

Seminole County Public Schools

# ROCK LAKE MIDDLE SCHOOL



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan was approved by the Seminole County School Board on 10/8/24.

## SIP Authority

Section 1001.42(18), 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 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); 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, and as calculated under s. 1008.34(3)(b), 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; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
<p>A school can be identified as CSI in any of the following four ways:</p> <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parents), is informed by all indicators in the State’s accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://cims2.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department’s SIP template may address the requirements for:

1. Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and
2. Charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP SECTIONS	TITLE I SCHOOLWIDE PROGRAM	CHARTER SCHOOLS
I.A: School Mission/Vision		6A-1.099827(4)(a)(1)
I.B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

# I. School Information

## A. School Mission and Vision

### Provide the school's mission statement

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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

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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

### 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

#### Position Title

Principal

#### Job Duties and Responsibilities

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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

#### Position Title

Assistant Principal

**Job Duties and Responsibilities**

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

**Leadership Team Member #3**

**Employee's Name**

Erica Sowpel

**Position Title**

Assistant Principal

**Job Duties and Responsibilities**

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

**Leadership Team Member #4**

**Employee's Name**

Porshea Gover

**Position Title**

Dean

**Job Duties and Responsibilities**

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

## C. Stakeholder Involvement and Monitoring

### Stakeholder Involvement and SIP Development

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. (ESEA 1114(b)(2))

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

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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. Parents are invited to share feedback through parent surveys and administration maintains open communication with parents, receiving frequent feedback.

### 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. (ESEA 1114(b)(3))

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The SIP will be monitored by administration through data chats with PLCs and data deep dives using benchmark and FAST data. Administration alongside out instructional coach will use iReady 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.

## D. Demographic Data

<b>2024-25 STATUS</b> (PER MSID FILE)	<b>ACTIVE</b>
<b>SCHOOL TYPE AND GRADES SERVED</b> (PER MSID FILE)	<b>MIDDLE/JR. HIGH</b> <b>6-8</b>
<b>PRIMARY SERVICE TYPE</b> (PER MSID FILE)	<b>K-12 GENERAL EDUCATION</b>
<b>2023-24 TITLE I SCHOOL STATUS</b>	<b>NO</b>
<b>2023-24 MINORITY RATE</b>	<b>42.0%</b>
<b>2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE</b>	<b>39.0%</b>
<b>CHARTER SCHOOL</b>	<b>NO</b>
<b>RAISE SCHOOL</b>	<b>NO</b>
<b>2023-24 ESSA IDENTIFICATION</b> *UPDATED AS OF 7/25/2024	<b>N/A</b>
<b>ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT (UNISIG)</b>	
<b>2023-24 ESSA SUBGROUPS REPRESENTED</b> (SUBGROUPS WITH 10 OR MORE STUDENTS) (SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE IDENTIFIED WITH AN ASTERISK)	<b>STUDENTS WITH DISABILITIES (SWD)</b> <b>ENGLISH LANGUAGE LEARNERS (ELL)</b> <b>ASIAN STUDENTS (ASN)</b> <b>BLACK/AFRICAN AMERICAN STUDENTS (BLK)</b> <b>HISPANIC STUDENTS (HSP)</b> <b>MULTIRACIAL STUDENTS (MUL)</b> <b>WHITE STUDENTS (WHT)</b> <b>ECONOMICALLY DISADVANTAGED STUDENTS (FRL)</b>
<b>SCHOOL GRADES HISTORY</b> <i>*2022-23 SCHOOL GRADES WILL SERVE AS AN INFORMATIONAL BASELINE.</i>	<b>2023-24: A</b> <b>2022-23: A*</b> <b>2021-22: A</b> <b>2020-21:</b> <b>2019-20:</b>



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 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
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

#### Current Year 2024-25

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							26	24	38	88

#### Current Year 2024-25

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
Students retained two or more times										0

