Seminole County Public Schools

The Mission of the Seminole County Public Schools is to ensure that all students acquire the knowledge, skills, and attitudes to be productive citizens.

www.scps.k12.fl.us

Rock Lake Middle School

School Improvement Plan 2021-2022

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. A corollary at the district level is the Strategic Plan, designed to help district leadership make the necessary connections between school and district system initiatives. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year.

School Information

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.

Describe how the school involved parents and the community in developing this plan and how it will be shared with all stakeholders and in a language parents can understand.

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.

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress.

Rock Lake Middle School (RLMS) excels at building positive relationships with our parents. To increase parental involvement, we regularly communicate with parents through a weekly communicator that is sent out through Skyward. We also communicate to parents on a daily basis through our school social media accounts (Facebook, Instagram and Twitter), School Messenger and the school website. RLMS utilizes Skyward to ensure that parents have up to date information pertaining to the performance of their child in each course. Teachers are expected to communicate with parents and students about grades, and to utilize eCampus for course information. RLMS has an established School Advisory Council (SAC) and Parent Teacher Organization (PTO). These organizations serve as ambassadors to our entire school community. RLMS has created a Program Advisory Council to advise our CTE industry certification programs: Television Production 3 (year-long) and Digital Information Technology. RLMS offers an after school tutoring program in which RLMS teachers work with students on their reading and math skills. The program is available twice a week to students. RLMS has two P.I.T. Crew programs (Peer Inclusion Team), a district and statewide program and course dedicated to inclusion and support for students in Exceptional Education. Students are supported in the general education classes and in direct instruction classes by peer students who are supervised by instructors. This year, RLMS will partner with the other cluster schools to promote a family academic night. This event will provide tips and resources for families to support students who are academically at risk.

Supportive Environment

Describe how the school addresses building a positive school culture and environment. Include how the school culture and environment will impact positive student experiences. (e.g. PBS supports)

Rock Lake Middle School staff works to promote a safe environment in which students have opportunities and can find a sense of belonging. Students understand that there are multiple adults on campus they can access when they need physical and emotional assistance. We have a Mindfulness Room in which students can find a few moments of peace and reduce anxiety. We have a supportive Guidance team, which works very closely with administration, the District Mental Health Counselor, and the Social Worker to support students and families. Faculty and staff, as well parents describe Rock Lake as a family environment. There are many opportunities for students on campus, such as before and after school clubs (video gaming, robotics competition, BETA Club, leadership, student government, etc.), sports (cross country, track, volleyball, basketball) and PIT Crew (Peer Inclusion Team).

Identify stakeholders and their role in promoting a positive culture and environment at the school. Stakeholder groups may include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Rock Lake Middle School works with all stakeholders to promote a positive culture and environment. Administrators work to develop relationships with teachers, students, families, volunteers, and community members. The School Advisory Council (SAC) meets monthly and is comprised of teachers, staff, parents, and community members. The SAC receives updates on school and student progress, and in turn provides input on the operations and goals of the school. The Parent Teacher Organization (PTO) supports Rock Lake with fundraising and volunteering. The Program Advisory Council (PAC) meets two to three times a year to support our elective program with resources and industry feedback.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services.

Rock Lake Middle School is assigned a District Mental Health Counselor and a social worker. Additionally, Rock Lake has had a full-time mental health/ substance abuse counselor on site through a partnership with Impower Counseling. Rock Lake is also home to the Success Team which provides MTSS, EWS, Transition, and at-risk monitoring and services to students. A teacher meets with the students on a weekly or bi-weekly basis, providing academic, behavioral, and organizational support, as well as parent interaction and communication. The Student Study Team (SST) also communicates with the Success Team and reviews the social-emotional needs of students, as well as potential academic and behavioral needs. After school tutoring is made available to students to focus on math and reading skills in the core subjects. Students are tutored by Rock Lake teachers twice a week from October through April. MTSS and Transition students (Success Team) are invited to participate in tutoring. Other students are recommended as counselors, administrators, and teachers see a need. Rock Lake has expanded and improved its peer students program to P.I.T. Crew (Peer Inclusion Team), a district and statewide program and course dedicated to inclusion and support for students in Exceptional Education. Students are supported in the general education classes and in direct instruction classes by peer students, supervised by instructors. Members of the Rock Lake Threat Assessment Team as well as our guidance team have received Mental Health and First Aid training to provide initial assistance to students with potential social-emotional needs.

