigation, preparation, response, and recovery.

Performance Objective 1: Rogers MS will ensure a safe and secure environment for all students, staff, and visitors and will ensure the campus is prepared to effectively respond to all emergencies that might affect safety or security of students and staff by routinely educating students and staff on standard response protocols and performing safety checks, drills, and training.

- Evaluation Data Sources:** *Weekly door audit verification in Sentinel
 *Drills submitted through Raptor
 *Drill after summary reports submitted to Safe & Secure Schools and shared with staff

Strategy 1 Details
<p>Strategy 1: Crisis Management Team will monitor campus safety and environment and reinforce The Standard Response Protocols</p> <p>Strategy's Expected Result/Impact: Ensure the safety of all individuals on campus at all times by practicing the Standard Response Protocols: Hold, Secure, Lockdown, Evacuate, & Shelter Drills</p> <p>Staff Responsible for Monitoring: Administration, Crisis / Reunification Committee, Management Team, Safe and Secure Schools</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Threat Assessment Team will monitor campus safety and the environment by integrating a system of support services to address behavioral concerns.</p> <p>Strategy's Expected Result/Impact: *This strategy equips staff with an effective framework to safely manage and prevent difficult behavior. *Collaborating with counselors and mental health professionals through district partnerships for psychological and restorative measures to ensure safety.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Ed Specialist, SRO, Nurse, Behavior Specialist, Counselors, BSI Teacher & Aide</p>
Strategy 3 Details
<p>Strategy 3: Increase safety and security of the campus by conducting routine and frequent inspections of the external doors and fencing surrounding the campus.</p> <p>Strategy's Expected Result/Impact: Regular and frequent inspections will allow campus professional to identify and remedy possible vulnerabilities to the safety and security of the campus.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SRO, Faculty & Staff</p>

Strategy 4 Details

Strategy 4: Utilize safety screening technology and other safety procedures and expectations for visitors entering Rogers MS.

Strategy's Expected Result/Impact: Ensure the safety of all on campus at all times.

Staff Responsible for Monitoring: All Campus Faculty and Staff & Students

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Crisis Management Team to monitor campus safety and environment and reinforce The Standard Response Protocol.

Strategy's Expected Result/Impact: Ensure the safety of all on campus at all times.

Staff Responsible for Monitoring: All Campus Staff including the administrators and campus management team, District Safe and Secure Schools Personnel

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 6 Details

Strategy 6: Promote safety and behavioral expectations of maintaining a secure environment with videos of expectations of common areas in the school

Strategy's Expected Result/Impact: Videos will reinforce safety expectations for students and staff while traveling in the building

Staff Responsible for Monitoring: Administrators, Counselors, & SRO

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Successfully implement a bell schedule throughout the instructional day that allows for active supervision of students as they transition to their next location.

Strategy's Expected Result/Impact: * Maximize learning in 90-minute core content instruction with smooth and safe transitions between classes.

* Allow students a cognitive reset during their physical transition

Staff Responsible for Monitoring: Administrators, Counselors, Instructional Coaches, Teachers, & Paraprofessionals

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 1: English Language Arts/ Reading: Rogers will achieve the required passing standard of approaches grade level or better for all student groups (i.e.- African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantaged, & Emergent Bilingual). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the ELAR STAAR tests. In addition, Rogers will focus on decreasing the number of students making limited STAAR progress on the ELAR STAAR tests by 3%. 78% or higher of all Rogers students will meet expected growth requirements on the ELAR tests.

Evaluation Data Sources: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing, BAS, Moby Max, & Houghton Mifflin Harcourt HMH, Writing Samples, & TELPAS Writing Scores

Strategy 1 Details

Strategy 1: Enhance the instructional capacity of special education ELAR teachers by training them in research-based, specially designed reading curricula that effectively support students with reading challenges including those with disabilities, language barriers, or learning differences so that they partner with general education teachers to ensure students reading growth.

Strategy's Expected Result/Impact: *Improve reading outcomes for students with disabilities & emergent bilingual students
* Increase teacher confidence & skill in delivering specifically designed instruction to support students

Staff Responsible for Monitoring: Administrators, Special Programs Coordinator, Curriculum & Instruction ELAR Specialists & Instructional Coaches, Dyslexia Coordinator, Special Education & Dyslexia Teachers

TEA Priorities:
Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Dyslexia pull-out and push-in to support reading strategies and goals for identified dyslexic students.

Strategy's Expected Result/Impact: *Increase students' reading levels by one year and ensure students meet their targeted goals for the year.
*Improved decoding & fluency skills
*Improved comprehension of vocabulary & comprehension skills

Staff Responsible for Monitoring: Administrators, Dyslexia Teachers, Special Education Case Managers & District 504/ Dyslexia Specialist

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
- **Targeted Support Strategy**

Strategy 3 Details

Strategy 3: Teachers will utilize effective processes to analyze students' reading scores to determine targeted interventions to support all students increased reading proficiency and comprehension. Teachers will collaborate closely with administrators and instructional coaches to plan and provide student interventions based on assessment results that may include small group in school and after school tutorial sessions or placement in Read 180.

Strategy's Expected Result/Impact: Language Arts teachers will use interventions such as small group, in-school/ after school tutoring to increase reading level by one year. In addition, teachers will use supplemental instructional software to provide targeted interventions to improve students reading.

Staff Responsible for Monitoring: Administrators, Curriculum and Instruction Language Arts Specialists & Instructional Coaches, Language Arts Teachers, ESL Teachers, Special Education Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Teachers will disaggregate data by ethnicity, socio-economic status and sub-populations to ensure student progress for all learners. Teachers will use benchmark, common assessment, STAAR starters and STAAR Stems, interim assessment and STAAR released data to review and ensure progress for students in all sub-populations.

