

Orange County Public Schools

Sunridge Middle



2015-16 School Improvement Plan

Sunridge Middle

14955 SUNRIDGE BLVD, Winter Garden, FL 34787

www.ocps.net/lc/west/msr

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	No	30%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	45%

School Grades History

Year	2014-15	2013-14	2012-13
Grade	A*	A	A

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Orange County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	19
Goals Summary	19
Goals Detail	19
Action Plan for Improvement	22
Appendix 1: Implementation Timeline	26
Appendix 2: Professional Development and Technical Assistance Outlines	27
Professional Development Opportunities	28
Technical Assistance Items	0
Appendix 3: Budget to Support Goals	0

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

To lead students to success with the support and involvement of families and the community

Provide the school's vision statement

To be the top producer of successful students in the nation

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

During the first few weeks of school, SunRidge Middle School teachers engage students in activities designed to help teachers learn about students' backgrounds, cultures, interests and learning needs. Similarly, students learn about their peers through these activities, contributing to the creation of a supportive school learning environment. Through these activities, students learn the "SunRidge Way" to be responsible, resourceful, engaged learners. Additionally, several teachers have been introduced to the CHAMPS Model for behavior and student success, and some of our teacher leaders have had extensive training in this area. We will continue to train new teachers in CHAMPS. This provides additional support for building successful learning relationships between teachers and students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The district Student Code of Conduct along with SunRidge Middle School procedures and rules are taught to students the first week of school. Additionally, CHAMPS expectations are communicated and reinforced. A supervision schedule is developed and implemented daily for before, during and after school to help students feel safe and respected.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

SunRidge Middle School encourages appropriate student engagement behaviors in several ways. CHAMPS is a positive behavior model that is used in many classrooms with solid results. School rules and procedures help maintain a learning environment conducive to student learning. Teachers are trained during preplanning, and students are trained the first week of school. There is a consistent set of expectations for behavior and consistently applied consequences. The Code of Conduct is reviewed with students each nine weeks. This may take place through grade level meetings, classroom meetings, or through closed-circuit television/SAFARI videos. As a model, SunRidge tries to "catch" students doing the right thing, and students are recognized formally each month as "Student of the Month" for each grade level. Students may also lose their privileges (Loss of Privilege or LOP) if their behavior or grades fall below what is expected.

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

SunRidge Middle School employs three full time guidance counselors to assist with the social-emotional needs of our students. Additionally, they work as part of a team with the administrator and support clerk in the grade level office to support students' learning and emotional needs. As requested, guidance counselors may work with parents to arrange for counseling from local providers.

SunRidge also has a full time staffing specialist who works with the team of support facilitators who assist students with their learning and behavioral needs. The school is also implementing a peer mentoring program this year to support students who are experiencing struggles at school.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

SunRidge Middle School uses the following indicators as early warning for students' potential for struggling academically and/or behaviorally: 1) attendance below 90%; 2) one or more suspensions; 3) failing course grades in ELA or Math; 4) lack of progress in Reading and Math for Level 1 or 2 students. MTSS is used to provide interventions for our students.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level			Total
	6	7	8	
Attendance below 90 percent	20	25	29	74
One or more suspensions	14	19	18	51
Course failure in ELA or Math	21	14	20	55
Level 1 on statewide assessment	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	7	9	12	28

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Intervention strategies for SunRidge Middle School students whose attendance falls below 90% may include: 1) parent conference; 2) ACST (A Child Study Team) Meeting; 3) referral to social worker; 4) behavior contract; 5) before-school tutoring; 6) Homework Club.

Interventions strategies for SunRidge Middle School students who receive one or more suspensions may include 1) referral to grade-level guidance counselor; 2) referral to support group (anger, or Restorative Justice, for example); 3) behavior support plan; 4) behavior intervention plan; 5) progress monitoring meeting with grade level administrator.

Intervention strategies for SunRidge Middle School students with early indicators of potential course failures in ELA or Math could include: 1) parent conference; 2) before-school tutoring; 3) Homework Club; 4) course recovery support; 5) progress monitoring meeting with grade level administrator.

Intervention strategies for SunRidge Middle School students with early indicators of Level 1 on

statewide assessment in reading or math may include: 1) scheduling student into intensive reading or math class to strengthen deficient skills; 2) after-school tutoring; 3) progress monitoring meeting with grade level administrator.