List the members of the leadership team.

Name	Title	Email	Responsibilities
Martin Dunlop	Principal	martin_dunlop@scps.k12.fl.us	Oversee day to day operations and monitor a variety of organizational tasks to determine overall efficiency
Nicole Rottler-Wysong	Assistant Principal	nicole_rottler-wysong@scps.k12.fl.us	Supervise and evaluate teachers and paraprofessionals, IEP and 504 compliance, MTSS, EWS, Clinic Supervisor, SAC Liaison, SIP, Transition, Interns and Observers, Title IX Coordinator, Threat Assessment Team
Mary Beth Delfiacco	Assistant Principal	marybeth_delfiacco@scps.k12.fl.us	Supervise and evaluate teachers, master schedule, testing, professional development, field trips, ESOL compliance
Beau Hogan	Dean	beau_hogan@scps.k12.fl.us	Discipline, textbooks, supervise custodians, facilities, Sonitrol contact, school events calendar, clubs, Threat Assessment Team

List the members of the literacy leadership team.

Name	Title	Email	Responsibilities
Martin Dunlop	Principal		Organize monthly meetings to meet with the team, approve and facilitate student activities
Laura Adlam	Instructional Coach		Participate in monthly meetings, plan student-centered literacy activities
Barbara Barnard-Figaro	CTE Teacher		CTE department chairperson, participate in monthly meetings, plan student-centered literacy activities
Kerry Waldo	Electives Teacher		Electives department chairperson, participate in monthly meetings, plan student-centered literacy activities
Lisa King	ELA Teacher		ELA department chairperson, participate in monthly meetings, plan student-centered literacy activities
Valerie Field	Math Teacher		Math department chairperson, participate in monthly meetings, plan student-centered literacy activities
Sherri Hyde	Social Studies Teacher		Social Studies department chairperson, participate in monthly meetings, plan student-centered literacy activities
Cynthia Hardy	Science Teacher		Science department chairperson, participate in monthly meetings, plan student-centered literacy activities

Student Transition and Readiness

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Rock Lake Middle School advances college and career awareness by identifying business partners who provide support and resources for our students and classes. Also, administrators and counselors reach out to families to encourage students to participate in advanced classes and high school level courses. Rock Lake has created a Program Advisory Council to advise our CTE elective courses as part of our Program of Exploration: Television Production 3, Digital Information Technology (DIT) [high school level course], iChallenge. This council consists of parents and local businesses in the community. Students have an opportunity to try various electives which could lead to high school elective opportunities such as high school TV Production and communication, AP Computer Sciences, and other CTE elective courses requiring DIT as a pre-requisite. RLMS partners with our feeder high schools to provide information and opportunities to our students as they transition to high school.

Identify the career and technical education programs available to students and industry or community organizations.

Rock Lake Middle School has several CTE course offerings in our Program of Exploration, Digital & Emerging Technologies, which includes: iJourney, iConnect, iChallenge, TV Production 1, 2, and 3, Video Gaming and Programming, Digital Information Technology, Exploring IT Careers, and Robotics. Rock Lake plans on expanding its course offerings to incorporate more use of the STEM lab. Rock Lake students will also have an opportunity to meet the iSeries Triple Crown Challenge while in middle school, completing all three iSeries courses and earning a certification in each course. Teachers will monitor the number of students enrolled in these courses for skill mastery.

Essential Instructional Priority #1: Quality Instruction

All Seminole County Public Schools will strive for excellence in English/Language Arts, Mathematics and Science based on the current Florida Department of Education A+ Accountability Program.

