

Hillsborough County Public Schools

Rodgers Middle Magnet School



2021-22 Schoolwide Improvement Plan

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Rodgers Middle Magnet School

11910 TUCKER RD, Riverview, FL 33569

[no web address on file]

Demographics

Principal: Gregory Basham

Start Date for this Principal: 7/29/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	[Data Not Available]
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grades History	2018-19: B (55%) 2017-18: C (49%) 2016-17: C (48%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	[not available]

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

School Board Approval

This plan is pending approval by the Hillsborough County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Work collaboratively to empower students to become a community of problem solvers and lifelong learners.

Provide the school's vision statement.

To promote a learning environment that is warm, safe, and caring for all.

School Leadership Team

Membership

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
Basham, Gregory	Principal	
Braglin, Megan	Assistant Principal	
Duran, Miriam	Assistant Principal	
Rozier, Lauren	SAC Member	
Miller, Cherie	SAC Member	

Demographic Information

Principal start date

Thursday 7/29/2021, Gregory Basham

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

2

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

12

Total number of teacher positions allocated to the school

55

Total number of students enrolled at the school

1,161

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

21

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	389	346	423	0	0	0	0	1158
Attendance below 90 percent	0	0	0	0	0	0	58	110	119	0	0	0	0	287
One or more suspensions	0	0	0	0	0	0	2	7	9	0	0	0	0	18
Course failure in ELA	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Course failure in Math	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246
Number of students with a substantial reading deficiency	0	0	0	0	0	0	150	130	174	0	0	0	0	454

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	13	25	43	0	0	0	0	81

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	0	0	10	0	0	0	0	10
Students retained two or more times	0	0	0	0	0	0	0	0	2	0	0	0	0	2

Date this data was collected or last updated

Friday 8/27/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	349	233	395	0	0	0	0	977
Attendance below 90 percent	0	0	0	0	0	0	93	63	67	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	47	27	42	0	0	0	0	116
Course failure in ELA	0	0	0	0	0	0	3	27	27	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	28	35	61	0	0	0	0	124
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	62	60	0	0	0	0	129

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	8	6	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	3	3	5	0	0	0	0	11

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	349	233	395	0	0	0	0	977
Attendance below 90 percent	0	0	0	0	0	0	93	63	67	0	0	0	0	223
One or more suspensions	0	0	0	0	0	0	47	27	42	0	0	0	0	116
Course failure in ELA	0	0	0	0	0	0	3	27	27	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	28	35	61	0	0	0	0	124
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	73	62	65	0	0	0	0	200
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	88	87	71	0	0	0	0	246

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	7	62	60	0	0	0	0	129

The number of students identified as retainees:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Retained Students: Current Year	0	0	0	0	0	0	3	8	6	0	0	0	0	17
Students retained two or more times	0	0	0	0	0	0	3	3	5	0	0	0	0	11

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement	41%			45%	51%	54%	41%	52%	53%
ELA Learning Gains	43%			54%	52%	54%	43%	53%	54%
ELA Lowest 25th Percentile	37%			52%	47%	47%	38%	48%	47%
Math Achievement	42%			56%	55%	58%	49%	56%	58%
Math Learning Gains	37%			59%	57%	57%	54%	59%	57%
Math Lowest 25th Percentile	28%			52%	52%	51%	47%	52%	51%
Science Achievement	39%			43%	47%	51%	42%	47%	52%
Social Studies Achievement	52%			61%	67%	72%	49%	66%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	48%	53%	-5%	54%	-6%
Cohort Comparison						
07	2021					
	2019	43%	54%	-11%	52%	-9%
Cohort Comparison		-48%				
08	2021					
	2019	43%	53%	-10%	56%	-13%
Cohort Comparison		-43%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	45%	49%	-4%	55%	-10%
Cohort Comparison						
07	2021					

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2019	63%	62%	1%	54%	9%
Cohort Comparison		-45%				
08	2021					
	2019	31%	31%	0%	46%	-15%
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	41%	47%	-6%	48%	-7%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	61%	67%	-6%	71%	-10%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	92%	63%	29%	61%	31%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	0%	57%	-57%	57%	-57%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

Students were given informal assessments in each of their core classes. These included informal/ common assessments given by classroom teachers to be analyzed in PLC's and assessments created by the school district and on Achieve 3000.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	379/16.6%	379/21.4%	379/24.5%
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students Economically Disadvantaged Students With Disabilities English Language Learners			

