

Orange County Public Schools

# Rock Lake Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

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## Rock Lake Elementary

408 N TAMPA AVE, Orlando, FL 32805

<https://rocklakees.ocps.net/>

### 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:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

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 parent), 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://www.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)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: 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. This printed version represents the SIP as of the "Date Modified" listed in the footer.

## I. School Information

### School Mission and Vision

**Provide the school's mission statement.**

Mission: With the support of families and the community, we create enriching and diverse pathways that lead our students to success

**Provide the school's vision statement.**

Vision: To ensure every student has a promising and successful future

Objectives:

High Expectations for Student Learning  
Student Social and Emotional Well-Being  
Dedicated and High-Quality Team  
Positive Climate and Safe Environment  
Efficient Operations  
Engaged and Invested Community

### School Leadership Team, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Simmons, Melanie	Principal	A highly effective instructional leader, Melanie Simmons leads school improvement initiatives and ensures a safe learning environment for all staff and students. This includes creating a data-driven culture of excellence, as well as effectively managing and monitoring the teaching process to ensure high quality instruction is taking place to support the attainment of the school goals. She oversees the implementation of the MTSS framework and regularly reviews new data to successfully accomplish the desired outcomes. The Principal collaboratively engages with district and community members to facilitate the use of resources that directly supports the learning environment and impact student achievement.
Prince, Allyson	Assistant Principal	As the Assistant Principal, Mrs. Prince supports the Principal in all aspects of the school's operations. This includes fostering the success of staff and students by creating and sustaining a safe environment that values social emotional learning (SEL) and student achievement. One of her primary functions as an instructional leader is to monitor the implementation of a rigorous curriculum aligned to the Florida Standards leading to improved academic outcomes as well as school and student success. Mrs. Prince builds the capacity of academic coaches and teachers by facilitating professional learning opportunities and providing targeted immediate feedback for improvement. As a member of the MTSS team, she ensures that each student is provided the required supports and services needed for success. She also leads the implementation of programs such as CHAMPS, and the Social Emotional Learning (SEL) curriculum to enhance student behavior and citizenship.
Chambers, Shamica	Reading Coach	Ms. Chambers serves on the leadership team and has the primary responsibility for overseeing the successful implementation of the reading and writing curriculum. Her main duties include facilitating professional learning to assist teachers with effective instructional practices based on student progress monitoring data, as well as facilitating weekly common planning sessions with grade level teams. She regularly analyzes common assessment data to make timely instructional decisions that impact student achievement. She also provides targeted instruction to students identified as performing below grade level on assessments in reading and supports teachers with data collection and analysis as a member of the MTSS team.
Lemon, Mark	Math Coach	Dr. Lemon serves on the leadership team and has the primary responsibility for overseeing the successful implementation of the math and science curriculum. His main duties include facilitating ongoing, job-embedded professional development and utilizing the coaching cycle to build teacher capacity. He provides guidance to teachers on lesson planning and regularly analyzes common assessment data to make timely instructional decisions that impact student achievement. As an integral part of Tier II support, he provides targeted instruction to students identified as performing below grade level on math and science assessments. Dr. Lemon sponsors the STEM club, serves on the Literacy Leadership Team to promote literacy schoolwide, and is responsible for

Name	Position Title	Job Duties and Responsibilities
		assisting with the coordination of math and science tests and district competitions.

### 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. (ESSA 1114(b)(2))

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

A leadership retreat was held during the summer to disaggregate school state assessment data from the Spring FAST PM3 in reading, mathematics, and science. Data from the 2022-2023 Panorama survey was also analyzed and taken into consideration, along with attendance and discipline data. All stakeholders were invited and encouraged to attend to create a shared vision, analyze student performance data, identify areas of growth along with key measurable outcomes, and give input on the strategies for attaining success. Next steps included designing, implementing, and monitoring the SIP.

