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School Board Approval

This plan was approved by the Seminole County School Board on Board Approved 10/07/2025.

SIP Authority

Section (s.) 1001.42(18)(a), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22, F.S., by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S. Code (U.S.C.) § 6311(c)(2); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, F.S., and as calculated under s. 1008.34(3)(b), F.S., who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365, F.S.; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate.

SIP Template in Florida Continuous Improvement Management System Version 2 (CIMS2)

The Department's SIP template meets:

1. All state and rule requirements for public district and charter schools.
2. ESEA components for targeted or comprehensive support and improvement plans required for public district and charter schools identified as Additional Targeted Support and Improvement (ATSI), Targeted Support and Improvement (TSI), and Comprehensive Support and Improvement (CSI).
3. Application requirements for eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

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 Department 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.

I. School Information

A. School Mission and Vision

Provide the school's mission statement

The mission of Rock Lake Middle School is to prepare all students to become productive citizens, future leaders, and lifelong learners by inspiring and empowering them to become problem solvers and innovative thinkers to excel in society.

Provide the school's vision statement

Rock Lake Middle School will provide a safe, equitable, and supportive learning environment for all students. We acknowledge all students' intellectual, personal, social, physical, and creative needs. RLMS encourages cooperative involvement from all stakeholders to provide a positive learning experience through rigorous learning opportunities rich in technology. We strive to celebrate diversity with high expectations for all students.

B. School Leadership Team, Stakeholder Involvement and SIP Monitoring

1. School Leadership Membership

School Leadership Team

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

Leadership Team Member #1

Employee's Name

Martin Dunlop

martin_dunlop@scps.k12.fl.us

Position Title

Principal

Job Duties and Responsibilities

Oversee day to day operations and monitor a variety of organizational tasks to determine

overall efficiency, safety, and function in the school setting.

Leadership Team Member #2

Employee's Name

Beau Hogan

hoganbn@scps.k12.fl.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Designee, Supervises ELA, reading, ESOL, social studies, guidance, CTE, success team, world language, PE, Master schedule, gradebook, FTE, SAC, PTO, gifted, Titel IX, Career plans

Leadership Team Member #3

Employee's Name

Erica Sowpel

messorez@myscps.us

Position Title

Assistant Principal

Job Duties and Responsibilities

Supervises math, science, ESE, band, chorus, visual arts, leadership, paraprofessionals, speech, tech, PD, BCA, transitions, testing, school events, SIP, transportation

Leadership Team Member #4

Employee's Name

Porshea Gover James

goverpn@scps.k12.fl.us

Position Title

Dean

Job Duties and Responsibilities

Discipline, PBIS, BCA, School events, textbook, surplus, work orders, Partners in Education, AED, Teach in, MTSS, Lunchroom

2. Stakeholder Involvement

Describe the process for involving stakeholders [including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders] and how their input was used in the SIP development process (20 U.S.C. § 6314(b)(2), ESEA Section 1114(b)(2)).

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Administration meets with parents during SAC meetings and PTO meetings. In addition, the administration invites parents to discuss concerns regarding parent surveys and maintains open communication for feedback. Administration sends out biweekly updates and encourage parent and stakeholder feedback. Parents are invited to share feedback through parent surveys and administration maintains open communication with parents, receiving frequent feedback.

3. SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the state academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement (20 U.S.C. § 6314(b)(3), ESEA Section 1114(b)(3)).

The SIP will be monitored by administration through data chats with PLCs and data deep dives using benchmark and FASTprogress monitoring data. Administration, alongside our instructional coaches will use iReady and IXL data to monitor our lowest 25% in ELA and math. SIP updates will be provided monthly at SAC meetings. SIP will be revised as needed based on stakeholder feedback.