Intervention strategies for SunRidge Middle School students with two or more of the early indicators may include 1) progress monitoring meeting with grade level administrator; 2) referral through MTSS process; 3) outreach to parent(s), including conferences and meetings.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

SunRidge Middle School builds positive relationships with families to increase involvement in several ways. The SAC is an important forum for communicating mission, vision, and school progress; the members of this group help to communicate outside the committee. The SunRidge PTSO is a large and active organization that supports school programs by involving families, and communication of academics happens with this group as well. Weekly newsletters communicate school news and academic information via email (SunRidge Middle School eBlast). Individual student progress communication happens via Parent-Teacher conferences, in addition to progress reports and report cards. SunRidge Middle School teachers use Progress Book to communicate not only grades, but information about assignments, projects and tests through the teacher website feature. At least twice yearly, the school invites parents out for a curriculum night, which is themed and supported by one of the core content areas (reading/language arts, math, science, social studies). At these curriculum nights, we help parents to gain an understanding of student assessment, Florida Standards and other academic initiatives.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

SunRidge Middle School works with the following local organizations to provide services for our students and teachers: 1) OCPS Foundation; 2) Boys and Girls Club; 3) Girls Scouts of America; 4) Boy Scouts of America. Our local businesses who serve as Partners-in-Education for SunRidge Middle School include Champion Orthodontics, Chick Fil A, EduMatics, Dr. Fravel Orthodontic Specialist, Gifted University, Kona Ice, Learn to Learn, Let's Skate, Orlando Solar Bears, Papa Murphy's, Red Eye Bar and Grill, Subway, Sylvan Learning, Uno's Pizzeria and Grill, West Orange 5 Cinema, Hukoo's Family Fun, Heart & 2 Souls, Tutor Doctor, Royal Oak Homes, Papa Johns, Sams Club, Victory Orlando Church, and Murray Sawyer with Century 21. Parent volunteers who serve as our Partners-in-Education representatives along with our administration work with these entities to establish relationships and implement activities that are helpful to the school and to the business. Our local Partners-in-Education are included in some of our events (such as Parent Back to School Night/Open House and Teach-In), and they are recognized and celebrated for their support of our school, students and programs with an appreciation breakfast and certificates at the end of the year.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Bowen-Painter, Patricia	Principal
Foster, Eddie	Assistant Principal
Mckiernanmoody, Judith	Other
Dankson, Nancy	Instructional Coach
Williams, Russell	Dean
Brennan, Cindy	Assistant Principal
Maston, Akiya	Dean
Tagliareni, Deborah	Teacher, ESE
Donaldson-Francois, Jacqueline	Guidance Counselor

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the leadership team plays an important role in progress monitoring. Nancy Dankson, Instructional Coach/Literacy Coach, monitors lowest 25% reading, all writing, and the implementation of reading programs (Achieve 3000 and Reading 180) with fidelity. Eddie Foster, Assistant Principal, monitors math programs (including high school credit math classes), overall math achievement and "bubble" math students. Cindy Brennan, Assistant Principal, monitors lowest 25% math, after-school extended day, and science. Deborah Tagliareni, Akiya Maston, and Russell Williams monitor overall achievement, attendance and behavior of lowest 25% through MTSS. Jacqueline Donaldson-Francois supports with progress monitoring and comprehensive guidance.

Following a schedule, data are shared weekly regarding student achievement, behavior, and other important indicators. As appropriate, interventions are discussed, planned and implemented. In addition to supporting students, all play a role in supporting teachers by supporting Professional Learning Communities (PLCs), and providing professional development, interventions/support with students, observations and feedback, etc. The team members assist with planning and implementing school initiatives as well as supporting school improvement efforts, staffing, MTSS, etc. Shared decision making happens through research, discussion, and collaboration. Additionally, each leadership member is responsible for understanding the needs of the students' in the MTSS process by meeting with students to discuss data, growth and areas of need. Leadership members also meet with teachers for data chats to discuss student growth and determine areas of student needs.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

Teachers monitor achievement data individually and in weekly PLCs. They collect and track data to determine trends and effectiveness of interventions. Trend data and interventions are discussed at regularly scheduled MTSS meetings. Administrators monitor this work as well as provide feedback.

MTSS team makes recommendations for student interventions when the data reveal that additional support is needed.

