CLARK COUNTY SCHOOL DISTRICT

Rogich MS
235 N Pavilion Center Dr
Las Vegas, NV 89144

SCHOOL IMPROVEMENT PLAN

For Implementation in
2006-2007

MEMBERS OF THE SCHOOL PLANNING TEAM

<table>
<thead>
<tr>
<th>Name, Title</th>
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</thead>
<tbody>
<tr>
<td>Susan Harrison, Principal</td>
<td>Brian McAllister, Assistant Principal</td>
</tr>
<tr>
<td>Belinda Schauer, Assistant Principal</td>
<td>Lonelle Henderson, Dean of Students</td>
</tr>
<tr>
<td>Rhonda Langager, Dean of Students</td>
<td>Joan Clark, Math Teacher</td>
</tr>
<tr>
<td>Trudi Jacobs, Math Teacher</td>
<td>Jeanne Kanemitsu, Reading Teacher/Strategist</td>
</tr>
<tr>
<td>David Kirkhart, Science Teacher</td>
<td>Lisa Landis, English Teacher/Strategist</td>
</tr>
<tr>
<td>Region Reviewer: Dr. Sue DeFrancesco, NW Region Asst. Superintendent</td>
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</tbody>
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Region Reviewer: Dr. Sue DeFrancesco, NW Region Asst. Superintendent
# PRIOlITY NEED 1

The District will demonstrate increased student achievement in English / Language Arts and Mathematics, a reduction in the achievement gap between subgroups, and a decrease in the number of high school dropouts, by institutionalizing research-based instructional systems.

**Measurable Objective 1.a.** CCSD students will demonstrate increased academic achievement in English/Language Arts as measured by Nevada AYP standards in June 2006 & June 2007, at such that there will be at least a 10% decrease in non-proficient students.

**Measurable Objective 1.b.** CCSD students will demonstrate increased academic achievement in Mathematics as measured by Nevada AYP standards in June 2006 & June 2007, at such that there will be at least a 10% decrease in non-proficient students.

**Measurable Objective 1.c.** The District will demonstrate a reduction in the achievement gap between AYP subgroups.

**Measurable Objective 1.d.** The District will demonstrate a decrease in the number of high school dropouts.

# PRIORITY NEED 2

The District will coordinate, design, deliver and evaluate ongoing professional development aligned to District instructional initiatives.

**Measurable Objective 2:** The District will realign professional development to meet District instructional initiatives and identified student needs.

# PRIORITY NEED 3

The District will improve and expand its ability to retain, support, and attract qualified staff including teachers, administrators, and support staff.

**Measurable Objective 3.a.** The District will improve and expand its ability to retain qualified teachers such that there will be a decrease in the attrition of teachers by 10%.

**Measurable Objective 3.b.** The District will attract qualified staff such that there will be a 10% decrease in unfilled teaching positions.

**Measurable Objective 3.c.** The District will increase its teacher retention rate through the creation of a new teacher academy designed to provide intensive professional development for staff assigned to at-risk schools.
**EXECUTIVE SUMMARY**

<table>
<thead>
<tr>
<th><strong>District Vision or Mission Statement</strong></th>
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<tbody>
<tr>
<td>Clark County School District students will have the knowledge, skills, attitudes, and ethics necessary to succeed academically and will practice responsible citizenship.</td>
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<tr>
<th><strong>Region Vision or Mission Statement</strong></th>
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<tr>
<td>Northwest Region schools are committed to establishing quality instructional programs that challenge and support achievement of all students by engaging in continuous data driven school improvement and research based practices.</td>
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<thead>
<tr>
<th><strong>School Vision or Mission Statement</strong></th>
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<tr>
<td>The mission of Sig Rogich Middle School is to provide a challenging middle school experience that will prepare and empower students academically, behaviorally and socially for success in high school. Students will develop lifelong skills through direct instruction, hands-on learning, and the integration of technology.</td>
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<tr>
<th><strong>School Highlights</strong></th>
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<tr>
<td>Sig Rogich Middle School has met Adequate Yearly Progress in all subgroups for three consecutive years and continues to be a choice school within the Clark County School District for two Title I Schools failing to meet AYP.</td>
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<tr>
<td>The Jane Schaffer Writing format was introduced and implemented by teachers. Teachers across curricular areas incorporated the writing format into their instruction with support from the English Department. The Write to Know series of prompts were used in math and science classes.</td>
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<tr>
<td>Sig Rogich Middle School has been selected as a pilot school implementing the Journeys Reading Program to seventh grade students identified as emergent/developing readers.</td>
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<td>An after school Math Institute provides assistance to students at all levels, with a focus on a strong math foundation as well as accelerated strategies for high achieving students.</td>
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<td>Ten after school clubs focus on academic achievement.</td>
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<tr>
<td>Students are actively involved in a Lifetime Fitness Explorations class to enhance awareness of personal fitness as it relates to achievement.</td>
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<tr>
<td>Using SB 404 funding, Sig Rogich Middle School implemented a successful Summer Math and Science Academy for emergent/developing students and students exceeding standards.</td>
</tr>
<tr>
<td>Rogich offers advanced courses including Algebra I Honors, Algebra I, French I, and Spanish I for high school credit.</td>
</tr>
<tr>
<td>Sig Rogich Middle School students were awarded excellent and superior ratings in CCSD competitions for Jazz</td>
</tr>
</tbody>
</table>
EXECUTIVE SUMMARY

Band, Symphonic Band, Choir, Orchestra, and Guitar.
• Sig Rogich Middle School students provided 2500 hours of community service through the National Junior Honor Society.
• Multicultural Club sponsored an educational field trip to Boston, including visits to cultural and historic sites.
• Red Cross, Jr. Achievement and PAYBAC provided training and learning opportunities for students in CPR, economics and career awareness.
• The Academic Adventures Club sponsors educational field trips to Carson City and Washington DC.
• Cheerleaders participated in the following competitions and placed as follows: USA Regionals- 1st place, UCA Championships- 2nd place, NCA US Championship- 1st place.