Grade 8				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			
	Economically Disadvantaged Students With Disabilities English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	12	37	41	19	26	24	18	30			
ELL	19	35	33	35	31	28	18	30	50		
ASN	43	37		57	45		46				
BLK	31	33	27	23	25	21	24	39	30		
HSP	37	45	39	38	36	30	37	48	56		
MUL	53	39		49	37	30	44	70	60		
WHT	48	48	44	52	44	34	49	58	57		
FRL	35	39	36	35	33	27	34	42	46		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	11	45	38	18	53	59	14	31			
ELL	10	45	46	31	53	44	13	17			

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
ASN	50	71		67	53						
BLK	42	54	50	50	55	40	32	60	64		
HSP	36	51	48	51	61	52	33	52	74		
MUL	50	62		54	50		38	86			
WHT	54	55	51	63	61	70	59	68	83		
FRL	39	53	50	50	59	53	36	55	72		
2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	13	30	26	14	39	38	10	16			
ELL	21	35	29	24	41	37	25	28			
BLK	33	37	36	38	46	48	27	53	83		
HSP	43	43	33	48	50	40	40	45	65		
MUL	29	29	36	37	47			14			
WHT	48	48	42	59	62	57	54	55	83		
FRL	36	42	37	43	53	49	38	42	70		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	[not available]
OVERALL Federal Index – All Students	43
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	55
Total Points Earned for the Federal Index	428
Total Components for the Federal Index	10
Percent Tested	86%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	33
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	46
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	28
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	42
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	48
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	48
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	38
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

For the data available, gains were made in Achievement, Learning Gains, and the Bottom Quartile across subject areas from 2018 to 2019. There is no data available for 2020 or 2021. The Students with Disabilities and English Language Learners did not improve overall for achievement, but did improve in the percentage of students making Learning Gains, and the percentage of students passing in the Bottom Quartile (ELL, SWD)

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

We continue to need to focus on improving the Achievement, Learning Gains, and Bottom Quartile of our ELL and SWD students. Based on data available for the 2020-2021 school year a continued focus on Achievement, Learning Gains, and Bottom Quartile is needed in all four Core Subject Areas. ELL student ELA Achievement has lowest performance at 10% and SWD's with 11%. Contributing factors would be lack of reading skills, low reading levels, and development of reading strategies. Although ELL's went up in Math, both ELA and Science showed decreases in the number of students meeting the benchmark. Our SWD's also have low performance in ELA, dropping from 13 to 11% pass rate. Math Science and Social Studies achievement went down for the SWD's as well

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

The pandemic, remote learning, and quarantines all played a significant factor in the need to focus on improving Achievement, Learning Gains, and Bottom Quartile in the four Core Subject Areas. We began by partnering with parents to drive home the importance of focusing on learning, putting mechanisms in place to help students own their learning, and renewing our faculty focus on the Power of Professional Learning Communities. We will use more formal and informal common assessments to monitor the progress of students to analyze needs for "Just in Time" lessons on Standards identified in the assessments.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

6th Grade ELA showed the most improvement overall when considering Reading and Writing overall. Social Studies was our greatest increase by 12%.

What were the contributing factors to this improvement? What new actions did your school take in this area?

We provided teachers with professional development through a writing workshop to bring a consistent approach to teaching and assessing students proficiency. We also utilized Achieve 3000, and worked with the teachers to bring consistency to teaching students to cite and analyze the text they were reading. The teachers use this information to inform their practice in the classroom and center their conversations in their professional learning community. A contributing factor to this increase was the implementation of social studies boot camp on Saturdays, to build knowledge and bolster comprehension . These sessions were well attended by our students.

What strategies will need to be implemented in order to accelerate learning?

The use of formal and informal common assessments will help identify specific needs and provide a guide ofr the "Just in Time" lessons (identifying Standards) that are needed to accelerate the students learning. This combined with professional learning communities focused on using this data, where teachers discuss "How" they will teach and assess student learning - should bring needed improvements.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

- Professional Learning Communities focused on disaggregating data to drive conversations about "How" to teach the content
- Using Common informal and formal assessments to use in these discussions to improve learning outcomes
- Professional Development on "Unpacking the Standards"
- Professional Development for common Reading and Writing Strategies to improve comprehension and application of learning.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Increase student agency to create greater ownership over their learning and connections to their goals through active learning as a vehicle for improvement.

