

Orange County Public Schools

Sunridge Middle

8-Step problem solving step zero school improvement needs assessment resources effective leadership strategies ambitious supportive environment instructional family and community involvement public and mission vision teaching collaborative increased achievement relationships building planning career college and strategic goals



2017-18 Schoolwide Improvement Plan

Sunridge Middle

14955 SUNRIDGE BLVD, Winter Garden, FL 34787

<https://sunridgem.s.ocps.net/>

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	No	37%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	51%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	A	A	A*	A

*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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

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

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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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes](#), is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code](#):

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- **Implementing** - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2017-18 DA Category and Statuses for Sunridge Middle

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

To be the top producer of successful students in the nation

2. School Environment

a. 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 and 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.

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

The OCPS Student Code of Conduct along with SunRidge Middle School procedures and rules are taught to students the first week of school. This is reviewed each nine weeks with students. Additionally, CHAMPS expectations are communicated and reinforced. A supervision schedule is developed and implemented daily before, during and after school to help students feel safe and respected. Additionally, we have an extended day program through Boys and Girls Club to provide supervision to students who enroll.

c. 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.

d. 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, as well as a SAFE (Student And Family Empowerment) coordinator, 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 and our SAFE coordinator 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. While the vast majority of our students are full inclusion, the results of our 2016 BPIE supports job-embedded professional development on inclusive practices for all personnel, which is provided by our staffing specialist and support team in order to ensure that teachers are developing strategies to ensure their students' learning needs are effectively met in the least restrictive environment. New for the 2017-18 school year, SunRidge Middle School serves two classrooms of students who are self-contained and participate in the mainstream for their elective classes.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. 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) Score of Level 1 on FSA. MTSS is used to provide interventions for our students.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	38	52	68	0	0	0	0	158
One or more suspensions	0	0	0	0	0	0	48	38	47	0	0	0	0	133
Course failure in ELA or Math	0	0	0	0	0	0	73	41	70	0	0	0	0	184
Level 1 on statewide assessment	0	0	0	0	0	0	52	60	38	0	0	0	0	150

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	51	41	61	0	0	0	0	153

c. 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 or SAFE coordinator; 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) schedule change to include support class (intensive math or reading, learning strategies, course recovery) 6) 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) classroom interventions 3) outreach to parent(s), including conferences and meetings.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

1. 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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. 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 school initiatives to community stakeholders. The SunRidge PTSO is a large and active organization that supports school programs by involving families and supporting school initiatives. Weekly newsletters include school news and academic information via email (SunRidge Middle School eBlast). Individual student progress communication occurs via parent-teacher conferences, in addition to Progress Book notes, 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. Progress Book is also used to document specific accommodations and interventions provided to students. 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. Quarterly, our guidance team hosts Eagle's Landing, a night for parents to learn tips for supporting academic success and healthy development through their students' middle school years.

2. 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) Girl Scouts of America; 4) Boy Scouts of America 5) West Orange Chamber of Commerce. 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, 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, Murray Sawyer with Century 21, HITFIT Gym, and Moe's Southwest Grill. 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.

C. Effective Leadership

1. School Leadership Team

a. Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bowen-Painter, Patricia	Principal
Foster, Eddie	Assistant Principal
Mckiernanmoody, Judith	Other
Dankson, Nancy	Instructional Coach
Maston, Akiya	Dean
Tagliareni, Deborah	Teacher, ESE
Giammarino, Laura	Teacher, K-12
Barber, Donald	Dean
Nelms, Robin	Teacher, K-12
London-Scott, Esther	School Counselor

b. Duties

1. 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 iReady) with fidelity. Eddie Foster, Assistant Principal, monitors math programs (including high school credit math classes), overall math achievement and "bubble" math students. Sheryl Reyes-Cuevas, Assistant Principal, monitors lowest 25% math, after-school extended day, and civics. Robin Nelms, Science and Digital Resource, monitors science and digital instruction implementation. Deborah Tagliareni, Akiya Maston, and Donald Barber monitor overall achievement, attendance and behavior of lowest 25% through MTSS. Esther Londono-Scott

supports with progress monitoring and comprehensive guidance. Laura Giammarino assists by providing support with achievement data through Unify and other platforms.

