



Rogers Middle School
School Based Plan
2022-2023

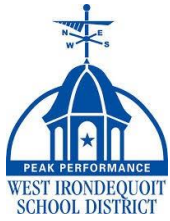
Aims web Data 2021-20022

| Aims web – Rogers- 4th | | | | | |
|------------------------|---------------|-------|------------------|---------------|--------------|
| | | Total | Percent of Total | Average Score | % Proficient |
| | Total | 128 | 100% | 141.8 | 59% |
| Gender | F | 62 | 48% | 137.7 | 56% |
| | M | 66 | 52% | 145.7 | 62% |
| Race | A | 1 | 1% | 172.0 | 100% |
| | B | 13 | 10% | 139.4 | 62% |
| | H | 23 | 18% | 122.7 | 35% |
| | M | 10 | 8% | 141.4 | 70% |
| | W | 81 | 63% | 147.3 | 64% |
| | ELL | 0 | 0% | | |
| | SpEd | 10 | 8% | 138.1 | 50% |
| | EcoDis | 31 | 24% | 134.2 | 0% |

| Rogers- 5th | | | | | |
|---------------|---------------|-------|------------------|---------------|--------------|
| | | Total | Percent of Total | Average Score | % Proficient |
| | Total | 131 | 100% | 151.9 | 70% |
| Gender | F | 59 | 45% | 154.8 | 71% |
| | M | 72 | 55% | 149.6 | 69% |
| Race | A | 2 | 2% | 146.5 | 50% |
| | B | 12 | 9% | 148.7 | 50% |
| | H | 21 | 16% | 140.0 | 67% |
| | M | 4 | 3% | 149.8 | 75% |
| | W | 90 | 69% | 156.6 | 76% |
| | ELL | 2 | 2% | 87.5 | 0% |
| | SpEd | 22 | 17% | 126.0 | 36% |
| | EcoDis | 45 | 34% | 149.0 | 0% |

| Rogers- 6th | | | | | |
|---------------|---------------|-------|------------------|---------------|--------------|
| | | Total | Percent of Total | Average Score | % Proficient |
| | Total | 129 | 100% | 163.5 | 70% |
| Gender | F | 67 | 52% | 170.4 | 76% |
| | M | 62 | 48% | 156.0 | 63% |
| Race | A | 2 | 2% | 47.0 | 0% |
| | B | 14 | 11% | 169.1 | 79% |
| | H | 23 | 18% | 156.8 | 57% |
| | M | 10 | 8% | 154.4 | 40% |
| | W | 79 | 61% | 168.5 | 77% |
| | ELL | 1 | 1% | 67.0 | 0% |
| | SpEd | 30 | 23% | 146.8 | 53% |
| | EcoDis | 39 | 30% | 157.9 | 0% |

| Reading Intervention - Rogers | | | | | | | | | | | | |
|-------------------------------|----------------|--------|--------|--------|-------------------------|----------------|--------|--------|--------|-------------------------|-----------------------------------|--|
| | Fall | | | | | Spring | | | | | | |
| | Total Students | Tier 1 | Tier 2 | Tier 3 | % of students in Tier 1 | Total Students | Tier 1 | Tier 2 | Tier 3 | % of students in Tier 1 | Change in % of students in Tier 1 | |
| 4th grade | 135 | 106 | 17 | 12 | 78.52% | 135 | 108 | 16 | 11 | 80.00% | 1.48% | |
| 5th grade | 132 | 116 | 4 | 12 | 87.88% | 134 | 121 | 9 | 4 | 90.30% | 2.42% | |
| 6th grade | 127 | 104 | 12 | 11 | 81.89% | 132 | 118 | 9 | 5 | 89.39% | 7.50% | |
| Math Intervention - Rogers | | | | | | | | | | | | |
| | Fall | | | | | Spring | | | | | | |
| | Total Students | Tier 1 | Tier 2 | Tier 3 | % of students in Tier 1 | Total Students | Tier 1 | Tier 2 | Tier 3 | % of students in Tier 1 | Change in % of students in Tier 1 | |
| 4th grade | 128 | 100 | 17 | 11 | 78.13% | 135 | 111 | 15 | 9 | 82.22% | 4.10% | |
| 5th grade | 128 | 104 | 10 | 14 | 81.25% | 134 | 112 | 11 | 11 | 83.58% | 2.33% | |
| 6th grade | 127 | 109 | 10 | 8 | 85.83% | 132 | 117 | 9 | 6 | 88.64% | 2.81% | |



Building Based Goals

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

Goal(s):

