

Broward County Public Schools

# Sunrise Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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## Sunrise Middle School

1750 NE 14TH ST, Fort Lauderdale, FL 33304

[ no web address on file ]

### School Board Approval

This plan was approved by the Broward County School Board on 10/17/2023.

### SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

#### Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

#### Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

#### Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

## **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 Department 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.

## 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, Stakeholder Involvement and SIP Monitoring

**School Leadership Team**

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 as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Atwood, Ryan	Principal	<p>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.</p>
Austin, Analisa	Assistant Principal	<p>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.</p>
Palmer-Carter, Vonda	Assistant Principal	<p>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.</p>

Name	Position Title	Job Duties and Responsibilities
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 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.
Johnson, Ambry	SAC Member	The chair is responsible for notifying members of upcoming meetings and votes. The chair, or designee, will facilitate the SAC meetings and inform the SAC of relevant issues related to school improvement activities. They also ensure that a quorum is present before an action item on the agenda comes to a vote and works in collaboration with the SAC secretary to ensure minutes are recorded and filed promptly.

### Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

To ensure the SIP is fulfilled with fidelity, Sunrise will collaborate with members from the School Advisory Council (SAC), Parent Teacher Student Association (PTSA), faculty, staff, community partners, and district support departments (ESOL, ESE, Title 1, etc.) to provide resources and onsite support to instructors, students, and families to increase student academic achievement. Information gathered from monthly and/or quarterly questionnaires/surveys based on professional developments hosted, parent engagement meetings/training, and students' academic progress monitoring (data chats) will assist with ensuring the SIP's development is a true reflection of the needs of all stakeholders at Sunrise Middle.

### SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored regularly for effective implementation and impact through printed and digital questionnaires/surveys to teachers, students, and families, provided SIP updates during SAC meetings, and monthly data chats on students' academic and behavioral progress (CFAs, RtIs, Sessir, etc.). The plan will constantly be reviewed by SAC and the school leadership team (Administration and Committee



Leadership Team) monthly to ensure continuous improvement by reviewing actions implemented to increase student achievement. Based on the information gathered, the plan will be revised to ensure we reach our goals set for each area of focus outlined in the plan.

### Demographic Data

Only ESSA identification and school grade history updated 3/11/2024

<b>2023-24 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6-8
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2022-23 Title I School Status</b>	Yes
<b>2022-23 Minority Rate</b>	78%
<b>2022-23 Economically Disadvantaged (FRL) Rate</b>	92%
<b>Charter School</b>	No
<b>RAISE School</b>	No
<b>ESSA Identification</b> *updated as of 3/11/2024	ATSI
<b>Eligible for Unified School Improvement Grant (UniSIG)</b>	No
<b>2021-22 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Asian Students (ASN) Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL) White Students (WHT) Economically Disadvantaged Students (FRL)
<b>School Grades History</b> *2022-23 school grades will serve as an informational baseline.	2021-22: C  2019-20: B  2018-19: B  2017-18: B
<b>School Improvement Rating History</b>	
<b>DJJ Accountability Rating History</b>	

### Early Warning Systems

Using 2022-23 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		
Absent 10% or more days	0	0	0	0	0	0	127	102	110	339	
One or more suspensions	0	0	0	0	0	0	177	101	76	354	
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	21	21	30	72	
Course failure in Math	0	0	0	0	0	0	78	26	6	110	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	133	115	121	369	
Level 1 on statewide Math assessment	0	0	0	0	0	0	132	129	141	402	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	1	71	60	132	
	0	0	0	0	0	0	0	0	0		

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	179	151	140	470	

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Retained Students: Current Year	0	0	0	0	0	0	10	8	20	38	
Students retained two or more times	0	0	0	0	0	0	10	4	10	24	

#### Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	82	83	91	256	
One or more suspensions	0	0	0	0	0	0	17	20	14	51	
Course failure in ELA	0	0	0	0	0	0	8	28	46	82	
Course failure in Math	0	0	0	0	0	0	21	56	3	80	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	69	73	84	226	
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	71	86	238	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	176	184	163	523	