Following a schedule, data are monitored at least twice quarterly 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, progress monitoring, MTSS, etc. Shared decision making happens through research, discussion, and collaboration. Additionally, leadership team members meet with students not meeting academic proficiency goals to discuss data, growth and areas of need. Leadership members also meet with teachers to support progress monitoring and determine areas of student needs.

2. 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 PLC meetings as part of the MTSS process. 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.

In order to support student success in the secondary setting, as well as college and career readiness, sixth graders are all scheduled into a reading class, either Intensive Reading if the student does not score "proficient" on FSA or Advanced Reading if the student does score "proficient" on FSA.

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. Through 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.

2. School Advisory Council (SAC)

a. Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Maria Evans	Parent
Patricia Bowen-Painter	Principal
Diana Torres	Parent
Alais Salvador	Parent
Kristin Stroup	Parent
Esther Londono-Scott	Teacher
Nancy Dankson	Teacher
Jane Fobert	Business/Community
Laura Giammarino	Teacher
Christina Gramaglia	Parent
Jane Hines	Teacher
Christopher Marshburn	Education Support Employee
Bonnie Satterfield	Parent
Cheri Townley	Parent

b. Duties

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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

a. 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.

b. 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.

c. Preparation of the school's annual budget and plan

SAC provided input on programmatic and staffing needs.

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

Budgeted amount: \$6500.

SAC approved the use of these funds to pay core-area teacher stipends to return to school before pre-planning to create common formative assessments and plan collaboratively for standards-based instruction. Participants were encouraged to use the Instructional Framework in the standards-based planning process.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

Identify the name and position title for each member of the school-based LLT or similar group, if applicable.:

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
Liebman, Stacy	Teacher, K-12
Mckiernanmoody, Judith	Instructional Media
Avino, Kathy	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

Our Literacy Leadership Team promotes literacy within the school by supporting several initiatives. Through our language arts classes, school-wide reading contracts will be continued to encourage and track student reading. Core Connections has provided a literacy-based professional development focus as we implement the strategies across language arts, reading and social studies classes. Also important, the team will support continued implementation of reading and writing strategies across curriculum areas to support the Florida Standards. One example of this will be increased use of DBQs (Data-Based Questions) in social studies classes, grades 6-8. The team will also support data chats and individual student progress monitoring along with use of i-Ready, Achieve 3000 and Great Books to develop student reading skills. To this end, i-Ready will be implemented in reading classes to support FSA reading achievement, and Khan Academy will be implemented in 8th grade language arts to support PSAT preparation. The Literacy Leadership Team also works with school stakeholders, like our PTSO, to host our annual Literacy Night, to promote reading and literacy within our school community.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

1. 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 formative assessment development, collaborative standards-

based planning and for professional development. Implementation of the District Professional Learning Community (DPLC) will also support collaborative professional learning. As a school with the majority of ESE students in full-inclusion, the results of our BPIE assessment support collaborative core-area planning that includes our team of ESE teachers to support the learning needs of all students.

2. 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

3. 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, Standards-Based Lesson Planning, Instructional

Framework (Marzano), 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 during the first nine weeks.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. 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.

b. Instructional Strategies

1. 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 using student data and OCPS Academic Course Requirements (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.

2. 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

Reyes-Cuevas, Sheryl, sheryl.reyes-cuevas@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: Weekend Program

Minutes added to school year: 1,440

Through school-based, Saturday tutoring program, teacher-tutors provide targeted instruction in tested areas of reading, writing, math, science, and civics to targeted students. Enrichment activities will strengthen students' skills in these areas by providing real-world application.

