

Broward County Public Schools

Sunrise Middle School



2019-20 Schoolwide Improvement Plan

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Sunrise Middle School

1750 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

Demographics

Principal: Ryan Atwood

Start Date for this Principal: 8/31/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Asian Students Black/African American Students Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (55%) 2017-18: B (57%) 2016-17: B (56%) 2015-16: B (55%) 2014-15: B (59%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	

ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

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

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

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

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

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

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6-8	Yes	70%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	72%

School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	B	B	B	B

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

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Sunrise Middle School will create a culture of mindfulness that enables our students to reach their highest potential through the expectations of positivity, respect, integrity, determination and excellence.

Provide the school's vision statement.

Sunrise Middle school exists to establish FALCON traits within our school Community. FALCON: Family, Achievement, Leadership, College and Career Readiness, Optimism, and Nobility.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Walker, Michael	Principal	The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities to: provide instructional leadership for all educational programs at the school; prepare and manage the school's budget and manage and inventory the school's assets; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; enforce collective bargaining agreements; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively, both orally and in writing, and through use of technology; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of the school system.
Freeman, Tarshe	Assistant Principal	The Assistant School Principal will effectively perform the performance responsibilities using the following knowledge, skills and responsibilities: Ability to: demonstrate the knowledge and practice of current educational trends, research and technology; understand the unique needs, growth problems and characteristics of school students; read, interpret and implement the State Board Rules, Code of Ethics, School Board Policies and appropriate state and federal statutes; and coach, supervise and evaluate personnel in accordance with collective bargaining agreements. The Assistant School Principal will need to demonstrate effective communication and interaction skills with all stakeholders, have the ability to use group dynamics within the context of cultural diversity and be knowledgeable of Florida educational reform, accountability and effective school concepts. Bilingual skills preferred. Computer skills as required for the position.

Early Warning Systems

Current Year**The number of students by grade level that exhibit each early warning indicator listed:**

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Number of students enrolled	0	0	0	0	0	0	480	474	433	0	0	0	0	1387
Attendance below 90 percent	0	0	0	0	0	0	44	46	45	0	0	0	0	135
One or more suspensions	0	0	0	0	0	0	77	52	74	0	0	0	0	203
Course failure in ELA or Math	0	0	0	0	0	0	57	107	65	0	0	0	0	229
Level 1 on statewide assessment	0	0	0	0	0	0	154	151	159	0	0	0	0	464
	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	103	96	0	0	0	0	293

The number of students identified as retainees:

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Retained Students: Current Year	0	0	0	0	0	0	12	17	8	0	0	0	0	37	
Students retained two or more times	0	0	0	0	0	0	15	3	11	0	0	0	0	29	

FTE units allocated to school (total number of teacher units)

63

Date this data was collected or last updated

Saturday 8/31/2019

Prior Year - As Reported**The number of students by grade level that exhibit each early warning indicator:**

Indicator	Grade Level												Total
Attendance below 90 percent													
One or more suspensions													
Course failure in ELA or Math													
Level 1 on statewide assessment													

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

Indicator	Grade Level												Total
Students with two or more indicators													

Prior Year - Updated**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	44	45	45	0	0	0	0	134
One or more suspensions	0	0	0	0	0	0	78	52	74	0	0	0	0	204
Course failure in ELA or Math	0	0	0	0	0	0	57	107	65	0	0	0	0	229
Level 1 on statewide assessment	0	0	0	0	0	0	153	151	159	0	0	0	0	463

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	94	102	96	0	0	0	0	292

Part II: Needs Assessment/Analysis

School Data

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

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	58%	57%	54%	55%	56%	52%
ELA Learning Gains	55%	57%	54%	54%	57%	54%
ELA Lowest 25th Percentile	42%	48%	47%	37%	47%	44%
Math Achievement	58%	60%	58%	61%	59%	56%
Math Learning Gains	54%	58%	57%	63%	59%	57%
Math Lowest 25th Percentile	43%	49%	51%	44%	49%	50%
Science Achievement	43%	49%	51%	44%	50%	50%
Social Studies Achievement	66%	71%	72%	63%	73%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	480 (0)	474 (0)	433 (0)	1387 (0)
Attendance below 90 percent	44 ()	46 ()	45 ()	135 (0)
One or more suspensions	77 (0)	52 (0)	74 (0)	203 (0)
Course failure in ELA or Math	57 (0)	107 (0)	65 (0)	229 (0)
Level 1 on statewide assessment	154 (0)	151 (0)	159 (0)	464 (0)
	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data