Strategy's Expected Result/Impact: *Focused support for sub-populations through data driven instruction

*Reduction in achievement gaps by making instructional adjustments

Staff Responsible for Monitoring: Administrators, Counselors, C&I Specialists & Coaches, &Department Leader for subject area, Teachers (General Education & SPED)

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Teachers will continue to be intentional with their weekly department lesson planning by incorporating language demands to support language acquisition and development utilizing resources such as anchor charts, word walls, & sentence stems to facilitate learning.

Strategy's Expected Result/Impact: This will help students succeed if they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language objectives clearly posted and clearly stated help to set students up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.

Facilitate the use of both receptive (listening and reading) and/or productive language skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Instructional Coaches, ELAR Department Leaders, ELAR Teachers & SPED Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Integrate professional development strategies such as Small Moves, Big Gains directly into classroom practice to actively promote student-centered learning, independence, and differentiation tailored to diverse student needs.

Strategy's Expected Result/Impact: Students are active participants in learning thus making deep connections to the content and achieving academic success.

*Student engagement and increased participation

*Learning Independence

*Collaborative learning culture

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Instructional Coaches, Special Education Teachers, EB Teacher, & General Education Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 2: Writing: Rogers will continue to improve students' writing proficiency by providing authentic opportunities for students to write and increasing their overall writing scores for the written components of the ELAR STAAR and TELPAS tests for emerging bilingual students. Rogers will decrease the overall percentage of students scoring 0% on the ECR. (5th- 18% & 6th-11%)

Evaluation Data Sources: STAAR Reports, TELPAS Writing Scores, Common Assessments, & Writing Samples (Shared, Guided, Independent)

Strategy 1 Details

Strategy 1: Continue to follow Language Arts Scope and Sequence that incorporates the CREATE component in daily lessons to teach and improve knowledge of the writing process and effective writing strategies within all genres.

Strategy's Expected Result/Impact: Improve writing skills by incorporating ECR and SCR instruction and grammar activities using Language Fundamental, Writable, No Red Ink and QA12345.

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum & Instruction ELAR Specialists/ Coaches, ELAR Teachers, ELAR Department Leaders, ESL Teacher, & Dyslexia Teachers

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Provide additional writing resources and supports for Emergent Bilingual (EB) & EB denial students. These may include technology resources such as Moby Max, Learning A-Z, Summit K-12 for newcomers in addition to graphic organizers and sentence stems.

Strategy's Expected Result/Impact: The focus will be to continue to have a focus on our EB students to score Advanced High in TELPAS writing.

Students will be expected to write several different types of compositions and to maintain a writing portfolio with various entries to increase writing knowledge and TELPAS scores for EB students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum & Instruction ELAR Specialists/ Coaches, ELAR Teachers, ELAR Department Leaders, ESL Teacher, Dyslexia Teacher, Special Education Teachers, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Promote authentic opportunities for cross-curriculum writing activities in all subjects for all genres.

Strategy's Expected Result/Impact: *Students will be expected to write several different types of compositions and to maintain a writing portfolio with various entries to increase writing knowledge and TELPAS scores for EB students in writing.

*All learners will engage in writing to improve their written expression

Staff Responsible for Monitoring: ELAR & Soc. Studies Teachers (General Education & Special Education), ESL Teacher, C&I Specialist, & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Encourage vertical alignment and differentiation between 5th and 6th grade writing.

Strategy's Expected Result/Impact: This strategy will be done in department meetings and ensure support for objectives that may need additional attention with students at certain grade levels. This will ensure growth for students ability in writing .

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Specialist/ Coaches, ELAR Department Leaders, ELAR Teachers (General Education & Special Education), ESL Teacher

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Continue to promote computer and keyboard fluency

Strategy's Expected Result/Impact: Students will increase their typing and submission of formal and informal assignments through computer programs (ie.- Canvas and online textbooks).

Staff Responsible for Monitoring: Classroom Teachers, ETS, & Librarian

TEA Priorities:

Build a foundation of reading and math, Connect high school to career and college

Strategy 6 Details

Strategy 6: Model strategies to develop ideas, details, and components of students writing including textual evidence to support the controlling idea from the text selection and revising and editing to enhance the writer's craft.

Strategy's Expected Result/Impact: * Students will make connections to text and be able to express them in written form with concrete details from the text.

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I instructional Coaches, ELAR Department Leaders, Teachers

Strategy 7 Details

Strategy 7: Teachers will utilize effective processes to analyze students' writing scores to determine targeted interventions to support all students increased writing proficiency. Teachers will collaborate closely with administrators and instructional coaches to plan and provide student interventions based on assessment results that may include small group in school and after school tutorial sessions focused on writing.

Strategy's Expected Result/Impact: Language Arts teachers will use interventions such as small group, in-school/ after school tutoring to improve students' written expression.

Staff Responsible for Monitoring: Principal, Assistant Principals, Curriculum and Instruction Language Arts Specialists & Instructional Coaches, Language Arts Teachers, ESL Teachers, Special Education Teachers

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 3: Mathematics : Rogers will achieve the required passing standard of approaches grade level or better for all students groups (i.e.- African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantaged, & Emergent Bilingual). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the 5th & 6th Math STAAR tests. In addition, Rogers will focus on decreasing the number of students making limited STAAR progress on the Math STAAR tests by 3%. 78% or higher of all Rogers students will meet expected growth requirements on the Math tests.

