

Broward County Public Schools

Sunrise High School



2023-24

Schoolwide Improvement Plan (SIP)

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Sunrise High School

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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.

Our mission statement at Sunrise High School is to provide all students with an innovative, personalized blended learning environment that will ensure our learners fulfill their potential, both academically and socially. Our goal is to motivate, educate and graduate students in order to cultivate lifelong learners.

Provide the school's vision statement.

The vision at Sunrise High School is based on all students in our learning community, given the right tools, to be successful as the students succeed and exceed their expectations'. Sunrise High School provides the students with flexibility to adapt and differentiate instruction. We consistently involve students in the learning process and providing them with the hands on strategies to empower them for a successful future.

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
Joseph, Charmayne	Principal	<ul style="list-style-type: none"> • Abides by and assist in implementation of all policies and procedures developed by Edison Learning and the local school and other governmental agencies. • Responsible for daily operation, hiring and management of the school staff members. • Utilizes the strategic plan, district goals, district policy, and the approved school improvement plan to guide both personal leadership and the work of the school staff. • Abides by and assist in implementation of all policies and procedures developed by Edison Learning. • Conducts Formal and Informal evaluations based upon job description, goals and objectives specific to the school or the position, student achievement data, and the performance of the Principal. • Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching. Ongoing collaborative learning and team building strategies with staff members. Professional Development (zoom) to advance learning and COVID19 safety precautions in our learning environment. • Leads the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data element. • Manages the budget and expenditures in cooperation with Edison Learning to meet financial obligations.
Mash, Shanteala	Other	<p>Assistant Principal/MTSS Coordinator:</p> <p>The Assistant Principal works closely with the Principal in establishing and maintaining a fiercely positive, warm/strict school culture, creating a college preparatory curriculum for each grade, including the assessments and scope and sequence, and coaching teachers in classroom management and lesson creation and execution. The Assistant Principal operates in accordance with the EdisonLearning Achievement Framework Model, Standard Operating Procedures and the NorthStar Academies Seven Non-negotiables and serves as the second in command of the school. This role works as a part of a team in order to meet the needs of all students. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. The principal works collaboratively with team members to implement with fidelity the five domains that are central to EdisonLearning’s Achievement Framework Model and works collectively to develop and enhance systems, processes and practices that are in alignment with the company’s and school’s vision, mission, core values and strategic goals.</p> <p>Main Responsibilities:</p> <ul style="list-style-type: none"> • Assist the Principal with the implementation with fidelity, of all Domains of the

Name	Position Title	Job Duties and Responsibilities
	Edison Learning Achievement Framework Model	<ul style="list-style-type: none"> • Assist with the application and implementation at the school site, all aspects of the school’s charter application, chartering agreement and governing board by-laws as required by the school’s chartering district • Ensure that the school is represented at all mandatory ESE Specialist, ESOL Contact and any other mandated district compliance meetings or trainings • Ensure that the school’s ESE Department maintains a compliance status and that Students With Disabilities are provided with the instructional support, interventions, modifications and services in accordance with their IEPs, Eps or 504 plans • Ensure that the school’s ESOL Department maintains a compliance status and that all English Language Learners are provided with the instructional supports in accordance with each student’s language proficiency level and their identified instructional needs • Conduct regular observations of learning and teaching, and provide constructive feedback and coaching to support teacher growth and development • Supervise and evaluates the performance of all assigned staff to ensure quality instruction and student achievement; Takes appropriate action in cases of exceptional performance; and encourages individuals with leadership or innovative potential • Ensure that accurate documentation is maintained such as enrollment, attendance, retention, student progress and needs • Present and participate in temperature checks and ensure that the school is represented at all company-wide PLC or departmental meetings • Implement the school’s adopted Reading Program with fidelity and in accordance with the chartering district and state’s Reading intervention requirements • Use data-driven decision making to assist in the development and implementation of a yearly Professional Development Calendar that aligns with Edison Learning’s strategic goals, the site’s School Improvement Plan and the instructional and operational goals of the school; and ensure that staff members participate in on-site and across schools Professional Learning Communities • Ensure that the school’s Multi-tiered System of Support is implemented and that students receive appropriately tiered behavioral and instructional support and interventions in accordance with the school’s adopted Reading Plan and the school’s Multi-tiered System of Support Plan • Systematically progress monitor students and implement the school’s data cycle in accordance with the Multi-tiered System of Support Plan • Ensure that the instructional staff is utilizing the Florida Department of Education Standards and approved curriculum to meet the learning needs of all students and that teachers are