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

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	59%	57%	2%	54%	5%
	2018	57%	54%	3%	52%	5%
Same Grade Comparison		2%				
Cohort Comparison						
07	2019	54%	55%	-1%	52%	2%
	2018	52%	54%	-2%	51%	1%
Same Grade Comparison		2%				
Cohort Comparison		-3%				
08	2019	56%	59%	-3%	56%	0%
	2018	57%	60%	-3%	58%	-1%
Same Grade Comparison		-1%				
Cohort Comparison		4%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	54%	58%	-4%	55%	-1%
	2018	57%	55%	2%	52%	5%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	56%	53%	3%	54%	2%
	2018	50%	54%	-4%	54%	-4%
Same Grade Comparison		6%				
Cohort Comparison		-1%				
08	2019	30%	45%	-15%	46%	-16%
	2018	39%	47%	-8%	45%	-6%
Same Grade Comparison		-9%				
Cohort Comparison		-20%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	40%	43%	-3%	48%	-8%
	2018	53%	45%	8%	50%	3%
Same Grade Comparison		-13%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	62%	71%	-9%	71%	-9%
2018	62%	70%	-8%	71%	-9%
Compare		0%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	61%	23%	61%	23%
2018	91%	63%	28%	62%	29%
Compare		-7%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	98%	56%	42%	57%	41%
2018	95%	51%	44%	56%	39%
Compare		3%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	29	41	34	34	41	35	22	36	73		
ELL	39	55	50	42	51	39	22	53	57		
ASN	92	64		96	75				80		
BLK	38	48	41	38	44	37	24	51	55		
HSP	68	60	44	68	61	63	49	75	78		
MUL	65	48		77	72			85	73		
WHT	83	62	54	80	63	46	68	80	87		
FRL	47	52	42	48	49	40	32	57	65		

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	25	41	33	31	45	31	27	33	50		
ELL	25	43	37	33	50	49	5	35			
ASN	89	89		95	83				73		
BLK	40	49	40	41	48	38	38	54	66		
HSP	68	61	49	71	62	59	53	71	81		
MUL	66	67		72	63			73			
WHT	79	67	36	80	66	43	84	82	85		
FRL	50	53	41	52	53	44	46	61	68		
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	25	38	31	33	50	34	13	41			
ELL	21	39	33	31	55	46	17	19			
ASN	80	68		100	89				79		
BLK	35	41	31	42	55	40	23	47	71		
HSP	64	57	40	69	62	44	57	57	73		
MUL	79	83		78	73		92		100		
WHT	78	70	65	82	73	67	66	91	88		
FRL	46	48	34	53	59	42	35	54	74		

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	33
Total Points Earned for the Federal Index	528
Total Components for the Federal Index	10
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	38
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	44
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	81
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	41
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	58
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	
Multiracial Students	
Federal Index - Multiracial Students	70
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	69
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	46
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

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

The data component that depicted the lowest performance was 8th Grade math

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

The data component that displayed the greatest decline from the prior year was Science achievement scores

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component that had the greatest gap when compared to the state is 8th Grade Math (-19)

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

Math learning gains of the lowest 25% percentile is the data component that showed the most improvement.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

Two potential areas of concerns include behavior and attendance

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

1. Learning Gains for ELL
2. Learning Gains for SWD
3. Schoolwide increase in literacy
4. Use of research-based instructional practices to increase Science content knowledge
5. Educate the whole child by appealing to the academic and social-emotional needs of all students

