

Seminole County Public Schools

Rock Lake Middle School



2022-23 Schoolwide Improvement Plan

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Rock Lake Middle School

250 SLADE DR, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0621>

Demographics

Principal: Martin Dunlop

Start Date for this Principal: 3/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	35%
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2021-22: A (65%) 2018-19: A (66%) 2017-18: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	ATSI
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

This plan was approved by the Seminole County School Board on 10/25/2022.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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Rock Lake Middle School

250 SLADE DR, Longwood, FL 32750

<http://www.scps.k12.fl.us/schools/schoolinfopage.cfm?schoolnumber=0621>

School Demographics

School Type and Grades Served (per MSID File)	2021-22 Title I School	2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	35%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	40%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	A		A	A

School Board Approval

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SIP Authority

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<https://www.floridacims.org>.

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 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

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

School Leadership Team

Membership

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
Dunlop, Martin	Principal	Oversee day to day operations and monitor a variety of organizational tasks to determine overall efficiency
Wysong, Nicole	Assistant Principal	Principal's designee, 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, schedule, student supervision
Delfiacco, MaryBeth	Assistant Principal	Supervise and evaluate teachers, master schedule, testing, professional development, field trips, ESOL compliance, student supervision
Hogan, Beau	Dean	Student supervision, discipline, textbooks, supervise custodians, facilities, alarm contact, school events calendar, clubs, threat assessment team

Demographic Information

Principal start date

Monday 3/11/2019, Martin Dunlop

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

1

Number of teachers with a 2022 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

16

Total number of teacher positions allocated to the school

42

Total number of students enrolled at the school

940

Identify the number of instructional staff who left the school during the 2021-22 school year.

18

Identify the number of instructional staff who joined the school during the 2022-23 school year.

11

Demographic Data

Early Warning Systems

Using prior year's 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	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	343	275	324	0	0	0	0	942
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	3	4	10	0	0	0	0	17
Course failure in ELA	0	0	0	0	0	0	1	8	7	0	0	0	0	16
Course failure in Math	0	0	0	0	0	0	2	9	12	0	0	0	0	23
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	32	29	54	0	0	0	0	115
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	43	27	32	0	0	0	0	102
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	8	7	15	0	0	0	0	30

Using current year data, complete the table below with the number of students identified as being "retained.":

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	10	5	24	0	0	0	0	39
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Tuesday 8/16/2022

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	308	315	361	0	0	0	0	984
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	10	21	26	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	15	7	14	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	35	46	0	0	0	0	110
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	33	46	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	13	15	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	48	45	17	0	0	0	0	110
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	308	315	361	0	0	0	0	984
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	1	2	1	0	0	0	0	4
Course failure in ELA	0	0	0	0	0	0	10	21	26	0	0	0	0	57
Course failure in Math	0	0	0	0	0	0	15	7	14	0	0	0	0	36
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	29	35	46	0	0	0	0	110
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	39	33	46	0	0	0	0	118
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	13	13	15	0	0	0	0	41

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	48	45	17	0	0	0	0	110
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	66%	59%	50%				66%	61%	54%
ELA Learning Gains	54%						57%	57%	54%
ELA Lowest 25th Percentile	43%						49%	45%	47%
Math Achievement	76%	37%	36%				77%	66%	58%
Math Learning Gains	71%						77%	64%	57%
Math Lowest 25th Percentile	62%						64%	52%	51%
Science Achievement	62%	62%	53%				68%	59%	51%
Social Studies Achievement	74%	62%	58%				78%	75%	72%

Grade Level Data Review - State Assessments

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	62%	60%	2%	54%	8%
Cohort Comparison						
07	2022					
	2019	61%	58%	3%	52%	9%
Cohort Comparison		-62%				
08	2022					
	2019	71%	61%	10%	56%	15%
Cohort Comparison		-61%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019	73%	65%	8%	55%	18%
Cohort Comparison						
07	2022					
	2019	71%	61%	10%	54%	17%
Cohort Comparison		-73%				
08	2022					
	2019	73%	32%	41%	46%	27%
Cohort Comparison		-71%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	68%	57%	11%	48%	20%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	76%	74%	2%	71%	5%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	61%	37%	61%	37%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	100%	64%	36%	57%	43%

Subgroup Data Review

2022 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	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
SWD	20	37	42	33	53	50	22	29	47		
ELL	40	49	39	56	66	59	35	40			
ASN	64	55		78	57		31	92	92		
BLK	57	51		65	71	45	37	87	50		
HSP	55	49	41	66	68	60	45	58	67		
MUL	58	44	50	67	65	70	52	82	64		
WHT	71	58	45	82	73	66	73	78	75		
FRL	49	48	40	63	65	57	45	57	60		
2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	19	30	30	29	29	20	21	35	36		
ELL	33	52	53	54	57	47		33			