Name	Position Title	Job Duties and Responsibilities
		<p>creating and submitting weekly Direct Instruction Lesson Plans that are consistent with all components of the Edison Learning Standard Lesson Plan format</p> <ul style="list-style-type: none"> • Ensure the approved benchmark assessments are administered and monitor student achievement through ongoing data analysis from multiple sources such as diagnostics, progress monitoring benchmarks, standardized, monthly and formative and summative assessments to inform planning and teaching • Delegates functions and responsibilities to qualified assistants in such a manner that the school operates effectively and efficiently • Performs other related duties as directed

Job Summary:

The Graduation Coach/Academic Advisors' duty is primarily to students who attend the high school. The Graduation Coach/Academic Advisor will have a thorough understanding of the necessary classes for graduation as well as the implementation and coordination of all required in-house and state standardized assessments. The role requires the Graduation Coach/Academic Advisor to keep a precise record of a student's academic progress and meet with students and parents periodically to provide feedback and guidance toward successful completion of all Florida Department of Education high school graduation requirement. Students will seek the help of advisors as they plan for their path to graduation and future careers. Graduation Coach/Academic Advisor assists incoming and currently enrolled students to evaluate transcripts, determine transferable credits and assign classes as needed.

Williams, DeMarcus	Other	<p>Essential Graduation Coach/Academic Advisor Job Responsibilities:</p> <ul style="list-style-type: none"> • Adhere to and promote the implementation of all schoolwide programs; • Review and evaluate student transcripts; • Transfer necessary documents to different departments, schools, or districts upon request. • Develop student schedules based on graduation requirements; • Review career goals with students and assist them to follow the proper track to meet their goals; • Review placement test and certification with students to ensure they are fulfilling requirements and are placed in the proper classes; • Manage and act as primary school site contact for internal student information system; • Manage and host new student orientations; • Participate in promotional meetings with feeder schools and community stakeholders; • Ensures that a Graduation Plan is created for each student; • Ensures that all students are accurately assessed;
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Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Plan an annual school yearly testing calendar to include in-house benchmarks and state standardized and concordant assessments; • Assist or create as directed, schedules for testing periods for administrators and proctors to effectively deliver each test; • Securely coordinate and manage all assigned testing materials and assessment sessions • Coordinate testing rooms and ensure essential materials and supplies are readied for all testing classrooms; • Assist with communication to parents and students of upcoming assessments; • Coordinate and/or deliver snacks needed to support students during testing; • Attend all state, district and in-house informational and training meetings with relation to all assessments, including state mandated testing, benchmark assessments, concordant testing, state and district assessment correction meetings etc; • Maintains a high degree of confidentiality with student records; • Lead in the collection and analysis of student performance data and provide student data to Principal, Dean of Academics, and Director of School Leadership as requested to assist in student services analysis of achievement, performance or utilization; • Assist students with college application process; • Assist student development of post-secondary plans, employment and career programs; Creates and maintains a Career Center for college and career preparation; • Work with and support designated consultants, agencies, and/or support groups; • Maintain confidentiality in all student and professional matters, and work professionally and cooperatively to achieve duties and responsibilities; • Maintain consistent contact with staff, teachers, students, families and community agents; • Market scholarship opportunities to students; initiate partnerships with local high schools, vocational, colleges and universities; • Schedule conferences with parents and students to discuss graduation track and any other topic that relates to student academic and behavioral progress; • Provide students with a positive role model and individual mentoring; • Participates in school based leadership opportunities (i.e. team meetings, MTSS-RTI Meetings, enrollment, attendance and instructional staff meetings, etc.); • Convenes scheduled meetings with School Administration to discuss individual cases and the well-being of the student body; • All other duties assigned;