A.   Lessons aligned to Florida/B.E.S.T./Next Generation Sunshine State Standards at the appropriate level of complexity
B.   Ongoing feedback loop between leadership and teacher, students and teachers and student with students
C.   PLC focused on data, instructional planning and student evidence of learning

All SCPS schools serving K-8 students have an Early Warning system in place that is in compliance with s. 1001.42(18)(b), F.S; SCPS academic intervention/support programs and/or dropout prevention programs reflected per s. 1003.53(2)(b), F.S.

*All data targets are reported as percentages with the exception of 5E data targets, which are reported as scale scores.

ELA

Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	

Social Studies

Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Common Assessments

Indicators	Grade Level/Subject	Strategic Plan	Target
ELA Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	
Social Studies Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

5 Essentials

	Strategic Plan	Target
5E_SM_Classroom Rigor	B.1.1	
5E Ambitious Instruction	B.1.1	
5E Collaborative Teachers	B.1.1	

Middle School Essential Instructional Priority #1 – Quality Instruction

Math		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	
Learning Gains	B.1.1	
Learning Gains of the Low 25%	B.1.1	
Learning Gains for High 1 levels	B.1.1	
Learning Gains for High 2 levels	B.1.1	
Learning Gains for Low 3 levels	B.1.1	
Learning Gains for sub group: Black	B.1.1	
Learning Gains for sub group: Hispanic	B.1.1	
Learning Gains for sub group: White	B.1.1	
Learning Gains for sub group: Mul	B.1.1	
Learning Gains for sub group: SWD	B.1.1	
Learning Gains for sub group: FRL	B.1.1	
Learning Gains for sub group: ELL	B.1.1	
Algebra 1 Achievement for sub group: Black	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Hispanic	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: White	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: Mul	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: SWD	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: FRL	B.1.1; B.1.2	
Algebra 1 Achievement for sub group: ELL	B.1.1; B.1.2	
Algebra 1 Access Gap	B.1.1; B.1.2	

Science		
Indicators	Strategic Plan	Target
Achievement	B.1.1	
Achievement for sub group: Black	B.1.1	
Achievement for sub group: Hispanic	B.1.1	
Achievement for sub group: White	B.1.1	
Achievement for sub group: Mul	B.1.1	
Achievement for sub group: SWD	B.1.1	
Achievement for sub group: FRL	B.1.1	
Achievement for sub group: ELL	B.1.1	

Middle School Acceleration		
Indicators	Strategic Plan	Target
Middle School Acceleration	B.1.1	
Middle School Acceleration: Black	B.1.1	
Middle School Acceleration: Hispanic	B.1.1	
Middle School Acceleration: White	B.1.1	
Middle School Acceleration: Mul	B.1.1	
Middle School Acceleration: SWD	B.1.1	
Middle School Acceleration: FRL	B.1.1	
Middle School Acceleration: ELL	B.1.1	

Common Assessments			
Indicators	Grade Level/Subject	Strategic Plan	Target
Math Common Assessment students scoring on grade level	Grade 6	B.2.4	
	Grade 7	B.2.4	
	Grade 8	B.2.4	
	Algebra 1	B.2.4	
	Geometry	B.2.4	
Science Common Assessment students scoring on grade level	Gr 6	B.2.4	
	Gr 7	B.2.4	
	Gr 8	B.2.4	

Essential Instructional Priority 1 – Quality Instruction

Student Owned Progress Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All core curriculum departments will develop a means by which their students monitor their own growth and participate in regular data chats. Intensive Reading will focus on fluency, iReady (3 times a year), and STAR (2 times a year). Intensive Math will focus on iReady (3 times a year) and STAR (2 times a year). ELA will focus on Write Score (2 times a year) and common assessments (C9A). Social Studies and Science will focus on unit data and common assessments (C9A).	All teachers; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach; Nicole Rottler-Wysong, Assistant Principal; Martin Dunlop, Principal	Jun-22	N	Common assessments (C9A)- quarterly; iReady- 3 times a year; Write Score- 2 times a year; STAR- 2 times a year	PLC data sharing- monthly and quarterly
Students will review self-progress during core and intensive classes with teacher support	All teachers; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach; Nicole Rottler-Wysong, Assistant Principal; Martin Dunlop, Principal	Jun-22	N	Quarterly	Core and intensive teachers will maintain data sheets with student progress charts