C. Demographic Data

2025-26 STATUS (PER MSID FILE)	ACTIVE
SCHOOL TYPE AND GRADES SERVED (PER MSID FILE)	MIDDLE/JR. HIGH 6-8
PRIMARY SERVICE TYPE (PER MSID FILE)	K-12 GENERAL EDUCATION
2024-25 TITLE I SCHOOL STATUS	NO
2024-25 ECONOMICALLY DISADVANTAGED (FRL) RATE	40.3%
CHARTER SCHOOL	NO
RAISE SCHOOL	NO
2024-25 ESSA IDENTIFICATION *UPDATED AS OF 1	N/A
ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)	
2024-25 ESSA SUBGROUPS REPRESENTED (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	STUDENTS WITH DISABILITIES (SWD) ENGLISH LANGUAGE LEARNERS (ELL) ASIAN STUDENTS (ASN) BLACK/AFRICAN AMERICAN STUDENTS (BLK) HISPANIC STUDENTS (HSP) MULTIRACIAL STUDENTS (MUL) WHITE STUDENTS (WHT) ECONOMICALLY DISADVANTAGED STUDENTS (FRL)
SCHOOL GRADES HISTORY <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	2024-25: A 2023-24: A 2022-23: A 2021-22: A 2020-21:

D. Early Warning Systems

1. Grades K-8

Current Year 2025-26

Using 2024-25 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
School Enrollment							306	274	294	874
Absent 10% or more school days							33	20	30	83
One or more suspensions							7	19	24	50
Course failure in English Language Arts (ELA)							3	44	42	89
Course failure in Math							15	23	22	60
Level 1 on statewide ELA assessment							18	30	29	77
Level 1 on statewide Math assessment							30	15	27	72
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)							17	27	7	51
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)							1	0	0	1

Current Year 2025-26

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							28	45	52	125

Current Year 2025-26

Using the table above, complete the table below with the number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	0	0
Students retained two or more times							0	0	0	0

Prior Year (2024-25) As Last Reported (pre-populated)

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							31	16	28	75
One or more suspensions							21	18	19	58
Course failure in English Language Arts (ELA)							21	16	23	60
Course failure in Math							17	19	19	55
Level 1 on statewide ELA assessment							36	48	41	125
Level 1 on statewide Math assessment							13	31	14	58
Number of students with a substantial reading deficiency as defined by Rule 6A-6.053, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students by current grade level that had two or more early warning indicators:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							26	24	38	88

Prior Year (2024-25) As Last Reported (pre-populated)

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year	0	0	0	0	0	0	0	0	0	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0

2. Grades 9-12 (optional)

This section intentionally left blank because it addresses grades not taught at this school or the school opted not to include data for these grades.

II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))

A. ESSA School, District, State Comparison

The district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

Data for 2024-25 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2025			2024			2023**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement*	70	64	58	67	57	53	63	54	49
Grade 3 ELA Achievement			27			21			
ELA Learning Gains	59	62	59	59	56	56			
ELA Lowest 25th Percentile	49	54	52	50	50	50			
Math Achievement*	82	69	63	85	65	60	77	61	56
Math Learning Gains	69	64	62	79	65	62			
Math Lowest 25th Percentile	62	57	57	76	60	60			
Science Achievement	68	62	54	64	56	51	65	56	49
Social Studies Achievement*	81	78	73	77	73	70	75	72	68
Graduation Rate									
Middle School Acceleration	83	82	77	80	77	74	78	76	73
College and Career Acceleration									
Progress of ELLs in Achieving English Language Proficiency (ELP)	71	66	53	62	65	49	44	50	40

*In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPi) than in school grades calculation.

**Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

B. ESSA School-Level Data Review (pre-populated)

2024-25 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	69%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	694
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2024-25	2023-24	2022-23	2021-22	2020-21**	2019-20*	2018-19
69%	70%	67%	65%	60%		66%

* Any school that was identified for Comprehensive or Targeted Support and Improvement in the previous school year maintained that identification status and continued to receive support and interventions in the 2020-21 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

** Data provided for informational purposes only. Any school that was identified for Comprehensive or Targeted Support and Improvement in the 2019-20 school year maintained that identification status and continued to receive support and interventions in the 2021-22 school year. In April 2021, the U.S. Department of Education approved Florida's amended waiver request to keep the same school identifications for 2020-21 as determined in 2018-19 due to the COVID-19 pandemic.

