Sunrise Middle School

2021-22 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: 9/22/2021

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
2020-21 Title I School	Yes
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2020-21 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%)
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	

* 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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1750 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	61%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	76%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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. 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, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Atwood, Ryan	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.
Austin, Analisa	Behavior Specialist	1. assist the administration and staff to develop and implement a school-wide behavior management system. 2. assist in the identification of students eligible for services provided by the Teacher, Behavioral Support. 3. assist in the development and implementation of individual student behavior plans. 4. provide affective support for students, parents, families and school staff. 5. coordinate the training in behavior management techniques for teachers, administrators, staff and parents through staff development strategies including modeling demonstration teaching, in coordination with Human Resource Development. 6. assist in the establishment and implementation of a specific behavior crisis plan. 7. serve as a member of the school's Child Support Team/At-Risk Advocacy Team. 8. disseminate resource materials related to individual and group behavior management.

Demographic Information

Principal start date
Wednesday 9/22/2021, Ryan Atwood

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
3

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
16

Total number of teacher positions allocated to the school

72

Total number of students enrolled at the school

1,224

Identify the number of instructional staff who left the school during the 2020-21 school year.

12

Identify the number of instructional staff who joined the school during the 2021-22 school year.

12

Demographic Data

Early Warning Systems

2021-22

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	423	428	431	0	0	0	0	1282
Attendance below 90 percent	0	0	0	0	0	0	82	83	91	0	0	0	0	256
One or more suspensions	0	0	0	0	0	0	17	20	14	0	0	0	0	51
Course failure in ELA	0	0	0	0	0	0	8	28	46	0	0	0	0	82
Course failure in Math	0	0	0	0	0	0	21	56	3	0	0	0	0	80
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	69	73	84	0	0	0	0	226
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	81	71	86	0	0	0	0	238
Number of students with a substantial reading deficiency	0	0	0	0	0	0	176	184	163	0	0	0	0	523

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	129	143	146	0	0	0	0	418

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	0	21	9	0	0	0	0	30
Students retained two or more times	0	0	0	0	0	0	1	5	6	0	0	0	0	12

Date this data was collected or last updated

Wednesday 9/22/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	432	459	478	0	0	0	0	1369
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	78	52	74	0	0	0	0	204
Course failure in ELA	0	0	0	0	0	0	57	107	65	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	144	147	137	0	0	0	0	428
Level 1 on 2019 statewide Math assessment	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	89	0	0	0	0	286

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	14	16	8	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	15	3	11	0	0	0	0	29

2020-21 - 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	
Number of students enrolled	0	0	0	0	0	0	432	459	478	0	0	0	0	1369
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	78	52	74	0	0	0	0	204
Course failure in ELA	0	0	0	0	0	0	57	107	65	0	0	0	0	229
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	144	147	137	0	0	0	0	428
Level 1 on 2019 statewide Math assessment	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	89	0	0	0	0	286

The number of students identified as retainees:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							Grade Level							
Retained Students: Current Year	0	0	0	0	0	0	14	16	8	0	0	0	0	38
Students retained two or more times	0	0	0	0	0	0	15	3	11	0	0	0	0	29

Part II: Needs Assessment/Analysis

School Data Review
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	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	57%	54%	58%	57%	53%
ELA Learning Gains				55%	57%	54%	58%	57%	54%
ELA Lowest 25th Percentile				42%	48%	47%	42%	50%	47%
Math Achievement				58%	60%	58%	60%	60%	58%
Math Learning Gains				54%	58%	57%	57%	59%	57%
Math Lowest 25th Percentile				43%	49%	51%	42%	50%	51%
Science Achievement				43%	49%	51%	55%	52%	52%
Social Studies Achievement				66%	71%	72%	67%	72%	72%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	59%	57%	2%	54%	5%
Cohort Comparison						
07	2021					
	2019	54%	55%	-1%	52%	2%
Cohort Comparison		-59%				
08	2021					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-54%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
07	2021					
	2019	56%	53%	3%	54%	2%
Cohort Comparison		-54%				
08	2021					
	2019	30%	45%	-15%	46%	-16%
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
08	2021					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison						

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	62%	71%	-9%	71%	-9%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
ALGEBRA EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	84%	61%	23%	61%	23%
GEOMETRY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	98%	56%	42%	57%	41%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

I-ready was utilized as the progress monitoring tool for ELA and Math for students in grades 6,7 and 8. BSA was used for Science and Civics.

Grade 6				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44.7	51	35.7
	Economically Disadvantaged	33	38.7	23.9
	Students With Disabilities	16.4	22.4	20.7
	English Language Learners	14.8	16.7	11.1
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	25.6	48.5	23.5
	Economically Disadvantaged	23	35.8	19.5
	Students With Disabilities	7.7	16.4	14
	English Language Learners	21.4	26.9	15.8