Evidence of Plan Development

Section A:  
1. Comprehensive Needs Assessment:

Areas of Strength

• Sig Rogich Middle School has met Adequate Yearly Progress in all subgroups for three consecutive years and continues to be a choice school within the Clark County School District for two Title I Schools failing to meet AYP.
• In reading, 65.5% of students tested on the CRT Reading test were proficient as compared to 45.7% at the district level and 51.5% at the region level. The AYP target was 47.5%. This was attributed to the implementation of the Read 180 Program, increased reading practice in all content areas and prioritized instruction to address power standards.
• In math, 73.4 % of students tested on the CRT Math test were proficient as compared to 46.5% at the district level and 54.1% at the region level. This was an increase for Rogich students from 69.8% the previous year. The AYP target was 43.3%. This gain was attributed to smaller class sizes with more individualized instruction, the availability of a math strategist to work directly with teachers to identify students in need of remediation, and a second math class for struggling students.
• Rogich students increased from 75.6% proficient in writing to 83.2% proficient. The level of proficiency in the district was 58.2% and the region proficiency rate was 63.3%. All subgroups had an increase in the percentage of proficient students in writing. This increase was attributed to the Jane Schaffer writing model as a focus for staff development, and the development of the Rogich Student Writing Guide with consistent information for both students and teachers. In addition, math and science teachers worked cooperatively
EXECUTIVE SUMMARY

with English teachers to implement the Write to Know series of writing prompts.

- A dramatic decrease was noted in the percentage of IEP students in the emergent/developing level in writing, therefore showing an increase in writing skills. The group decreased from 20% in 2005 to 6.3% in 2006. This is attributed to the implementation of the Jane Schaffer writing format with IEP students.

- In science, 67% of Rogich students demonstrated proficiency on the CRT Science test. In comparison, the district and region proficiency rates were 49.2% and 55.8% respectively. This high level of proficiency was attributed to teachers providing common assessments to ensure consistency among science classes, and the teachers' use of Write to Know writing prompts to encourage higher level thinking in science.

- There was an increase in the proficiency rate of Free and Reduced Lunch students in all core areas. The reading proficiency rate rose from 42.9% to 55.6%. Math rose from 41.9% to 62.5%. The rate of proficiency in writing rose from 63.4% to 75.6%. The rate in science rose from 53.5% to 54.2%.

- There was an increase in the proficiency rate of African-American students in each of the core areas. The reading proficiency rate rose from 43.2% to 49.1%. Math rose from 40.5% to 52.8%. The rate of proficiency in writing rose from 55.6% to 74.1%. The rate in science rose from 41.7% to 45.3%.

- There was an increase in the proficiency rate of Asian students in three of the core areas. The math proficiency rate rose from 69.8% to 73.4%. The rate of proficiency in writing rose from 71.4% to 85.2%. The rate in science rose from 77.6% to 78.3%.

Areas of Concern

- Although Rogich students consistently scored higher than the district proficiency rates and are at the top of the region proficiency rates, in a two-year comparison Rogich proficiency rates have declined.
- The number of students deemed proficient in reading as measured by CRT data dropped from 70% in 2004-2005 to 65.5% in 2005-06.
- The number of students who were proficient in science as measured by the 2006 CRT dropped from 76% to 67% over one year.
- On the Math CRT, the number of proficient students in the IEP sub group, dropped from 31.3% to 18.8%, showing a significant decrease.
- The number of students scoring at the emergent/developing level of proficiency on the 2006 CRT's increased in both reading and science. Reading increased from 3.1% to 4.1%. Science increased from 5.5% to 8.1%.
EXECUTIVE SUMMARY

- Classroom Walkthrough data indicates that higher level thinking skills are not currently used on a consistent basis within daily instruction. As data is shared with instructional staff, levels of Bloom's Taxonomy will be addressed and modeled in staff development opportunities.
- Respect to school, self and others remains a concern and is viewed as a contributor to low academic performance in some areas. Interpretation of the school wide goal along with the use of the daily Words of Wisdom Program will assist in the development of greater respect and citizenship on campus.

Evidence of Plan Development

| Section A: |
| 2. Goals: |

Goals

**Goal 1:** Students at Sig Rogich Middle School will show increased achievement in reading as measured by the Spring 2007 Criterion Referenced Test. Specific improvement will be made by students in the content strand of reading to comprehend, interpret and evaluate informational text and the ability level of critical stance.

**Goal 2:** Students at Sig Rogich Middle School will show increased achievement in all areas of Science on the 2006-2007 Criterion Referenced Test. Improvement will be made by students in each of the sub groups, specifically in the strands of practical reasoning and conceptual understanding.

**Goal 3:** An improvement in the overall school climate will be demonstrated, as measured by a variety of data.
### Section B:
Inquiry Process: What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

<table>
<thead>
<tr>
<th>Goals</th>
<th>Causes (Factors)</th>
<th>Solutions (Strategies)</th>
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</table>
| Goal 1: Students at Sig Rogich Middle School will show increased achievement in reading as measured by the Spring 2007 Criterion Referenced Test. Specific improvement will be made by students in the content strand of reading to comprehend, interpret and evaluate informational text and the ability level of critical stance. | • Emergent/developing reading students have not been offered programs to meet their needs.  
• Cross-curricular classes did not cooperatively plan for reading related skills and implement strategies.  
• Reading was not a focus of the previous School Improvement Plan.  
• Writing format was not consistently implemented throughout the English department and/or across the curriculum.  
• Not enough emphasis was placed on "student-owned" strategies.  
• IEP students may not have had adequate involvement in the general education reading opportunities. | • Implement programs designed especially to address the needs of emergent/developing students in reading.  
• Train teachers in common reading strategies to be implemented in all classes across the curriculum.  
• Focus on the reading curriculum at all grade levels.  
• Train teachers in format writing to emphasize students' logical thinking and reasoning skills.  
• Train teachers and students on the use of common strategies which students will learn to use independently across the curriculum.  
• Provide IEP students with increased opportunities to implement reading and writing strategies through Literacy Strategist contact and resource teacher training. |
### Section B:
**Inquiry Process:** What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

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| **Goal 2:** Students at Sig Rogich Middle School will show increased achievement in all areas of Science on the 2006-2007 Criterion Referenced Test. Improvement will be made by students in each of the sub groups, specifically in the strands of practical reasoning and conceptual understanding. | - Science was not an area of focus in the school improvement plan last year.  
- Inconsistencies exist in teaching strategies from one teacher to another.  
- Science preparation was inconsistent.  
- Students from “Choice” schools that attend Rogich may not have had the same preparation at their previous schools as students from feeder schools.  
- IEP students may not have had the same access to the general education science curriculum as other students in regular or cooperative consultative science classes. | - Focus on the new science curriculum at all grade levels.  
- Provide support to all science teachers using best practices and strategies of the month to ensure differentiated instruction and individual data analysis.  
- Train teachers in use of new science curriculum.  
- Increase the use of the Scientific Inquiry Process throughout all grade levels.  
- Training and further implementation of the Jane Schaffer Writing format.  
- Provide opportunity for students to attend Summer Math and Science Academy.  
- Give students increased opportunities to demonstrate conceptual understanding and practical reasoning through the use of the Jane Schaffer writing model.  
- Include more students with IEP's in regular education and cooperative consultative science classes.  
- Provide ongoing support and training to cooperative consultative teachers utilizing the training video entitled, The Power of One. |
### Section B:
Inquiry Process: What are the causes/factors that may impact or impede student achievement for each goal, and what are the solutions/strategies that will address each goal and the underlying causes/factors?