Strategy Rationale

Student learning is enhanced with additional instructional time. Learning is reinforced with enrichment activities.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Maston, Akiya, akiya.maston@ocps.net

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

Weekly attendance, 9 weeks grades data, progress monitoring data from i-Ready and Performance Matters.

Strategy: Summer Program

Minutes added to school year: 3,600

Calculus Project Tutoring

Strategy Rationale

Over the summer, Calculus Project participants attended a summer school class designed to build their capacity to take Algebra I Honors as 7th graders for the 2017-18 school year. Effective in September 2017, Calculus Project participants stay for an extra hour of instruction and support three afternoons per week. Students who participated in Calculus Project last year as Algebra I students are participating in weekly tutoring for Geometry Honors for three hours per week.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Reyes-Cuevas, Sheryl, sheryl.reyes-cuevas@ocps.net

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

Attendance data will be monitored monthly. Student grades will be monitored on progress reports and report cards. Algebra I EOC scores and Geometry EOC scores will be used to monitor 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 Chess Club, 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

Vinson, Robin, robin.vinson@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.

2. Student Transition and Readiness

a. PreK-12 Transition

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

1. 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 early second semester of their 5th grade year in order to provide them with information about the school and begin the registration process. In late January or early February of second semester, 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, a school visit/tour is arranged for all incoming 6th graders to see SunRidge Middle School during the school day.

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

b. College and Career Readiness

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

SunRidge guidance counselors advance college and career awareness through implementation of the comprehensive guidance program, whereby counselors work with students on strategies for readiness through students' scheduled classes. More specifically, counselors have been implementing the district initiative, "My Career Shines" by providing guidance lessons in the U.S. History classes. "My Career Shines" is a comprehensive education and career planning system that helps students succeed in the increasingly competitive global economy. Through this program, students learn about themselves, discover the many options and opportunities for their future, and gain access to information and tools to achieve their goals.

Additionally, our counselors meet with students prior to registration to assist with course selection; SRMS content and elective teachers provide support. Eagles Landing is a quarterly program in the evening where the guidance team supports SunRidge Middle School parents and students with transition and academic success skills. Additionally, SunRidge Middle School offers Career and Technical Education Certification in computer education and agribusiness, as well as other opportunities for career exploration through the agribusiness, computer, Project Lead the Way and STEM electives.

2. 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 and to promote their creativity, critical thinking and problem-solving skills in areas that could later be linked to careers (fine arts, Project Lead the Way, STEM, agribusiness, computers). Career and Technical Education Certification is offered in computer education, Project Lead the Way, and agribusiness classes. In all classes, literacy, problem-solving and collaboration are emphasized as life-and career-skills necessary for student success in the 21st Century.

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

NA

4. 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

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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.

C. Strategic Goals

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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Teachers will strengthen content-area literacy skills through District Professional Learning Communities (DPLC) in order to support student achievement. (Division Priority: Accelerate Student Performance)
- G2.** Teachers will use common formative assessments, i-Ready and other data to progress monitor student achievement and provide interventions to students with emphasis on sub-group populations. (District Priority: Narrow Achievement Gaps)

Strategic Goals Detail

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

G1. Teachers will strengthen content-area literacy skills through District Professional Learning Communities (DPLC) in order to support student achievement. (Division Priority: Accelerate Student Performance) **1a**

 G098241

Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	78.0
ELA/Reading Lowest 25% Gains	62.0
FSA Mathematics Achievement	81.0
Math Lowest 25% Gains	68.0
Algebra I EOC Pass Rate	95.0
FCAT 2.0 Science Proficiency	73.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need professional development in order to strengthen content-area literacy skills.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Through the DPLC process, provide an integrated approach to school-based and subject-area based professional development for content-area literacy strategies.
- Schedule time for subject-area PLCs to focus on content-area literacy skills.
- Support development of content-area literacy skills through the Deliberate Practice Plan process.
- Support development of content-area literacy skills through digital instruction strategies (Canvas resources, for example).