Low 30% Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The Success Team (MTSS, EWS, Transition) instructor meets weekly and biweekly with students who have a GPA of 2.0 or below and other monitored students (i.e. behaviors). The Success Team meets bi-weekly to review student progress, including academic progress and attendance.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors; Teachers; Laura Adlam, Instructional Coach	May 2022	N	Weekly, Bi-weekly, Monthly	iReady, STAR, Common Assessments (C9A), Write Score, MTSS tracking through EdInsight, progress report and report card grades
PLCs will meet at the start of the school year to review 2020-2021 data. PLCs meet each nine weeks to review common assessment data. PLCs will meet monthly to review unit data and other progress monitoring. Reading will monitor fluency, STAR and iReady data. Intensive Math will focus on STAR and iReady data. ELA will focus on STAR and Write Score data. Social Studies and Science will focus on unit data and common assessments (C9A). AO monitoring is done monthly by administration and counselors. The Success Team will also monitor students and their data.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors; Teachers; Laura Adlam, Instructional Coach	May 2022	Y	Quarterly, monthly	iReady, STAR, Common Assessments (C9As), Write Score, MTSS tracking through EdInsight, progress report and report card grades, AO data, MTSS data, PLC data sharing-monthly and quarterly

High Level 1 and 2 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The Success Team (MTSS, EWS, Transition) instructor meets weekly and biweekly with students who have a GPA of 2.0 or below, and other monitored students (i.e. behaviors). The Success Team meets bi-weekly to review student progress, including academic progress and attendance.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors; Teachers; Laura Adlam, Instructional Coach	May 2022	N	Weekly, Bi-weekly	iReady, STAR, Common Assessments (C9As), Write Score, MTSS tracking through EdInsight, progress report and report card grades
PLCs meet monthly with a specific data focus to drive discussion and instruction. PLCs also meet each nine weeks to review common assessment data (C9A). PLCs met at the start of the school year to review 2020-2021 FSA data.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors; Teachers; Laura Adlam, Instructional Coach	May 2022	Y	Quarterly, Monthly	iReady, STAR, Common Assessments (C9As), Write Score, MTSS tracking through EdInsight, progress report and report card grades, AO data, MTSS data, PLC data sharing-monthly and quarterly

Low Level 3 Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The Success Team (MTSS, EWS, Transition) instructor meets weekly and biweekly with students who have a GPA of 2.0 or below and other monitored students (i.e. behaviors). The Success Team meets bi-weekly to review student progress, including academic progress and attendance. The Success Team provides support to teachers to better service students.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors;	May 2022	N	Weekly, Bi-weekly	iReady, STAR, Common Assessments (C9As), Write Score, MTSS tracking through EdInsight, progress report and report card grades
PLCs meet monthly with a specific data focus to drive discussion and instruction. PLCs also meet each nine weeks to review common assessment data (C9A). PLCs met at the start of the school year to review 2020-2021 FSA data. AO monitoring is done by administration and counselors.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean; Barbara Gruber, Success Team Teacher; Counselors; Teachers; Laura Adlam, Instructional Coach	May 2022	Y	Quarterly, Monthly	iReady, STAR, Common Assessments (C9As), Write Score, MTSS tracking through EdInsight, progress report and report card grades, AO data, MTSS data, PLC data sharing-monthly and quarterly

Tutorial Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students receiving Intensive Reading and Intensive Math supports (L1 and L2) will be invited to participate in tutorial. Success Team students (MTSS, EWS, Transition) and other students struggling academically will be invited to attend tutorial. Tutorial will take place two times a week after school. Teachers of ELA, reading, science, and math will be available to tutor students during these times. Teachers will be paid out of two different funds, ESSER and tutorial. Tutorial will be supplemented through the support of SAC to ensure that students have opportunities for additional support throughout the school year.	Martin Dunlop, Principal; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach	April 2022	N	October 2021-April 2022	Student sign in sheets will allow departments to track the progress and improvement of students who are attending the tutoring sessions.