### 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's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored mid-year to identify points of progress using student assessment data in ELA, mathematics, science, and measure the impact towards attainment of the goals. The team will disaggregate student progress monitoring data using state assessments FAST PM1 and 2, then determine implementation challenges, and identify steps toward overcoming these barriers. Revisions will be made to the SIP based on the impact on increasing the achievement of students in meeting the state's academic standards, particularly for those with the greatest achievement gap.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Elementary School PK-5
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	96%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	100%
<b>Charter School</b>	No
<b>RAISE School</b>	Yes
<b>ESSA Identification</b> *updated as of 3/11/2024	N/A
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No



<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL) Black/African American Students (BLK) Hispanic Students (HSP) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: F
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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 days	6	12	20	21	10	9	0	0	0	78	
One or more suspensions	0	2	0	2	1	3	0	0	0	8	
Course failure in English Language Arts (ELA)	0	0	0	2	0	0	0	0	0	2	
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	2	15	7	0	0	0	24	
Level 1 on statewide Math assessment	0	0	0	2	10	6	0	0	0	18	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	5	15	15	15	0	0	0	0	50	

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	0	3	6	9	15	7	0	0	0	40

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

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

**Prior Year (2022-23) As Initially 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 days	5	6	3	2	3	3	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	9	18	23	15	0	0	0	68	
Course failure in Math	0	3	8	8	13	7	0	0	0	39	
Level 1 on statewide ELA assessment	0	0	0	18	23	15	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	8	13	7	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	9	18	23	15	0	0	0	68	

**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	0	3	9	8	13	7	0	0	0	40

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

**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 days	5	6	3	2	3	3	0	0	0	22	
One or more suspensions	0	0	0	0	0	0	0	0	0		
Course failure in ELA	0	3	9	18	23	15	0	0	0	68	
Course failure in Math	0	3	8	8	13	7	0	0	0	39	
Level 1 on statewide ELA assessment	0	0	0	18	23	15	0	0	0	56	
Level 1 on statewide Math assessment	0	0	0	8	13	7	0	0	0	28	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	3	9	18	23	15	0	0	0	68	

**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	0	3	9	8	13	7	0	0	0	40

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	13	0	0	0	0	0	13
Students retained two or more times	0	0	0	0	0	0	0	0	0	

**II. Needs Assessment/Data Review****ESSA School, District and State Comparison (pre-populated)**

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.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	54	57	53	23	56	56	22		
ELA Learning Gains				51			55		
ELA Lowest 25th Percentile				65					
Math Achievement*	69	60	59	56	46	50	32		
Math Learning Gains				75			42		
Math Lowest 25th Percentile				78					
Science Achievement*	71	63	54	30	61	59	25		
Social Studies Achievement*					66	64			
Middle School Acceleration					51	52			
Graduation Rate					55	50			
College and Career Acceleration						80			
ELP Progress	65	59	59	77					

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

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	57
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	455
Total Components for the Federal Index	8
Percent Tested	97
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)**

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%
SWD				
ELL	67			
AMI				
ASN				
BLK	59			
HSP	74			
MUL				
PAC				

**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%
WHT				
FRL	66			

**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%
SWD	26	Yes	3	3
ELL	51			
AMI				
ASN				
BLK	52			
HSP	42			
MUL				
PAC				
WHT				
FRL	53			

**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)

**2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	54			69			71					65
SWD												
ELL	55			82							3	65
AMI												
ASN												
BLK	49			64			65				4	
HSP	62			85							2	

## 2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
MUL												
PAC												
WHT												
FRL	55			71			70				5	67

## 2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	23	51	65	56	75	78	30					77
SWD	0	40		38								
ELL	17			58								77
AMI												
ASN												
BLK	22	48	60	55	72	76	32					
HSP	21			62								
MUL												
PAC												
WHT												
FRL	18	52	67	53	75	81	27					

## 2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	22	55		32	42		25					
SWD	0			8								
ELL												
AMI												
ASN												
BLK	23	55		32	41		25					
HSP												
MUL												
PAC												
WHT												