SAI funds are used to support one reading teacher allocation. SRI funds support one literacy coach allocation as well as after-school interventions for struggling readers.

OCPS Food Services Department provides support by ensuring that students are afforded the opportunity for nutritious breakfast and lunch daily. SunRidge MS adheres to district policies regarding healthful, balanced meals.

Career Education and Exploration (CEE) is provided through social studies classes for all students. AVID has been implemented at all three grade levels. Through AVID and CEE, students are encouraged to plan for post-secondary education. This is evidenced through the developing school culture of college as a post-secondary goal and high school coursework completed while at SunRidge MS. CTE is supported through Agribusiness and computer technology as part of our elective offerings.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Maria Evans	Parent
April Eckwielen	Parent
Elesa Berard	Parent
Margrett Guagliardo	Parent
Yolianne Amadeo	Parent
Patricia Bowen-Painter	Principal
Kathy Liacuris Keiber	Parent
Jacqueline Donaldson-Francois	Teacher
Jane Fobert	Business/Community
Katheryn Snyder	Parent
Allisha Douglas	Parent
Cara Colovos	Teacher
Danette Havard	Education Support Employee
Jillian Reyes	Teacher

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC was provided goal and program progress information throughout the year. SAC was also provided progress monitoring information in order to help determine how well the school was improving toward the targets set.

Development of this school improvement plan

Our SAC monitors the progress toward the established SIP goals and provides input about strategies to help achieve the goals. SAC members also help to identify barriers that could pose challenges to achievement.

SAC provided input about barriers to achievement and possible solutions. They also provided input on ideas for programs and strategies to help reach goals set.

Preparation of the school's annual budget and plan

SAC provided input on programmatic and staffing needs.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Budgeted amount: \$4500.

SAC approved the use of these funds to pay core-area teacher stipends to return to school before pre-planning to plan collaboratively for standards-based instruction, use of the Instructional Framework (Marzano) and other work of their Professional Learning Communities (PLCs), including the implementation of formative assessment development.

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Our roster is currently in draft form and will be completed by the end of October 2015.

Literacy Leadership Team (LLT)

Membership:

Name	Title
Bowen-Painter, Patricia	Principal
Dankson, Nancy	Instructional Coach
Fairchild, Caroline	Teacher, K-12
Hines, Jane	Teacher, K-12
Lum, Tabitha	Teacher, K-12
Rios, Sylvia	Teacher, K-12
Colwell, Susan	Teacher, K-12
Padilla, Carmen	Teacher, K-12
Sheloske, Jennifer	Teacher, K-12
Miller, Glenda	Teacher, K-12
Mckiernanmoody, Judith	Instructional Media

Duties

Describe how the LLT promotes literacy within the school

Literacy Night

Continued use of school wide reading contracts to encourage and track student reading.

Implement Core Connections across language arts, reading and social studies classes.

Support implementation of reading and writing strategies across curriculum areas to support Florida Standards.

Support data chats and individual student progress monitoring.

Increase use of DBQ's in Social Studies.

Support Achieve 3000 and Read 180 in the reading classes.
Support continued implementation of AVID strategies (Cornell Notes, marking text).
Implement use of Great Books.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

SunRidge Middle School schedules time weekly for teachers to collaborate through their PLCs, to support effective planning, assessment and interventions for students. Core-area teachers receive release time during the school year for professional learning and/or formative assessment development. Additionally, teacher achievements are recognized and celebrated at monthly staff development/faculty meetings and in newsletters.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

The leadership team at SunRidge works to sustain a strong sense of community and collegiality among the faculty. This is achieved through professional learning communities and collaboration, both among teacher groups and with the support of leadership. As vacancies occur, administration works with district human resources to identify and recruit candidates for the positions. Teachers receive support through new-teacher on-boarding and mentoring.

1. Schedule regular meetings between administrators and teachers both individually and in small groups (PLCs) and large groups to facilitate and support their work with students.