Middle School Essential Instructional Priority #2 – Conditions for Learning

Essential Instructional Priority #2: Conditions for Learning

The district has identified the conditions for learning as physical safety, student wellness, attendance, teacher-student relationships, social-emotional learning and student conduct. System focus on continuous improvement of these conditions will benefit student learning.

A.   Cultivation of positive, appropriate relationships resulting in increasing engagement of all students
B.   Development of a student centered culture
C.   Continued focus on campus safety and building a culture of respect
D.   Sharing collective responsibility for the success of all students in the school

All 5E data targets are reported as scale scores, SCPS Safety data targets are out of 10, and other data targets are reported as percentages.

Indicators	Strategic Plan	Target
5E Supportive Environment	D.1	
SCPS Safety Survey	D.1	
5E_SE_Academic Personalism	D.3	

Indicators	Strategic Plan	Target
5E_SE_Student-Teacher Trust	D.3	
5E_CT_Collective Responsibility	B.1.1	
Students with 10+ Absences	D.2	

Essential Instructional Priority 2 – Conditions for Learning

Attendance Monitoring Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Attendance is monitored daily through Skyward. Students with five or ten unexcused absences are tracked in EdInsight. Administration communicates with Guidance and the social worker. Students who struggle with attending school are referred to the District Mental Health Counselor, the social worker, or the Impower counselor, depending on the individual student's needs. Students are referred to the student study team (SST) as needed. The Success Team (MTSS, EWS, Transition) monitors and discusses frequent absences. We will work with families regarding quarantine/isolation absences.	Attendance Clerk; School Social Worker; Success Team (MTSS, EWS, Transition); ESE Case Managers; Counselors; Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal	May 2022	N	Quarterly, Bimonthly	Parent letters, emails, phone calls, parent conferences, EdInsight Reports, Success Team meetings, Success Team contact to parents. We will work with families regarding quarantine/isolation absences.

Safety Survey Action Plan

Topic Item	Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
School Safety Tips	Discuss with students (video) and classroom reviews of the best practices for safety procedures. We will also follow all county and state requirements related to safety.	Administration, SRD, and teachers	May 2022	Y	Monthly	Meeting agendas, email reminders, and video
Evacuation Protocols/Active Shooter	Discuss with students (video) and classroom reviews of what steps to take for an active shooter. We will identify where to go depending on your location on campus. We will also follow all county and state requirements related to safety.	Administration and teachers	May 2022	Y	Monthly	Meeting agendas, email reminders, and video.

Communication about Safety Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Students will watch the district safety video and discuss safety procedures with Homeroom teachers. Each teacher will review hard corners in each classroom and general safety protocols.	Martin Dunlop, Principal; Beau Hogan, Dean; Threat Assessment Team; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal	May 2022	Y	Monthly	Students will demonstrate the ability to follow safety protocols during monthly drills.

Building Relationships and Connecting with Stakeholders Action Plan

Strategy/ Action	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The principal will host periodic Facebook Live sessions open to all stakeholders addressing academic concerns, safety concerns, and opportunities for students.	Martin Dunlop, Principal	May 2022	N	Monthly	Parent and community feedback
The RLMS SAC will meet monthly to review and discuss academics, safety, and other student and school-related topics.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal	May 2022	N	Monthly	SAC agendas and meeting minutes will reflect discussions and stakeholder attendance

Middle School Essential Instructional Priority #3 – Skills for Future Ready Graduates

Essential Instructional Priority #3: Skills for Future Ready Graduates

Seminole County Public Schools will prepare each student for academic and job related success in the 21ˢᵗ century by offering rigorous learning environments.

