

Washington County School District

Roulhac Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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Roulhac Middle School

1535 BRICKYARD RD, Chipley, FL 32428

<http://rms.wcsdschools.com>

School Board Approval

This plan was approved by the Washington County School Board on 10/9/2023.

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.

Roulhac Middle School is dedicated to providing knowledge for school success, lifelong learning, and the skills necessary for students to cope with adolescence. Through involvement of school and community, Roulhac Middle School will provide a positive and orderly environment for all students.

Provide the school's vision statement.

Roulhac Middle School is committed to providing the services and support our students need to become respectful, responsible, and successful citizens.

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
Holley, Nancy	Principal	
Pritchard, Delanie	School Counselor	
Sowell, Pamela	Other	
Whitson, Melissa	Teacher, K-12	ELA Teacher for 7th & 8th Grade
Mathis, Greg	Teacher, K-12	Math & Algebra Teacher of 7th gr & 8th gr
Collins, Ryan	Assistant Principal	

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.

The School Advisory Council meets and discusses the School Improvement Plan. We utilize the first meeting to in August to organize our thoughts and devise a plan. Our October meeting is to approve the plan. Then when we come again in February we reconvene to discuss the PM2 scores and make any necessary updates to the plan prior to testing during PM3. The final SAC meeting allows us to review the year and start thinking about ideas for next year.

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 academic analyst will monitor the FAST scores for their respective grades. Academic analysts and the leadership team will meet with grade level groups to discuss strategies to help students meet the state's academic standards. Special attention will be given to the students with the greatest achievement gaps. The plan will be revised as necessary once data has been collected, reviewed and studied. Small groups and resources will be restructured with special focus on the standards that need to be achieved.

Demographic Data

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

2023-24 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
2022-23 Title I School Status	Yes
2022-23 Minority Rate	27%
2022-23 Economically Disadvantaged (FRL) Rate	86%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* Black/African American Students (BLK) Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

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	0	0	0	0	0	0	0	0	0		
One or more suspensions	0	0	0	0	0	0	7	15	11	33	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	0		
Course failure in Math	0	0	0	0	0	0	0	0	0		
Level 1 on statewide ELA assessment	0	0	0	0	0	0	27	29	50	106	
Level 1 on statewide Math assessment	0	0	0	0	0	0	24	14	13	51	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	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 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	0	0	0	0	0	0	0	0	

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	0	0	0	0	0	6	6
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	0	0	0	0	0	0	34	29	31	94	
One or more suspensions	0	0	0	0	0	0	3	3	8	14	
Course failure in ELA	0	0	0	0	0	0	4	0	5	9	
Course failure in Math	0	0	0	0	0	0	3	2	5	10	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	31	31	38	100	
Level 1 on statewide Math assessment	0	0	0	0	0	0	46	20	28	94	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	9	14	11	34	

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	0	0	0	0	0	17	13	18	48

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	0	0	0	2	0	3	5
Students retained two or more times	0	0	0	0	0	0	4	4	1	9

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	0	0	0	0	0	0	0	34	29	31	94
One or more suspensions	0	0	0	0	0	0	0	3	3	8	14
Course failure in ELA	0	0	0	0	0	0	0	4	0	5	9
Course failure in Math	0	0	0	0	0	0	0	3	2	5	10
Level 1 on statewide ELA assessment	0	0	0	0	0	0	0	31	31	38	100
Level 1 on statewide Math assessment	0	0	0	0	0	0	0	46	20	28	94
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	9	14	11	34

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	0	0	0	0	0	17	13	18	48

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	0	0	0	2	0	3	5
Students retained two or more times	0	0	0	0	0	0	4	4	1	9

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*	49	46	49	54	48	50	54		
ELA Learning Gains				53			45		
ELA Lowest 25th Percentile				45			27		
Math Achievement*	68	60	56	63	42	36	61		
Math Learning Gains				55			42		
Math Lowest 25th Percentile				53			37		
Science Achievement*	44	44	49	46	56	53	47		
Social Studies Achievement*	65	62	68	72	54	58	80		
Middle School Acceleration	77	55	73	74	59	49	68		
Graduation Rate					38	49			
College and Career Acceleration					69	70			
ELP Progress			40		60	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 (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)	ATSI
OVERALL Federal Index – All Students	61
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	303
Total Components for the Federal Index	5
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	57