Name	Position Title	Job Duties and Responsibilities
Cregg, Pamela	Other	<p>Job Summary:</p> <p>The Instructional/Literacy Coach is responsible for observing instructional delivery of Literacy and providing feedback that will enhance teacher development and supporting teachers in developing lesson plans, analyzing data and the sharing of best practices. The Instructional/Literacy Coach will have a hands-on approach to improving instruction and effectiveness, by working at various levels (system-wide, school, classroom, content area, and student), to directly foster teacher development, improve ELA instruction, and increase student learning. As a member of the instructional and administrative team, the Instructional/Literacy Coach will provide student-centered coaching services and professional development that support the implementation of the school’s literacy program. Because building relationships is a critical component of this learning environment, the team works together to identify student needs that may be barriers to success. The Instructional/Literacy Coach will lead the school’s collaborative efforts to consistently analyze student progression data and communicates with students, parents, and other team members about student progress and plans for next steps.</p> <p>Instructional/Literacy Coach Responsibilities:</p> <ul style="list-style-type: none"> • Provide essential supervision to improve literacy through listening, reading, writing, and speaking; • Identify, implement, and monitor students level of Reading Interventions needed and students’ progress toward graduation; • Implement the school’s Multi-tiered System of Support and ensure that students receive appropriately tiered instructional support using the identified approved evidenced based curriculum and targeted interventions as needed; • Progress monitor students and participate in the school’s data cycle and Professional Learning Communities’ Meetings across all NorthStar Academies and in-house as per the school’s Multi-tiered System of Support Plan; • Using the Florida Language Arts BEST Standards and the school’s adopted and approved Intensive Reading Curriculum, guide teachers in developing weekly lesson plans that are consistent with all components of the school’s standard lesson plan format and the district’s approved Reading Plan; • Ensures that teachers provide small group instruction and “pull-out” reading interventions to students who do not have their reading requirement met. • Directs and supports the school’s “Literacy Across the Curriculum” initiative and consult with other content area teachers, special education teachers, parents and students, advising on strategies and activities that may be used to enhance a student's reading skills

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist in the development and implementation of individual education service plans for students; In accordance with the school’s reporting policies, keep school administrators informed about the reading programs/strategies, and students’ progression. • Provides professional development on the major reading components as needed, based on an analysis of student performance data, administration analysis of instructional assessment and providing differentiated instruction and intensive intervention; • Assist in modeling effective instructional strategies for teachers; • Work with teachers to ensure that the approved evidence-based reading program is implemented with fidelity; • Continue to increase their knowledge base in best practices in reading instruction, intervention, and instructional reading strategies • Assist teachers in working with students in whole and small group instruction in literacy; • Work with the school’s principal and or designated administrator to plan and implement a consistent program of improving reading achievement using strategies that demonstrate a strategically significant effect on improving student’s academic outcomes; • Prioritize time to those teachers, activities and roles that will have the greatest impact on student achievement in reading, namely coaching and mentoring in classrooms; • Any other duties assigned by the Principal; <p>Other Responsibilities:</p> <ul style="list-style-type: none"> • Present and Participates in regular professional development to improve personal knowledge and skills; • Maintain ongoing communication with parents, staff, and community as needed; • Become proficient in the use of computer based instruction and software; • Maintain students’ Tier III MTSS-RTI Instructional Portfolios in a confidential manner; • Contribute to a culture of professionalism among team members; • Other responsibilities or projects as assigned by the Principal from time to time

ESE/SPED Coordinator:

Dewar, Amber	Other	<p>The ESE/SPED Coordinator is responsible for implementing and ensuring compliance to established policies, procedures and/or regulations; and addressing other duties and processes required to maintain the schools program of services. Responsibilities include, but are not</p>
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Name	Position Title	Job Duties and Responsibilities
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limited to: providing student interventions and modifications to the academic program as needed; managing the schools ESE programs and services including students with IEPs, EPs and 504s; developing related goals, objectives and recommending policies; planning, implementing and working with staff in evaluating the special education programs and services; acting as a liaison with other district staff, serving as a resource of information regarding the ESE programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

Main Responsibilities:

- Serves as the principal’s designee for all Exceptional Student Education (ESE) staff in accordance with the annual Local Education Agency (LEA) Memo.
- Coordinate and conduct all required ESE Meetings in accordance with the sponsoring district’s approved policies and expectations.
- Maintain and secure all ESE program records as required by the sponsoring district and as determined by the School Principal.
- Coordinate the provision of services per the students learning needs and as identified in the student’s IEP/EP or 504 Plan.
- Progress monitor all ESE students and assist in the identification and implementation of all instructional interventions as needed, to ensure that students are on target to meet their IEP or EP goals.
- Ensure that all student learning plans adhere to the Least Restrictive Environment (LRE) and Free Appropriate Public Education (FAPE) guidelines as specified in IDEA regulations and state guidelines.
- Ensure that all initial referrals for ESE services are completed within the required timeline and reporting periods as required by the sponsoring district.
- Collaborate with regular education personnel on the Multi-tiered System of Support - Response to Intervention/Comprehensive Student Services initiatives.
- Provide school leadership team regularly with the following: reports on issues regarding ESE services, progress monitoring data, and compliance data.
- Collaborate with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers etc.) on ESE service models (i.e., monitoring; collaboration or