## 2020-21 ACCOUNTABILITY 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	ELP Progress
FRL	22	55		35	45		25					

**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.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	43%	54%	-11%	54%	-11%
04	2023 - Spring	59%	60%	-1%	58%	1%
03	2023 - Spring	54%	52%	2%	50%	4%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	67%	59%	8%	59%	8%
04	2023 - Spring	69%	62%	7%	61%	8%
05	2023 - Spring	71%	55%	16%	55%	16%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2023 - Spring	67%	59%	8%	51%	16%

**III. Planning for Improvement****Data Analysis/Reflection**

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

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

The data component that demonstrated the greatest need for improvement was English Language Arts with 56% of the students in grades 3-5 showing on-grade level proficiency. 5th grade had the greatest need with 48% proficiency followed by 4th grade with 63% proficiency in comparison to 57% in third grade.

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

All of the data components showed significant increase over last year's performance.

**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.**

5th grade English Language Arts had the greatest gap with a proficiency of 43% when compared to the state average of 54% proficiency. Data trends show that students in grade 5 struggle in the key areas of vocabulary and comprehension. New action to address this need for improvement include building teacher capacity through professional development and coaching support to deliver more targeted instruction in these areas. Other action steps include implementing the Multi-Tiered Systems of Supports (MTSS) framework with fidelity to identify students with specific needs and provide more targeted instruction to support their learning.

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

The data component that showed the most improvement is 5th grade English Language Arts with 43% of students showing proficiency compared with 7% proficiency on last year's performance. Contributing factors the school took to achieve these improvements in 5th grade English Language Arts include a focus on using data to drive instruction and support students needs through the use of small group instruction to teach and reinforce reading skills throughout the school year as well as provide targeted instruction including more emphasis on weekly spiral reviews. Weekly common planning held 2 times weekly with a focus on delivering standards-based instruction under the guidance of an administrator and instructional coach was used to build capacity in teachers and improve pedagogical practices. In addition, targeted students were pulled for additional support and extra practice.

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

One area of concern is attendance.

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

1. Increased focus on English Language Arts in grades 2-5
2. Increased focus on Mathematics in grades 2-5
3. Increased focus on supporting students with disabilities in grades 3-5
4. Increased focus on attendance in grades 2-5

#### **Area of Focus**

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



**#1. Positive Culture and Environment specifically relating to Early Warning System****Area of Focus Description and Rationale:**

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

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This remains a key area of focus as we seek to improve the school culture, climate, attendance data, and student discipline by implementing a social and emotional school-wide initiative to establish and maintain positive interactions with all students and make connections academically and socially. This was identified as a critical need based on the ESSA subgroup data for 2022-2023 showing students with disabilities scoring below 32% for the past 3 consecutive years. These proficiency rates are below the federal index and will improve when students and staff effectively utilize social emotional learning strategies to build a more motivated and positive school culture. Thirty-seven (37) students in grades 2-5 exhibited two or more early warning indicators based on an identified substantial reading deficiency as evidenced by the 2022-2023 school year data.

**Measurable Outcome:**

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

Students with disabilities ESSA subgroup will meet the federal index target of 41%. Thirty-seven (37) students in grades 2-5 identified as exhibiting two or more early warning indicators will decrease to twenty-seven (27) students.

**Monitoring:**

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

This Area of Focus will continue to be monitored through classroom walkthrough data to determine the effective implementation of the CHAMPS Behavior Management System, SEL curriculum, ESE facilitation support logs, and IEP data documentation, along with student progress monitoring data. Additionally, each classroom will implement class meetings to build relationships with students and develop a positive classroom community. This will be monitored by compliance logs, and classroom walkthrough observation.