**Prior Year (2023-24) 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							38	35	33	106
One or more suspensions							1	3	5	9
Course failure in ELA								11	15	26
Course failure in Math							5	3	3	11
Level 1 on statewide ELA assessment							36	67	52	155
Level 1 on statewide Math assessment							39	35	27	101
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

**Prior Year (2023-24) 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							34	43	43	120

**Prior Year (2023-24) 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
Students retained two or more times										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

Please note that 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 2023-24 had not been fully loaded to CIMIS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	67	57	53	63	54	49	66	59	50
ELA Grade 3 Achievement **			21						
ELA Learning Gains	59	56	56				54		
ELA Learning Gains Lowest 25%	50	50	50				43		
Math Achievement *	85	65	60	77	61	56	76	37	36
Math Learning Gains	79	65	62				71		
Math Learning Gains Lowest 25%	76	60	60				62		
Science Achievement *	64	56	51	65	56	49	62	62	53
Social Studies Achievement *	77	73	70	75	72	68	74	62	58
Graduation Rate								59	49
Middle School Acceleration	80	77	74	78	76	73	73	51	49
College and Career Readiness								76	70
ELP Progress	62	65	49	44	50	40	68	80	76

\*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 (FPI) 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)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	70%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	699
Total Components for the FPPI	10
Percent Tested	99%
Graduation Rate	

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
70%	67%	65%	60%		66%	62%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 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.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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	45%	No		
English Language Learners	59%	No		
Asian Students	84%	No		
Black/African American Students	60%	No		
Hispanic Students	65%	No		
Multiracial Students	75%	No		
White Students	74%	No		
Economically Disadvantaged Students	65%	No		

## 2022-23 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	35%	Yes	4	
English Language Learners	44%	No		
Asian Students	82%	No		
Black/African American Students	71%	No		
Hispanic Students	59%	No		
Multiracial Students	81%	No		
White Students	75%	No		
Economically Disadvantaged Students	55%	No		



## 2021-22 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	37%	Yes	3	
English Language Learners	50%	No		
Native American Students				
Asian Students	67%	No		
Black/African American Students	58%	No		
Hispanic Students	57%	No		
Multiracial Students	61%	No		
Pacific Islander Students				
White Students	69%	No		
Economically Disadvantaged Students	55%	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. (pre-populated)

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%

2021-22 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 2020-21	C&C ACCEL 2020-21	ELP PROGRESS
All Students	66%		54%	43%	76%	71%	62%	62%	74%	73%			68%
Students With Disabilities	20%		37%	42%	33%	53%	50%	22%	29%	47%			
English Language Learners	40%		49%	39%	56%	66%	59%	35%	40%				68%
Native American Students													
Asian Students	64%		55%		78%	57%		31%	92%	92%			
Black/African American Students	57%		51%		65%	71%	45%	37%	87%	50%			
Hispanic Students	55%		49%	41%	66%	68%	60%	45%	58%	67%			59%
Multiracial Students	58%		44%	50%	67%	65%	70%	52%	82%	64%			
Pacific Islander Students													
White Students	71%		58%	45%	82%	73%	66%	73%	78%	75%			
Economically Disadvantaged Students	49%		48%	40%	63%	65%	57%	45%	57%	60%			67%

## 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	2023-24 SPRING				
		SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	6	72%	59%	13%	54%	18%
Ela	7	60%	56%	4%	50%	10%
Ela	8	63%	53%	10%	51%	12%
Math	6	83%	67%	16%	56%	27%
Math	7	84%	69%	15%	47%	37%
Math	8	60%	30%	30%	54%	6%
Science	8	63%	54%	9%	45%	18%
Civics		76%	72%	4%	67%	9%
Algebra		97%	53%	44%	50%	47%
Geometry		100%	55%	45%	52%	48%
Biology		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### 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?

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Math showed the greatest improved in RL's data. Teachers used data to make decisions, PLCs were strong, and instructional materials were used to fidelity. Teachers new to RL were given strong support through mentor teachers and administration.