Evaluation Data Sources: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing, Moby Max

Strategy 1 Details

Strategy 1: All campus, district and state assessments will be disaggregated by levels of mastery and results presented to department with emphasis on mastery of all reporting categories. Results will be used to inform instruction for student improvement in areas needed.

Strategy's Expected Result/Impact: The teacher will use this data to drive instruction in the classroom to plan purposeful lessons for student mastery of the TEKS objectives.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum& Instruction Math Specialists & Coaches, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Conduct small group STAAR focused tutorials during the instructional day to improve and review math objectives and skills for students to continue their progress in 5th and 6th grade.

Strategy's Expected Result/Impact: Teachers will use assessment data to monitor and invite students to learning opportunities to continue ALL students' progress and to improve their progress at least one grade level- No One Goes Backwards!

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum& Instruction Math Specialists/ Coaches, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Train all new teachers and instructional paraprofessionals on implementing TEKS objectives, District Scope and Sequence and the processes for teaching math concepts in 5th & 6th grade

Strategy's Expected Result/Impact: Data will be reviewed from assessments and disaggregated to see if the TEKS objectives are being taught and class observations will allow for additional anecdotal records and support

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum & Instruction Math Specialists, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Personalize Math instruction to close gaps and ensure TEKS objectives aligned to support student's needs through the use of digital platforms (Examples include but are not limited to: Canvas, Moby Max, Ed Puzzle, Maneuvering in the Middle, Online Textbooks, etc.)

Strategy's Expected Result/Impact: *Use as additional resources to support student progress in math

*Teachers will use data to help drive small group instruction for student progress.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum & Instruction Math Specialists/ Coaches, Special Programs Coordinator

TEA Priorities:

Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Teachers will continue to be intentional with their weekly department lesson planning by incorporating language demands to support language acquisition and development utilizing resources such as anchor charts, word walls, & sentence stems to facilitate learning.

Strategy's Expected Result/Impact: This will help students succeed if they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language objectives clearly posted and clearly stated help to set students up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.

Facilitate the use of both receptive (listening and reading) and/or productive language skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum & Instruction Math Specialists/ Coaches, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Utilize Catnips vocabulary and images to reinforce academic vocabulary & concepts being taught in Mathematics

Strategy's Expected Result/Impact: Teachers will use Catnips vocabulary to allow students to make connections to academic vocabulary and better understand concepts being taught.

Staff Responsible for Monitoring: Principal, Assistant Principals, Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum& Instruction Math Specialists/ Coaches, Special Programs Coordinator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 7 Details

Strategy 7: Incorporate Building Thinking Classrooms Wipebooks to engage students in discourse while solving mathematical concepts.

Strategy's Expected Result/Impact: Students will use Wipebooks as a means to demonstrate their thinking process and collaborate with peers to move, talk, and learn.

Staff Responsible for Monitoring: Math Teachers, Math Department Leaders, Special Education Teachers, Curriculum& Instruction Math Specialists, Special Programs Coordinator, and Administrators

Strategy 8 Details

Strategy 8: Integrate professional development strategies such as Small Moves, Big Gains directly into classroom practice to actively promote student-centered learning, independence, and differentiation tailored to diverse student needs.

Strategy's Expected Result/Impact: Students are active participants in learning thus making deep connections to the content and achieving academic success.

*Student engagement and increased participation

*Learning Independence

*Collaborative learning culture

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Instructional Coaches, Special Education Teachers, EB Teacher, & General Education Teachers

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 4: Science : Rogers will achieve the required passing standard of approaches grade level or better for all students groups (African American, Hispanic, White, Asian, Two or More Races, Special Ed., Eco Disadvantage, & Emergent Bilinguals). Rogers will increase students achieving approaches, meets, & masters by at least 3% on the Science STAAR tests.

Evaluation Data Sources: STAAR Reports, Campus Accountability Reports, Benchmarks, Common Assessments, STAAR Release Testing

Strategy 1 Details

Strategy 1: Science teachers will disaggregate data on all campus, district, and state assessments.

Strategy's Expected Result/Impact: All 5th and 6th grade Science teachers will use data from these assessments to help drive instruction and support purposeful planning. 5th grade Science teachers will also use this data to support students to accomplish meets on STAAR testing.

Staff Responsible for Monitoring: Principal, Assistant Principals Grade level Department Leader, Science teachers, C&I Specialist/ Coach

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Implement at least one Science Lab and/or hands-on activity per week to focus on TEKS objectives, the Scientific Process, lab procedures and expectations.

Strategy's Expected Result/Impact: Utilizing weekly hands on activities/labs will allow students to develop a love for science while allowing them to focus on TEKS objectives and understand how the scientific process and expectations relate to their daily lives and word around them.

Staff Responsible for Monitoring: Principal, Assistant Principals, Science Teachers, Department Leader, C&I Specialist/ Coach

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 3 Details

Strategy 3: Build and integrate Science vocabulary through Catnips vocabulary visuals in the science classrooms and utilize vocabulary in language arts.

Strategy's Expected Result/Impact: *Support integration of core subject areas to incorporate Science vocabulary in the classrooms (Science & Language Arts)

*Apply vocabulary in listening, speaking, & writing activities across contents

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Leaders(Science & Language Arts), Teachers(Science & Language Arts), C&I Specialist/ Coach (Science and Language Arts)

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Conduct small group Science focused tutorials during the instructional day to improve and review Science objectives and skills for students to continue their progress in 5th and 6th grade.

Strategy's Expected Result/Impact: Student will be able to accomplish MEETS standards on assessments during the year and improve progress on daily assignments in class.