**Person responsible for monitoring outcome:**

Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The ESE support facilitation teacher will create lessons according to the students IEP goals and adhere to the ESE support facilitation schedule with fidelity. Teachers will review the student CUM folders and support students as per their IEP. Teachers will implement the CHAMPS Behavior Management System and SEL curriculum to support classroom behaviors and improve student cognitive engagement.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

The ESE support facilitation schedule is designed to ensure that students with disabilities are receiving instruction as per their IEPs. Teachers will review the student's CUM folders to become familiar with the required supports needed for student success and implement best practices to accommodate student learning. The CHAMPS Behavior Management System and SEL curriculum is designed to support classroom behaviors and improve student cognitive engagement as teachers practice routines and procedures, embed collaborative structures in the classroom with roles for students to promote student self-awareness, self-control, responsible decision making, and relationship building skills. Biweekly data meetings and root cause analysis will be conducted to drive instructional focus and support the targeted students.

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

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

### **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.

Action steps that will be taken include creating the ESE facilitation support schedule with the ESE teacher as per students IEPs, providing school-wide professional development in the implementation of CHAMPS and SEL along with promoting character education. Bi-weekly data meetings and root cause analysis to drive instruction and next steps.

**Person Responsible:** Melanie Simmons (melanie.simmons2@ocps.net)

**By When:** May 2024

**#2. Instructional Practice specifically relating to Small Group Instruction****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Teachers will focus on the effective implementation of differentiated instruction. Teachers will effectively use Multi-Tiered Systems of Supports (MTSS) framework to identify students with specific needs that affect their learning and give appropriate interventions to support their learning. This area continues to be a critical need because 56% of students in grades 3-5 were proficient in ELA during the 2022-2023 school year with 48% of students in grade 5 showing proficiency. This represents an eleven point gap with the 5th grade state proficiency at 54%.

**Measurable Outcome:**

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

Students in grades 3-5 reading proficiency will increase from 56% to 60% on the statewide ELA Assessment.

**Monitoring:**

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

The administrative team will continue to work closely to implement and monitor the reading intervention plan in tier II and tier III interventions through daily classroom walkthroughs with immediate feedback. Bi-weekly data meetings will be held to track student progress and make adjustments to instruction as needed.

**Person responsible for monitoring outcome:**

Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional development on the MTSS Framework, MTSS data collection and tracking, and progress monitoring student achievement. We will use small group differentiated instruction during our extra hour reading intervention to teach students in our lowest 25%, and any other non-readers in grades 3-5 to decode words, analyze word parts, and write and recognize words. Students will be ability grouped, monitored and instructional adjustments made as needed.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

Reading proficiency will improve when the MTSS framework is implemented with fidelity, used to identify students with specific needs, and provide appropriate reading interventions. These strategies were selected because there is strong evidence to support the fact that teaching students to decode, analyze word parts, and practice fluency builds strong foundations and supports them in becoming fluent readers.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

### **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.

Action steps to implement the MTSS framework include providing professional development on the MTSS process, conduct bi-weekly data meetings to assess student progress and adjust instruction as needed. The school will implement instructional frameworks for all tiers of instruction to ensure teachers are meeting the needs of all learners and aligning instruction to the depth of the standards.

**Person Responsible:** Melanie Simmons (melanie.simmons2@ocps.net)

**By When:** May 2024

**#3. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This remains a key area of focus as teachers focus on delivering standards based instruction in ELA using small groups that focus on targeted deficiencies in order to provide scaffolded, guided practice to deepen knowledge. It was identified as a critical need as 56% of our students in grades 3-5 were proficient in ELA in the 2022-2023 school year.

**Measurable Outcome:**

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

Students in grades 3-5 reading proficiency will increase from 56% to 60% on the statewide ELA Assessment.

**Monitoring:**

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

This Area of Focus will be monitored by weekly common planning notes, common assessment data, and bi-weekly progress monitoring data. Coaching support will be provided to teachers in need and the administration team will conduct daily classroom walkthroughs with immediate feedback. The administration team will also analyze schoolwide trends.