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

Monitor teacher proficiency through feedback on instructional monitoring tools (Instructional Framework, Classroom Walk Through Form, student artifacts, etc); monitor student achievement through progress monitoring activities.

Person Responsible

Patricia Bowen-Painter

Schedule

Quarterly, from 10/16/2017 to 5/18/2018

Evidence of Completion

Teacher observation feedback, i-Observation reports, Deliberate Practice progress, classroom walk through feedback, student artifacts, student assessment data, student grades

G2. Teachers will use common formative assessments, i-Ready and other data to progress monitor student achievement and provide interventions to students with emphasis on sub-group populations. (District Priority: Narrow Achievement Gaps) **1a**



Targets Supported **1b**

Indicator	Annual Target
FSA ELA Achievement	75.0
ELA/Reading Lowest 25% Gains	53.0
FSA Mathematics Achievement	81.0
Math Lowest 25% Gains	60.0
Algebra I EOC Pass Rate	98.0
FCAT 2.0 Science Proficiency	71.0

Targeted Barriers to Achieving the Goal **3**

- Teachers need structure and time to collaborate for progress monitoring and developing interventions.

Resources Available to Help Reduce or Eliminate the Barriers **2**

- Regularly scheduled time for collaboration and progress monitoring.
- Curriculum Resource Materials and other resources available through IMS.
- Unify and Performance Matters progress monitoring resources.
- District support available through Minority Achievement Office (Calculus Project).
- District support for extended learning.

Plan to Monitor Progress Toward G2. **8**

Monitor progress monitoring data to ensure interventions are developed and implemented to improve student achievement.

Person Responsible

Patricia Bowen-Painter

Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

i-Ready data, Performance Matters data, student grades, FSA scores.

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 strengthen content-area literacy skills through District Professional Learning Communities (DPLC) in order to support student achievement. (Division Priority: Accelerate Student Performance) 1

 G098241

G1.B1 Teachers need professional development in order to strengthen content-area literacy skills. 2

 B264285

G1.B1.S1 Provide content-area literacy professional development following the blueprint of the District Professional Learning Community plan. 4

 S279934

Strategy Rationale

Teachers need structured training that meets their specific subject-area needs in order that student literacy is improved across content areas.

Action Step 1 5

Identify school-based DPLC team and help facilitate group through DPLC training.

Person Responsible

Patricia Bowen-Painter

Schedule

Every 6 Weeks, from 7/24/2017 to 5/11/2018

Evidence of Completion

Agendas and evidence required from district for DPLC participants.

Action Step 2 5

Provide professional development on content-area literacy strategies as developed through DPLC training sessions.

Person Responsible

Patricia Bowen-Painter

Schedule

Every 2 Months, from 9/15/2017 to 5/18/2018

Evidence of Completion

Sign-in sheets, agendas, artifacts required as part of DPLC training

Action Step 3 5

Support development and implementation of content-area literacy strategies through subject-area PLCs.

Person Responsible

Nancy Dankson

Schedule

Quarterly, from 9/15/2017 to 5/18/2018

Evidence of Completion

PLC agendas, lesson plans

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

Leadership team members and SunRidge DPLC members will meet with teachers to support training, implementation and documentation.

Person Responsible

Patricia Bowen-Painter

Schedule

Every 2 Months, from 9/18/2017 to 5/18/2018

Evidence of Completion

PLC templates and tracking forms, administrative agendas

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

Monitor PD and PLC activities to ensure that content-area literacy skill development remains a focus.