C. ESSA Subgroup Data Review (pre-populated)

2024-25 ESSA SUBGROUP DATA SUMMARY				
ESSA SUBGROUP	FEDERAL PERCENT OF POINTS INDEX	SUBGROUP BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%	NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%
Students With Disabilities	46%	No		
English Language Learners	59%	No		
Asian Students	79%	No		
Black/African American Students	58%	No		
Hispanic Students	64%	No		
Multiracial Students	62%	No		
White Students	73%	No		
Economically Disadvantaged Students	62%	No		

D. Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

2024-25 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2023-24	C&C ACCEL 2023-24	ELP PROGRESS
All Students	70%		59%	49%	82%	69%	62%	68%	81%	83%			71%
Students With Disabilities	33%		43%	40%	47%	60%	56%	36%	48%	48%			
English Language Learners	59%		70%	75%	66%	58%	36%	30%		70%			71%
Asian Students	83%		63%		94%	63%				90%			
Black/African American Students	54%		63%	60%	62%	66%	48%	43%	59%	64%			
Hispanic Students	62%		56%	47%	76%	64%	61%	58%	71%	72%			75%
Multiracial Students	66%		46%	25%	79%	75%			80%				
White Students	75%		61%	50%	87%	72%	66%	75%	88%	87%			
Economically Disadvantaged Students	57%		53%	44%	72%	63%	56%	53%	70%	77%			70%

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	67%		59%	50%	85%	79%	76%	64%	77%	80%			62%
Students With Disabilities	28%		41%	39%	51%	70%	66%	22%	44%	46%			
English Language Learners	48%		57%	50%	60%	75%	83%	27%	70%				62%
Asian Students	83%		83%		100%	79%		60%		100%			
Black/African American Students	49%		53%	50%	65%	76%	84%	50%	47%	69%			
Hispanic Students	58%		53%	45%	76%	80%	77%	59%	70%	70%			59%
Multiracial Students	64%		48%		91%	82%		75%		87%			
White Students	72%		62%	53%	89%	79%	74%	68%	83%	82%			
Economically Disadvantaged Students	55%		57%	52%	76%	80%	75%	54%	66%	77%			57%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	63%				77%			65%	75%	78%			44%
Students With Disabilities	24%				46%			24%	43%	39%			
English Language Learners	37%				68%			30%	42%				43%
Asian Students	68%				94%			75%	90%	83%			
Black/African American Students	60%				67%			73%	65%	92%			
Hispanic Students	55%				67%			51%	67%	67%			44%
Multiracial Students	70%				78%			82%	75%	100%			
White Students	66%				81%			69%	79%	78%			
Economically Disadvantaged Students	49%				67%			50%	60%	63%			40%

E. Grade Level Data Review – State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested or all tested students scoring the same.

SUBJECT	GRADE	2024-25 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
ELA	6	69%	66%	3%	60%	9%
ELA	7	68%	63%	5%	57%	11%
ELA	8	69%	62%	7%	55%	14%
Math	6	75%	71%	4%	60%	15%
Math	7	82%	72%	10%	50%	32%
Math	8	50%	33%	17%	57%	-7%
Science	8	67%	61%	6%	49%	18%
Civics		81%	76%	5%	71%	10%
Algebra		99%	61%	38%	54%	45%
Geometry		100%	60%	40%	54%	46%

III. Planning for Improvement

A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

Answer the following reflection prompts after examining any/all relevant school data sources.

Most Improvement

Which data component showed the most improvement? What new actions did your school take in this area?

Civics was an area of focus and showed the most improvement. Our Civics data increased from 76% proficient to 82% proficient. Actions Rock Lake Middle took facilitate this improvement were PLC data tracking, focusing on individual students, collaboration with curriculum leader reviewing data and lesson plans, and strategic classroom walkthroughs in the Civics classes.

Lowest Performance

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

ELA learning gains for our lowest quartile were 49%, which is our most struggling area. Our Learning Gains for Lowest Quartile in ELA were stagnant and below the district average. Contributing factors were retiring teachers in reading and the struggling MTSS system lacking quality targeted tier 2 instruction.

A new reading teacher was hired in January of 2025, and continues to teach reading classes. She participated in a week long Kagen training in the summer of 2025 and is supported by our literacy coach weekly.

We are also focusing on high performers who regressed. In 2025, 64 level 5 students dropped to level 4, and 70 proficient students dropped to non-proficient. Administration is continuing to work with ELA on increasing rigor in the classroom through academic discourse, planning for questioning, and knowing individual student data.

Greatest Decline

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our math proficiency and learning gains dropped from 84% proficient to 82% proficient. Our

learning gains dropped from 80% to 68%. Factors that impacted these drops were medical factors for an instructor, in turn students having a long term sub for most of the school year. This impacted all of our intensive math students. Rock Lake Middle School had a struggling MTSS system lacking targeted tier 2 support for struggling math students.