2021-22 ESSA Federal Index

OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	515
Total Components for the Federal Index	9
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	34	Yes	2	
ELL				
AMI				
ASN				
BLK	39	Yes	1	
HSP				
MUL	52			
PAC				
WHT	65			
FRL	49			

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	34	Yes	1	
ELL				
AMI				
ASN				
BLK	48			
HSP	44			

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%
MUL	63			
PAC				
WHT	59			
FRL	52			

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	49			68			44	65	77			
SWD	25			45			27	40			4	
ELL												
AMI												
ASN												
BLK	34			48			16	57			4	
HSP												
MUL	45			62			50				3	
PAC												
WHT	53			74			48	67	83		5	
FRL	40			61			27	59	56		5	

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	54	53	45	63	55	53	46	72	74			
SWD	24	41	38	36	38	31	34	31				
ELL												
AMI												
ASN												

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
BLK	30	36	39	44	48	57	42	53	86			
HSP	45	50		45	44		36					
MUL	59	59		65	55			75				
PAC												
WHT	59	56	48	67	57	51	46	75	73			
FRL	42	49	45	53	53	52	39	55	76			

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	54	45	27	61	42	37	47	80	68			
SWD	26	22	16	35	31	26	17	44				
ELL												
AMI												
ASN												
BLK	36	42	32	41	31	29	25	67	61			
HSP	60			60								
MUL	67	56		68	35							
PAC												
WHT	57	44	25	65	44	41	49	83	69			
FRL	42	34	20	45	30	26	35	73	60			

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
07	2023 - Spring	41%	41%	0%	47%	-6%
08	2023 - Spring	47%	46%	1%	47%	0%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	45%	40%	5%	47%	-2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	60%	60%	0%	54%	6%
07	2023 - Spring	47%	45%	2%	48%	-1%
08	2023 - Spring	76%	67%	9%	55%	21%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	41%	41%	0%	44%	-3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	80%	32%	48%	50%	30%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	60%	3%	66%	-3%

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.

Based on the FLFAST PM3 our 7th grade ELA had 41% score proficient compared to 47% statewide proficiency. 39% of our students have a primary exceptionality of specific learning disabled/ohi/autism. In 2022, 6th grade students scored below the state average by 4%.

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

41% of our students scored proficient in Science which is a decline from last year. Although our science curriculum is rigorous, 8th grade students are tested on science standards from 6th-8th grade. Students also do not have a state standardized test in 6th and 7th grade.

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.

ELA 7th grade with 41% proficient and the state was 47% proficient. 39% of our students have a primary exceptionality of specific learning disabled/ohi/autism. In 2022, 6th grade students scored below the state average by 4%.

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

Our 6th grade Math scored 60% proficient compared to 54% proficient statewide. We have an afterschool program where we help students with homework and any problems they are having in class. 6th grade was the best represented and out of those students, roughly 90% came for Math help. We also adopted a new textbook and implemented the ALEKS program with fidelity.

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

ELA scores of a 1 affect 106 of our students, some of which end up with the second indicator of SWD making that our greatest area of concern. Behaviors that end up with a suspension consequence also contribute to our area of need.

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

- *Professional development for Science teachers
- *Rigor and full implementation of Read 180 and System 44 in reading intervention classes.
- *Using FLFAST PM data to drive instruction in all ELA and Math classes

Area of Focus

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

#1. Instructional Practice specifically relating to Differentiation**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.

Mathematics FSA scores, in each of the three components, achievement, learning gains, and lowest 25% learning gains are all below 41% for our Students with Disabilities subgroup. Our math teachers have been asked to document their differentiation techniques. We are utilizing schedules in which the students will interact with co-teachers to help further with differentiation.

Measurable Outcome:

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

To improve our SWD subgroup scores on the FSA Math across the mathematics reporting categories to be 41% or higher.

Monitoring:

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

FL FAST PM 3 Math Scores

Person responsible for monitoring outcome:

Pamela Sowell (pamela.sowell@wcsdschools.com)

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.)