**Person responsible for monitoring outcome:**

Melanie Simmons (melanie.simmons2@ocps.net)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Weekly professional learning communities (PLCs) will focus on deconstructing the standards to align instructional practices, as well as analyze common assessment data to identify gaps in the teaching and learning process and support students needs. Teachers will strategically remediate and reteach based on data.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

This strategy was selected as 56% of our students in grades 3-5 were proficient in ELA. In an effort to achieve our goal of being a high performing school it is important to ensure that we continue to focus on building capacity in teachers therefore improving their content area knowledge base, as well as use data to drive instruction. Coaching support through the coaching cycle is a structured plan to help teachers and coaches learn and improve. The end result is that their coaching becomes more impactful and their students' learning increases as a result.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

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

No

**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.

Action steps to implement are weekly common planning to deepen understanding of the standards and share best practice strategies, provide coaching support to build teacher capacity in the use of higher order thinking questions, monitoring and cognitive student engagement strategies, as well as daily instructional walks.

**Person Responsible:** Melanie Simmons (melanie.simmons2@ocps.net)

**By When:** May 2024

### **CSI, TSI and ATSI Resource Review**

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The school based leadership team conducted a needs assessment inquiry focused on the needs of the students with disabilities looking at data from school-level data sources. The team also looked at the various resource allocation sources including general funds, Title 1 funds, and ESSA funds to determine how best they can be utilized and whether or not they were sufficient. Next steps included looking at curriculum resources, technology allocations, and examining the staffing report to ensure that the school had highly qualified ESE certified teachers and para-professionals to serve the students with disabilities. Utilizing the information collected, the team developed a plan to ensure available resources were made available to support the targeted students. The plan will be implemented and monitored by the principal and district leadership team.

### **Reading Achievement Initiative for Scholastic Excellence (RAISE)**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

#### **Grades K-2: Instructional Practice specifically relating to Reading/ELA**

Grades K-2: Instructional Practice specifically relating to Reading/ELA (Ongoing)

In grades K-2, 36% of students were on track to score a Level 3 or above according to the i-Ready EOY Diagnostic results.

1. In Kindergarten, 92% of students were proficient on the District's i-Ready EOY diagnostic.
2. In first grade, 52% of students were proficient on the District's i-Ready EOY diagnostic.

3. In 2nd grade, 57% of students were proficient on the District's i-Ready EOY diagnostic.

For Grades K-2:

The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements to support reading for understanding in K- 2nd Grade:

\* Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. This will help to prepare students to read words and comprehend text. In Grades K -2, teachers will incorporate the “alphabetic principle” to supplement regular literacy instruction as well as small group interventions with groups of two to eight students. The ability to successfully isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words.

Action Steps include, teach students to recognize and manipulate segments of sound in speech, teach students letter–sound relations, and use word-building and other activities to link students’ knowledge of letter–sound relationships with phonemic awareness.

\* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. Instruction will take place either in whole group, small group, or one-on-one interventions.

Action steps include the following effective instructional techniques, teach students to blend letter sounds and sound–spelling patterns from left to right to produce a recognizable pronunciation, instruct students in common sound–spelling patterns, teach students to recognize common word parts, have students read decodable words, teach regular and irregular high-frequency words, and introduce non-decodable words.

### **Grades 3-5: Instructional Practice specifically related to Reading/ELA**

In grades 3-5, 59% of students were proficient in ELA during the 2022-2023 school year based on the statewide ELA assessment.

The proficiency levels in grades 3-5 were as follows according to the "RAISE Schools Identification 2023-2024" document:

1. In 3rd grade, 56% of students were proficient on the statewide ELA assessment.
2. In 4th grade, 69% of students were proficient on the statewide ELA assessment.
3. In 5th grade, 49% of students were proficient on the statewide ELA assessment.

For Grades 3: The following IES Practice Guide Recommendations meet ESSA strong level of evidence requirements to support reading for understanding in Grades 3-5 is ongoing with:

\* Recommendation 2: Develop awareness of the segments of sounds and how they link to letters. This will help to prepare students to read words and comprehend text using the "alphabet principle" and will be implemented as mentioned in Grades K- 2 above.

\* Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words in whole group, small group, or one-on-one interventions to allow students to begin spelling and decoding words. This will be implemented as mentioned in Grades K-2 above.

For Grades 4-5:

\* Recommendation 1: Build students’ decoding skills so they can read complex multisyllabic words, and improve students’ ability to read and understand texts.

Action steps include the following, teach vowel and consonant letter sounds and combinations, teach



students to decode multisyllabic words, engage students to practice reading multisyllabic words.

\* Recommendation 4: Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Action steps include the following instructional practices, students read orally both informational and narrative text to develop fluent and accurate reading with expression, teach students to self-monitor their understanding and to self-correct word-reading errors.

### Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

### Grades K-2 Measurable Outcomes

By the end of the 2023-2024 school year, at least 75% of students in grades K-2 will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

- 1) By the end of the year, at least 96% of students in Kindergarten will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 2) By the end of the year, at least 60% of students in first grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 3) By the end of the year, at least 70% of students in second grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

### Grades 3-5 Measurable Outcomes

By the end of the 2023-2024 school year, at least 60% of tested students in grades 3-5 will achieve a proficient score on the state assessment.

- 1) By the end of the year, at least 60% of students in third grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 2) By the end of the year, at least 60% of students in fourth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.
- 3) By the end of the year, at least 60% of students in fifth grade will achieve proficiency and be on track to pass the statewide ELA assessment, as evidenced by the new progress monitoring system.

### Monitoring

#### Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

The Area of Focus supporting RAISE will be monitored closely by the administrative team using beginning and middle of the year assessments through statewide FAST PM ELA Assessments.



Monitoring will also be accomplished using district common assessment data from the Standards-based Unit Assessments and data gained from documented MTSS interventions provided to readers at the Tier II and Tier III levels through such programs as SIPPS, Being a Reader, and Heggerty. Bi-weekly data meetings will occur with teachers to review students' data, identify areas of growth and next steps as well as alignment between the core instruction and the intervention. The statewide Spring FAST PM3 ELA Assessment will be used to evaluate the impact on reading proficiency at the end of the year.

### **Person Responsible for Monitoring Outcome**

Select the person responsible for monitoring this outcome.

Simmons, Melanie, melanie.simmons2@ocps.net

## **Evidence-based Practices/Programs**

### **Description:**

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

The evidence-based practice being implemented to achieve the measurable outcome in grades K-5 to improve reading proficiency include small group and individual instruction, using a variety of grouping strategies, most often with flexible groups formed and intensive instruction with Tier II and Tier III support targeted to children's observed and assessed needs in specific aspects of literacy development. The following evidence-based programs being implemented meet Florida's definition of Strong Evidence criteria, SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words), Heggerty Phonemic Awareness, and Being a Reader for instruction and monitoring. These evidence-based practices/programs align to the B.E.S.T. ELA Standards. The school will use the District approved streamlined walkthrough tool weekly to monitor instruction, identify trends, and adjust instruction.

### **Rationale:**

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

The evidence-based practices/programs SIPPS, and Heggerty address the identified need as they teach targeted students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Students develop awareness of the segments of sounds in speech and how they link to letters. The programs teach students to decode words, analyze word parts, and write and recognize words. This ensures that each student reads connected text every day to support reading accuracy, fluency, and comprehension. The programs have a proven record of effectiveness for the

target population as they are research-based foundational skills programs proven to help both new and struggling readers in grades K–12, including English learners and students identified with dyslexia.