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| **Goal 3:** An improvement in the overall school climate will be demonstrated, as measured by a variety of data. | - Students and staff come from different backgrounds in regards to culture, religion, socio-economics, race, and education.  
- The acceptable norms in behavior for Rogich may differ from that taught in the individual students’ homes.  
- Acceptable norms for behavior may not be consistently and clearly demonstrated or communicated on campus by both students and staff.  
- Middle school-aged students may be negatively influenced by peers and media. | - School-wide activities will allow students and staff to explore each other’s similarities and differences to help build respect and appreciation for self and others.  
- Address the needs of emergent/developing students to increase their "buy-in" into the educational system.  
- Guidelines will be established and communicated for acceptable norms at Rogich to include a progressive discipline plan outlining consequences.  
- Norms for behavior will be communicated by means of announcements (Words of Wisdom), posters, newsletter, school website, adult role models, and student leaders.  
- Counselor presentations will address the problems of peer pressure and the potential negative influence by media. |
GOAL 1: Students at Sig Rogich Middle School will show increased achievement in reading as measured by the Spring 2007 Criterion Referenced Test. Specific improvement will be made by students in the content strand of reading to comprehend, interpret and evaluate informational text and the ability level of critical stance.

Measurable Objective 1:
Increase the overall percentage of students demonstrating proficiency in reading from 65.6% to 70% as measured by the Spring 2007 CRT, while increasing the percentage of correct responses in the content strand of reading to comprehend, interpret and evaluate informational text from 65.7% to 70%, and increasing the percentage of correct responses to questions at the ability level of demonstrating a critical stance from 63.1% to 68%.

<table>
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<tr>
<th>Action &amp; Monitoring Plan Goal 1</th>
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<tbody>
<tr>
<td>Action Step</td>
<td>Resources Needed for Implementation</td>
<td>Timeline for implementing action steps</td>
</tr>
<tr>
<td>Provide training and modeling in format writing based on the Jane Schaffer model to enable teachers to use format writing across all curricular areas.</td>
<td>Jane Schaffer manual, writing format</td>
<td>August 2006 staff development day, February 2007 staff development day, ongoing implementation of format writing</td>
</tr>
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</table>

**Tied to solution:** Train teachers in format writing to emphasize students' logical thinking and reasoning skills.

| Implement the Journeys Reading Program to students at the emergent/developing level in reading. | Journeys Program, IDMS data, program pre-assessments | September 2006- June 2007 | Reading teachers, Data Committee | Friday Assessments, standardized test scores | weekly | Reading teachers, Administrators, Data Committee |

**Tied to solution:** Implement programs designed especially to address the needs of emergent/developing students in reading.
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<tr>
<td>Implement the Read 180 Program to selected students at the emergent/developing level in reading.</td>
<td>IDMS scores, Read 180 program, computer lab</td>
<td>August 2006- June 2007</td>
<td>Read 180 teachers</td>
<td>computerized assessment data for students, standardized test scores</td>
<td>August 2006- June 2007</td>
<td>Read 180 teachers, Administrators, Data Committee</td>
</tr>
</tbody>
</table>

**Tied to solution:** Implement programs designed especially to address the needs of emergent/developing students in reading.

| Provide staff development and modeling to enable teachers across curricular areas to teach common strategies to examine cause and effect, compare and contrast, and summarize informational text. | Graphic organizers, "Classroom Instruction That Works" by Marzano (et. al.), Marzano wall charts | October 2006- December 2006 | Literacy Specialists, teachers | Staff development agenda, model lesson plans, teacher lesson plans, FOSL, formal observations, writing samples | November 2006- June 2007 | Literacy Strategists, Administrators |

**Tied to solution:** Train teachers in common reading strategies to be implemented in all classes across the curriculum.

| Develop "student-owned" strategies that students can implement independently across the curriculum. | "Classroom Instruction That Works" by Marzano (et. al.), teacher training, graphic organizers | November 2006- June 2007 | Literacy Strategists, teachers | sample writings and graphic organizers, lesson observations, FOSL, lesson plans | November 2006- June 2007 | Administrators, Literacy Strategists |

**Tied to solution:** Train teachers and students on the use of common strategies which students will learn to use independently across the curriculum.

| Provide staff development and model lessons to enable teachers across the curriculum to provide common instruction on how to effectively examine text structure. | Janet Allen workshop information, graphic organizers, textbooks, other texts | October 2006- December 2006 | Literacy Strategists, teachers | staff, development agenda, model lesson plans, teacher lesson plans, FOSL, formal observations, lesson plans, student work samples | November 2006- June 2007 | Administrators, Literacy Strategists |

**Tied to solution:** Train teachers in common reading strategies to be implemented in all classes across the curriculum.
### Goal 1

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<tr>
<td>Teachers will select magazine articles, public documents, recipes, graphs, charts, and directions as learning materials to examine informational texts.</td>
<td>magazine articles, public documents, recipes, graphs, charts, and directions</td>
<td>October 2006 - June 2007</td>
<td>teachers</td>
<td>lesson plans, FOSL, formal observations</td>
<td>October 2006 - June 2007</td>
<td>Administrators</td>
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**Tied to solution:** Focus on the reading curriculum at all grade levels.

| Provide staff development to allow teachers to effectively implement high-level questioning techniques geared toward students developing a critical stance. | Bloom's Taxonomy, Bloom's wall charts, Bloom's flip charts, QAR | October 2006 - December 2006 | Literacy Strategists | lesson plans, FOSL, formal observations | November 2006 - June 2007 | Administrators |

**Tied to solution:** Focus on the reading curriculum at all grade levels.

| Provide students with multiple opportunities to test on "cold" reading and writing material. | reading and writing material, test questions | November 2006 - June 2007 | teachers | lesson plans, FOSL, formal observations | November 2006 - June 2007 | Administrators |

**Tied to solution:** Focus on the reading curriculum at all grade levels.

| Provide training for special education teachers to allow them to implement best practices in reading and writing instruction in the resource classroom and in the cc model classrooms. | staff development with other staff, The Power of One video presentation | October 2006 - February 2007 | Literacy Strategists, special education teachers | lesson plans, FOSL, formal observations | November 2006 - June 2007 | Administrators, Literacy Strategists |

**Tied to solution:** Provide IEP students with increased opportunities to implement reading and writing strategies through Literacy Strategist contact and resource teacher training.
**GOAL 2:** Students at Sig Rogich Middle School will show increased achievement in all areas of Science on the 2006-2007 Criterion Referenced Test. Improvement will be made by students in each of the sub groups, specifically in the strands of practical reasoning and conceptual understanding.

