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School Annual Education Report (AER) Cover Letter

February 25, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for **Rogers Elementary School**. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal [Beth Meacham](#), 248-837-8801, for assistance.

The [Rogers Elementary School AER](#) is available for you to review electronically or you may review a copy in the main office.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels.

Our current challenges involve students performing below benchmark in reading and/or math as documented on our achievement test data. Rogers Elementary is working on key initiatives to accelerate student achievement and close gaps. These include fostering a Culture of Thinking, using Conscious Discipline for social-emotional learning and behavior management, improving our MTSS process, and having conversations about race and how to best support African-American students in achieving their personal best.

State law also requires we report on the following:

1. Process for Assigning Pupils to the School

Rogers is a neighborhood school with the following boundaries in the City of Berkley:





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North of 11 Mile, East of Coolidge, South of 12 Mile, West of Woodward Berkley

Students who live outside of the Berkley School District boundaries have the option to apply for enrollment through the Schools of Choice (SOC) process – see [SOC information online](#).

2. Status of the 3-5 Year School Improvement Plan

Rogers School Improvement Plan is directly aligned to state and federal mandates. During the 2019-20 School Year, our staff focused on goals in Reading, Writing and Math. The goals were written based upon a review of the student achievement data from the 2019-20 school year (M-STEP, DIBELS, NWEA, Boulder Valley Number Sense Math Assessment, etc). All staff participated as active members of the in meeting our goals. School Improvement is an ongoing process and collaborative effort attained through professional development, analysis of student data, and the review of instructional practices. Rogers teachers review student data and instruction throughout the year in an effort to improve teaching and learning. This data analysis is achieved through district data teams, building grade level teams and our MTSS Teams. The School Improvement process at the district level helps drive the process at the building level, where through the collaboration with staff and community, informed decisions are made to support the success of all students.

Please [visit our website](#) to view our School Improvement plan.

3. Core Curriculum

Berkley has a comprehensive, sequential core curriculum with established learning goals for students. Our “Berkley High School Profile” serves as our guide for curriculum planning and for developing student learning assessments as we prepare students to take their place in the adult world. As we strive to meet our goals, we are also guided by our mission, the district’s Long Range Plan & Vision 2020, and the Common Core. Berkley has been involved with the transition to the Common Core by participation through various professional development trainings and curriculum planning cohorts hosted by Oakland Schools. Supporting our excellent teaching staff, technology also plays an important role in instruction and learning. Technology is widely available to staff and students throughout the district and is utilized across the curriculum. In addition, all students K-12 enjoy a robust Fine Arts curriculum including band, orchestra, choir and art.

Please visit our [Curriculum & Assessment website](#) to view the full district report and information regarding curriculum.





4. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

Because of the 2020 Coronavirus pandemic, the latest data available for student M-STEP scores is from 2018-2019. Rogers' M-STEP test scores for 2017-18 and 2018-19 are available on the [State of Michigan's website](#).

To see the local NWEA assessment data, click on the links below:

- [2019 – Reading](#)
- [2019 – Math](#)
- [2020 – Reading](#)
- [2020 – Math](#)

4. Parent/Teacher Conferences Data

2018-19: 93% of Rogers parents attended Parent/Teacher Conferences.

2019-20: 92% of Rogers parents attended Parent/Teacher Conferences.

As a Professional Learning Community, the Rogers staff works collaboratively to ensure the academic and social/emotional success of our students. We firmly believe that all students can learn and work hard to meet their varying needs. Rogers teachers are certified and highly qualified under the State of Michigan & NCLB guidelines. As a staff, we celebrate being lifelong learners and model learning for our students by providing consistent professional development opportunities that support building and district goals.

Several initiatives are currently in place to address the needs of the “whole child.” We have established a thorough RTI (Response to Intervention) process to make sure that all students who need academic or social interventions are identified and provided with the appropriate supports. In addition, we have a school-wide PBIS (Positive Behavior Intervention and Supports) system in place focused on helping students to be Safe, Respectful and Responsible. This system clearly outlines our school expectations for behavior, provides a common language for students and staff and provides positive recognition for students who are following those expectations. We have added mindfulness into our daily practice at Rogers as well. We are now in our seventh year of building a Culture of Thinking at Rogers. This initiative is focused on implementing the Visible Thinking routines outlined in *Making Thinking Visible* (Project Zero – Harvard) in all classrooms. These routines challenge students to build the necessary critical thinking skills to be a 21st Century learner. The support of Rogers highly active and engaged PTA also





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contributes to the success of our students and helps us to ensure that Rogers continues to be a great community to live, learn and grow.

Please [visit our school website](#) to see additional Points of Pride.

Sincerely,

Beth Meacham
Principal