Responsible Persons:

Principal

Assistant Principals

Literacy Coach

2. Work with Human Resources manager to identify, recruit and retain highly qualified candidates when vacancies occur.

Responsible Persons:

Principal

Assistant Principals

Human Resources Manager

3. Encourage professional development in literacy and math strategies as well as in leadership.

Responsible Persons:

Principal

Assistant Principals

Literacy Coach

Curriculum Leaders

4. Recognize teachers regularly for innovations in teaching and dedication to students and their learning.

Responsible Persons:

Principal

Assistant Principals

Teacher Leaders

5. Support collaborative work of teachers through PLCs.

Responsible Persons:

Principal

Assistant Principals

Literacy Coach

Teacher Leaders

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor Program: Monthly meetings with first-year teachers to provide support. Activities include behavior management, CHAMPS, Progress Book, CBC, Unit Plan Template, Standards-Based Lesson Planning, Marzano Elements, Interventions (504, ESE, ESOL, etc.). Other important topics include supporting teachers to meet state and district (onboarding) requirements.

Mentors meet with their beginning teachers weekly.

Teachers new to SunRidge are assigned to a colleague through departmental PLCs to support them in their transition to our school. They are invited to mentor meetings first nine weeks.

All teachers are encouraged to participate in mentor/mentee activities through their PLCs for their own professional growth (Deliberate Practice).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

The district has a rigorous adoption process that analyzes the correlation between core program materials and the Florida Standards. Core instructional resources are provided on the Instructional Management System (IMS) and are aligned to the Florida Standards. All schools are expected to utilize the standards-based resources during daily instruction.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Leadership Team studies student achievement data during second semester (year prior) and summer to determine scheduling needs. Placement into appropriate classes (intensive reading and math electives for those below grade level all the way through high school coursework for those above grade level) is the first step. Leadership team members work with teachers to study achievement data at the class and individual student level to determine needs. Within grade level subject area PLCs, teachers plan for the learning needs of their students. Supplemental learning opportunities are available before and after school to provide additional academic support and enrichment.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 2,400

Through school based tutoring program, FSAT (Florida Standards Assessment Tutoring), teacher-tutors provide targeted instruction in reading and math to identified struggling students. Boys and Girls Club will provide support for core area instruction to identified students through their Academic Success Club.

Strategy Rationale

Research has shown that extended learning time is needed in order for students who are performing below grade level to "recover." Our after-school tutoring programs help our struggling students to regain some of that time.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Brennan, Cindy, cindy.brennan@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Enrollment and attendance data are collected and monitored monthly. Progress reports, 9 weeks, semester and end-of-year grades along with FSA scores are used to determine effectiveness.

Strategy: After School Program

Minutes added to school year: 2,160

Enrichment is provided through Boys and Girls Club in students' identified areas of interest, "clubs" for students to attend weekly as part of after-school extended day program. Additionally, curriculum clubs like Book Club and Math Counts, with SunRidge Middle School teachers as sponsors, are offered weekly by the school.

Strategy Rationale

Students who are involved in school activities of their interest become more invested in the school and in their learning.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brennan, Cindy, cindy.brennan@ocps.net

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Club participation rates, 9 week grades, semester grades, FSA scores.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

SunRidge Middle School meets with the incoming 6th graders in the early spring of their 5th grade year in order to provide them with information about the school and begin the registration process. Later in the spring, SunRidge Middle School hosts a parent night for the families of incoming 6th graders, where the parents visit the school to learn about our programs. Finally, in May, a school visit/tour is arranged for all incoming 6th graders.

To aid in the transition of 8th graders to high school, counselors from West Orange High School visit SunRidge Middle School campus in January to assist with the registration process. Additionally, 8th graders are encouraged to participate in West Orange High School's curriculum night.

College and Career Readiness

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

Counselors meet with students prior to registration to assist with course selection. Additionally, content and elective teachers provide support. Career skills are emphasized through social studies classes. AVID students are exposed to College and Career strategies and expectations. Additionally, SunRidge Middle School offers Career and Technical Education Certification in computer education and other opportunities for career exploration through the Agribusiness electives..

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

SunRidge Middle School offers a variety of electives to support students in their areas of interest, to promote their creativity, critical thinking and problem-solving skills in areas that could later be linked to careers (fine arts, STEM, agribusiness, computers). In its second year of implementation, Career and Technical Education Certification is offered in computer education. In all classes, literacy, problem-solving and collaboration are emphasized as life-and career-skills necessary for student success in the 21st Century.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

NA

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

NA

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Accelerate Student Performance)

- G2.** Teachers will deepen their knowledge in rigorous, standards-based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Accelerate Student Performance) **1a**

 G072991

Targets Supported **1b**

Indicator	Annual Target
AMO Math - All Students	83.0
AMO Reading - All Students	83.0
FCAT 2.0 Science Proficiency	71.0
Civics EOC Pass	87.0
Algebra I FSA EOC Pass Rate	95.0

Resources Available to Support the Goal **2**

- Provide structured, weekly PLC time for planning standards-based instruction, collaboration for common assessments, and progress monitoring student achievement.
- Provide training in accommodations and ongoing support through PLCs and MTSS to support teachers in planning with accommodations.
- Provide support through leadership team at PLCs and PD for collaborative lesson planning.
- IMS

Targeted Barriers to Achieving the Goal **3**

- Teachers need time and support in order to plan for standards-based instruction and formative assessments.