A. Utilization of College Board/Khan resources to support future ready skill development of all students
B. Connecting iJourney and iConnect to planning for high school and post-secondary college and career paths
C. Developing expectations for success in college and careers for all students

All data targets are reported as percentages with the exception of the number of Digital Tools/Industry Certifications earned.

Indicators	Strategic Plan	Target
AO students enrolled in advanced courses: Black	B.2.7	
AO students in advanced courses earning a grade of C or higher: Black	B.2.7	
AO students enrolled in advanced courses: Hispanic	B.2.7	
AO students in advanced courses earning a grade of C or higher: Hispanic	B.2.7	
AO students enrolled in advanced courses: FRL	B.2.7	
AO students in advanced courses earning a grade of C or higher: FRL	B.2.7	
Digital Tools/Industry Certifications Earned	C.3	

Essential Instructional Priority 3 – Skills for Future Ready Graduates

Advanced Opportunities and Monitoring Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Administrators and counselors will monitor AO students' progress and will meet monthly as a team to review student progress in order to be able to offer supports as needed to those students.	Counselors; Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean	May 2022	N		Administration and counselors will meet monthly to review student AO progress and to create action plans as needed to support students.
Administration and counselors will conference with AO students who are struggling academically and reach out to parents and teachers.	Counselors; Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Beau Hogan, Dean	May 2022	N	Monthly	Administration and counselors will meet monthly to review student AO progress and to create action plans as needed to support students.

Increasing the Number of Digital Tools Earned Action Plan

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
TV Production 3 students will be working to earn the Adobe Photoshop and Adobe Premier Pro bundle (industry certifications) this year. Other courses included in our Program of Exploration: Digital & Emerging Technologies, will be earning digital tools certificates. These courses include iJourney, iConnect (high school credit course), iChallenge (semester and year long options), Digital Information Technology, and IT Careers. Many of the digital tools certifications in these courses will be new this year, and students will use school and teacher resources to prepare for them. Our Program Advisory Council supports the CAPE Academy and provides resources and industry support for the digital tools certificate courses.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Jianna Dalton, ETF; CTE Instructors	May 2022	Y	Semester 1, 2021; Semester 2, 2022	Administration will work with the teachers to get updates on student certification work. ETF will monitor online certification programs for student progress and teacher compliance.
RLMS has implemented an ePathways/ RLMS iSeries Triple Crown Challenge award for 8th graders earning certification in all three iSeries courses. RLMS is also implementing a Wall of Fame recognition for students earning certifications. This will provide incentive for students to strive to complete digital tools certificates in the three courses, as opposed to just the two required for middle school completion.	Nicole Rottler-Wysong, Assistant Principal; CTE Teachers	May 2022	N	Semester 1, 2021; Semester 2, 2022	Data mining reports will be reviewed, the initiative will be advertised with scheduling, 8th graders will receive certificates and pins at the awards ceremony at the end of the year for achieving the requirement.

Every Student Succeeds Act Instructional Priorities

 The Every Student Succeeds Act (ESSA) was enacted by the US Department of Education in 2015 requiring each state to have a plan for ensuring the achievement of all students. ESSA requires the calculation of Federal Percent of Points Index (FPPI) that measures academic achievement of student subgroups. Florida's FPPI includes student achievement data associated with the Florida Accountability school grade components and English Language Proficiency progress as measured by the ACCESS for English Language Learners 2.0 assessment.

Schools with subgroups scoring below 42% of the points possible on the FPPI, must develop targeted support plans to accelerate learning for students in these subgroups.

See data points in Quality Instruction for the subgroups listed below.

School has a subgroup scoring below 42% on the FPPI

Yes

 Finding(s):

Students with disabilities

How will your school's culture and environment be monitored through the lens of behavior or discipline data?

Rock Lake uses discipline data to determine which areas to address with students in the form of character education, school wide reminders, and individual conversations and mentoring of students. While RLMS scored in the "low" range in some categories, we cored in the "medium" range in regard to areas such as harassment, threat or intimidation, fighting, and sexual harassment. Also, the number of in-school suspensions has remained about the same. If we are able to educate and mentor our students to make better choices, we will see a continued decrease in in-school suspensions and see a steadier decrease in out of school suspensions.