Implementation of FLBEST Math standards utilizing our McGraw Hill - Florida Reveal Math for all grades. Our teachers utilize ALEKS -- an evidence based tool to help with differentiation and individualized standards curriculum on grade level standards.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

ALEKS allows for each student to be met with their instructional needs at their level. It utilizes grade level standards specific to the student. It is on the state approved textbook list. It met the criteria of being specific to students while covering the standards on grade level and with rigor.

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.

No action steps were entered for this area of focus

#2. 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.

The number of referrals of students with disabilities will decrease from 208 last school year.

Measurable Outcome:

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

To decrease discipline referrals by 10% for students with disabilities during the 2023-2024 school year.

Monitoring:

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

Compare the number of discipline referrals from year to year

Person responsible for monitoring outcome:

Nancy Holley (nancy.holley@wcsdschools.com)

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.)

Insights to Behavior Tracking system

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Insights into Behavior Tracking System is a new tracking system to identify behaviors and generate strategies to improve behavior. This will help to pinpoint specific behaviors and intervene to decrease misbehavior so student learning can increase. Also the fewer referrals the less time spent in ISS by SWD and increase face-to-face time with the instructional teacher.

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.

No action steps were entered for this area of focus

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).

When we see that a need is apparent we contact the district to reinforce the need described. We utilize many different avenues like the after school program to channel the resources to the individualized academic needs that arise.

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 RMS School Improvement Plan is disseminated in the following methods:

Annual Title I meetings; SAC meetings; school websites; school social media outlets, and parental involvement training that takes place at the school; As the plan is shared with the school staff, leadership teams, and stakeholders of the local community, it is articulated in a language that is comprehensible by the parent through the different focus areas detailing SIP goals and progress; Stakeholders are provided contact information in the event that more information is needed to support understanding of the SIP. All schools participate in the We Are CommUNITY day, supported district-wide to educate parents, and community stakeholders about school resources and after-school learning programs supported by Title I funding to support academic goals articulated in each school's SIP. The After-school learning program information is placed on various media outlets to establish outreach into the community and provide access to all students who need accelerated learning opportunities in the areas of reading and math.

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))

As part of Title I requirements, the school's priority is to support the district's mission to provide access and opportunity for students to receive a quality education through fostering positive relationships that engage not only the student but families, parents, and other community stakeholders. Roulhac Middle School provides two-way, meaningful communications with the school staff

that involves the students directly and addresses and engages the family in school activities that promote success in attendance; literacy enrichment, and student academic achievement, graduation, and college readiness; Annually, the schools participate in a district college and career fair that is lead by the district career counselor to assist in exposing the students to post-secondary learning opportunities;

Examples include but are not limited to the following...

- Parent Nights
- Annual Corn Hole Tournament
- Beta Showcase
- We Are CommUNITY Event (Promotes student achievement; fostering community relationships/training for parents on how to effectively communicate with teachers and

school staff about their student's progress; - FASFA Night - Parent Training

- Open House/Orientation (builds community)

- The district provides school supplies for students to support the learning experience.

The district provided calendars supported by Title I to support Family Engagement and promote awareness of school educational activities.

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))

ACT/SAT/ EOC Bootcamps, Title I- After-school Learning, and Summer Academic and Enrichment programs help increase learning quality and provide an enriched accelerated curriculum for students to be engaged. Each program is supported by certified instructors who provide intensive targeted assistance in the areas of

reading and math; Credit-Recovery programs are accessible to students who need extra accelerated support to obtain the appropriate requirements for graduation; In addition, the district has employed an Academic Analyst supported by Title I funding to increase the quality of learning by providing teachers with data support to support quality instruction for students to advance in areas of weakness identified by progress monitoring.

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))

The district provides support to all schools to help eliminate barriers for students who are experiencing homelessness, poverty, and mental health crisis; The district has employed a social worker along with mental health professionals and guidance counselors to be an extension of support for each school by connecting

students with the following resources as needed: housing programs, violence prevention programs, adult education programs, and career and technical programs, etc. The resources provided are to ensure that all

students are supported with the resources needed to overcome challenges that interfere with academic achievement areas identified in the SIP.