Plan to Monitor Progress Toward G1. **8**

Monitor teacher proficiency through observation feedback and student achievement through progress monitoring.

Person Responsible

Patricia Bowen-Painter

Schedule

Quarterly, from 10/23/2015 to 6/3/2016

Evidence of Completion

i-Observation reports, Deliberate Practice progress, formative and summative assessment data, student grades

G2. Teachers will deepen their knowledge in rigorous, standards-based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1a

G072992

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	95.0
AMO Reading - ELL	55.0
FCAT 2.0 Science Proficiency	71.0
AMO Reading - ED	75.0
Civics EOC Pass	87.0
AMO Math - All Students	83.0
AMO Math - ED	73.0
AMO Math - ELL	57.0

Resources Available to Support the Goal 2

- PLC collaboration time in the summer for standards-based planning and common assessment development. Ongoing PLC collaboration and support for standards-based planning and common assessment development.
- Core connections (K-12 Writing Plan) training for language arts, reading and civics teachers
- AVID Training
- Training in Instructional Framework through PDS online, pre-planning sessions, and other school and district resources
- Teacher feedback in Instructional Framework from leadership team and peers (through PLCs and Deliberate Practice)
- IMS

Targeted Barriers to Achieving the Goal 3

- Teachers need additional training and feedback to continue implementing the Instructional Framework (Marzano) at a rigorous level.

Plan to Monitor Progress Toward G2. 8

Progress monitor data i-Observation reports on Deliberate Practice and observation feedback to determine teacher growth in the Instructional Framework.

Person Responsible

Patricia Bowen-Painter

Schedule

Quarterly, from 10/23/2015 to 6/3/2016

Evidence of Completion

Deliberate Practice Plans, i-Observe Reports and Florida state assessments

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Accelerate Student Performance) **1**

 G072991

G1.B1 Teachers need time and support in order to plan for standards-based instruction and formative assessments. **2**

 B190573

G1.B1.S1 Provide structured, weekly PLC time for planning standards-based instruction, collaboration for formative assessments, and progress monitoring student achievement. **4**

 S202020

Strategy Rationale

Teachers need dedicated time that is focused on specific activities in order to plan effectively.

Action Step 1 **5**

Develop a schedule and template for PLC time that provides structure for activities. PD will be offered during preplanning to discuss expectations.

Person Responsible

Patricia Bowen-Painter

Schedule

Monthly, from 7/20/2015 to 9/18/2015

Evidence of Completion

PLC Templates submitted monthly

Action Step 2 5

Provide collaborative planning time prior to teacher pre-planning in order to support time and training for standards-based planning and formative assessment development.

Person Responsible

Nancy Dankson

Schedule

On 8/14/2015

Evidence of Completion

Sign in sheets, Agendas, teacher-developed standards-based lesson plans

Action Step 3 5

Leadership team will provide feedback during PLC meetings to ensure teachers' focus is on standards based instruction and formative assessments.

Person Responsible

Patricia Bowen-Painter

Schedule

Weekly, from 8/24/2015 to 5/20/2016

Evidence of Completion

PLC meeting notes and template

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will meet with PLCs to set expectations and support activities.

Person Responsible

Patricia Bowen-Painter

Schedule

Monthly, from 7/27/2015 to 5/20/2016

Evidence of Completion

PLC templates, administrative agendas

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Monitor PLC time use for focus on core activities (standards-based planning, formative assessment development, progress monitoring).