Person Responsible

Nancy Dankson

Schedule

Quarterly, from 9/18/2017 to 5/18/2018

Evidence of Completion

PLC templates and tracking forms, lesson plans

G2. Teachers will use common formative assessments, i-Ready and other data to progress monitor student achievement and provide interventions to students with emphasis on sub-group populations. (District Priority: Narrow Achievement Gaps) 1

 G098242

G2.B1 Teachers need structure and time to collaborate for progress monitoring and developing interventions. 2

 B264288

G2.B1.S1 Support for progress monitoring and interventions with emphasis on sub-group populations will be provided through structured PLC time and activities. 4

 S279937

Strategy Rationale

Provide teachers with time and resources for progress monitoring and intervention development and implementation.

Action Step 1 5

Teachers develop an awareness of achievement challenges for sub-group population through pre-planning PD.

Person Responsible

Patricia Bowen-Painter

Schedule

On 8/7/2017

Evidence of Completion

PD exit tickets, power point

Action Step 2 5

Progress monitoring and intervention development with an emphasis on sub-group populations will be supported through regularly scheduled PLCs and additional collaboration time as needed.

Person Responsible

Nancy Dankson

Schedule

Monthly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Sign in sheets, PLC templates, Progress Monitoring Templates

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Leadership team members are assigned specific PLC meetings and progress monitoring meetings weekly/monthly.

Person Responsible

Patricia Bowen-Painter

Schedule

Weekly, from 9/5/2017 to 5/18/2018

Evidence of Completion

Agendas, PLC templates, progress monitoring templates and data

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Monitor progress monitoring data (i-Ready, Performance Matters, student grades) with emphasis on sub-group populations.

Person Responsible

Eddie Foster

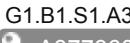
Schedule

Quarterly, from 10/16/2017 to 6/1/2018

Evidence of Completion

Formative assessment data in Unify, i-Ready data, PLC templates and tracking sheets, student grades data

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2018					
G2.B1.S1.A1  A377362	Teachers develop an awareness of achievement challenges for sub-group population through...	Bowen-Painter, Patricia	8/7/2017	PD exit tickets, power point	8/7/2017 one-time
G1.B1.S1.A1  A377358	Identify school-based DPLC team and help facilitate group through DPLC training.	Bowen-Painter, Patricia	7/24/2017	Agendas and evidence required from district for DPLC participants.	5/11/2018 every-6-weeks
G1.MA1  M408438	Monitor teacher proficiency through feedback on instructional monitoring tools (Instructional...	Bowen-Painter, Patricia	10/16/2017	Teacher observation feedback, i-Observation reports, Deliberate Practice progress, classroom walk through feedback, student artifacts, student assessment data, student grades	5/18/2018 quarterly
G1.B1.S1.MA1  M408434	Monitor PD and PLC activities to ensure that content-area literacy skill development remains a...	Dankson, Nancy	9/18/2017	PLC templates and tracking forms, lesson plans	5/18/2018 quarterly
G1.B1.S1.MA1  M408435	Leadership team members and SunRidge DPLC members will meet with teachers to support training,....	Bowen-Painter, Patricia	9/18/2017	PLC templates and tracking forms, administrative agendas	5/18/2018 every-2-months
G1.B1.S1.A2  A377359	Provide professional development on content-area literacy strategies as developed through DPLC...	Bowen-Painter, Patricia	9/15/2017	Sign-in sheets, agendas, artifacts required as part of DPLC training	5/18/2018 every-2-months
G1.B1.S1.A3  A377360	Support development and implementation of content-area literacy strategies through subject-area...	Dankson, Nancy	9/15/2017	PLC agendas, lesson plans	5/18/2018 quarterly
G2.B1.S1.MA1  M408440	Leadership team members are assigned specific PLC meetings and progress monitoring meetings...	Bowen-Painter, Patricia	9/5/2017	Agendas, PLC templates, progress monitoring templates and data	5/18/2018 weekly
G2.B1.S1.A2  A377363	Progress monitoring and intervention development with an emphasis on sub-group populations will be...	Dankson, Nancy	9/5/2017	Sign in sheets, PLC templates, Progress Monitoring Templates	5/18/2018 monthly
G2.MA1  M408449	Monitor progress monitoring data to ensure interventions are developed and implemented to improve...	Bowen-Painter, Patricia	10/16/2017	i-Ready data, Performance Matters data, student grades, FSA scores.	6/1/2018 quarterly
G2.B1.S1.MA1  M408439	Monitor progress monitoring data (i-Ready, Performance Matters, student grades) with emphasis on...	Foster, Eddie	10/16/2017	Formative assessment data in Unify, i-Ready data, PLC templates and tracking sheets, student grades data	6/1/2018 quarterly