Increase parent involvement in SAC, PTSA, and AVID to build a partnership focused on student learning

Increase Teacher Efficacy for lasting change and method for overall improvements in learning

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Differentiation

Area of Focus Description and Rationale:	<p>We used the data and the 5 Why's Protocol</p> <ol style="list-style-type: none"> 1. Students performed poorly on the FSA 2. Students do not possess the skills or vocabulary 3. English is not the first language at home or learning challenges are effecting fluency, vocabulary and comprehension 4. Parents do not speak English or may have very limited ability to assist students 5. Students need more access to support and practice working on their language development; vocabulary, fluency, comprehension
Measureable Outcome:	<p>An increase of at least 5% in ELA Achievement at every grade level and every subgroup. 6th grade will achieve 53%, 7th grade will have 48%, and 8th grade will increase to 48% of students meeting the benchmark. ELL's and SWD's will both increase at least 5%</p>
Monitoring:	<p>We will use formal and informal common/formative assessments to monitor student learning, and PLC's to make the needed adjustments for continued improvement. Administrative team, coaches, and Teacher Leaders will support with skill development. Teacher Leaders will also be available for small group instruction.</p>
Person responsible for monitoring outcome:	<p>Gregory Basham (gregory.basham@hcps.net)</p>
Evidence-based Strategy:	<p>Coaching cycles focusing on differentiation for student learning needs will be offered by district coaches, and Teacher Leaders based on the students performance on formative assessments and the content standards. Core Teams will have data chats in all content area PLCs. All content area teachers will implement strategies in their classrooms based on their content. Strategies will be reinforced in ESOL curriculum, by district coaches, Professional Development, and Teacher Leaders.</p>
Rationale for Evidence-based Strategy:	<p>Differentiation is key if we are going to be equitable and meet the students needs. Students continue to need improvement in ELA Achievement. Research has shown reading and writing are keys to comprehending, analyzing and synthesizing the information. These skills are transferrable to other content areas and will not only help improve the students performance in ELA, but the other content areas as well. Differentiating the instruction for the students present level and learning style will not only benefit our English Language Learners and our Students with Disabilities, but all students</p>

Action Steps to Implement

1. Hiring Teacher Leader (s). They will focus on coaching , modeling, and lesson planning with teachers in grades 6-8. The coaching/modeling will occur weekly under the supervision of the school principal..
2. Professional development to build the teachers knowledge and skills for best practices in differentiation
3. Regularly scheduled PLC's to analyze data, plan for improvement, and reinforce learning on best practices
4. Continued professional development based on student needs and teacher developmental needs
5. Schedule formative assessments, then plan for learning based on those assessments
6. Schedule Bootcamps based on the data to target specific skill development and Standards needed for student achievement to improve
7. Teacher Leader(s) will pull out small groups (ELL's and SWD's) or individual students to work on specific skills or concepts to develop
8. Baseline testing to assess specific needs of students across content areas

Person Responsible Gregory Basham (gregory.basham@hcps.net)

#2. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale:

5 Why's Protocol

1. Students do not perform well on the FSA ELA
2. Application of knowledge or learned skills is not making it to the test
3. Students do not own their learning
4. Direct instruction or teachers supplying the answers rather than giving students the room to have productive struggle
5. Teacher level of comfort with students struggling and/or trusting them to think critically and find answers

Measureable Outcome:

By increasing student agency, their ownership over their learning and their understanding of how it connects to their future plans we can engage the students in the process. Research has shown involving students in the learning process by eliciting their thinking, listening, and providing them choice that they are engaged and retain more. This will also help increase student achievement across all content areas and across demographics by engaging students in the learning process. We will measure these outcomes through improved attendance moving to 93% or better, decreasing the number of tardies to class by 5%, and decreasing discipline by 5%. We will also consider the increase in student achievement as an indication our efforts have improved student engagement. So we would expect to see ELA Achievement increase to 50%, Math Achievement to 61%, Science Achievement to 48%, and Social Studies Achievement to 66%.

Monitoring:

This will be monitored through attendance, discipline data, surveys, and observational data regarding student learning in the classroom.