Greatest Gap

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Rock Lake Middle School is below the state average for grade 8 math. RLMS is 50% proficient and state average is 57%.

EWS Areas of Concern

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

Two potential areas of concern are learning gains for ELA and Math.

Highest Priorities

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

Learning gains ELA

Learning gains math

Science proficiency

B. Area(s) of Focus (Instructional Practices)

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

Area of Focus #1

Address the school's highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to ELA

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus is increasing learning gains in ELA from 59% to 69%. Though our proficiency is comparably high, we know as a school we need to put a stronger focus on bringing up the bottom and ensuring that all students are meeting one year's growth in one year's time. We also need to focus on our highest achieving students. 64 students dropped from a level 5 to a level 4. Seventy proficient students dropped to non proficient.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

ELA learning gains goal, 59% to 69% learning gains.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Targeted tier two instruction

Data focus on Lowest Quartile through iReady, Benchmark Assessments, and FAST progress monitoring

Targeted walkthroughs and PLC feedback

Person responsible for monitoring outcome

MTSS team and instructional coaches, administration, and teachers

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

RL will use iReady data to track Lowest Quartile student progress.

Rationale:

Rock Lake has a variety of interventions to meet the needs of all students, however, our focus is on our lowest quartile. Our lowest performing students have been placed in foundational reading courses which will use iReady as the primary intervention to fill foundational gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Instructional Coaches meetings/ review spotlight reports

Person Monitoring:

Administration and instructional coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly coaches meetings to discuss best practices, individual student data for students on watch list (created in EdInsight spotlight report) Regularly review academic and behavioral data to identify trends and individual student needs. Discuss trends in classes from walkthroughs to give more targeted tier one support. Leave meeting with a clear purpose and action steps for targeted support.

Action Step #2

iReady Tier 2 Instruction

Person Monitoring:

Instructional Coach and Administration

By When/Frequency:

Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS tier 2 instruction through iReady, small group instruction in class, and helping students take ownership for their iReady data.

Action Step #3

Data chats within PLCs

Person Monitoring:

Administration, teachers

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Meet with PLCs monthly to discuss individual students' data. Use PLC meetings to review

benchmarks, best practices, student performance, conditions for learning, and how to monitor and give feedback. Discuss ways to motivate students and help them learn to be accountable for their learning.

Action Step #4

CAR Students & Advanced Dropped

Person Monitoring:

Coaches and Administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monitor and support students who are in CAR classes or have dropped levels in advanced classes. Determine ways students who drop can still be supported through tier one instruction.

Action Step #5

Targeted Walkthroughs

Person Monitoring:

Administration

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct purposeful walkthroughs to monitor instruction and student engagement as an admin team. Team discussion about instruction to be shared at PLC meetings or with individual teachers. Professional Development sessions based on trends seen through walkthroughs using the walk through tool.

Area of Focus #2

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Math

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

An area of focus for Rock Lake is to increase learning gains in math from 68% to 80%. Though our proficiency rates are high comparably, we know that as a school we need to focus on ensuring one year’s growth in one year’s time for all students.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Our math goal is to increase learning gains from 68% to 80%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach

the desired outcome.

Targeted MTSS support for lagging skills

Data chats using classroom formative assessment, IXL data, Benchmark assessments, and FAST progress monitoring

Person responsible for monitoring outcome

MTSS team, instructional coaches, administration, and teachers.

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Targets tier 2 intervention in IXL.

Rationale:

Rock Lake has a variety of interventions to meet the needs of all students, however, our focus is on our lowest quartile. Our lowest performing students will work through personalized paths on IXL to combat foundational gaps.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Coaches meetings

Person Monitoring:

Administration and instructional coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly coaches meetings to discuss best practices, individual student data for students on watch list (created in EdInsight spotlight report) Action items from meetings will result in direct support for teachers and students, identify trends in classes to guide Professional Development, and feedback. Leave meetings with clear action steps.

Action Step #2

IXL monitoring

Person Monitoring:

By When/Frequency:

Instructional Coaches, teachers, administration Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

MTSS tier 2 instruction through IXL. Coaches and administrators providing feedback on how to best utilize tool, tracking skills, and usage.

Action Step #3

Data chats

Person Monitoring:

Administration

By When/Frequency:

Quarterly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Coaches, administration and teachers will work together to review and track data, focusing on individual students and personalized plans.