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	129	143	146	418	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	21	9	30
Students retained two or more times	0	0	0	0	0	0	1	5	6	12

**Prior Year (2022-23) Updated (pre-populated)**

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	0	0	0	0	0	0	82	83	91	256	
One or more suspensions	0	0	0	0	0	0	17	20	14	51	
Course failure in ELA	0	0	0	0	0	0	8	28	46	82	
Course failure in Math	0	0	0	0	0	0	21	56	3	80	
Level 1 on statewide ELA assessment	0	0	0	0	0	0	69	73	84	226	
Level 1 on statewide Math assessment	0	0	0	0	0	0	81	71	86	238	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	176	184	163	523	

**The number of students by current grade level that had two or more early warning indicators:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Students with two or more indicators	0	0	0	0	0	0	129	143	146	418	

**The number of students identified retained:**

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	21	9	30
Students retained two or more times	0	0	0	0	0	0	1	5	6	12

**II. Needs Assessment/Data Review**

**ESSA School, District and State Comparison (pre-populated)**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

**On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.**

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	56	53	49	53	54	50	52		
ELA Learning Gains				56			41		
ELA Lowest 25th Percentile				38			22		
Math Achievement*	46	56	56	45	41	36	51		
Math Learning Gains				51			25		
Math Lowest 25th Percentile				40			11		
Science Achievement*	44	50	49	44	52	53	54		
Social Studies Achievement*	65	67	68	66	63	58	68		
Middle School Acceleration	78	70	73	72	51	49	63		
Graduation Rate					49	49			
College and Career Acceleration					70	70			
ELP Progress	32	42	40	27	74	76	35		

*\* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.*

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

**ESSA School-Level Data Review (pre-populated)**

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	54
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	321
Total Components for the Federal Index	6

**2021-22 ESSA Federal Index**

Percent Tested	98
Graduation Rate	

**2021-22 ESSA Federal Index**

ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	49
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	3
Total Points Earned for the Federal Index	492
Total Components for the Federal Index	10
Percent Tested	97
Graduation Rate	

**ESSA Subgroup Data Review (pre-populated)****2022-23 ESSA SUBGROUP DATA SUMMARY**

ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	30	Yes	4	1
ELL	38	Yes	2	
AMI				
ASN	88			
BLK	41			
HSP	58			
MUL	69			
PAC				
WHT	77			
FRL	46			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	33	Yes	3	
ELL	38	Yes	1	
AMI				
ASN	76			
BLK	36	Yes	1	
HSP	54			
MUL	75			
PAC				
WHT	74			
FRL	42			

### Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY 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 2021-22	C & C Accel 2021-22	ELP Progress
All Students	56			46			44	65	78			32
SWD	29			22			8	42			5	50
ELL	41			36			18	47	56		6	32
AMI												
ASN	88			88							2	
BLK	40			30			23	47	76		6	31
HSP	61			51			52	73	79		6	32
MUL	77			59			65	79	67		5	
PAC												
WHT	78			71			72	87	79		5	
FRL	46			37			26	60	75		6	34

2021-22 ACCOUNTABILITY 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	ELP Progress
All Students	53	56	38	45	51	40	44	66	72			27
SWD	21	38	34	22	38	33	22	23	67			
ELL	32	47	34	31	38	28	23	43	80			27
AMI												
ASN	86	77		67	75							
BLK	33	44	35	25	42	35	24	48	60			18
HSP	60	58	38	52	50	45	56	61	68			
MUL	85	78		67	47			100	73			
PAC												
WHT	76	68	69	75	65	70	66	92	81			
FRL	43	51	34	34	45	39	32	55	62			20