Person responsible for monitoring outcome:

Megan Braglin (megan.braglin@hcps.net)

Evidence-based Strategy:

Students will use a "Cumulative Summary" that provides an opportunity to record their formative data throughout the year. This is information needed to make specific choices about where they need to focus to improve learning, and provide a vehicle for discussions about progress in the short term, and make connections. Using the five Cambridge attributes we will build student ownership for their learning and increase student achievement. This is designed to promote the behaviors, and self-efficacy promoted by the Hattie's research on what effects student achievement. This will promote self-efficacy, planning and prediction, evaluation and reflection, establish learning goals, enhance student teacher relationships, and promote self regulation strategies. The Cumulative Summary and Cambridge Attributes will provide a framework for developing great habits and conversations between students and staff, the value of the learning, and how it can connect to the students goals in school.

Rationale for Evidence-based Strategy:

Social and Emotional Learning is a key factor for students, particularly in this age group. Understanding how their learning, the choices they make and helping them develop strategies for handling success and adversity will benefit them throughout their entire life, not just academically. Self advocacy, reflection ,and resilience are important. An important soft skill that will be developed through this program is the ability to communicate and empathy. Students often do not consider others perspective or the long term consequences of their choices. Goal setting, interactions and communication with staff and each other, explaining their perspective and connecting their current learning to long term goals can help them bring focus to what they are doing each day

Action Steps to Implement

1. We will introduce, implement and integrate the five Learner Attributes used by Cambridge to serve as a springboard to empower our students to take ownership over their learning.
2. Each grade level team along with the administrative staff will plan and monitor the activities designed to make these attributes a part of the social fabric of the school and the students.
3. Distribute the Cumulative Summary and begin having students share their Goals, both short term and long term career or life goals
4. Recognize students who exemplify the 5 Attributes through their actions socially and academically
5. Use formative assessments of attendance, discipline and academic data to assess success of the initiative, and needed improvements

Person Responsible Miriam Duran (miriam.duran@hcps.net)

Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Rodgers ranks very high for the number of incidents. Fighting and Tobacco use are among our most frequent incidents. Culture and Climate is one of our two areas of focus based on our own analysis of the data. We will hold weekly meetings to look at data related to behavior and discipline. We will implement coaching/mentoring for our students and partner with families to improve the school culture. We will engage in more social emotional learning with our students to enhance their ability to regulate their behavior, and decision making. The data will be evaluated for Root Cause, determine what led up to the incident, and if any portion could have been handled differently to bring a different outcome.

By partnering with parents, and communicating frequently we can cut down or try to mitigate some of the "triggers" which create tension and problems on the school campus. We will remind students we are to focus on learning. A renewed focus on helping students engage and own their learning is one portion of our plan for reducing the number of negative incidents and interactions on our campus.

Educating parents about Vaping, encouraging them to talk to their students, but getting a student led campaign can mitigate some of these incidents. We will also be opening a dialogue about the negative influence of social media on the culture and climate of the school. Many of our fights last year started because of a post online.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

This year we kicked off the year by inviting students to campus over the summer to learn about Rodgers, and provide input for the upcoming year. We include the students in the decision making process and engage them in conversations about needed improvements.

This year we will form Clubs based on student interests and as a method of creating more engagement.

We hold Spirit Days to promote school spirit amongst the school community. We will have parents and members of our community on campus, so long as it meets Health Guidelines based on policy and procedure.

We are working hard to engage the members of our school community in an effort to build just that "Community". This is the surest way to improve the culture and climate of the school.

We will recognize students for their achievements, and celebrate successes (even small gains) in order to reinforce the positive aspects of coming together as a learning community.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Principal - sets the overall vision for building a positive school community. Recruits team members for building the vision and removes obstacles. Sets the tone for the way of work; positive or negative.

Assistant Principals - recruits and implements plans in collaboration with other stakeholders. Assists with establishing the vision and removes obstacles. Has a tremendous impact on the culture and climate through the work they do each day to recognize stakeholders and how they get young people back on the "right track".

Teachers - is the first line of promoting a positive environment with communication, and supporting students interests/needs for creating a positive culture. Can be the difference between a positive or negative school environment based on their disposition and interactions with other stakeholders.

Students - engages in the events and activities designed to promote a positive school culture, providing feedback to all other stakeholders about what is working, and what needs to be adjusted. Students are the driver behind the work and can be leaders for the work if properly motivated, and included in the decision

making process.

Parents - partners with the administrative team and teachers to support the creation of a positive school community through communication, volunteering , and helping their students navigate being a middle school student.

Community Partners - support the school with in kind donations of services or materials to help propel the vision.

Part V: Budget			
1	III.A.	Areas of Focus: Instructional Practice: Differentiation	\$0.00
2	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning	\$0.00
			Total: \$0.00