Action Step #4

Targeted instructional Walks

Person Monitoring:

Administration

By When/Frequency:

weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Conduct purposeful walkthroughs to monitor instruction and student engagement as an admin team. Use feedback tool to give timely and constructive feedback to teachers focusing on conditions for learning, monitoring, engagement, and benchmark aligned instruction. Data from the walks will help guide professional development sessions.

Area of Focus #3

Address the school’s highest priorities based on any/all relevant data sources.

Instructional Practice specifically relating to Science

Area of Focus Description and Rationale

Area of Focus Description and Rationale: Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Rock Lake will focus on increasing science scores from 68% proficient to 75% proficient.

Science historically has been an area of focus from Rock Lake Middle School. Though there has been steady improvement, there is more work to do to ensure that all students have opportunities to grow and learn in the area of science.

Measurable Outcome

Measurable Outcome: Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Science proficiency will increase from 68% to 75%.

Monitoring

Monitoring: Describe how this Area of Focus will be monitored for implementation and impact to reach the desired outcome.

Data driven instruction focus in PLC

Data chats based on classroom and district assessments.

Deliberate classroom walkthroughs

Person responsible for monitoring outcome

PLCs, administration

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

Science classes will incorporate evidence based reading strategies in class to increase student fluency and comprehension in informational texts.

Rationale:

By increasing fluency and comprehension in science, students will have a better understanding when reading and analyzing information texts.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Coaches meetings

Person Monitoring:

Administration and coaches

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly coaches meetings to discuss best practices, individual student data for students on watch list (created in EdInsight spotlight report)

Action Step #2

Data chats during PLC meeting

Person Monitoring:
Administration, teachers

By When/Frequency:
Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

PLC meetings focused around student achievement and the learning process. Focus on conditions for learning, student engagement, benchmark aligned instruction, and monitoring.

Action Step #3

PLC meetings

Person Monitoring:
Administration and PLC

By When/Frequency:
Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Team will discuss student data, and answer the four PLC questions- what do you do want all students to know and what do you want them to do? How will we know if they have learned it? How will we respond when some students to not learn? How will we extend and enrich learning for students who are already proficient?

IV. Positive Learning Environment

Area of Focus #1

Positive Behavior and Intervention System (PBIS)

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

Positive Behavior Intervention System: Rock Lake will be participating in the Behavior Coaching Academy (year 2). The school will focus a tier 1 system for preventing behaviors, a school wide reward system, and a schoolwide hierarchy of consequences.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

In the 2024-25 school year, majority of suspensions were by repeat offenders. Repeat offenders received 71 total suspensions. 57% of all suspensions are by repeat offenders. Our Positive Behavior intervention System goal is to reduce the percent of repeat offenders from 57% to 47% percent of students who are suspended out of school.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Administration, guidance counselors, District mental health counselor, and school social worker will meet bi-weekly to discuss student behaviors and suspensions. Behavior Coaching Academy team will meet weekly, and work with teachers on an as needed basis

Person responsible for monitoring outcome

Dean, administration, District Mental Health Counselor, school psychologist, school social worker

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will focus a tier 1 system for preventing behaviors, a school wide reward system, and a schoolwide hierarchy of consequences.

Rationale:

Though RL has many interventions, motivating students to do well with a positive reinforcement system will decrease out of school suspensions.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Behavior Coaching Academy Support

Person Monitoring:

Behavior Coaching Academy Support Team

By When/Frequency:

Bi-Weekly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continued professional learning from Behavior Coaching Academy Support team.

Action Step #2

Professional Learning

Person Monitoring:

Behavior Coaching Academy Support Team,
Professional Development Team

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Continued support and Professional Learning for restorative practices as part of the Rock Lake Middle School culture.

Area of Focus #2

Student Attendance

Area of Focus Description and Rationale

Include a description of your Area of Focus for each relevant grade level, how it affects student learning and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

ATTENDANCE Goal – by continuing to build a positive school culture, our goal is decrease 10+ absences from 14% to 10%.

Measurable Outcome

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

Rock Lake's attendance goal is to decrease 10 or more student absences from 14% to 10%.

Monitoring

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

Attendance monitoring through school social worker, MTSS meeting and bi-weekly suspension meetings.