Staff Responsible for Monitoring: Principal, Assistant Principals, Science Teachers, Department Leader, C&I Specialist

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Teachers will continue to be intentional with their weekly department lesson planning by incorporating language demands to support language acquisition and development utilizing resources such as anchor charts, word walls, & sentence stems to facilitate learning.

Strategy's Expected Result/Impact: This will help students succeed if they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language objectives clearly posted and clearly stated help to set students up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.

Facilitate the use of both receptive (listening and reading) and/or productive language skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

Staff Responsible for Monitoring: Principal, Assistant Principals, Department Leader, Teachers C&I Specialist

Strategy 6 Details

Strategy 6: Integrate professional development strategies such as Small Moves, Big Gains directly into classroom practice to actively promote student-centered learning, independence, and differentiation tailored to diverse student needs.

Strategy's Expected Result/Impact: Students are active participants in learning thus making deep connections to the content and achieving academic success.

*Student engagement and increased participation

*Learning Independence

*Collaborative learning culture

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Instructional Coaches, Special Education Teachers, EB Teacher, & General Education Teachers

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 5: Social Studies: To improve social studies skills through implementation of instruction strategies and activities in Social Studies

Evaluation Data Sources: Classroom Assessments, Common Assessments, Teacher Observations

Strategy 1 Details
<p>Strategy 1: Integrate and build social studies vocabulary in Language Arts and Social Studies classes through use of words.</p> <p>Strategy's Expected Result/Impact: Improve Social Studies skills through processes necessary for critical thinking on the Social Studies STAAR test in 8th grade.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Social Studies Teachers, Inclusion Support Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Plan and host Annual International Festival (I-Fest)</p> <p>Strategy's Expected Result/Impact: To educate, expose, and inform students and community about diverse culture within our campus and our community.</p> <p>Staff Responsible for Monitoring: Social Teachers, Department Leaders, and Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Utilize Social Studies resources including the textbook and other supplemental materials to incorporate techniques to ensure student-centered activities.</p> <p>Strategy's Expected Result/Impact: Improve student centered activities that increase knowledge of diversity and history of all cultures.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Social Studies Teachers, Inclusion Support Staff, Department Leaders, C& I Specialist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 4 Details
<p>Strategy 4: Develop geographical and spatial thinking skills through hands on practice in Social Studies</p> <p>Strategy's Expected Result/Impact: Improve Social Studies skills through processes necessary for critical thinking on the Social Studies STAAR test in 8th grade.</p> <p>Staff Responsible for Monitoring: Social Studies Teachers, Special Education Support Staff, Department Leaders, C& I Specialist, and Administrators</p>

Strategy 5 Details

Strategy 5: Host cultural experiences such as lunches, guest parent speakers, and other diverse family interaction in 6th grade Social Studies classes.

Strategy's Expected Result/Impact: Improve Social Studies skills through processes necessary for critical thinking on the Social Studies STAAR test in 8th grade & allow students to make connections to different cultures through social interactions.

Staff Responsible for Monitoring: 6th grade Social Studies Teachers, Department Leaders, and Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 6: EB/LEP : Rogers will achieve recommended progress (at least year) on TELPAS and STAAR test in all subjects for EB students. Emergent Bilingual Students will achieve a 5 % increase on the Math & ELAR STAAR.

Evaluation Data Sources: STAAR Tests Report, Accountability Rating Reports, TELPAS Score Reports, Benchmarks, and Common Assessments

Strategy 1 Details
<p>Strategy 1: Provide opportunity for teachers and administrators to receive IDEA, IPT, LPAC, TELPAS, Project ELL, and Observation Protocol (TOP) training.</p> <p>Strategy's Expected Result/Impact: Result in students being tested in a timely manner for appropriate placement and needs assessment.</p> <p>Staff Responsible for Monitoring: Administrators, ESL/Bilingual Specialist, ESL Teachers, LPAC Facilitator, Director of Multilingual Programs</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Provide teacher training and ongoing intervention recommendations to teachers for EB students with the support of our EB teaching specialists.</p> <p>Strategy's Expected Result/Impact: *Allow opportunity to have these necessary meetings to review needs of all students and put strategies and techniques in place for their continued academic success.</p> <p>*Collaborate planning EB teaching specialists and general education teacher to ensure supports our incorporated for EB learners.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, ESL Teacher , Teachers, LPAC Facilitator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Conduct Language Labs (small group instruction that may be done before school, after school, or during the instructional day) to support our EB students with language proficiency weaknesses, core content curriculum reteach, and tutorial opportunities including STAAR focused tutorials.</p> <p>Strategy's Expected Result/Impact: Ensure student progress by 1 year is be accomplished in all subject areas</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, ESL Teacher, and Special Ed Support Staff Members.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>

Strategy 4 Details

Strategy 4: Mainstream all EB students into least restrictive environment so they receive Tier I instruction in conjunction with their peers.

Strategy's Expected Result/Impact: *Ensure that students' individual needs are being met to progress by one year academically.

*Expose students to curriculum with instructional supports.

Staff Responsible for Monitoring: ESL Teacher, Core Teachers, Special Education Case Managers, Counselors, & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Weekly planning & monthly collaboration meetings with 5th & 6th grade departments/teams

Strategy's Expected Result/Impact: This will ensure fidelity in purposeful lesson planning and expectations for progress and success of all students.

Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers, C&I Specialist, &ESL Teacher,

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Provide additional writing resources and support for EB students (such as Summit K-12 & TELPAS boot camps)

Strategy's Expected Result/Impact: This strategy will ensure progress in writing for our EB students and success on TELPAS writing for reclassification purposes.