### Action Steps to Implement

List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
Literacy coaching support for teachers whose progress monitoring data is not showing adequate growth. Teachers will be tiered based on classroom walkthrough data and participate in the coaching cycle with a highly effective reading coach. Progress will be monitored using student bi-weekly progress monitoring data and daily classroom observation data.	Simmons, Melanie, melanie.simmons2@ocps.net
Professional Learning include specific supports for teachers based on progress monitoring data. Weekly PLCs will be facilitated by a reading coach where teachers will review the benchmarks for each lesson, share and model effective best practices, and create engaging practice activities for each lesson.	Simmons, Melanie, melanie.simmons2@ocps.net
The Literacy Leadership Team will closely monitor the implementation of the reading intervention plan which includes small group and individual intensive instruction. Biweekly data meetings will be held to identify areas of growth and next steps as well as align the core instruction with intervention.	Simmons, Melanie, melanie.simmons2@ocps.net

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

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 the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**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. (ESSA 1114(b)(4))**

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

The School Improvement Plan (SIP) is made available on the "School Information" pull down menu of the school's website. To further disseminate the SIP information and garner additional input, the school shares the 2022-2023 school results from Progress Monitoring 3 for statewide assessments from the Florida Assessment of Student Thinking (FAST) and End of Course (EOC) exams. Along with the data,

SIP areas of focus including interventions and measurable outcomes are also revealed. Communication about the SIP occurs in faculty meetings, School Advisory Council, Open House as well as being posted in the front office. Typically, the SIP information is presented to a joint School Advisory Council (SAC) and parent organization meeting where parental input is gathered. To increase parental awareness about the SIP, a QR code will be available at the Open House event at each teacher's door and various other locations in the school for parents to be able to review. Following the Open House event, a Class Dojo message will be sent to thank parents for attending Open House and inform those that may have missed the event about the School Improvement Plan by providing a link. The QR code to SIP will also be posted in the front office so that parents new to the school may have quick access. Updates as to the progress being made toward the SIP goals will be shared at future SAC meetings.

**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 Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Communication is essential to building positive relationships with students, parents, teachers and other stakeholders. In advocating for increased opportunities for communication, the school will utilize flyers, school newsletters, grade-level newsletters, School Messenger phone messages, the marquee, email, Talking Points, and Class Dojo. Links to information such as newsletters will be sent via Class Dojo to parents so information is not left in backpacks. Family Learning Nights will be held by the school to engage parents in their students' learning processes which can positively impact student achievement. The Family Engagement Plan will be available on the school's website via the "School Information" pull down menu and shared during School Advisory Council (SAC) meetings, Multilingual Parent Leadership Council (MPLC) meetings, and the Title I Annual Meeting. Upon posting the Family Engagement Plan on the school's website, a Class Dojo and Talking Points message will go out to share the link to the plan with parents.

**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 III of the SIP. (ESSA 1114(b)(7)ii)**

In order to strengthen the academic program, students must attend school. By monitoring attendance and connecting with parents, time will increase for students to work with academic content which will lead to improved achievement. Cultivating solidarity through a House System with engaging activities and competitions appeals to students and increases attendance and involvement in their own learning. Small group instruction during ELA and math will allow for more targeted support and assist with reducing gaps that students may have. Areas of Focus which are being addressed include: 1) Positive Culture and Environment specifically relating to Early Warning Systems, and 2) Instructional Practice specifically relating to ELA.

**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). (ESSA 1114(b)(5))**

Providing opportunities for all children to meet challenging state academic standards is important for education. By addressing positive culture and instructional practice, students have a greater chance of success. In meeting the needs of the students, Title I monies are being used to purchase additional support resources. Additional resources from Magnetic Reading as well as University of Florida Literacy

Institute (UFLI) materials to better support foundational reading will be procured through the use of Title I funds. Science Bootcamp and Speed Bag will also be purchased to support reading through the content of science. Being a Title I school, Rock Lake ES offers breakfast, lunch and snacks during afterschool tutoring through the National School Lunch Program which is also supportive of a positive learning environment.

### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

#### **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. (ESSA 1114(b)(7)(iii)(I))**

The school based counselor provides small group counseling, along with referral to mental health services and specialized support services to improve students skills outside the academic subject area. Examples include implementing Child Safety Matters, and Red Ribbon Week activities. A SEL component introduces strategies used to develop skills-based positive attributes, such as self-regulation, self-efficacy, goal setting, and positive relationships that promote mental, emotional, and behavioral development. Many of our 5th graders are serving as Safety Patrols which is a peer-to-peer leadership development program. There is also mentoring with an adult.

#### **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. (ESSA 1114(b)(7)(iii)(II))**

Rock Lake Elementary celebrates Teach-In where students are exposed to different career options through guest speakers. Students also participate in STEAM activities where they explore STEM related careers. Middle school counselors meet with our 5th graders to support their transition to middle school. Field trips to the Orlando Science Center, SeaWorld, and the theater showcase a wide variety of careers.

#### **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 ESSA 1114(b)(7)(iii)(III).**

The MTSS process is implemented schoolwide which integrates data and instruction to maximize student achievement and support students social, emotional, and behavior needs. There is universal screening for all students early in each school year, increasing levels of targeted support for those who are struggling. Integrated plans address students' academic, behavioral, social, and emotional needs. Data collection and analysis is ongoing for all students but in particular for students who are not making adequate progress, the MTSS team will conduct a root cause analysis to determine whether students are eligible for services under IDEA and ESSA. Students receiving targeted support services through an IEP or 504 will meet in a small group with a certified ESE teacher through a facilitation support model which may be a co-teach model in a math or reading classroom to better able to support that student with on-grade level curriculum. Other services are speech, physical therapy, and social skills. The MTSS team meets bi-weekly to disaggregate data as we track the progress of all targeted students (Tier 2 and Tier 3) and determine next steps for their growth and success. There is schoolwide supports for students in behavior through the implementation of the Positive Behavior Support System where students are rewarded and recognized for exhibiting high standards of behavior.

**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. (ESSA 1114(b)(7)(iii)(IV))**

Professional learning and staff development to improve instruction is ongoing. Data from student academic assessments, and classroom walkthrough trends are analyzed to identify targeted professional development for teachers in need. School based coaches lead professional development and model best practice strategies which the expectation that they will be implemented in the classroom.

Professional learning also takes place weekly through common planning sessions where teachers build their content area knowledge base on the new BEST Standards in reading and math, share and discuss best practice instruction strategies, and collaborate on how they use data to adjust instruction. Teachers also participate in action research through deliberate practice plans where they work in their grade level teams to improve their pedagogy resulting in positive outcomes for students. Working collaboratively and collegially on grade level teams empowers teachers, builds morale and well-being resulting in lower teacher turnover.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

Rock Lake Elementary hosts a VPK program offering free prekindergarten for all 4-year-olds. Students are taught by an experienced highly qualified teacher certified in early childhood education with the support of a pre-k para-professional. The Frog Street curriculum that is used is engaging, and interactive which introduces students to early literacy. It is closely aligned to the kindergarten BEST Standards in reading and math so students have an easy transition. We also host kindergarten roundup and encourage parents to sign up early and participate in all school activities. At the start of the school year, we host a Meet the Teacher and Open House to allow new kindergarten parents and students to meet their teacher, participate in an on-campus tour, and become familiar with the campus.

## Budget to Support Areas of Focus

### Part VII: Budget to Support Areas of Focus

**The approved budget does not reflect any amendments submitted for this project.**

1	III.B.	Area of Focus: Positive Culture and Environment: Early Warning System				\$2,096.00
	Function	Object	Budget Focus	Funding Source	FTE	2023-24
	SEL	Purchase T-Shirts	0641 - Rock Lake Elementary	School Improvement Funds		\$2,096.00
			Notes: To purchase T-Shirts for staff - SEL			
2	III.B.	Area of Focus: Instructional Practice: Small Group Instruction				\$0.00
3	III.B.	Area of Focus: Instructional Practice: ELA				\$0.00
Total:						\$2,096.00

### Budget Approval

**Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.**

No