V. Professional Development Opportunities

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

G1. Teachers will strengthen content-area literacy skills through District Professional Learning Communities (DPLC) in order to support student achievement. (Division Priority: Accelerate Student Performance)

G1.B1 Teachers need professional development in order to strengthen content-area literacy skills.

G1.B1.S1 Provide content-area literacy professional development following the blueprint of the District Professional Learning Community plan.

PD Opportunity 1

Identify school-based DPLC team and help facilitate group through DPLC training.

Facilitator

Patricia Bowen-Painter, Nancy Dankson

Participants

SunRidge Middle School DPLC Team

Schedule

Every 6 Weeks, from 7/24/2017 to 5/11/2018

PD Opportunity 2

Provide professional development on content-area literacy strategies as developed through DPLC training sessions.

Facilitator

Patricia Bowen-Painter, Nancy Dankson

Participants

Classroom Teachers through subject-area PLCs

Schedule

Every 2 Months, from 9/15/2017 to 5/18/2018

PD Opportunity 3

Support development and implementation of content-area literacy strategies through subject-area PLCs.

Facilitator

SunRidge Middle School DPLC Members

Participants

Subject-area PLC members

Schedule

Quarterly, from 9/15/2017 to 5/18/2018

G2. Teachers will use common formative assessments, i-Ready and other data to progress monitor student achievement and provide interventions to students with emphasis on sub-group populations. (District Priority: Narrow Achievement Gaps)

G2.B1 Teachers need structure and time to collaborate for progress monitoring and developing interventions.

G2.B1.S1 Support for progress monitoring and interventions with emphasis on sub-group populations will be provided through structured PLC time and activities.

PD Opportunity 1

Teachers develop an awareness of achievement challenges for sub-group population through pre-planning PD.

Facilitator

Principal

Participants

All teachers and staff

Schedule

On 8/7/2017

PD Opportunity 2

Progress monitoring and intervention development with an emphasis on sub-group populations will be supported through regularly scheduled PLCs and additional collaboration time as needed.

Facilitator

Principal, Literacy Coach, Assistant Principals

Participants

Core Area Teachers

Schedule

Monthly, from 9/5/2017 to 5/18/2018

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

VII. Budget

1	G1.B1.S1.A1	Identify school-based DPLC team and help facilitate group through DPLC training.				\$0.00
2	G1.B1.S1.A2	Provide professional development on content-area literacy strategies as developed through DPLC training sessions.				\$0.00
3	G1.B1.S1.A3	Support development and implementation of content-area literacy strategies through subject-area PLCs.				\$0.00
4	G2.B1.S1.A1	Teachers develop an awareness of achievement challenges for sub-group population through pre-planning PD.				\$0.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		1911 - Sunridge Middle	General Fund		\$0.00	
		1911 - Sunridge Middle	School Improvement Funds		\$0.00	
5	G2.B1.S1.A2	Progress monitoring and intervention development with an emphasis on sub-group populations will be supported through regularly scheduled PLCs and additional collaboration time as needed.				\$14,500.00
Function	Object	Budget Focus	Funding Source	FTE	2017-18	
		1911 - Sunridge Middle	General Fund		\$14,500.00	
		<i>Notes: Up to 1 release day per core teacher for each of first three nine weeks to develop formative assessments and progress monitor. Contingent upon adequate coverage of substitutes.</i>				
Total:						\$14,500.00