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
ASN	70	67		83	75		85	64	88		
BLK	52	44	24	58	30	20	39	47	80		
HSP	54	54	40	63	52	36	55	64	65		
MUL	71	46		61	52	60		75			
WHT	68	58	34	78	61	31	67	78	73		
FRL	49	46	32	59	45	31	47	59	61		
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	31	26	30	54	54	30	27			
ELL	32	42	31	59	62	63					
ASN	74	61		91	78		90		80		
BLK	56	54	37	63	73	59	69	80			
HSP	58	49	50	68	71	56	56	68	41		
MUL	73	59		73	77		70	77			
WHT	69	60	49	82	80	69	71	81	67		
FRL	51	51	48	64	70	62	56	70	49		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	65
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	649
Total Components for the Federal Index	10
Percent Tested	98%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	50
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	67
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	58
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	57
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	61
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	55
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

We discovered the following trends:

ELA Achievement percentage returned to 66% (2019), and ELA achievement for the lowest 25% increased from 35% to 43%. In math, we increased from 73% to 76% for math achievement. We made no gains in Science and only 1% increase in Civics.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

African American students, SWD, FRL, and ELL students have the lowest proficiency rates. Science and Civics have the lower overall percentage of proficient students.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Factors contributing to the low performance of students include disruption in instructional continuity due to the pandemic that further widened gaps in students' foundational skills. Actions to support improvement in these areas will include frequent formative progress monitoring with target support and acceleration in identified areas of need.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

Students' overall Math and ELA quarter exams and FSA scores. In addition, students' EOC exams.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Deliberate monitoring of specific student groups contributed to this improvement. Actions included focus on the monitoring of the lowest 30% of students, acceleration of high level 1 and high level 2 and level 3 students along with standards based tutoring.

What strategies will need to be implemented in order to accelerate learning?

We will increase our focus on instruction during PLC meetings and create a common approach to instruction. The administration will conduct classroom walkthroughs focusing on specific high-yield strategies. The key is to follow up with teachers and PLCs and make modifications when needed

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Professional development will be focused on the development of highly effective professional learning communities and how school-based leaders can foster the growth and development of teacher collaboration for student success.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

Additional services dedicated to student acceleration include focus on instructional strategies Sustainability of improvement efforts Additional services dedicated to student acceleration include support of standards based instruction across all content areas, social emotional learning support for students and families, data driven tutoring and acceleration support and expanded use of SCPS early warning tracking and MTSS based support.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities**Area of Focus Description****and Rationale:**

Include a rationale that explains how it was identified as a critical need from the data reviewed.

Increasing academic achievement of students with disabilities. ESSA Federal Percent of Points Index indicates this is a high priority need and focusing on the success of these students will reduce achievement gaps and prepare these students for future academic success.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Increase achievement and learning gains for students with disabilities.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through classroom walk throughs, review of progress monitoring data and through data chats with professional learning communities.

Person responsible for monitoring outcome:

Martin Dunlop (martin_dunlop@scps.k12.fl.us)

Evidence-based Strategy:

Describe the evidence-based strategy being implemented for this Area of Focus.

Lessons aligned to B.E.S.T. benchmarks at the appropriate grade level of complexity with ongoing feedback loops between leadership and teachers, students and teachers and student with students and PLCs focused on data, instructional planning and student evidence of learning.

Rationale for Evidence-based Strategy:

Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this strategy.

Standards based lessons differentiated to meet the needs of these specific student groups and data driven deliberate action planning will improve achievement and learning gains for our students. This strategy is aligned to having high expectations for all learners and teachers.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Departments will work through Professional Learning Communities (PLCs) to review state academic standards and the district instructional plan. PLCs will revisit the instructional plan weekly and bi-weekly as they plan lessons. PLCs will review student data to determine student needs in regards to standards mastery.

Academic homerooms will be assigned to students needing additional supports in reading and math but do not have room on their schedule to have an intensive math or intensive reading class.

Person Responsible

Martin Dunlop (martin_dunlop@scps.k12.fl.us)

Rock Lake has an established communication system with families. Members of the SAC and community, as well as PTO, are able to provide feedback at monthly meetings. The principal holds quarterly Facebook Live sessions for parents, and parents are able to submit comments and feedback in advance of the presentation. Parents are able to reach out to teachers by phone, email, or conferences.

Teachers will have access to communicate and provide feedback through CIT, Department Leader meetings, department meetings, and through SAC representation.

Person Responsible Martin Dunlop (martin_dunlop@scps.k12.fl.us)

Teachers will meet biweekly to work collaboratively in content PLCs.

PLCs will receive training as needed throughout the year for B.E.S.T. standards, content standards, and literacy strategies.

Person Responsible Martin Dunlop (martin_dunlop@scps.k12.fl.us)

Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. Stakeholder groups more proximal to the school 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.

Describe how the school addresses building a positive school culture and environment.

Rock Lake Middle School (RLMS) excels at building positive relationships with our parents. To increase parental involvement, we regularly communicate with parents through a communication that is sent out through Skyward. We also communicate to parents 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.

Identify the stakeholders and their role in promoting a positive school culture and environment.

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.