##### Lowest Performance

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

---

Grade 7 ELA were our lowest performers. RL had some staffing challenges for that particular grade throughout the school year in both ELA and reading. Our ELA LQ falls in the bottom 39th percent of the state.

##### Greatest Decline

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

---

Grade 8 science and grade 8 ELA both went down one point from the previous year.

##### 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.

---

RL's data was above the state and district average in all categories.

##### EWS Areas of Concern

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

---

Students overall reading progress, especially our lowest 25%.

##### Highest Priorities

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

---

Civics, goal is to move from 76% proficient to 82% proficient

Lowest 25% in ELA, goal is 64% learning gains

Lowest 25% in Math, goal is 85% learning gains

Science, goal is to move from 54% proficient to 61% proficient

SWD, goal in ELA 54% learning gains to 60%, math learning gains from 74% to 80%

## 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.

### ESSA Subgroups specifically relating to Students With Disabilities (SWD)

#### Area of Focus Description and Rationale

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

Students with disabilities is an area of focus at RL. Our focus is to increase reading and math score in this subgroup.

#### 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.

SWD, goal in ELA 54% learning gains to 60%, math learning gains from 74% to 80%. SWD are RL's most at risk subgroup.

#### 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.

We will monitor growth through PLCs, benchmark data, and FAST progress monitoring.

#### Person responsible for monitoring outcome

PLCs, Admin, Instructional coach

#### Evidence-based Intervention:

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### Description of Intervention #1:

RL will use iReady math and reading data to monitor our lowest quartile of the students.

#### Rationale:

RL 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 math and 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, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

PLCs will utilize DTL TOAs for learn best practice strategies and standards based teaching for their courses

**Person Monitoring:**

admin, ese team

**By When/Frequency:**

quarterly

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

Administration will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Action Step #2**

Administration to have data chats with PLCs (Q1, Q2, Q3)

**Person Monitoring:**

admin, ese team

**By When/Frequency:**

quarterly

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

Administration will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Action Step #3**

PLCs will use classroom formative assessment data, as well as data from last year's quarter exams to plan for instruction.

**Person Monitoring:**

PLCs

**By When/Frequency:**

weekly

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

PLCs will use formative assessment data to drive instruction. PLCs will utilize data provided by DTL and A&A (through the Power BI Dashboard) to see how students performed on benchmarks the prior year. PLCs will have data chats and plan for best practices to teach benchmark student typically struggle with.

**Area of Focus #2**

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

**Instructional Practice specifically relating to Social Studies**

**Area of Focus Description and Rationale**

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

---

Civics, has been historically low at RL. There has been significant improvement over the year last five years, however, it is still an area of need.

**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.

---

Civics, goal is to move from 76% proficient to 80% proficient

**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 to have data chats with PLCs (Q1, Q2, Q3)

PLCs will utilize DTL TOAs for learn best practice strategies and standards based teaching for their courses

**Person responsible for monitoring outcome**

Teachers, Admin, Instructional Coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

RL will implement literacy strategies in all civics classrooms.

**Rationale:**

Literacy strategies will help students decode text and give them to tools to engage in rigorous content.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administration to have data chats with PLCs (Q1, Q2, Q3)

**Person Monitoring:**

Admin

**By When/Frequency:**

Quarterly

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

Data chats, attend PLC meetings, review data individually and as a team.

**Action Step #2**

PLCs will utilize DTL TOAs for learn best practice strategies and standards based teaching for their courses

**Person Monitoring:**

Admin, civics team

**By When/Frequency:**

quarterly

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

Administration will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Action Step #3**

PLCs will use classroom formative assessments to drive instruction.

**Person Monitoring:**

PLCs

**By When/Frequency:**

Weekly

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

PLCs will use formative assessment data to drive instruction. PLCs will utilize data provided by DTL and A&A (through the Power BI Dashboard) to see how students performed on benchmarks the prior year. PLCs will have data chats and plan for best practices to teach benchmark student typically struggle with.