Action Plan

1st Finding

Students with disabilities

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
Academic homerooms have been established to support students who need intensive reading and/ or intensive math but do not have room on their schedule due to other services or direct instruction classes.	Mary Beth Delfiacco, Assistant Principal; Martin Dunlop, Principal; Laura Adlam, Instructional Coach	August 2021	N	Daily. Students attend class each day during homeroom.	iReady data and STAR data will be used to monitor student progress. Student IEP goals will be monitored for progress on the goals.
Biweekly tutorial will be offered to students with disabilities who need support for reading and math skills.	Laura Adlam, Instructional Coach; Mary Beth Delfiacco, Assistant Principal; Martin Dunlop, Principal	October 2021	N	Biweekly	iReady data, STAR data, and FSA 2022 results will be used to track progress and effectiveness of the tutoring support.
The Success Team (MTSS, Transition, EWS, at-risk) teacher and/or IEP case manager will provide check-ins and mentoring for students with disabilities to support them on goals, academics, and other needs.	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; ESE teachers, Success Team teacher, counselors	8/2021	Y	Weekly, bi-weekly, monthly	Student academic data (grades, STAR, iReady, common cssessments) and progress on goals will be used to monitor students. Student progress will be discussed at IEP meetings, Student Study Meetings, MTSS/EWS team meetings.

Essential Instructional Priorities

Best Practices for Inclusive Education (BPIE)

A. Supports implementation of improved inclusive practices for students with disabilities
B. Designed to identify priority needs and organize resources
C. Supports development of short and long term improvement strategies
D. Aligns with the district level BPIE

Once every 3 years, each school shall complete a Best Practices in Inclusive Education (BPIE) assessment and include improvement efforts in the school district's exceptional student education policies and procedures. The due date of the new BPIE is 3 years of less from the written date. § 1003.57, Florida Statutes

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.	Partially Almost
All special education teachers are collaborative members of a gen. ed. curriculum team.	Partially Beginning
Learning opportunities and resources are provided to families of SWD.	Partially Beginning

Action Plan

Indicator 1

Specials, electives, and technical education teachers have regular opportunities to consult with special education teachers.

Strategy/ Action Item 1	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
The Curriculum Project TOAs will provide professional development for all teachers, including elective teachers. PD will include interacting with ESE students, following behavior plans, medical needs (if applicable), using Access standards (if applicable), grading, and accommodations and modifications.	Nicole Rottler-Wysong, Assistant Principal Curriculum Project TOAs	Aug-21	Y	Aug-21	Walkthroughs, observations, student feedback
Teachers will be provided with trainings on ESE topics throughout the year. This will allow teachers to earn ESE professional development points required for re-certification and provide relevant information needed for their classroom instruction.	Nicole Rottler-Wysong, Assistant Principal ESE Teachers District ESSS Personnel	Jun-22	Y	Ongoing	Teachers will submit evidence of application of ESE strategies, teacher learning logs, teacher sign in sheets

Indicator 2

All special education teachers are collaborative members of a gen. ed. curriculum team.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
All special education teachers are collaborative members of our academic teams. Teachers will continue to be invited to meet with ELA, reading, and math teachers to review curriculum, participate in PLCs, and participate in subject trainings. To ensure that special education teachers are actually attending PLC meetings, ESE teachers will need to submit PLC reflection logs.	Nicole Rottler-Wysong, Assistant Principal Martin Dunlop, Principal	Jun-22	N	Monthly	ESE teachers will submit PLC reflection logs to the supervising administrator.

Indicator 3

Learning opportunities and resources are provided to families of SWD.

Strategy/ Action Item	Person(s) Responsible	Deliverable Due Date	PD (Y/N)	When will this action take place?	What evidence will there be to reflect monitoring for this strategy?
General support information will be offered to families of SWD when they update/complete the IEP or 504 plan.	Nicole Rottler-Wysong, Assistant Principal Counselors ESE Teachers Speech Language Pathologist	Jun-22	N	Ongoing	Administrators will observe various SST, IEP and 504 meetings throughout the school year.