Create and implement culturally responsive curriculum, instruction and practices through identity, skills, intellectualism, and criticality to connect and impact the daily lives of students.

| Action Plan <i>Include targeted instructional practice to examine</i> <i>(Problem of Practice- include instructional implications)</i> | Plan to Assess <i>(Who/When)</i> | | Mid-Year Goal & Progress <i>(Short Term)</i> | End of the Year Goal & Progress <i>(Long Term)</i> |
|---|--|--|--|--|
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> ❖ Utilize current instructional model to create instruction aligned to curriculum. ❖ Implement strategies that incorporate components from the NYS Culturally Responsive and sustaining framework via the instructional model. | <ul style="list-style-type: none"> ❖ Audit the collection of library materials for diversity ❖ Faculty meeting reflections | Library media specialist Classroom teachers | Goal: | Goal: |
| | | | Updated Progress: | Updated Progress: |

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

Goal(s):

Continue to create an inclusive building climate that affirms all students' identities and supports SEL, the principles of culturally responsive sustaining education, and the holistic wellbeing of all students and staff.

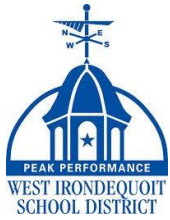
| Action Plan <i>Include targeted instructional practice to examine</i> <i>(Problem of Practice- include instructional implications)</i> | Plan to Assess <i>(Who/When)</i> | | Mid-Year Goal & Progress <i>(Short Term)</i> | End of the Year Goal & Progress <i>(Long Term)</i> |
|--|---|--|--|--|
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> ❖ Create a welcoming and affirming environment with high expectations and rigorous instruction for all. ❖ Create a committee to support the implementation of the “Caring School Communities” SEL curriculum ❖ Provide professional development of Restorative Practices for all staff | <ul style="list-style-type: none"> ❖ Models provided during faculty meetings for teachers implementation ❖ Minimum of twice a cycle ❖ Community circles during designated time | <ul style="list-style-type: none"> SEL Committee Staff Administration and Building Leadership | Goal: | Goal: |
| | | | Updated Progress: | Updated Progress: |

Focus Area: Implementation Systems (curricular or instructional shifts/grade level transitions/professional growth)

Goal(s):

- Provide equitable and effective communication among all stakeholders.

| Action Plan <i>Include targeted instructional practice to examine</i> <i>(Problem of Practice- include instructional implications)</i> | Plan to Assess <i>(Who/When)</i> | | Mid-Year Goal & Progress <i>(Short Term)</i> | End of the Year Goal & Progress <i>(Long Term)</i> |
|--|---|---|--|--|
| | How will it be monitored? | Who is responsible? | | |
| <ul style="list-style-type: none"> ❖ Review current communication practices. ❖ Identify and share guidance for standardized communication norms across classrooms and grade levels | Monthly newsletters Classroom/Teacher communication survey Analytics on communication Family survey (how?) | Teachers Building leadership Communication dept | Goal: | Goal: |
| | | | Updated Progress: | Updated Progress: |



Department Goals and Strategies

Department: Specials

Goal(s):

Create and implement culturally responsive curriculum, instruction and practices through identity, skills, intellectualism, and criticality to connect and impact the daily lives of students in special subject classes.

| Action Plan <i>Include targeted instructional practice to examine</i> <i>(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"> ❖ Incorporate “community circles” built into the lessons for students to share interests, backgrounds, etc. ❖ Use gained knowledge of student backgrounds to implement into lessons to draw interest, enhance learning and have students take ownership of learning. | Teacher observations | Classroom teacher | Goal: | Goal: |
| | Student surveys | | Updated Progress: | Updated Progress: |
| | Student conferences | | | |

Department: STEAM

Goal(s):

All students will show significant progress toward proficiency in and mastery of essential standards as measured by i-Ready and other common assessments.

| 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"> ❖ Continue development of STEAM units of study based on the UBD curricular framework based on skills, intellectualism, identity and criticality. ❖ Refine common assessments and data analysis systems. | Data review during common planning time | STEAM teachers | Goal: | Goal: |
| | Development of additional common assessments | Director of STEAM | Updated Progress: | Updated Progress: |

Department: Humanities

Goal(s):

All students will show significant progress toward proficiency in and mastery of essential standards as measured by i-Ready and other common assessments.

| 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"> ❖ Continue development of Humanities units of study based on the UBD curricular framework based on skills, intellectualism, identity and criticality. ❖ Refine common assessments and data analysis systems. | Data review during common planning time | Humanities teachers | Goal: | Goal: |
| | Development of additional common assessments | Director of Humanities | Updated Progress: | Updated Progress: |