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	46.4	54.7	63.6
	Economically Disadvantaged	37.3	47.3	59.3
	Students With Disabilities	15.4	22.6	22.7
	English Language Learners	8.7	13	0
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	39.8	44.7	31.3
	Economically Disadvantaged	28.8	36.3	21.2
	Students With Disabilities	13	18.2	21.7
	English Language Learners	13	23.1	0
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			66
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	45.8	50.7	44.7
	Economically Disadvantaged	36	40.2	41.8
	Students With Disabilities	27	27	8.3
	English Language Learners	8.3	31.8	20
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	30.3	30.3	27.2
	Economically Disadvantaged	22	21.8	22.4
	Students With Disabilities	15.8	20.7	11.1
	English Language Learners	4.3	9.1	13.3
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			53
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 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 2019-20**	**C & C Accel 2019-20**
SWD	22	30	25	22	18	10	38	37	44		
ELL	37	39	29	36	18	16	29	73	65		
ASN	86	76		85	60		92		100		
BLK	29	28	21	29	15	11	29	47	47		
HSP	63	46	27	60	26	14	76	83	67		
MUL	65	43		65	39						
WHT	76	52	18	71	33	13	71	80	65		
FRL	41	33	19	38	20	11	41	60	54		
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		

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
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		

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	42
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	35
Total Points Earned for the Federal Index	422
Total Components for the Federal Index	10
Percent Tested	65%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	27
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	38
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	83
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	29
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	51
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	53
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	53
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	36
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Upon analyzing the trends, there was downward projection in almost every area, however o

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The component with the greatest need for improvement is 8th Grade Math

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Teacher quality and behavior were contributing factors. To alleviate this issue new teacher orientation and peer teacher observations will be used to improve teacher quality and instruction delivery practices.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Geometry EOC showed the most improvements.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Stellar instructional staff and extended learning opportunities were key to this improvement.

What strategies will need to be implemented in order to accelerate learning?

After school and Saturday Extended Learning opportunities will be implemented and monitored to accelerate learning. Push in and Pull out services will also be utilized.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

RtI, Data Chat, Collaborative Learning Groups, B.E.S.T. standards, content area PD, iReady and Standards mastery professional development opportunities will be planned, delivered and monitored.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The use of research-based instructional practices to increase content knowledge will be employed. SEL services (Educating the whole child by appealing to the academic and social-emotional needs of all students)

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Students with Disabilities	
Area of Focus Description and Rationale:	The area of focus is Students with Disabilities. This area was selected primarily because Students with Disabilities is the subgroup with the lowest achievement level and learning gains
Measurable Outcome:	The scores for students with disabilities will increase to 45% on the 2022 Florida State Assessments.
Monitoring:	
Person responsible for monitoring outcome:	Analisa Austin (analisa.austin@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 strengths 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 Steps to Implement

Receive support from Curriculum Specialist provided by the county.

Person Responsible	Analisa Austin (analisa.austin@browardschools.com)

Promote self-advocacy, to ensure the individual needs of students are being met.

Person Responsible	Ryan Atwood (ryan.atwood@browardschools.com)

Provide Extended learningopportunities camps for students

Person Responsible	[no one identified]

Provide professional development opportunities for facilitators.

Person Responsible	[no one identified]

Provide support and training for General Education teachers.

Person Responsible [no one identified]

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Sunrise Middle reported 3.1 incidents for100 students. The rating of 3.1 is below the statewide average of 4.2 When compared to all middle schools in the state Sunrise falls into the moderate category.Sunrise Middle is ranked #263 out of 553 middle schools in the state of Florida. In Broward County Sunrise Middle School is ranked 21 out of the 44 middle schools.

Primary areas of concern are Violent Incidents and Property incidents.Sunrise Middle school has a High rank for violent incidents with an overall rating of 2.4. The statewide ranking for this area of concern is 343 out of 553 middle schools. Countywide there ranking is 22 out of 44. Sunrise also received a high ranking for property incident with a score of .08, with a countywide ranking of 31 out of 44 schools and statewide 345 out of 553 schools.

To diminish the amount of incidents in the aforementioned areas. A School-wide Expectations will be established, communicated and monitored throughout the year. Sunrise Middle School utilizes the acronym PRIDE, which stands for Positivity, Respect, Integrity, Determination and Excellence. All stakeholders are expected to exhibit the following traits:
1. Maintain a POSITIVE attitude for the common good (Self – Awareness)
2.RESPECT and recognize the feelings and perspectives of others
3.Demonstrate INTEGRITY by making safe and honest choices
4.DETERMINE to embrace opportunities and challenges
5.Reflect a spirit of EXCELLENCE to achieve school and life success.

Social Emotional Learning will also be implemented and monitored at the school. SEL practices include utilizing Stanford Harmony kits, Second Step and RethinkED platform. Classroom jobs, Brain Smart Starts, Greeting, Community Meeting are implemented in each classroom to enhance school culture and and create a sense of belonging. Discipline Management System will be used to monitor behavior

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

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.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Sunrise Middle School embraces the notion that it takes a village to raise a child. Below is a list of activities that stakeholder participate in to help to promote a positive culture and inclusive environment.
Academic Enrichment/ Tutoring/Remedial Education- PASL
Literacy, Arts, Music, and Cultural Programs
Before- and/or After-School Programs, Summer programs
Community Service/ Service Learning (High School/Parent Volunteers)
Substance Abuse and/or Violence Prevention Program (United Way)

Part V: Budget

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

1	III.A.	Areas of Focus: ESSA Subgroup: Students with Disabilities				$56,750.00
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
	6400		0251 - Sunrise Middle School	Title, I Part A		$8,000.00
			Notes: LEADERSHIP DEVELOPMENT TRAINING TO FURTHER DATA DRIVEN LEADERSHIP.			
	3390		0251 - Sunrise Middle School	Other		$48,750.00
			Notes: Extra Learning Opportunity (ELO) Camps to prepare for FSA will be offered to the students on Weekdays and Saturdays.			
					Total:	$56,750.00