Name	Position Title	Job Duties and Responsibilities
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- consultation; co-teaching or team teaching; facilitated instruction; resource room; direct instruction.)
- Correct compliance errors identified internally (within the school) and externally, in accordance with federal, state and local laws, rules, policies and procedures.
 - Coordinate progress monitoring of ESE students and provide appropriate modifications as needed.
 - Communicate effectively and regularly with parents, colleagues and the ESE Director of Specialized Student Services on IDEA, FAPE, LRE, and IEP testing, reporting and compliance successes and challenges at assigned school(s).
 - Utilize the district’s approved electronic management system to generate ESE documents and upload all ESE related documents as required by the sponsoring district.
 - Participate in district and in-house training programs offered to enhance the individual skills and proficiency related to the job responsibilities.
 - Utilize facilitative behaviors consistent with the Facilitated IEP/EP or 504 training provided by the District in order to conduct efficient and productive IEP/EP or 504 meetings, in which all participants feel valued and heard.
 - Provide explanations to parent(s) of the Procedural Safeguards as well as the availability of resources within the District to meet the unique needs if the student.
 - When developing IEPs or EPs, seek and utilize input from instructional and relevant supporting staff and ensure parents receive draft IEPs for all annual reviews.
 - Attend all in-house and district ESE Compliance Meetings or achievement related meetings as scheduled by the sponsoring district or the school site.
 - Maintain accurate and current inventory on instructional and curricular resources and materials. Replenish inventory as needed.
 - Additional duties as may be assigned by the Principal.

ELL Coordinator:

The English for Speakers of Other Languages (ESOL) Coordinator implements and ensures compliance to established ESOL policies, procedures and/or regulations as determined by the state, district and school site; The ESOL Coordinator implements with fidelity, the school’s academic program, collaborates with the Principal, Dean of Academics and instructional staff to develop, implement and monitor each ESOL student’s ELL Plan and increases the English Language proficiency level of all English

Name	Position Title	Job Duties and Responsibilities
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Language Learners (ELL). The Coordinator will also assess students to determine appropriate program placement and participates in district as well as in-house trainings and Professional Learning Communities.

Responsibilities include, but are not limited to: ensuring ELL students receives the appropriate ESOL accommodations, modifications and interventions as needed; managing the school’s ESOL programs and services; planning, implementing and working with staff in evaluating the school’s ESOL program and services; acting as a liaison with other district staff, serving as a resource of information regarding ELL students and the school’s ESOL programs and services; and ensuring that procedures are appropriate in relation to policies required by state and federal regulatory requirements.

The Coordinator works alongside the instructional team in order to meet the needs of the school and for the school to remain compliant by providing consultative and collaborative expert services in support of the instructional program. Because building relationships is a critical component of this environment, the team works together to identify student needs that may be barriers to success. The coordinator provides training coaching, guidance and assistance to educational staff regarding best practices in assessment, instructional methodologies and strategies and appropriate curriculum for all ELL students.

Main Responsibilities:

- Maintains educational records for ELL students (e.g., evaluation reports, staffing forms, eligibility forms, meeting summary notes, progress reports, etc.) in the district’s ESOL Program as well as the school’s in-house SIS system.
- Ensures that all ELL students have current test results and appropriate placement.
- Coordinates the provision of services per the students’ ELL Plan in the district’s ESOL system and the school’s in-house SIS System.
- Ensures that all initial referrals for ESOL services are completed within the required timeline and reporting periods (calendar or school depending on state) from the date the home survey is completed and needs are identified.
- Collaborates with regular education personnel on the school’s Multi-tiered System of Support.
- Provides school leadership team regularly with the following: reports on issues regarding ELL and ESOL

Name	Position Title	Job Duties and Responsibilities
		<p>services, progress monitoring data, and compliance data.</p> <ul style="list-style-type: none"> • Collaborates with school personnel (e.g., administration, regular education teachers, special education coordinators or teachers, etc.) on ELL students and ESOL service models (i.e., monitoring; collaboration; co-teaching or team teaching; facilitated instruction; direct instruction.). • Facilitates and/or support with interventions such as data chats and participates in direct instruction as an intervention to identified students, particularly newcomers and long-term ELL students • Coordinates the reclassification and monitoring process of ELL students including state testing and ensuring that each ELL Plan is updated based on assessment results and credit completion • Coordinates with District, County and State levels to ensure alignment of State and Federal requirements • Attends regularly-scheduled meetings with the chartering district’s ESOL Department, and Coordinator of ELL Programs to ensure consistency in the District’s ELL Program • Plans and engages parents of ELL students in data chats related to academic progress and reclassification process • Works cooperatively with parents, teaching staff and administrators • Assists in the monitoring and intervention process for all ELL students • Co-plan, co-teach, and coach teachers to develop and enhance their skills to include Direct Instruction lessons that incorporate differentiated instruction for varied language proficiency levels • Conducts staff development training in the area of language acquisition and instructional strategies for mastering the various content-area standards • Maintains accurate and current inventory on instructional and curricular resources and materials and replenish inventory as needed.