**Measurable Objective 1:**
Increase the overall percentage of students demonstrating proficiency in science from 67% to 72% as measured by the Spring 2007 CRT, while increasing the percentage of students with an IEP that are proficient in science from 30% to 35%, increasing the percentage of correct responses on the practical reasoning strand from 42% to 47%, and increasing the percentage of correct responses on the conceptual understanding strand from 70% to 75%.

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<th>Action &amp; Monitoring Plan Goal 2</th>
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<tr>
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**Tied to solution:** Focus on the new science curriculum at all grade levels.

| **Science teachers that attended the CCSD new science curriculum training will share information with the science department** | **Training materials, sample lessons** | **October 2006-December 2006** | **Trained teachers** | **Lesson plans** | **October 2006-December 2006** | **Administrators, Department Chairperson** |

**Tied to solution:** Train teachers in use of new science curriculum.

| **English teachers will provide training and support to science teachers on the implementation of the Jane Schaffer writing format.** | **Meeting handouts (teacher training)** | **August 2006, Staff Development Day, August 2006- May 2006 (ongoing support)** | **English teachers, Literacy Strategists** | **Student writing samples** | **September 2006 May 2007** | **English teachers, science teachers, administrators** |

**Tied to solution:** Train science teachers in the use of the Jane Schaffer writing format.
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<tr>
<td>Include IEP students in general education science classes utilizing the cooperative consultative model</td>
<td>IEP's, cc teachers</td>
<td>August 2006- May 2007</td>
<td>counselors, SEIF, teacher of record, cc teacher, science teachers</td>
<td>numbers of IEP students enrolled in regular science or cc science classes</td>
<td>August 2006- May 2007</td>
<td>Administrators, counselors, SEIF, teachers of record</td>
</tr>
<tr>
<td>Monitor achievement in all subgroups.</td>
<td>classroom assessments, IDMS data</td>
<td>September 2006- June 2007</td>
<td>Science teachers, data committee, test coordinator</td>
<td>daily assessments, IDMS data, FOSL visits</td>
<td>September 2006- June 2007</td>
<td>Science teachers, data committee, test coordinator, administrators</td>
</tr>
</tbody>
</table>

**Tied to solution:**

- **Provide opportunities for students to use the Jane Schaffer writing format in science classes.**
  - Give students increased opportunities to demonstrate conceptual understanding and practical reasoning through the use of the Jane Schaffer writing model.

- **Monitor student progress using the science interim assessments.**
  - Focus on the new science curriculum at all grade levels.

- **Develop and use common assessments based on state and district science standards from the new curriculum.**
  - Focus on the new science curriculum at all grade levels.

- **Include IEP students in general education science classes utilizing the cooperative consultative model**
  - Focus on the new science curriculum at all grade levels.

- **Monitor achievement in all subgroups.**
  - Include more students with IEP’s in regular education and cooperative consultative science classes.

**Tied to solution:** Focus on the new science curriculum at all grade levels.
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<tr>
<td><strong>Provide Math and Science Academy for incoming 6th grade students in the Emergent/ Developing and Exceeds Standards groups based on the Spring 2006 CRTs.</strong></td>
<td>Fifth grade CRT scores, lesson plans, observations, student surveys, science supplies</td>
<td>March 2007-August 2007</td>
<td>Administrators, Academy teachers, parents</td>
<td>Students pre and post test scores</td>
<td>June 2007-August 2007</td>
<td>Counselors, Academy teachers</td>
</tr>
</tbody>
</table>

**Tied to solution:** Provide opportunity for students to attend Summer Math and Science Academy.
GOAL 3: An improvement in the overall school climate will be demonstrated, as measured by a variety of data.

Measurable Objective 1:
Data results will indicate that students enjoy attending Sig Rogich Middle School. Data will include 80% favorable responses on a final qualitative survey, a 1% increase in the average daily attendance rate, a 5% decrease in disciplinary referrals, and 80% of citizenship grades for the second semester at S or O.

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<td>Goal 3</td>
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<td><strong>Timeline for implementing action steps</strong></td>
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<tr>
<td>Provide qualitative surveys to staff, students, and community to determine the overall atmosphere of Rogich Middle School.</td>
<td>Office personnel, paper, postage, surveys</td>
<td>Quarterly</td>
</tr>
</tbody>
</table>

Tied to solution: School-wide activities will allow students and staff to explore each other’s similarities and differences to help build respect and appreciation for self and others.

Rogich staff will model respect towards other staff, students, and parents. | All Staff: Administration, Teachers, Support Staff | August 2006 – June 2007 | All Staff: Administration, Teachers, Support Staff | Qualitative surveys, FOSL, observations, faculty meetings | August 2006 – June 2007 | Administration |

Tied to solution: Norms for behavior will be communicated by means of announcements (Words of Wisdom), posters, newsletter, school website, adult role models, and student leaders.

Increase offerings and awareness of extra-curricular activities and provide assemblies to promote school involvement. | Club Advisors, supplies for activities, announcements, newsletter, Rogich website, assemblies | September 2006 – April 2007 | Teachers/Advisors, Activities Administrator, Office Personnel | Club list and number of participants in extra-curricular activities | April – May 2007 | Activities Administrator, Office Personnel |

Tied to solution: School-wide activities will allow students and staff to explore each other’s similarities and differences to help build respect and appreciation for self and others.
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<tr>
<th>Action Step</th>
<th>Resources Needed for Implementation</th>
<th>Timeline for implementing action steps</th>
<th>Person Responsible (Who at your school site will insure these action steps happen?)</th>
<th>Information (Data) that will verify the action step has occurred</th>
<th>Timeline for collecting data</th>
<th>Person Responsible (Who at your school site will insure these action steps happen?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement incentive programs for students with good attendance, citizenship and grades.</td>
<td>SASI queries, incentive prizes</td>
<td>End of each quarter</td>
<td>Deans, Attendance Clerk, Teachers, Counselors</td>
<td>SASI, awards programs</td>
<td>End of each quarter</td>
<td>Deans, Attendance Clerk, Counselors</td>
</tr>
</tbody>
</table>

**Tied to solution:** Guidelines will be established and communicated for acceptable norms at Rogich to include a progressive discipline plan outlining consequences.

| Establish and communicate guidelines for acceptable behavioral norms. | Words of Wisdom program, newsletter, school website, adult role models, student leaders | End of each quarter | Deans, secretaries, web master, all staff, leadership students | Discipline data from SASI | End of each quarter | Deans, Deans’ Secretary |

**Tied to solution:** Guidelines will be established and communicated for acceptable norms at Rogich to include a progressive discipline plan outlining consequences.