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Area of Focus is Students with Disabilities
Rationale	This area was selected primarily because Students with Disabilities is the subgroup with the lowest achievement level and learning gains
State the measurable outcome the school plans to achieve	The scores for students with disabilities will increase to 45% on the 2020 Florida State Assessments.
Person responsible for monitoring outcome	Tarshe Freeman (tarshe.t.freeman@browardschools.com)
Evidence-based Strategy	Strategies such as small interactive group activities which include flexible seating and cooperative learning will be employed. Presenting learning in multiple ways will be utilized through the usage of videos and, music and, graphic organizers and other visuals aids. Culturally responsive teaching and social-emotional learning practices will be implemented. Facilitators will move away from assisting students in a tutor like manner and begin to extend the lessons being taught in the classroom.
Rationale for Evidence-based Strategy	To adequately address the individualized plans for the students in this subgroup differentiated instruction and resources will increase engaged by addressing the specific needs of each student. Cooperative learning strengthens communication skills and increasing critical thinking skills. It helps to quell the anxiety associated with independently completing a task, that students might deem as challenging. Culturally responsive teaching involves setting and communicating high expectations for all students. Social-emotional learning lessens behavior problems and emotional distress while increasing positive social behavior. All of these strategies are grounded in research that supports the notion that the individual needs of each student will be adequately addressed.
Action Step	
Description	<ol style="list-style-type: none"> 1. Receive support from Curriculum Specialist provided by the county 2. Provide professional development opportunities for facilitators 3. Provide support and training for General Education teachers. 4. Promote self-advocacy, to ensure the individual needs of students are being met 5. Provide Extended learning opportunities camps for students
Person Responsible	Tarshe Freeman (tarshe.t.freeman@browardschools.com)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

n/a

Part IV: Title I Requirements

Additional Title I Requirements

This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Schoolwide Improvement Plan to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

The school plans on building positive relationships with parents, families, and other community shareholders to fulfill the school's mission by hosting Parent Training Academies throughout the year. The academies will focus on a number of different topics from math strategies to cultivating positive behavioral skill and summer learning preparation. These trainings will help foster positive relationships between our school and our families.

PFEP Link

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

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.

The school has over 20 staff members that are SEL (Social Emotional Learning) Trained. With this training, we were able to train other teachers on how to cater to the students' social emotional needs. In turn, this helps us build relationships with the kids and give them a sense of feeling safe while letting them know that they are cared for. We also have a school psychologist, a community liaison, and school counselors on sight to help students in need. We have referral services for outside counseling agencies and resources when necessary.

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

The school has Summer Transition Camps for incoming 6th graders and continuing 7th and 8th graders. During this camp, students get to explore the school, meet other students, and they have the opportunity to be exposed to the summer curriculum. It helps students acclimate into the school culture and interact with teachers and staff to help make their transition more smooth. We also offer schedule pick-up day for incoming 6th graders in which the kids are able to meet their teachers, tour the school and visit their classrooms.

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.

The school offers Saturday FSA Camps that focus on Math, (ELA) Reading, Science and Civics. These camps are also offered during the week after school for an hour and a half. As an incentive to help increase attendance, students are provided with snacks and there is a weekly raffle on Saturdays. The person responsible
Ms. Scatliffe.

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

The school utilizes Naviance, which is blended learning platform that is designed to help students prepare college as well as their future career endeavors. Naviance aligns students' strengths and interest to postsecondary goals and exposes them to real life situations.

Part V: Budget

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

1	III.A.	Areas of Focus: Area of Focus is Students with Disabilities				\$14,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	7200	100-Salaries	0251 - Sunrise Middle School	Title, I Part A		\$13,000.00
			<i>Notes: Extra Learning Opportunity (ELO) Camps to prepare for FSA will be offered to the students on Weekdays and Saturdays.</i>			
	6400		0251 - Sunrise Middle School	School Improvement Funds		\$1,000.00
			<i>Notes: Professional Development training and continuous support for iReady platform usage, classroom management techniques, and instructional strategies to assist students with disabilities in general education classrooms.</i>			
Total:						\$14,000.00