Staff Responsible for Monitoring: ESL Teacher, Language Arts Teacher, Bil/ESL Specialist, and Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 7 Details

Strategy 7: Provide resources, such as prep classes for ESL certification test for all teachers in core subject areas.

Strategy's Expected Result/Impact: Ensure strategies and techniques are being used in all classes to meet individual student needs and ensure their progress.

Staff Responsible for Monitoring: Director or Bil/ ESL Education, ESL Teachers, and Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 8 Details

Strategy 8: Teachers will continue to be intentional with their weekly department lesson planning by incorporating language demands to support language acquisition and development utilizing resources such as anchor charts, word walls, & sentence stems to facilitate learning.

Strategy's Expected Result/Impact: This will help students succeed if they know what to learn and how to demonstrate learning. Language objectives promote student academic language growth. Content and language objectives clearly posted and clearly stated help to set students up for success.

The teacher or observer should be able to see students actively working to meet an objective and be able to determine whether students are making progress toward or have met each objective.

Facilitate the use of both receptive (listening and reading) and/or productive language skills (speaking and writing).

Clearly connect with the lesson topic or lesson activities.

*This will ensure support for our EB and struggling students to make progress and know what is expected of them daily.

Staff Responsible for Monitoring: Principals, Assistant Principals, ESL Teacher, Teachers C&I Specialists, Bilingual/ ESL specialists, & Department Leaders

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 9 Details

Strategy 9: Integrate professional development strategies such as Small Moves, Big Gains directly into classroom practice to actively promote student-centered learning, independence, and differentiation tailored to diverse student needs.

Strategy's Expected Result/Impact: Students are active participants in learning thus making deep connections to the content and achieving academic success.

*Student engagement and increased participation

*Learning Independence

*Collaborative learning culture

Staff Responsible for Monitoring: Principal, Assistant Principals, C&I Instructional Coaches, Special Education Teachers, EB Teacher, & General Education Teachers

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 7: Special Education: Rogers will meet the required passing standards (approaches grade level) or better for this sub-population of students.

Evaluation Data Sources: STAAR Test, Common Assessments, Released STAAR Test, TELPAS, Accountability data Sources

Strategy 1 Details
<p>Strategy 1: Provide training to all staff on classroom instructional and environmental designated supports to enhance student performance for special education students.</p> <p>Strategy's Expected Result/Impact: Continue to meet each student's individual needs and allow them to make one year's progress.</p> <p>Staff Responsible for Monitoring: District Special Programs, Coordinator Special Programs, Principal, Assistant Principals, Special Education Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Non-violent crisis intervention training for identified staff members (TBSI/CPI).</p> <p>Strategy's Expected Result/Impact: *Staff gain tools to respond calmly and effectively to high-risk behavior *Staff learn disengagement and intervention techniques to reduce harm</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Special Programs Administrative Staff, PEARS Teacher, BSI Teacher</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Continue to provide assistive technology & devices, instructional resources, & supplies</p> <p>Strategy's Expected Result/Impact: To accommodate student needs and assist to access the curriculum.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, LSSP, 504 Coordinators, Special Education Case Managers, Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>

Strategy 4 Details

Strategy 4: Continue to use the MTSS process to address student needs with RTI.

Strategy's Expected Result/Impact: Use this process to assist and identify struggling/at-risk learners.

Staff Responsible for Monitoring: Principal, Assistant Principals, RTI/MTSS Coordinator, LSSP, Counselors, Teachers, LPAC facilitator

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Continue to provide inclusion support in areas of Language Arts, Math, Science, and Social Studies

Strategy's Expected Result/Impact: Allow all students to have access to the curriculum with needed supports to show improvement.

Staff Responsible for Monitoring: Principal, Assistant Principals, Special Education Teachers & Support Staff, Case Managers, & District SPED Specialist

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Attend weekly planning & collaboration meetings in specific content areas and monthly Special Education Department Meetings.

Strategy's Expected Result/Impact: *To ensure common purposeful planning and Professional Learning Community for all subjects and departments. This will ensure all lesson plans are aligned to grade level TEKS objectives and district scope and sequence.

*To partner with general education teachers to offer recommendations of supports and materials to assist with individualized accommodations and or modifications

Staff Responsible for Monitoring: Principals, Assistant Principals, Department Leaders, C&I and Special Programs Specialists/ Coordinators, Instructional Coaches

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 7 Details

Strategy 7: Provide Professional Development training over strategies and techniques to Gen. Ed. Teachers who work with students with behavioral concerns and/or students with Autism.

Strategy's Expected Result/Impact: For all staff to be able to support students' behavior needs for social, emotional, and academic success in all school settings.

Staff Responsible for Monitoring: Principal, Assistant Principals, Counselors, LSSP, and Special Programs Specialists

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 8 Details

Strategy 8: Conduct small group STAAR TEKS based tutorials (these may be done before school, after school, and during the instructional day) to improve special education students' academic progress

Strategy's Expected Result/Impact: Ensure all students show progress growth towards MEETS in all subject areas.

Staff Responsible for Monitoring: Principals, Assistant Principals, Special Education Staff, & District Special Programs Specialist, C&I Specialist.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 8: Attendance: Campus will maintain 97% or above attendance rating for all student groups.