**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**

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

RL will focus on increasing science scores on SSA. RL's science scores have been stagnant over the past three years. By focusing on grade 8 science, using data to drive instruction, implementing boost camps, and having rich PLC discussions about best practices, our goal is to increase scores to 61% proficient.

**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, goal is to move from 54% proficient to 61% proficient.

**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 to have data chats with PLCs (Q1, Q2, Q3)

PLCs will utilize DTL TOAs for learn best practice strategies and standards based teaching for their courses

**Person responsible for monitoring outcome**

Teachers, admin, instructional coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

RL will implement literacy strategies in all science classes.

**Rationale:**

Literacy strategies will help students decode text and give them to tools to engage in rigorous content.

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administration to have data chats with PLCs (Q1, Q2, Q3)

**Person Monitoring:**

Admin

**By When/Frequency:**

Quarterly

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

Data chats, attend PLCs, review district and schoolwide data.

**Action Step #2**

PLCs will utilize DTL TOAs for learn best practice strategies and standards based teaching for their courses

**Person Monitoring:**

Admin, science team

**By When/Frequency:**

Quarterly

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

Admin and department leaders will invite TOAs in to help with standards based learning and implementing best practices.

**Action Step #3**

PLCs will use classroom assessments to drive instruction.

**Person Monitoring:**

PLCs

**By When/Frequency:**

weekly

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

PLCs will use formative assessment data to drive instruction. PLCs will utilize data provided by DTL and A&A (through the Power BI Dashboard) to see how students performed on benchmarks the prior year. PLCs will have data chats and plan for best practices to teach benchmark student typically struggle with.

**Area of Focus #4**

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**

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

---

RL will focus on increasing ELA scores in our lowest 25% of students. Our LQ ELA falls in the bottom 39th percent of the state.

**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.

---

Lowest 25% in ELA, goal is 64% learning gains.

**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 will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Person responsible for monitoring outcome**

Teachers, admin, instructional coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

RL will use iReady math and reading data to monitor our lowest quartile of the students.

**Rationale:**

RL 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 math and 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, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administration to have data chats with PLCs (Q1, Q2, Q3)

**Person Monitoring:**

admin, ela team

**By When/Frequency:**

quarterly

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

Administration will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Action Step #2**

PLCs will use classroom assessments to drive instruction.

**Person Monitoring:**

PLCs

**By When/Frequency:**

weekly

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

PLCs will use formative assessment data to drive instruction. PLCs will utilize data provided by DTL and A&A (through the Power BI Dashboard) to see how students performed on benchmarks the prior year. PLCs will have data chats and plan for best practices to teach benchmark student typically struggle with.

**Action Step #3**

Literacy Training

**Person Monitoring:**

ELA Leaders

**By When/Frequency:**

Monthly

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

Literacy coaches, classroom teachers, and school administrators will receive a variety of professional learning and targeted support through district-facilitated trainings throughout the school year. Literacy coaches will meet monthly with district curriculum specialists to analyze reading data based on Tier 3 intervention programs, review instructional strategies, and prepare professional learning to present to classroom teachers on their campuses. School administrators will meet with district curriculum specialists quarterly to review data points and benchmark-aligned instructional strategies. In addition, schools will receive targeted support from district curriculum specialists to facilitate the use of differentiated instructional techniques based on individual student needs. SCPS K-12 Comprehensive Reading Plan

**Area of Focus #5**

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**

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

RL will focus on increasing math scores in our lowest 25% of students. Though RL's math data is strong, there is room for improvement, especially with our lowest 25%.

**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.

Lowest 25% in Math, goal is 85% learning gains

**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 will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Person responsible for monitoring outcome**

Teachers, admin, instructional coach

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific

strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

RL will use iReady math and reading data to monitor our lowest quartile of the students.