Person Responsible

Eddie Foster

Schedule

Monthly, from 9/30/2015 to 5/20/2016

Evidence of Completion

PLC templates, lesson plans, formative assessments, progress monitoring artifacts

G2. Teachers will deepen their knowledge in rigorous, standards-based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital) 1

 G072992

G2.B3 Teachers need additional training and feedback to continue implementing the Instructional Framework (Marzano) at a rigorous level. 2

 B190578

G2.B3.S1 Use PLCs and observer feedback as to determine training and support needed for teacher growth in the Instructional Framework (Marzano). 4

 S202026

Strategy Rationale

Peer support and feedback coupled with feedback from leadership team along with professional development will enhance teacher skill development in the Instructional Framework.

Action Step 1 5

Provide training in planning for DQ3 elements (overview).

Person Responsible

Nancy Dankson

Schedule

On 8/21/2015

Evidence of Completion

Sign in sheets, meeting agendas

Action Step 2 5

Professional development will be offered on an overview of deconstructing the standards and using district and state resources to guide teachers' planning process.

Person Responsible

Nancy Dankson

Schedule

Monthly, from 8/24/2015 to 12/18/2015

Evidence of Completion

Agenda and PLC meeting template

Action Step 3 5

Using observer feedback, provide support for Instructional Framework through PLCs and other training opportunities.

Person Responsible

Eddie Foster

Schedule

On 5/20/2016

Evidence of Completion

i-Observe reports, completed Deliberate Practice, PLC templates, training artifacts

Action Step 4 5

Novice teachers will have the opportunity to observe peers who are successful with standards based instructional delivery.

Person Responsible

Nancy Dankson

Schedule

Monthly, from 10/12/2015 to 3/25/2016

Evidence of Completion

Peer observation reflection logs

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Leadership team will observe teachers during PLCs and walks to ensure implementation of standards based instruction.

Person Responsible

Patricia Bowen-Painter

Schedule

Monthly, from 9/9/2015 to 5/20/2016

Evidence of Completion

Lesson plans and observation data will reflect teacher implementation of Instructional Framework strategies.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Monitor lesson plans, observation data, observation feedback.

Person Responsible

Patricia Bowen-Painter

Schedule

Monthly, from 9/9/2015 to 5/20/2016

Evidence of Completion

Lesson plans, observation data and observation feedback will provide evidence for teacher growth in the Instructional Framework. Student achievement data should improve based on the implementation of the Instructional Framework.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Develop a schedule and template for PLC time that provides structure for activities. PD will be offered during preplanning to discuss expectations.	Bowen-Painter, Patricia	7/20/2015	PLC Templates submitted monthly	9/18/2015 monthly
G2.B3.S1.A1	Provide training in planning for DQ3 elements (overview).	Dankson, Nancy	8/17/2015	Sign in sheets, meeting agendas	8/21/2015 one-time
G1.B1.S1.A2	Provide collaborative planning time prior to teacher pre-planning in order to support time and training for standards-based planning and formative assessment development.	Dankson, Nancy	8/3/2015	Sign in sheets, Agendas, teacher-developed standards-based lesson plans	8/14/2015 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B3.S1.A2	Professional development will be offered on an overview of deconstructing the standards and using district and state resources to guide teachers' planning process.	Dankson, Nancy	8/24/2015	Agenda and PLC meeting template	12/18/2015 monthly
G1.B1.S1.A3	Leadership team will provide feedback during PLC meetings to ensure teachers' focus is on standards based instruction and formative assessments.	Bowen-Painter, Patricia	8/24/2015	PLC meeting notes and template	5/20/2016 weekly
G2.B3.S1.A3	Using observer feedback, provide support for Instructional Framework through PLCs and other training opportunities.	Foster, Eddie	8/3/2015	i-Observe reports, completed Deliberate Practice, PLC templates, training artifacts	5/20/2016 one-time
G2.B3.S1.A4	Novice teachers will have the opportunity to observe peers who are successful with standards based instructional delivery.	Dankson, Nancy	10/12/2015	Peer observation reflection logs	3/25/2016 monthly
G1.MA1	Monitor teacher proficiency through observation feedback and student achievement through progress monitoring.	Bowen-Painter, Patricia	10/23/2015	i-Observation reports, Deliberate Practice progress, formative and summative assessment data, student grades	6/3/2016 quarterly
G1.B1.S1.MA1	Monitor PLC time use for focus on core activities (standards-based planning, formative assessment development, progress monitoring).	Foster, Eddie	9/30/2015	PLC templates, lesson plans, formative assessments, progress monitoring artifacts	5/20/2016 monthly
G1.B1.S1.MA1	Administrators will meet with PLCs to set expectations and support activities.	Bowen-Painter, Patricia	7/27/2015	PLC templates, administrative agendas	5/20/2016 monthly
G2.MA1	Progress monitor data i-Observation reports on Deliberate Practice and observation feedback to determine teacher growth in the Instructional Framework.	Bowen-Painter, Patricia	10/23/2015	Deliberate Practice Plans, i-Observe Reports and Florida state assessments	6/3/2016 quarterly
G2.B3.S1.MA1	Monitor lesson plans, observation data, observation feedback.	Bowen-Painter, Patricia	9/9/2015	Lesson plans, observation data and observation feedback will provide evidence for teacher growth in the Instructional Framework. Student achievement data should improve based on the implementation of the Instructional Framework.	5/20/2016 monthly
G2.B3.S1.MA1	Leadership team will observe teachers during PLCs and walks to ensure implementation of standards based instruction.	Bowen-Painter, Patricia	9/9/2015	Lesson plans and observation data will reflect teacher implementation of Instructional Framework strategies.	5/20/2016 monthly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Teachers will effectively use the collaborative planning process to design rigorous lessons and formative assessments in order to increase student achievement. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers need time and support in order to plan for standards-based instruction and formative assessments.