Evaluation Data Sources: PEIMS Attendance Report, 9 weeks Attendance Reports and STAAR/TELPAS Data Sources

Strategy 1 Details
<p>Strategy 1: Recognize good student attendance with individual awards</p> <p>Strategy's Expected Result/Impact: To support and acknowledge good attendance for all student groups.</p> <p>Staff Responsible for Monitoring: Campus Attendance Clerk, Administrators, Teachers, and Counselors, PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Written notification of 5 or more absences/tardies to parents and phone calls home within each nine weeks grading period to maintain effective communication and encourage high attendance rates.</p> <p>Strategy's Expected Result/Impact: To support and acknowledge good attendance and timely daily school participation for all student groups.</p> <p>Staff Responsible for Monitoring: Campus Attendance Clerk, Teachers, Counselors, & Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Nurse news posted outside Nurse's office and campus newsletter and or website when applicable to promote healthy habits</p> <p>Strategy's Expected Result/Impact: To encourage better attendance for all students through promoting good health practices and techniques.</p> <p>Staff Responsible for Monitoring: Campus Nurse, District Lead Nurse, & Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>

Strategy 4 Details

Strategy 4: Actively work to contact parents of students with serious attendance problems.

Strategy's Expected Result/Impact: To encourage better attendance for all students through promoting daily and timely attendance

Staff Responsible for Monitoring: Teachers, Counselors, Attendance Clerk, Administrators & Student Outreach Staff

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 9: Gifted and Talented (GT): Campus will ensure 95% of all Gifted/Talented students will score Masters Performance on STAAR reading, science, and math tests.

Evaluation Data Sources: STAAR Test, TELPAS test, Common Assessments, Benchmarks, and Released STAAR Tests

Strategy 1 Details

Strategy 1: Train teachers of GT students to differentiate the curriculum and promote higher level thinking in order to provide greater depth and complexity of content.

Strategy's Expected Result/Impact: To ensure high level thinking and process to provide depth and complexity within the curriculum strands.

Staff Responsible for Monitoring: Advanced Academic Specialists, Administrators, and C&I Specialist.

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 2 Details

Strategy 2: Disseminate GT/ Advanced Academic information and referral process to students' parents, and community

Strategy's Expected Result/Impact: To ensure equitable identification for all students to access the advanced curriculum.

Staff Responsible for Monitoring: Teachers, Counselors, Administrators, & Advanced Academic Specialists

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Require 30 hours of GT training for all teachers in the district; 6-hour yearly update after initial 30-hour GT training and collaborate with advanced academic specialists and C&I to ensure course rigor and student engagement activities.

Strategy's Expected Result/Impact: To ensure all teachers are able to provide depth and complexity in the delivery of instruction to advanced learners.

Staff Responsible for Monitoring: Advanced Academics Specialists & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 4 Details

Strategy 4: Students will be provided opportunities to participate in academic contests, activities, clubs, mini-courses, & curriculum-based field experiences.

Strategy's Expected Result/Impact: To provide extra-curricular activities for advanced learners that allow depth and complexity in learning experiences and opportunities.

Staff Responsible for Monitoring: Teacher Club Sponsors, Advanced Academics Specialists, and Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 10: Technology: Increase the utilization of technology to improve quality of instruction and student engagement.

Evaluation Data Sources: Lesson plans, T-TESS Walk-through, T-TESS Observations, Technology Needs Assessment Survey

Strategy 1 Details
<p>Strategy 1: Ensure that teachers have adequate technology provided by district and campus (ex: Tech Tuesdays and Canvas support)</p> <p>Strategy's Expected Result/Impact: Can be used to enhance instruction and improve student performance</p> <p>Staff Responsible for Monitoring: Administrators, ETS, & District Technology Department</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Incorporate educational technology (such as: Canvas, Moby Max, Learning A-Z, Summit K12; Imagine Math, etc.) into lessons to enhance learning experiences in all class settings.</p> <p>Strategy's Expected Result/Impact: Enhance instruction and improve student performance.</p> <p>Staff Responsible for Monitoring: Department Leaders, Administrators, Librarian, & ETS</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 3 Details
<p>Strategy 3: Communication to parents via the Campus/Teacher websites, district student information systems, communication software, and Social Media outlets.</p> <p>Strategy's Expected Result/Impact: Bridge the communications between school and home.</p> <p>Staff Responsible for Monitoring: Classroom Teachers, ETS, Counselors & Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>

Strategy 4 Details

Strategy 4: Increase access to technology for all students including wireless access.

Strategy's Expected Result/Impact: Enhance instruction and improve student performance.

Staff Responsible for Monitoring: Teachers, Administrators, ETS, District Technology Department

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 5 Details

Strategy 5: Promote computer & keyboard fluency along with digital citizenship reminders through mini-lessons and parent resource nights in collaboration with PTA and community partners.

Strategy's Expected Result/Impact: Enhance instruction and improve student performance by using technology more efficiently , effectively, and safely.

Staff Responsible for Monitoring: Teachers, Librarian, ETS, and Administrators, PTA

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 11: Teacher/ Staff Qualifications: Campus will recruit and retain Highly Qualified Teachers and Staff Members.

Evaluation Data Sources: Pearland ISD Employee and Student Demographic Report & Texas Performance Reporting System (TPRS)

Strategy 1 Details
<p>Strategy 1: Instruction will be provided by "Highly Qualified" teachers</p> <p>Strategy's Expected Result/Impact: Enhance instruction and improve student performance.</p> <p>Staff Responsible for Monitoring: Department Leaders, Administrators, and HR Staff Members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Recruit Highly Qualified Teachers by attending Job Fairs & hosting University based Student Teachers</p> <p>Strategy's Expected Result/Impact: Enhance instruction and improve student performance.</p> <p>Staff Responsible for Monitoring: Department Leaders, Administrators , & HR Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Retain Highly Qualified Teachers by providing high-quality professional development opportunities, mentoring programs, leadership opportunities, and creating a positive and supportive campus environment.</p> <p>Strategy's Expected Result/Impact: Enhance instruction and improve student performance and overall campus culture.</p> <p>Staff Responsible for Monitoring: Department Leaders, Administrators, District C&I Staff and Human Resources Staff</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>

Strategy 4 Details

Strategy 4: Campus site-based decision-making committee (CEIC) approves all campus staff development included in the CIP.