**Rationale:**

RL 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 math and 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, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

Yes

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

Administration to have data chats with PLCs (Q1, Q2, Q3)

**Person Monitoring:**

admin, math team

**By When/Frequency:**

quarterly

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

Administration will monitor iready, FAST and benchmark data via the Dashboards. PLCs will use formative and summative assessment data to monitor student progress.

**Action Step #2**

PLCs will use formative assessment data to drive instruction.

**Person Monitoring:**

**By When/Frequency:**

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

PLCs will use formative assessment data to drive instruction. PLCs will utilize data provided by DTL and A&A (through the Power BI Dashboard) to see how students performed on benchmarks the prior year. PLCs will have data chats and plan for best practices to teach benchmark student typically struggle with.

## IV. Positive Culture and 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

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learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

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PBIS, Rock Lake will be participating in the Behavior Coaching Academy. The school will focus a tier 1 system for preventing behaviors, a schoolwide reward system, and a schoolwide hierarchy of consequences.

Based on climate survey results, a large increase in referral data, and our changing student population, PBIS is an area of focus.

### **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 23-24, RL had a total of 517 referrals and 161 unique offenders in the 23-24 school year. In 22-23, Rock Lake 313 and 126 unique students. Our goal is to reduce the number of referrals in 24-25 to 300. In 23-24, there were 54 students who were repeat offenders (3 or more referrals). For 24-25, RL's goal is to reduce the number of repeat offenders by 20%.

By implementing a PBIS system through the behavior coaching academy, and decreasing our referrals, our goal is to increase student attendance by 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.

---

Administration, guidance counselors, DMHC, and school social worker will meet bi-weekly to discuss student behaviors and suspensions.

BCA team will meet weekly, and work with teachers on an as needed basis.

### **Person responsible for monitoring outcome**

Dean, admin, DMHC, school psych

### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

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

#### **Rationale:**

Climate survey and referral data were the drivers to become a BCA school

#### **Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence, Tier 3 – Promising Evidence, Tier 4 – Demonstrates a Rationale

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Full day all staff training for BCA.

**Person Monitoring:**

BCA team, Adlam, Gover, Kimble, Sowpel, Poole, Preplan  
Dunlop

**By When/Frequency:**

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

Weekly BCA meetings and school walkthroughs

**Action Step #2**

Full staff PBIS/ RP training

**Person Monitoring:**

BCA Team, Adlam, Gover, Kimble, Sowpel, Poole, October  
Dunlop

**By When/Frequency:**

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

Weekly BCA meetings and school walkthroughs

**Action Step #3**

SST, Admin, MTSS, Social Workers and teachers will work as a team to monitor attendance.

**Person Monitoring:**

SST, Admin, MTSS, Social Workers and teachers bi-weekly

**By When/Frequency:**

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

We will include an attendance discussion in our bi-weekly suspension meetings. Teachers will take attendance daily and reach out to families if a student's attendance exceeds 5 days in a row. If students start missing more frequently, MTSS (Gruber), Social Works (Barnes) and or admin will reach out.

## 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 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. (ESEA 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 and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

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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. (ESEA Section 1114(b)(7)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 ESSA, 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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

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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. (ESEA 1114(b)(7)(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. (ESEA 1114(b)(7)(iii)(II))

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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. 1400 et seq. and ESEA 1114(b)(7)(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. (ESEA section 11149b)(7)(iii)(V)).

---

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. (ESEA 1114(b)(7)(iii)(V))

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No Answer Entered

## VI. ATSI, TSI and CSI Resource Review

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

### Process to Review the Use of Resources

Describe the process to review the use of resources to meet the identified needs of students.

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No Answer Entered

### Specifics to Address the Need

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

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No Answer Entered

## VII. Budget to Support Areas of Focus

Check if this school is eligible for 2024-25 UniSIG funds but has chosen not to apply.

**No**

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