2020-21 ACCOUNTABILITY 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	ELP Progress
All Students	52	41	22	51	25	11	54	68	63			35
SWD	22	30	25	22	18	10	38	37	44			
ELL	37	39	29	36	18	16	29	73	65			35
AMI												
ASN	86	76		85	60		92		100			
BLK	29	28	21	29	15	11	29	47	47			33
HSP	63	46	27	60	26	14	76	83	67			
MUL	65	43		65	39							
PAC												
WHT	76	52	18	71	33	13	71	80	65			
FRL	41	33	19	38	20	11	41	60	54			38

### Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
07	2023 - Spring	52%	49%	3%	47%	5%
08	2023 - Spring	51%	49%	2%	47%	4%
06	2023 - Spring	52%	50%	2%	47%	5%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	50%	54%	-4%	54%	-4%
07	2023 - Spring	44%	51%	-7%	48%	-4%
08	2023 - Spring	20%	46%	-26%	55%	-35%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	32%	38%	-6%	44%	-12%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	85%	48%	37%	50%	35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	100%	46%	54%	48%	52%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	95%	63%	32%	63%	32%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	58%	64%	-6%	66%	-8%



### III. Planning for Improvement

#### Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

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

Science achievement is the data component that demonstrates the greatest 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.

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

The greatest decline from the prior year is in the area of science. Factors that contributed to this decline included teacher retention and students who missed face-to-face instruction. In addition, due to the pandemic, students missed valuable instruction in content areas that were tested two years later.

**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.**

Science achievement had the greatest gap when compared to the state average. Factors that contributed to this decline included teacher retention and students who missed face-to-face instruction. In addition, due to the pandemic, students missed valuable instruction in content areas that were tested two years later.

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

English Language Arts (ELA) showed the most improvement. The actions our school took to improve ELA achievement were the implementation of ELA pull-out groups utilizing SESSER funds to provide support to Bubble Group students (individuals who were between 2-3 points away from a Level 2 or Level 3) and Extended Learning Opportunities (ELO) throughout the school year.

**Reflecting on the EWS data from Part I, identify one or two potential areas of concern.**

Reflecting on the EWS data from Part 1, the potential areas of concern are 10% or more absences and one or more suspensions in all grade levels.

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

English Language Arts (ELA) lowest quartile  
 Mathematic lowest quartile  
 Absenteeism (10% or more days missed)

#### Area of Focus

(Identified key Area of Focus that addresses the school's highest priority 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 crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The area of focus is Students with Disabilities. This area was selected primarily because Students with Disabilities are 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 2024, students with disabilities will increase ELA proficiency to 45% as measured on the FAST Assessment (Progress Monitoring #3).

**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 Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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, music, graphic organizers, and other visual 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 Intervention:**

Explain the rationale for selecting this specific strategy.

To adequately address the individualized plans for the students in this subgroup differentiated instruction and resources will increase engagement by addressing the specific needs of each student. Cooperative learning strengthens communication skills and increases 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 lessons 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.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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)

**By When:** October 2023

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

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

**By When:** September 2023

Provide Extended Learning Opportunity (ELO) camps for students.

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

**By When:** To be determined, based on funding.

Provide support and training for General Education teachers throughout the school year.

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

**By When:** September 2023

**#2. Instructional Practice specifically relating to ELA****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Based on data trends, English Language Arts (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 2024, 58% of students will score a level 3 or higher on the 2023 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, monthly data chats, and classroom observations.

**Person responsible for monitoring outcome:**

Analisa Austin (analisa.austin@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

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 Intervention:**

Explain the rationale for selecting this specific 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 expected to know and be able to do. Cues give students hints, questioning is a great way to assess students. 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 expectations for students helps to enhance students' confidence and self-esteem. Research has shown that close reading heightens comprehension of text.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

### 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 district support departments Secondary ELA Department, ELL , and ESE.

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

**By When:** All year-long

Provide Extended Learning Opportunity (ELO) camps for students throughout the school year.

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

**By When:** pending, based on funding.

Provide Professional Development opportunities for teachers provided throughout the school year.