Strategy's Expected Result/Impact: Enhance instruction and improve student performance and overall campus culture.

Staff Responsible for Monitoring: Administrators
CEIC Members

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 12: Family Involvement: Increase parent/guardian attendance at parent /guardian meetings/school activities by 30%.

Evaluation Data Sources: Survey/ parent feedback, Sign-in sheets at events, and observations

Strategy 1 Details
<p>Strategy 1: Provide introduction to campus before school starts with 5th grade Parent Night & Meet your teacher night.</p> <p>Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, & PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 2 Details
<p>Strategy 2: Provide ways parents can help their child with homework and other academic support (Ex: Technology Tips, MYT Videos, Parent Writing Cafe's, TELPAS parent information night, Canvas Login recorded lessons, etc.)</p> <p>Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers, Counselors, ETS, & PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>
Strategy 3 Details
<p>Strategy 3: Provide a friendly atmosphere on campus, and an "Open Door" policy for communication with parents and staff through different modes of communication.</p> <p>Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.</p> <p>Staff Responsible for Monitoring: Administrators, Counselors, Teachers, & PTA</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>

Strategy 4 Details

Strategy 4: Provide opportunities for parents to volunteer at the school through the new on-line district volunteer system

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: HR Staff, Administrators, Campus Secretary, & PTA

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Provide family nights to bring students, parents, and staff together including: GT, Technology, 5th Grade Parent Meetings, fitness night, concerts, fine arts nights , Author Visits & Book Fairs

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills and support for parents monitoring and engaging in their child's learning (i.e.- Canvas instructional videos on website) , and improving language skills to foster communication.

Staff Responsible for Monitoring: Teachers, Administrators, Counselors, Librarian, ETS, & PTA

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 6 Details

Strategy 6: Offer campus-based support and resources for students and families in need.

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Administrators , Counselors, & Outreach Department

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Offer opportunities for parents to provide guidance and input on how the campus can more effectively work with parents to improve student achievement and parent involvement

Strategy's Expected Result/Impact: Involve parents in their children's education and improve school-home communication demonstrating the value of learning, demonstrating value of participating in school programs, teaching parenting skills, and improving language skills to foster communication.

Staff Responsible for Monitoring: Counselors and Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 2: Rogers Middle School will continue to make quality instruction and academic performance a top priority.

Performance Objective 13: Fine Arts: Fine Arts will incorporate unique experiences to empower our students to explore realities, relationships, and ideas through the study of visual arts and music.

Evaluation Data Sources: Class exhibits, Concerts, Competitions

Strategy 1 Details
<p>Strategy 1: Participation in local and community exhibits, concerts, and competitions.</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Fine Arts Teachers, Fine Arts Director, & Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 2 Details
<p>Strategy 2: Provide opportunities for student work to be displayed for school and community through Arts Nights and concerts</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Fine Arts Teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>
Strategy 3 Details
<p>Strategy 3: Give students the opportunity to foster quality relationships and social skills with their band/choir peers through music and non-music related activities</p> <p>Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.</p> <p>Staff Responsible for Monitoring: Fine Arts Teachers, Administrators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p>

Strategy 4 Details

Strategy 4: Teach content-specific vocabulary with accompanying visuals.

Strategy's Expected Result/Impact: Students develop cultural awareness through creative exploration.

Staff Responsible for Monitoring: Fine Arts Teachers, Administrators

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Goal 3: Rogers Middle School will provide for the physical and mental well-being of all students and staff.

Performance Objective 1: Student Welfare, Wellness and Health Services: Provide an environment that fosters safe, enjoyable, and developmentally appropriate fitness activities for all students welfare, wellness, and health services.

Evaluation Data Sources: Fitness Gram, Lesson Plans, and Counselor referral data

Strategy 1 Details

Strategy 1: Moderate to vigorous physical activity for 6th grade at least 225 minutes during each 2 week period and 5th grade 135 minutes per week and Fun Friday fitness activities biweekly during advisory.

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Teachers, Counselors, and Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Kid's Heart Challenge and Nutrition & Health

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Coaches, Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Nutrition Education that fosters healthy eating behaviors to reduce childhood obesity.

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Teachers, Nurse

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Promotion of Physical Fitness outside the school day: Fitness Clubs, Track Meet, & American Heart Association Walk

Strategy's Expected Result/Impact: Promote physical education, sound nutrition and student health to reduce childhood obesity.

Staff Responsible for Monitoring: PE Coaches , Administration, & PTA

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 3: Rogers Middle School will provide for the physical and mental well-being of all students and staff.

Performance Objective 2: School Climate: All students and teachers will follow campus expectations of Be Safe, Be Responsible, and Be Respectful

Evaluation Data Sources: Discipline Referrals, PEIMS data from Discipline, STAAR Data, TELPAS Data, Teacher, Student and Parent Feedback

Strategy 1 Details

Strategy 1: Establish and maintain PBIS and Restorative Practices with common expectations posted in the classrooms and other common areas.

Strategy's Expected Result/Impact: This will ensure positive campus climate for all stakeholders and assist in building relationships.

Staff Responsible for Monitoring: All Faculty and Staff Members, District Leadership Committee

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Work collaboratively with PTA to support student-centered activities and environment.

