Sunrise Middle School

2022-23 Schoolwide Improvement Plan

Table of Contents

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: 4/20/2021

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
2021-22 Title I School	Yes
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	92%
2021-22 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	2021-22: C (52%) 2018-19: B (55%) 2017-18: B (57%)
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	ATSI
* 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.

Table of Contents

Sunrise Middle School

1750 NE 14TH ST, Fort Lauderdale, FL 33304

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2021-22 Title I School**	**2021-22 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	Yes	92%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	78%

School Grades History

Year	2021-22	2020-21	2019-20	2018-19
Grade	C		B	B

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 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.

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
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

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	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.
Palmer-Carter, Vonda	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.
Sohn, Jay	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

Name	Position Title	Job Duties and Responsibilities
		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.

Demographic Information

Principal start date

Tuesday 4/20/2021, Ryan Atwood

Number of teachers with a 2022 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.*

25

Number of teachers with a 2022 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.*

39

Total number of teacher positions allocated to the school

73

Total number of students enrolled at the school

1,247

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

7

Identify the number of instructional staff who joined the school during the 2022-23 school year.

7

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	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 2022 statewide FSA ELA assessment	0	0	0	0	0	0	69	73	84	0	0	0	0	226
Level 1 on 2022 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

Using the table above, complete the table below with the number of students by current grade level who have 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

Using current year data, complete the table below with the number of students identified as being "retained.":

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

Thursday 9/1/2022

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	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

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	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

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement	53%	54%	50%				58%	57%	54%
ELA Learning Gains	56%	54%	48%				55%	57%	54%
ELA Lowest 25th Percentile	38%	44%	38%				42%	48%	47%
Math Achievement	45%	52%	54%				58%	60%	58%
Math Learning Gains	51%	63%	58%				54%	58%	57%
Math Lowest 25th Percentile	40%	58%	55%				43%	49%	51%
Science Achievement	44%	49%	49%				43%	49%	51%
Social Studies Achievement	66%	71%	71%				66%	71%	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	2022					
	2019	59%	57%	2%	54%	5%
Cohort Comparison						
07	2022					
	2019	54%	55%	-1%	52%	2%
Cohort Comparison		-59%				
08	2022					
	2019	56%	59%	-3%	56%	0%
Cohort Comparison		-54%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019	54%	58%	-4%	55%	-1%
Cohort Comparison						
07	2022					
	2019	56%	53%	3%	54%	2%
Cohort Comparison		-54%				
08	2022					
	2019	30%	45%	-15%	46%	-16%
Cohort Comparison		-56%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
06	2022					
	2019					
Cohort Comparison						
07	2022					
	2019					
Cohort Comparison		0%				
08	2022					
	2019	40%	43%	-3%	48%	-8%
Cohort Comparison		0%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019	62%	71%	-9%	71%	-9%
HISTORY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2022					
2019					

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	84%	61%	23%	61%	23%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	98%	56%	42%	57%	41%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	21	38	34	22	38	33	22	23	67		
ELL	32	47	34	31	38	28	23	43	80		
ASN	86	77		67	75						
BLK	33	44	35	25	42	35	24	48	60		
HSP	60	58	38	52	50	45	56	61	68		
MUL	85	78		67	47			100	73		
WHT	76	68	69	75	65	70	66	92	81		
FRL	43	51	34	34	45	39	32	55	62		
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		
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		

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	27
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	10
Percent Tested	97%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	33
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0
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%	0
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%	0
Asian Students	
Federal Index - Asian Students	76
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	36
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
Multiracial Students	
Federal Index - Multiracial Students	75
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0
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%	0
White Students	
Federal Index - White Students	74
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	42
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

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?

The majority of areas showed substantial improvement except for Math and Science achievement.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Science achievement is the data component that demonstrate the greatest need for improvement.

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 2022 state assessments, showed the most improvement?

Math lowest quartile showed the most improvement.

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

Highly qualified 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)

Areas of Focus
Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	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: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, students with disabilities will increase ELA proficiency to 45% as measured on the FAST Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Content area monthly CFAs, F.A.S.T. Progress monitoring, classroom observations as well as goal tracking
Person responsible for monitoring outcome:	Analisa Austin (analisa.austin@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	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: Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for selecting this 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 List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

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 learning opportunities camps for students

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

Provide support and training for General Education teachers.

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

#2. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale: Include a rationale that explains how it was identified as a critical need from the data reviewed.	Based on data trends, ELA was selected as an area of focus. Literacy is the bedrock of all other subject areas, so increasing literacy will impact all other areas.
Measurable Outcome: State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.	By June 2023, 58% of students will score a level 3 or higher on the 2022 FAST Assessment
Monitoring: Describe how this Area of Focus will be monitored for the desired outcome.	Content area monthly CFAs, F.A.S.T. Progress monitoring, classroom observations as well as goal tracking
Person responsible for monitoring outcome:	Analisa Austin (analisa.austin@browardschools.com)
Evidence-based Strategy: Describe the evidence-based strategy being implemented for this Area of Focus.	Evidence-based strategies include -Establishing and communicating clear lesson goals and learning objectives. - Cues and Questions - Advanced Graphic Organizers -Summarizing & Note Taking -Developing and communicating high expectations for each student -Close-Reading - Extend and Reteach

Rationale for Evidence-based Strategy: Explain the rationale for selecting this specific strategy. Describe the resources/ criteria used for selecting this strategy.

To adequately address the needs of all students at Sunrise Middle the aforementioned evidence based strategies will be utilized. By establishing and communicating lesson goals and objectives students become aware of what they are expect to know and be able to do. Cues give students hints, questioning is a great way to assess student. Advanced Graphic Organizers help students to organize their thinking. Summarizing and Note taking are great strategies to record new knowledge, and can be used across all content areas. Setting and communicating high expectation for students helps to enhance students confidence and self-esteem. Research has shown that close-reading heightens comprehension of text.

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Receive support from Secondary ELA Department

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

Provide Extended learning opportunities camps for students

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

Provide Professional Development opportunities for teachers

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

Develop and Implement school-wide writing initiative

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

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

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 school culture and environment.

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)