G1.B1.S1 Provide structured, weekly PLC time for planning standards-based instruction, collaboration for formative assessments, and progress monitoring student achievement.

PD Opportunity 1

Develop a schedule and template for PLC time that provides structure for activities. PD will be offered during preplanning to discuss expectations.

Facilitator

Patricia Bowen-Painter, Eddie Foster, Cindy Brennan, Nancy Dankson

Participants

Teacher (Subject-Area) PLC participants

Schedule

Monthly, from 7/20/2015 to 9/18/2015

PD Opportunity 2

Provide collaborative planning time prior to teacher pre-planning in order to support time and training for standards-based planning and formative assessment development.

Facilitator

Nancy Dankson, Eddie Foster

Participants

Core-Area teachers who participated in summer collaborative planning

Schedule

On 8/14/2015

G2. Teachers will deepen their knowledge in rigorous, standards-based instruction and in the Instructional Framework across all content areas. (Division Priority: Invest in Human Capital)

G2.B3 Teachers need additional training and feedback to continue implementing the Instructional Framework (Marzano) at a rigorous level.

G2.B3.S1 Use PLCs and observer feedback as to determine training and support needed for teacher growth in the Instructional Framework (Marzano).

PD Opportunity 1

Provide training in planning for DQ3 elements (overview).

Facilitator

Literacy Coach

Participants

Classroom teachers

Schedule

On 8/21/2015

PD Opportunity 2

Professional development will be offered on an overview of deconstructing the standards and using district and state resources to guide teachers' planning process.

Facilitator

Literacy Coach and district coaches

Participants

Classroom teachers

Schedule

Monthly, from 8/24/2015 to 12/18/2015

PD Opportunity 3

Using observer feedback, provide support for Instructional Framework through PLCs and other training opportunities.

Facilitator

Literacy Coach, Nancy Dankson and Assistant Principal, Eddie Foster

Participants

Teachers/PLC members

Schedule

On 5/20/2016

Budget						
Budget Data						
1	G1.B1.S1.A1	Develop a schedule and template for PLC time that provides structure for activities. PD will be offered during preplanning to discuss expectations.				\$0.00
2	G1.B1.S1.A2	Provide collaborative planning time prior to teacher pre-planning in order to support time and training for standards-based planning and formative assessment development.				\$4,500.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
	6300	120-Classroom Teachers	1911 - Sunridge Middle	School Improvement Funds		\$4,500.00
3	G1.B1.S1.A3	Leadership team will provide feedback during PLC meetings to ensure teachers' focus is on standards based instruction and formative assessments.				\$0.00
4	G2.B3.S1.A1	Provide training in planning for DQ3 elements (overview).				\$0.00
5	G2.B3.S1.A2	Professional development will be offered on an overview of deconstructing the standards and using district and state resources to guide teachers' planning process.				\$0.00
6	G2.B3.S1.A3	Using observer feedback, provide support for Instructional Framework through PLCs and other training opportunities.				\$0.00
7	G2.B3.S1.A4	Novice teachers will have the opportunity to observe peers who are successful with standards based instructional delivery.				\$0.00
					Total:	\$4,500.00