Strategy's Expected Result/Impact: This will encourage activities that support this grades span of students and their social, emotional and academic needs.

Staff Responsible for Monitoring: Administrators and PTA Executive Board Members

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: Continue to maintain a safe, productive, and orderly school climate with common campus expectations aligned with PBIS and Restorative Practices.

Strategy's Expected Result/Impact: Ensure continued building of relationships as it relates to Be Safe, Be Respectful and Be responsible.

Staff Responsible for Monitoring: Administrators, Counselors, & Campus Behavior Committee

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Continue teaching character education through classroom guidance and virtual videos using the Pillars of Character, GRIT Initiative, & Character-Building Programs; Provide violence intervention lessons and violence prevention practices (for example: Anti-Bullying).

Strategy's Expected Result/Impact: This will ensure continued support of all students social, emotional and academic needs.

Staff Responsible for Monitoring: Counselors, Classroom teachers, Librarian, Advisory Committee, & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Introduce students to career options and education preparation needed to reach career goals & research potential careers in person and virtually (Career Day)

Strategy's Expected Result/Impact: To help students explore and research further career opportunities as it relates to their interests.

Staff Responsible for Monitoring: Counselors, Administrators, and Librarian

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 6 Details

Strategy 6: Host Annual International Festival

Strategy's Expected Result/Impact: This will introduce students to our diverse community and allow them the opportunity to develop an acceptance and understanding of all.

Staff Responsible for Monitoring: Social Studies Teachers , Counselors, & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 7 Details

Strategy 7: Celebrate, acknowledge and inform all stakeholders on campus about Ethnic/Cultural History Months and celebrate unique differences through cultural learning experiences in advisory monthly.

Strategy's Expected Result/Impact: This will introduce all to our diverse community and have them have an acceptance and understanding of all.

Staff Responsible for Monitoring: Social Studies Teachers, counselors, & Administrators

TEA Priorities:

Recruit, support, retain teachers and principals

Goal 4: Rogers Middle School will provide a transparent communication system that fosters trust and enhances unity across the district and community.

Performance Objective 1: Communications: Rogers MS will tell the narrative of all students and stakeholders in the community by building positive and sustainable relationships.

Evaluation Data Sources: Parent/ Student Surveys, Event Sign-in sheets, Data from views on Social Media avenues and Skyward emails.

Strategy 1 Details

Strategy 1: Manage many avenues of communication with parents/guardians through social media outlets (ex: Skyward, Smores, Canvas, Facebook, Monthly calendar and School Website)

Strategy's Expected Result/Impact: This allows multiple avenues to connect with parents and foster a relationship with parents to have two-communication with parents, families, and the community.

Staff Responsible for Monitoring: Administration , Campus Secretary, Counselor, & Nurse

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 2 Details

Strategy 2: Teachers digital classroom links and websites utilized & updated weekly

Strategy's Expected Result/Impact: Teachers will update their digital classrooms (such as CANVAS) connected to their teaching website to ensure parents are aware of assignments, homework, and any information needed to support the child's continued progress and success.

Staff Responsible for Monitoring: Teachers, ETS, and Administration

TEA Priorities:

Recruit, support, retain teachers and principals, Build a foundation of reading and math

Strategy 3 Details

Strategy 3: District student information system and digital classroom software programs, such as Skyward and CANVAS, utilized by teachers and Campus monthly

Strategy's Expected Result/Impact: Parents will receive communications about grades in classes, events, and etc.

Staff Responsible for Monitoring: Teachers, Administration, and Campus Secretary

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 4 Details

Strategy 4: Written and verbal communication to parents about attendance concerns (including tardies)- Tardy Station

Strategy's Expected Result/Impact: This will allow our attendance rate for the year to stay at or above 95% for the campus.

Staff Responsible for Monitoring: Teachers, Campus Attendance Clerk, Assistant Principals, Counselors, & Principal

TEA Priorities:

Recruit, support, retain teachers and principals

Strategy 5 Details

Strategy 5: Partnership with our campus PTA to bring programs and events to the campus

Strategy's Expected Result/Impact: This will allow parents and the community to be informed of topics to support their child's continued success and progress.

Staff Responsible for Monitoring: Principal, Asst. Principal, and PTA Executive Board

Goal 5: Rogers Middle School will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 1: Rogers MS will conduct biannual reviews of budget allocations to ensure funding aligns with student support priorities.

Strategy 1 Details

Strategy 1: Rogers will involve department leaders and CEIC committee members composed of campus personnel, community stakeholders, and families will review the campus budget bi-annually for input and transparency.

Strategy's Expected Result/Impact: * Increased stakeholder trust through financial transparency.

* Stronger alignment between spending and student-centered priorities.

* Clearer feedback loops for ongoing budget refinement

Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Secretary

TEA Priorities:

Build a foundation of reading and math

- ESF Levers:

Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Strategy 2 Details

Strategy 2: Rogers MS will utilize Munis Budgeting software for visibility of funding decisions.

Goal 5: Rogers Middle School will strategically maximize financial assets to provide resources to meet student needs in partnership with families and the community.

Performance Objective 2: Rogers MS will partner with local businesses and foundations to support student programs.

Strategy 1 Details
<p>Strategy 1: Rogers MS education foundation committee members will proactively seek and apply for relevant education grant opportunities and promote attendance at grant writing workshops.</p> <p>Strategy's Expected Result/Impact: * Increased annual revenue from external sources * Broader community investment in school initiatives * Enhanced programming and support services for students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Administrative Assistant, RMS Education Foundation Liaison</p>