Person responsible for monitoring outcome

Social worker, admin

Evidence-based Intervention:

Evidence-based intervention: (May choose more than one evidence-based intervention.) Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level and describe how the identified interventions will be monitored for this Area of Focus (20 U.S.C. § 7801(21)(A)(i) and (B), ESEA Section 8101(21)(A) and (B)).

Description of Intervention #1:

The school will focus a tier 1 system for preventing behaviors, a school wide reward system, and a schoolwide hierarchy of consequences.

Rationale:

A positive Behavior Intervention System will motivate students to be in school.

Tier of Evidence-based Intervention:

Tier 1 – Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement:

Action step(s) needed to address this Area of Focus or implement this intervention. Identify 2 to 3 action steps and the person responsible for each step.

Action Step #1

Attendance meetings

Person Monitoring:

School social worker and administration

By When/Frequency:

Monthly

Describe the Action to Be Taken and how the school will monitor the impact of this action step:

Monthly check in with Behavior Coaching Academy Support, Monthly MTSS meeting, monitor suspension data, regular check in with dean about students on “watch,” bi weekly suspension meetings.

V. Title I Requirements (optional)

A. Schoolwide Program Plan (SWP)

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in 20 U.S.C. § 6314(b) (ESEA Section 1114(b)). This section of the SIP is not required for non-Title I schools.

Dissemination Methods

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership, and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand (20 U.S.C. § 6314(b)(4), ESEA Section 1114(b)(4)).

List the school's webpage where the SIP is made publicly available.

No Answer Entered

Positive Relationships With Parents, Families and other Community Stakeholders

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.

List the school's webpage where the school's Parental Family Engagement Plan (PFEP) is made publicly available (20 U.S.C. § 6318(b)-(g), ESEA Section 1116(b)-(g)).

No Answer Entered

Plans to Strengthen the Academic Program

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part II of the SIP (20 U.S.C. § 6314(b)(7)(A)(ii), ESEA Section 1114(b)(7)(A)(ii)).

No Answer Entered

How Plan is Developed

If appropriate and applicable, describe how this plan is developed in coordination and integration with other federal, state and local services, resources and programs, such as programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d) (20 U.S.C. § 6314(b)(5) and §6318(e)(4), ESEA Sections

1114(b)(5) and 1116(e)(4)).

No Answer Entered

B. Component(s) of the Schoolwide Program Plan

Components of the Schoolwide Program Plan, as applicable

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

Improving Student's Skills Outside the Academic Subject Areas

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services and other strategies to improve students' skills outside the academic subject areas (20 U.S.C. § 6314(b)(7)(A)(iii)(I), ESEA Section 1114(b)(7)(A)(iii)(I)).

No Answer Entered

Preparing for Postsecondary Opportunities and the Workforce

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school (20 U.S.C. § 6314(b)(7)(A)(iii)(II), ESEA Section 1114(b)(7)(A)(iii)(II)).

No Answer Entered

Addressing Problem Behavior and Early Intervening Services

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior and early intervening services coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. § 6314(b)(7)(A)(iii)(III), ESEA Section 1114(b)(7)(A)(iii)(III)).

No Answer Entered

Professional Learning and Other Activities

Describe the professional learning and other activities for teachers, paraprofessionals and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects (20 U.S.C. § 6314(b)(7)(A)(iii)(IV), ESEA Section 1114(b)(7)(A)(iii)(IV)).

No Answer Entered

Strategies to Assist Preschool Children

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs (20 U.S.C. § 6314(b)(7)(A)(iii)(V), ESEA Section 1114(b)(7)(A)(iii)(V)).

No Answer Entered

VI. ATSI, TSI and CSI Resource Review

This section must be completed if the school is identified as ATSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (2)(C) and 1114(b)(6)).

Process to Review the Use of Resources

Describe the process you engage in with your district to review the use of resources to meet the identified needs of students.

No Answer Entered

Specifics to Address the Need

Identify the specific resource(s) and rationale (i.e., data) you have determined will be used this year to address the need(s) (i.e., timeline).

No Answer Entered

VII. Budget to Support Areas of Focus

Check if this school is eligible for 2025-26 UniSIG funds but has chosen NOT to apply.

No

BUDGET	ACTIVITY	FUNCTION/ OBJECT	FUNDING SOURCE	FTE	AMOUNT
Plan Budget Total					0.00