| Provide counselor presentations and assemblies to address the problems of peer pressure and the potential negative influence by media. | assemblies, counselors lesson plans | End of each quarter | Teachers, Administration, Registrar, Counselors | SASI citizenship data | End of each quarter | Administration, Registrar, data committee |

**Tied to solution:** Counselor presentations will address the problems of peer pressure and the potential negative influence by media.

| Implement programs, such as Read 180, Joyagers Reading and the Summer Math and Science Academy, to address the needs of emergent/developing students. | Journeys reading program, Read 180, Summer Institute | August 2006-August 2007 | Program teachers, administrators | Program assessment data, standardized test data | September 2006-August 2007 | Administration, Data Committee |

**Tied to solution:** Address the needs of emergent/developing students to increase their "buy-in" into the educational system.
<table>
<thead>
<tr>
<th>Action Step</th>
<th>Resources Needed for Implementation</th>
<th>Timeline for implementing action steps</th>
<th>Person Responsible (Who at your school site will insure these action steps happen?)</th>
<th>Information (Data) that will verify the action step has occurred</th>
<th>Timeline for collecting data</th>
<th>Person Responsible (Who at your school site will insure these action steps happen?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Train students in school-wide reading and writing strategies to help build common expectations for students.</td>
<td>Jane Schaffer writing format, common reading strategies</td>
<td>November 2006- June 2007</td>
<td>Literacy Strategists, all teachers</td>
<td>FOSL, lesson plans, student work samples, formal observation</td>
<td>November 2006- June 2007</td>
<td>Administrators</td>
</tr>
</tbody>
</table>

**Tied to solution:** Address the needs of emergent/developing students to increase their "buy-in" into the educational system.
Section D: Evaluate Plan Implementation

GOAL 1:
Students at Sig Rogich Middle School will show increased achievement in reading as measured by the Spring 2007 Criterion Referenced Test. Specific improvement will be made by students in the content strand of reading to comprehend, interpret and evaluate informational text and the ability level of critical stance.

Measurable Objective 1:
Increase the overall percentage of students demonstrating proficiency in reading from 65.6% to 70% as measured by the Spring 2007 CRT, while increasing the percentage of correct responses in the content strand of reading to comprehend, interpret and evaluate informational text from 65.7% to 70%, and increasing the percentage of correct responses to questions at the ability level of demonstrating a critical stance from 63.1% to 68%.

<table>
<thead>
<tr>
<th>Evaluation Plan For Goal #1 - Measurable Objective #1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data to Analyze (Outcome Indicator: Assessment instrument used to measure success)</strong></td>
</tr>
<tr>
<td>Staff development agendas and plans, model lesson plans</td>
</tr>
<tr>
<td>Teacher lesson plans, FOSL, formal observations, student work samples</td>
</tr>
<tr>
<td>Read 180 assessment data, Journeys assessment data, standardized test scores</td>
</tr>
</tbody>
</table>
**GOAL 2:**
Students at Sig Rogich Middle School will show increased achievement in all areas of Science on the 2006-2007 Criterion Referenced Test. Improvement will be made by students in each of the sub groups, specifically in the strands of practical reasoning and conceptual understanding.

**Measurable Objective 1:**
Increase the overall percentage of students demonstrating proficiency in science from 67% to 72% as measured by the Spring 2007 CRT, while increasing the percentage of students with an IEP that are proficient in science from 30% to 35%, increasing the percentage of correct responses on the practical reasoning strand from 42% to 47%, and increasing the percentage of correct responses on the conceptual understanding strand from 70% to 75%.

**Evaluation Plan For Goal #2 - Measurable Objective #1**

<table>
<thead>
<tr>
<th>Data to Analyze (Outcome Indicator: Assessment instrument used to measure success)</th>
<th>Timeline: Date(s) when the standard(s) or performance level(s) will be reached.</th>
<th>Person(s) Responsible (Who at your school site will analyze the data?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>District interim assessment scores, scores on teacher-made common assessments aligned to standards, 2007 CRT</td>
<td>October 2006, January 2007, March 2007</td>
<td>Administrators, science teachers, Data Committee</td>
</tr>
</tbody>
</table>

**GOAL 3:**
An improvement in the overall school climate will be demonstrated, as measured by a variety of data.

**Measurable Objective 1:**
Data results will indicate that students enjoy attending Sig Rogich Middle School. Data will include 80% favorable responses on a final qualitative survey, a 1% increase in the average daily attendance rate, a 5% decrease in disciplinary referrals, and 80% of citizenship grades for the second semester at S or O.

**Evaluation Plan For Goal #3 - Measurable Objective #1**

<table>
<thead>
<tr>
<th>Data to Analyze (Outcome Indicator: Assessment instrument used to measure success)</th>
<th>Timeline: Date(s) when the standard(s) or performance level(s) will be reached.</th>
<th>Person(s) Responsible (Who at your school site will analyze the data?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualitative surveys</td>
<td>Quarterly</td>
<td>Office Personnel, Administration, ECS, Data Committee</td>
</tr>
<tr>
<td>Club lists and number of participants</td>
<td>April – May 2007</td>
<td>Activities Administrator</td>
</tr>
<tr>
<td>SASI discipline atom data</td>
<td>Quarterly</td>
<td>Deans, Dean’s Secretary</td>
</tr>
<tr>
<td>Average Daily attendance rate</td>
<td>Quarterly</td>
<td>Administration, Data Committee</td>
</tr>
<tr>
<td>SASI citizenship data</td>
<td>Quarterly</td>
<td>Counselors, Registrar</td>
</tr>
</tbody>
</table>
**Section E:**
**Other Required Elements of a School Improvement Plan**

All schools MUST complete the following questions.

1. **What are the practices in place that promote proficiency of each subgroup in the core academic subjects?**

   The Jane Schaffer writing format is used for all students across curricular areas. We will also be implementing common strategies for studying informational text. These common strategies allow students to compensate for differences in backgrounds. The Data Committee and Literacy Strategists will identify students in need of remediation. Student agendas will be used to keep track of assignments and communicate with parents. Student success binders are being used to help students with organization.

2. **List and briefly describe, as appropriate, how the school has incorporated activities of remedial instruction or tutoring before school, after school, during the summer, and during any extension of the school year.**

   Math and Science Summer Academy was structured for incoming sixth grade emergent/developing students as well as students exceeding standards. The Math Institute is being implemented this year for students who need remedial assistance in math. Opportunity period is available for students from 7:30- 7:55 to get extra assistance from their teachers. Honor Society students tutored other Rogich students in an afterschool program.