Professional Development Plan

PD Activity	SIP Priority	Date or Schedule	Impact on improved instruction and use of assessment data	PD Participants	# Anticipated Participants	Position(s) Responsible
Review of data analysis and pulling data from EdInsight	1	Monthly	PLCs will review scores from Common Assessments, FSA, EOCs, STAR, and Write Score.	PLCs, all teachers	54	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; Department Chairpersons; Instructional Coach
Middle School Mornings	1	Quarterly	Each EOC or FSA department PLC will work with the district TOA.	Teachers of EOC and FSA courses	25	Martin Dunlop, Principal; Nicole Rottler-Wysong, Assistant Principal; Mary Beth Delfiacco, Assistant Principal; District TOAs
iReady and STAR Trainings	1	Quarterly	Instructors will receive continuing education on how to implement iReady and how to pull data for analysis.	Reading and math teachers	10	Mary Beth Delficacco, Assistant Principal; Instructional Coach
A group of teachers will present an instructional focus PD on monitoring student progress. Teachers will rotate in groups to participate in and view different delivery methods.	1	February 2022	Teachers will have the opportunity to view different ways to monitor student progress and incorporate the student monitoring into student data talks and students' self-monitoring. More conversations about data and student awareness of progress will promote greater buy-in and potential growth.	All teachers	54	Martin Dunlop, Principal; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach and NEST Facilitator; Jianna Dalton, ETF and NEST Facilitator

Campus Safety	2	8/2021	Review safety procedures, answer questions, establish hard corners in classrooms, discuss Panic Button and Reunification apps.	All staff	67	Martin Dunlop, Principal; Beau Hogan, Dean
A group of teachers will present an instructional focus PD on classroom management. Teachers will rotate in groups to participate in and view different delivery methods.	2	January 2022	Teachers will have the opportunity to view different styles of classroom management. A well-managed classroom will help students to feel comfortable throughout the day and promote a positive learning environment.	Schoolwide PD	54	Martin Dunlop, Principal; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach and NEST Facilitator; Jianna Dalton, ETF and NEST Facilitator
A group of teachers will present an instructional focus PD on cooperative structures. Teachers will rotate in groups to participate in and view different delivery methods.	2	December 2021	Teachers will have the opportunity to view different styles of cooperative structures. This will promote a positive and effective learning environment for the students.	Schoolwide PD	54	Martin Dunlop, Principal; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach and NEST Facilitator; Jianna Dalton, ETF and NEST Facilitator
ePathways PD	3	Quarter 1	District ePathways personnel will work with the teachers to review strategies, best practices, and discuss teacher concerns.	ePathways teachers	6	Nicole Rottler-Wysong, Assistant Principal; ePathways TOA; ePathways Facilitator

A group of teachers will present an instructional focus PD on questioning techniques. Teachers will rotate in groups to participate in and view different delivery methods.	3	November 2021	Questioning techniques will help to elevate the level of review, questioning, and assessment in the classrooms. This will lead to increase proficiency and higher performance rates.	School-wide	54	Martin Dunlop, Principal; Mary Beth Delfiacco, Assistant Principal; Laura Adlam, Instructional Coach and NEST Facilitator; Jianna Dalton, ETF and NEST Facilitator
ESE Series	BPIE	Multiple sessions throughout the year	General ESE topics will be presented, including accommodations, modifications, BIPS, and understanding disabilities.	All teachers	54	Nicole Rottler-Wysong, Assistant Principal; ESE teachers; ESSS support staff
Using Access standards in the general education classroom	BPIE	September 2021	Interacting with ESE students, following behavior plans, medical needs, Access standards, grading, accommodations vs. modifications	All teachers	54	Nicole Rottler-Wysong, Assistant Principal; ESE teachers; ESSS support staff