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

**By When:** September 2023

Develop and Implement school-wide writing initiative - R.A.C.E.

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

**By When:** September 2023

**#3. Positive Culture and Environment specifically relating to Other****Area of Focus Description and Rationale:**

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The school plans on building positive relationships with students, parents, families, and other community shareholders to increase academic achievement in the areas of English Language Arts and Math targeting our lowest quartile groups. We will host FREE after-school and Saturday tutoring, parent resource workshops, and seminars with support from our district ELL, ESE, and Title I departments. Utilization of the schoolwide PBIS - P.R.I.D.E. will create opportunities for students to earn incentives for working towards increasing achievement.

**Measurable Outcome:**

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

As a result of building positive relations, 50% of our lowest quartile students will increase achievement by at least 5 points between PM1 and PM2 on the ELA and Math FAST Assessment, by May 2024.

**Monitoring:**

Describe how this Area of Focus will be monitored for the desired outcome.

This area of focus will be monitored through information gathered on Progress Monitorings #1 and #2.

**Person responsible for monitoring outcome:**

Analisa Austin (analisa.austin@browardschools.com)

**Evidence-based Intervention:**

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Implementation of Parent University (Parent Workshop and Seminars) and our schoolwide PBIS plan - P.R.I.D.E.

**Rationale for Evidence-based Intervention:**

Explain the rationale for selecting this specific strategy.

PBIS has been shown to increase school culture and decrease absenteeism and behavioral referrals.

**Tier of Evidence-based Intervention**

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**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.

Development and execution of the Parent University.

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

**By When:** September 2023

Implementation of the school-wide PBIS - P.R.I.D.E. initiative.

**Person Responsible:** Jay Sohn (jay.sohn@browardschools.com)

**By When:** August 2023

## CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C)).

The Administrative Team reviews the assessment data collected from F.A.S.T. and CFAs. In addition to testing data, state-generated absentee and behavioral occurrences are used to determine how the school improvement funds will be allocated. Accountability fund request will be presented to SAC and meeting attendees for review and will be voted on only if 51% of the composition board is present. Notifications will be sent out at least 7 days prior to the scheduled meeting to ensure quorum is met.

## Title I Requirements

### Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

**Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))**

List the school's webpage\* where the SIP is made publicly available.

The SIP, UniSIG budget, and SWP information will be shared and disseminated to all stakeholders via the school's website (<https://www.browardschools.com/sunrise>) and printed copies will be made available in the school's Welcome Center and Guidance Office. In addition, monthly updates will be printed and discussed during the School Advisory Council (SAC) meetings.

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

List the school's webpage\* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

Sunrise Middle will build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission, support the needs of students, and keep the parents informed of their child's progress through monthly printed and digital communication pertaining to academic remediation and enrichment resources (<https://www.browardschools.com/sunrise>). Furthermore, SMS will host monthly and/or quarterly parent engagement nights focused on student progress monitoring and test prep.

**Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)**

Sunrise Middle School plans to strengthen the academic program in the school by providing ongoing professional developments (PDs) in all content areas that focus on using student data to drive instruction



and improve instructional practices, as well as building effective relationships between the teacher, student, and families to work collaboratively to increase academic achievement.

**If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))**

This plan was developed based on the result of the 2022-23 needs assessment, the current FAST achievement outcomes, and information gathered from the 2022-2023 parent, student, and faculty & staff satisfaction surveys.

#### **Optional Component(s) of the Schoolwide Program Plan**

Include descriptions for any additional strategies that will be incorporated into the plan.

**Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))**

Students in need of assistance will be referred to MTSS for counseling, mental health services, and mentoring to improve their skills outside of the academic subject areas.

**Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))**

n/a

**Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).**

Students in need of assistance will be referred to MTSS for RtI to address problem behaviors and early intervention services.

**Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))**

All faculty and staff will participate in collaborative learning groups (CLGs) and be encouraged to attend professional development provided by the school and the district.

**Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))**

n/a