3. **Describe the resources available to the school to carry out the plan.**

   SB 404 grant providing funding for the Summer Academy and the Math Institute. Counselors, program teachers, honor students, and strategists were other resources needed to carry out the plan.

4. **Summarize the effectiveness of any appropriations for the school made by the Legislature to improve student academic achievement.**

   Funds from the Legislature were used to implement the Summer Academy, the Math Institute and Literacy Strategists. These programs help us address the remedial needs of students.
Appendix A
Data Tables
# TABLE A – School Characteristics

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total # of Students Enrolled</td>
<td>1669</td>
<td></td>
</tr>
<tr>
<td>Number and Percent Female</td>
<td>864</td>
<td>51.8%</td>
</tr>
<tr>
<td>Number and Percent Male</td>
<td>803</td>
<td>48.2%</td>
</tr>
</tbody>
</table>

### Subpopulations

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Learners (ELL)</td>
<td>146</td>
<td>8.7%</td>
</tr>
<tr>
<td>Students with Individual Education Plans (IEP)</td>
<td>98</td>
<td>5.9%</td>
</tr>
<tr>
<td>Gifted and Talented Education (GATE)</td>
<td>196</td>
<td>11.7%</td>
</tr>
<tr>
<td>Migrant</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Free/Reduced Meals (FRL)</td>
<td>253</td>
<td>15.2%</td>
</tr>
</tbody>
</table>

### Demographics

<table>
<thead>
<tr>
<th>Demographics</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>African-American</td>
<td>148</td>
<td>8.9%</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>213</td>
<td>12.8%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>241</td>
<td>14.5%</td>
</tr>
<tr>
<td>Native American/Alaskan Native</td>
<td>11</td>
<td>0.7%</td>
</tr>
<tr>
<td>White</td>
<td>1054</td>
<td>63.2%</td>
</tr>
</tbody>
</table>

### School Characteristics

<table>
<thead>
<tr>
<th>School Characteristics</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Average Daily Attendance (ADA)*</td>
<td></td>
<td>94.9%</td>
</tr>
<tr>
<td>Transcency Rate*</td>
<td></td>
<td>19.6%</td>
</tr>
<tr>
<td>% enrolled continuously since Count Day*</td>
<td></td>
<td>91.6%</td>
</tr>
<tr>
<td>Incidents of School Violence to Students (include fighting and battery)*</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>Incidents of School Violence to Staff*</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dropout Rate (HS)*</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (HS)*</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>Remediation Rate at UCCSN (HS)*</td>
<td>N/A</td>
<td></td>
</tr>
</tbody>
</table>

### Staff Characteristics

<table>
<thead>
<tr>
<th>Staff Characteristics</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Classes NOT Taught by Highly Qualified Teachers*</td>
<td></td>
<td>7.7%</td>
</tr>
<tr>
<td>Number of Instructional Paraprofessionals*</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>% of Instructional Paraprofessionals NOT Highly Qualified*</td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Number of Administrators (Principal, Assistants)</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

---

## Rogich MS

### Staff Characteristics

<table>
<thead>
<tr>
<th>Staff Characteristics</th>
<th>#</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Deans</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Number of Counselors</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Number of Classroom Teachers</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>Number of Special Services Teachers (Art, Computers, ELL, Music, PE, Special Education, Speech, etc.)</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Number of Non-instructional Paraprofessionals*</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Number of site RPDP/NEILP or other trainer/facilitators</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

### Title I

<table>
<thead>
<tr>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Served</td>
</tr>
<tr>
<td>Targeted-assisted</td>
</tr>
<tr>
<td>School-wide</td>
</tr>
</tbody>
</table>

### School Designation

<table>
<thead>
<tr>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did your school make Adequate Yearly Progress (AYP) for 2005-2006?</td>
</tr>
<tr>
<td>If you did NOT make AYP, what is your school's designation? (W, N1, N1 hold, N2, N2 hold, N3, N3 hold, N4)</td>
</tr>
<tr>
<td>Did you submit an appeal in July 2006?</td>
</tr>
<tr>
<td>Was your appeal granted in 2006?</td>
</tr>
<tr>
<td>Are you currently receiving state remediation funding?</td>
</tr>
<tr>
<td>Is a Technical Assistance Plan (TAP) required? (Required of all N1, N1 hold, N2, N2 hold schools)</td>
</tr>
<tr>
<td>Is a state School Support Team (SST) required? (Required of all N3, N3 hold, N4 schools.)</td>
</tr>
<tr>
<td>Has your school been designated as a persistently dangerous school?</td>
</tr>
</tbody>
</table>

*Indicates items based on 2005-2006 Data
### Eighth Grade Achievement Data

<table>
<thead>
<tr>
<th>Subpopulation Tested</th>
<th>CRT 8th Grade Reading</th>
<th>CRT 8th Grade Math</th>
<th>Writing 8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
<td>1 2 3 4</td>
</tr>
<tr>
<td></td>
<td># % # %</td>
<td># % # %</td>
<td># % # %</td>
</tr>
<tr>
<td>Female</td>
<td>9 3.7 66 27.2</td>
<td>109 44.9 59 24.3</td>
<td>147 56.4 40 16.5</td>
</tr>
<tr>
<td>Male</td>
<td>13 4.7 93 33.7</td>
<td>117 42.4 53 19.2</td>
<td>185 54.2 51 18.5</td>
</tr>
<tr>
<td>African/African American</td>
<td>5 9.4 22 41.5</td>
<td>19 35.8 7 13.2</td>
<td>23 43.4 5 9.4</td>
</tr>
<tr>
<td>American Indian / Alaskan</td>
<td>- 2 50.0 1</td>
<td>1 25.0 1 25.0</td>
<td>- - 1 25.0</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>2 3.2 20 31.7</td>
<td>27 42.9 14 22.2</td>
<td>35 55.6 18 28.6</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
<td>13 4.1 83 25.9</td>
<td>145 45.3 79 24.7</td>
<td>185 58.0 59 18.5</td>
</tr>
<tr>
<td>IEP</td>
<td>9 25.7 17 48.6</td>
<td>8 22.9 1 2.9</td>
<td>8 22.9 - -</td>
</tr>
<tr>
<td>School Average</td>
<td>22 4.2 159 30.6</td>
<td>226 43.5 112 21.6</td>
<td>286 55.2 91 17.6</td>
</tr>
<tr>
<td>District Average</td>
<td>2,362 10.3 112 44.1</td>
<td>7,796 34.0 2,697 11.7</td>
<td>6,420 36.7 2,252 9.8</td>
</tr>
</tbody>
</table>

**Mathematics School Participation Rate:**

**English Language Arts School Participation Rate:**

This report is based upon current student enrollment data from SASI. Therefore the information may vary from your State Results.
## Table G: Achievement Data

### Middle School

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Female</td>
<td>61</td>
<td>59</td>
<td>62</td>
<td>72</td>
<td>66</td>
<td>70</td>
<td>76</td>
<td>67</td>
<td>69</td>
<td>69</td>
<td>62</td>
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<tr>
<td>Male</td>
<td>57</td>
<td>59</td>
<td>54</td>
<td>57</td>
<td>57</td>
<td>54</td>
<td>60</td>
<td>54</td>
<td>66</td>
<td>69</td>
<td>69</td>
<td>59</td>
</tr>
<tr>
<td>African/African American</td>
<td>40</td>
<td>43</td>
<td>39</td>
<td>45</td>
<td>47</td>
<td>44</td>
<td>49</td>
<td>41</td>
<td>43</td>
<td>46</td>
<td>38</td>
<td>48</td>
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<tr>
<td>American Indian / Alaskan Native</td>
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<td>56</td>
<td>56</td>
<td>40</td>
<td>46</td>
<td>50</td>
<td>46</td>
<td>29</td>
<td>42</td>
<td>39</td>
<td>42</td>
<td>47</td>
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<td>Asian/Pacific Islander</td>
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<td>75</td>
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<td>64</td>
<td>79</td>
<td>78</td>
<td>68</td>
<td>82</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>47</td>
<td>48</td>
<td>47</td>
<td>53</td>
<td>54</td>
<td>51</td>
<td>60</td>
<td>49</td>
<td>56</td>
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<td>50</td>
<td>59</td>
</tr>
<tr>
<td>White (non-Hispanic)</td>
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<td>62</td>
<td>65</td>
<td>71</td>
<td>66</td>
<td>71</td>
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<td>65</td>
<td>70</td>
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<td>IEP</td>
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<td>District Average</td>
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<td>41</td>
<td>45</td>
<td>39</td>
<td>43</td>
<td>44</td>
<td>42</td>
<td>42</td>
</tr>
</tbody>
</table>

Mathematics School Participation Rate:

English Language Arts School Participation Rate:

This report is based upon current student enrollment data from SASI. Therefore the information may vary from your State Results.
Appendix B

School Profile (Summary School Accountability Report)
## Principal's Highlights

Rogich made Adequate Yearly Progress in all areas, focusing instruction on academic success for all high school courses and intervention classes. A rich variety of elective classes were offered.

- 96% of 8th grade students were enrolled in Algebra, Algebra I Honors, or Geometry I.
- Offered advanced courses including Algebra I Honors, Spanish I, and accelerated English, reading, math, and music.
- Awarded excellent/superior ratings in CCSD competitions: Jazz and Symphonic Band, Choir, Orchestra, and Guitar.
- Received SB404 funding for Math and Science Summer Academies for incoming 6th graders.
- 2500 hours of community service were provided by members of Student Council and NJHS.
- Multicultural Club sponsored a trip to Boston, including visits to cultural and historic sites.
- Increased 8th grade writing proficiency on the Nevada Analytic Writing Examination.
- Employed a learning strategist to provide training to improve instruction through SB404 funding.

## Mission Statement

The mission of Sig Rogich Middle School is to provide students with a challenging and nurturing middle school experience that will prepare them for high school success academically, behaviorally, and socially. Students will develop lifelong skills through direct instruction, hands-on learning, and the integration of technology.

## Goals and Objectives

### Goal 1
Increase achievement on the math CRT in areas of geometry, algebra and number operations.

**Objective(s):**
Increase correct response rate in Measurement and Geometry by IEP students from 29.0% to 32.4%.

### Goal 2
Increase achievement on CRT in Language Arts by African American and IEP students in the "approaches standard" category.

**Objective(s):**
Increase the percent correct responses in reading comprehension from 69.7% to 74.7%. Specific improvement will be made by decreasing the percentage of students in the "approaching standards" category from 49% to 44% for the African American subgroup and from 59% to 54% for the IEP subgroup.

### Goal 3
Increase Writing Proficiency score in Organization and in Conventions by African American and IEP students.

**Objective(s):**
Increase Writing Proficiency score in Organization by all students from 77% to 84%, and by African American and IEP students in Conventions from 58% to 61%.
Demographics and Student Information

Demographic profiles are reported by gender, race/ethnicity, and special student populations as of count day. Student Average Daily Attendance (ADA) is the percentage of the school enrollment in attendance on an "average school day" as of the 100th day of school.

<table>
<thead>
<tr>
<th>Enrollment #</th>
<th>Enrollment %</th>
<th>Avg Daily Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>District</td>
<td>School</td>
</tr>
<tr>
<td>Total Students</td>
<td>1,561</td>
<td>293,801</td>
</tr>
<tr>
<td>Male</td>
<td>808</td>
<td>151,413</td>
</tr>
<tr>
<td>Female</td>
<td>753</td>
<td>142,388</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>10</td>
<td>2,465</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>179</td>
<td>24,833</td>
</tr>
<tr>
<td>Hispanic</td>
<td>217</td>
<td>108,228</td>
</tr>
<tr>
<td>Black/African American</td>
<td>163</td>
<td>42,365</td>
</tr>
<tr>
<td>White</td>
<td>992</td>
<td>115,910</td>
</tr>
<tr>
<td>IEP</td>
<td>104</td>
<td>31,715</td>
</tr>
<tr>
<td>LEP</td>
<td>55</td>
<td>50,758</td>
</tr>
<tr>
<td>FRL</td>
<td>276</td>
<td>133,832</td>
</tr>
<tr>
<td>Migrant</td>
<td>N/A</td>
<td>48</td>
</tr>
</tbody>
</table>

Transiency, Truancy, and Discipline

Transiency Rate 19.6 % 35.8 %

Habitual Truancy - # of Incidents 4 650

Discipline - # of Incidents Resulting in Suspension/Expulsion for:

- Violence to Other Students 82 7,135
- Violence to Staff 1 88
- Possession of Weapon 4 454
- Distribution of Controlled Substance 0 41
- Possession/Use of Controlled Substance 0 293
- Possession/Use of Alcohol 6 177

Habitual Disciplinary Expulsions 0 22

Student Ethnicity

Data reported as of count day.

Average Class Size

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>29</td>
<td>25</td>
</tr>
<tr>
<td>Mathematics</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>Science</td>
<td>32</td>
<td>28</td>
</tr>
<tr>
<td>Social Studies</td>
<td>30</td>
<td>27</td>
</tr>
</tbody>
</table>

Average Class Size is listed for all core classes where students rotate to different teachers for different subjects. Data reported as of December 1.

Retention

<table>
<thead>
<tr>
<th>Grade</th>
<th>School #</th>
<th>School %</th>
<th>District #</th>
<th>District %</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>2</td>
<td>0.4 %</td>
<td>337</td>
<td>1.4 %</td>
</tr>
<tr>
<td>7</td>
<td>2</td>
<td>0.4 %</td>
<td>396</td>
<td>1.7 %</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>0.9 %</td>
<td>642</td>
<td>2.7 %</td>
</tr>
</tbody>
</table>

Data reported as of count day.

Web Site: www.nevadareportcard.com
Adequate Yearly Progress (AYP)

Middle Classification: Made Adequate Yearly Progress

Rogich Middle School has been classified as a school which demonstrated Adequate Yearly Progress during the 2005-2006 school year. Classification as demonstrating AYP is due to the school's meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

Summary of Standards-Based Test Performance

Nevada uses criterion referenced tests (CRTs) to measure student achievement relative to Nevada's academic standards. This table reflects a compilation of test results for grades represented at this school and may not represent the figures that were used to determine this school's Adequate Yearly Progress (AYP). Math, Reading, and Writing test results are used to determine AYP. For grade-specific assessment results and other assessment information, refer to the Nevada Report Card Website at www.nevadareportcard.com.

ED = Percentage of students performing in the lowest range of achievement (Emergent/Developing)
AS = Percentage of students performing in the Approaches Standards range of achievement
MS = Percentage of students performing in the Meets Standards range of achievement
ES = Percentage of students performing in the highest range of achievement (Exceeds Standards)

<table>
<thead>
<tr>
<th></th>
<th>Reading</th>
<th></th>
<th></th>
<th></th>
<th>Writing</th>
<th></th>
<th></th>
<th></th>
<th>Mathematics</th>
<th></th>
<th></th>
<th>Science</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ED</td>
<td>AS</td>
<td>MS</td>
<td>ES</td>
<td>ED</td>
<td>AS</td>
<td>MS</td>
<td>ES</td>
<td>ED</td>
<td>AS</td>
<td>MS</td>
<td>ES</td>
</tr>
<tr>
<td>State</td>
<td>11%</td>
<td>42%</td>
<td>34%</td>
<td>13%</td>
<td>8%</td>
<td>38%</td>
<td>43%</td>
<td>11%</td>
<td>12%</td>
<td>36%</td>
<td>38%</td>
<td>14%</td>
</tr>
<tr>
<td>District</td>
<td>13%</td>
<td>43%</td>
<td>32%</td>
<td>12%</td>
<td>9%</td>
<td>39%</td>
<td>42%</td>
<td>10%</td>
<td>13%</td>
<td>37%</td>
<td>36%</td>
<td>13%</td>
</tr>
<tr>
<td>School</td>
<td>4%</td>
<td>30%</td>
<td>44%</td>
<td>22%</td>
<td>1%</td>
<td>15%</td>
<td>52%</td>
<td>32%</td>
<td>6%</td>
<td>21%</td>
<td>56%</td>
<td>18%</td>
</tr>
</tbody>
</table>

Per-Pupil Expenditures 2004-2005

The per pupil expenditures for all Nevada school districts and schools are calculated by In$ite, which results in comparable financial information over time and across the state. Financial data are reported for the year prior to the school year just completed.

Rogich MS Total Cost Per Pupil = $4,668.83
District Total Cost Per Pupil = $6,031.42

Personnel Information

Classes Not Taught by Highly Qualified Teachers

<table>
<thead>
<tr>
<th></th>
<th>School %</th>
<th>District %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>0.0 %</td>
<td>19.0 %</td>
</tr>
<tr>
<td>Arts</td>
<td>0.0 %</td>
<td>22.2 %</td>
</tr>
<tr>
<td>English</td>
<td>20.0 %</td>
<td>31.4 %</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>0.0 %</td>
<td>24.2 %</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2.4 %</td>
<td>27.1 %</td>
</tr>
<tr>
<td>Science</td>
<td>21.4 %</td>
<td>26.5 %</td>
</tr>
<tr>
<td>Social Studies</td>
<td>0.0 %</td>
<td>26.0 %</td>
</tr>
</tbody>
</table>

Per-Pupil Expenditures By Category

<table>
<thead>
<tr>
<th></th>
<th>School</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$3,532</td>
<td>$2,574</td>
</tr>
<tr>
<td>Instructional Support</td>
<td>$679</td>
<td>$360</td>
</tr>
<tr>
<td>Operations</td>
<td>$1,092</td>
<td>$1,114</td>
</tr>
<tr>
<td>Leadership</td>
<td>$377</td>
<td>$490</td>
</tr>
</tbody>
</table>

Schools showing only $0 have not been in operation long enough to have data for 2004-2005

Per-Pupil Expenditures

Teacher ADA and Licensure Information

<table>
<thead>
<tr>
<th></th>
<th>Teacher Average Daily Attendance Rate</th>
<th>Teachers providing instruction:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pursuant to NRS 391.125 (Emergency Credential)</td>
<td>Pursuant to waiver with State Approval</td>
</tr>
<tr>
<td>State</td>
<td>96.1 %</td>
<td>0</td>
</tr>
<tr>
<td>District</td>
<td>96.4 %</td>
<td>0</td>
</tr>
<tr>
<td>School</td>
<td>95.7 %</td>
<td>0</td>
</tr>
</tbody>
</table>

Teacher Average Daily Attendance (ADA) is the percentage of licensed educators who provided instruction to students in classrooms on an “average school day”. ‘N/A’ indicates that data are not available.
Parent/Community Involvement

Communication is a priority at Rogich. Intouch phone messages, parent newsletters, grade days, online grade access and parent phone calls inform parents of activities and student status at Rogich.

- 80% of parents attended Open House.
- 85% of parents attend school functions (concerts, sporting events, banquets, awards ceremony, open house, and work shops).
- Intouch provides student grades online at all times.
- Newsletters are sent home bimonthly providing information about school programs, testing, calendars, and school news.
- Informational letters are sent home prior to standardized testing to assist in student preparation for the test experience.
- Daily agendas are given to all students and are used as a communication tool between teachers and parents.
- Parent volunteers help with dance supervision, classroom activities, fundraisers, field trips, and as guest speakers.
- Counselors hold conferences to facilitate communication between parents and teachers.
- Other routinely-scheduled meetings include PAC (Parent Advisory) and Open House.

Note: Charter school numbers, excluding local state-sponsored charter schools, are reflected in all district totals in this report.

The development of this annual school accountability report is a joint effort among the Nevada Department of Education, Otis Educational Systems, Inc., and Nevada school districts. This report is provided to the public as required by the federal No Child Left Behind Act and NRS 385.347. A comprehensive listing of all accountability data, including student test data, may be accessed on the Nevada Annual Reports of Accountability website at www.nevadareportcard.com.