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.

At Sunrise High we host a monthly board meeting in which all stakeholders are welcomed to provide input on the SIP development process. Our board meeting info (dates, times, and locations) is displayed

on our school's website. We post a notice of our upcoming board meetings on the front door of our school, days prior to the next upcoming meeting, to advertise to our stakeholders. Meetings have a virtual option for those unable to attend in person. All voices are welcomed and appreciated and stakeholder are given the floor to speak during the meeting.

Our CEEL also plays a significant role in the involvement of local business and community leaders. The CEEL is responsible for going to local events held by various business and governing bodies, such as the City of Ft. Lauderdale, the Chamber of Commerce, etc, and bridging the gap between us and them. They are given our school calendar of events so they know when stakeholder events occur and are encouraged to participate and provide input.

Another initiative that we have is our monthly Stakeholders Meetings. These meetings are virtual and are hosted by EdisonLearning. All stakeholders are invited and are updated on the most recent developments across our school, our sister schools, and the EdisonLearning company as a whole. Comments and feedback are welcomed and heard.

In addition to this, we also have a VIP Parents program. All parents are invited to join at the time of enrollment as well as various times throughout the year. We have flyers in the front office area where parents can see, and instructions on how to join the VIP parent program are included. The VIP Parents program gives parents a voice at our school. They are connected with our Community and External Engagement Liaison (CEEL) and are able to give input as well as be invited to special events. Our VIP Parents helps with the development of the SIP by providing unique solutions to various issues of concern in our school. They are invested in the development on the school as much as we are and they employ resources that we otherwise would not have access to within the community.

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 regularly monitored by the Assistant Principal, who will hold a SIP Monitoring monthly meeting on the 4th Friday of each month at 2:00pm. During this meeting the Leadership Team will meet to review progress made towards the accomplishment of SIP goals in academics as well as behavior.

During the monthly SIP meeting the following data for the month will be presented to aide in measuring the effectiveness of all efforts towards increasing the achievement of students in meeting the State's academic standards, particular for those with the greatest achievement gap:

- State Standardized Assessments (FAST, FSA, and BEST EOCs)
- Benchmark Assessments (HMH Read 180, Study Island)
- Quizzes and Exams in Core Competency Courses (English, Algebra 1, Biology, etc.)

Demographic Data

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

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	Alternative Education

2022-23 Title I School Status	No
2022-23 Minority Rate	92%
2022-23 Economically Disadvantaged (FRL) Rate	49%
Charter School	Yes
RAISE School	No
ESSA Identification *updated as of 3/11/2024	CSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD) English Language Learners (ELL) Black/African American Students (BLK)* Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	
School Improvement Rating History	2021-22: COMMENDABLE 2018-19: COMMENDABLE 2017-18: COMMENDABLE 2016-17: MAINTAINING
DJJ Accountability Rating History	

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*	14	50	50	0	52	51			
ELA Learning Gains									
ELA Lowest 25th Percentile									
Math Achievement*	6	36	38	0	41	38	0		
Math Learning Gains									
Math Lowest 25th Percentile									
Science Achievement*	20	60	64		35	40			
Social Studies Achievement*	16	66	66	18	51	48	0		

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
Middle School Acceleration					50	44			
Graduation Rate	50	90	89	70	54	61	53		
College and Career Acceleration	10	61	65	16	66	67	12		
ELP Progress		50	45						

* 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)	CSI
OVERALL Federal Index – All Students	19
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	116
Total Components for the Federal Index	6
Percent Tested	78
Graduation Rate	50

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	CSI
OVERALL Federal Index – All Students	21
OVERALL Federal Index Below 41% - All Students	Yes
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	104
Total Components for the Federal Index	5
Percent Tested	88
Graduation Rate	70

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	34	Yes	1	
ELL	17	Yes	1	1
AMI				
ASN				
BLK	17	Yes	4	4
HSP	57			
MUL				
PAC				
WHT				
FRL	15	Yes	1	1

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	69			
ELL	46			
AMI				
ASN				
BLK	26	Yes	3	3
HSP				
MUL				
PAC				
WHT				
FRL	44			

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	14			6			20	16		50	10	
SWD				0						6	3	
ELL											1	
AMI												
ASN												
BLK	20			7			19	6		2	6	
HSP										45	2	
MUL												
PAC												
WHT												
FRL				0				0		6	4	

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	0			0				18		70	16	
SWD										69		
ELL										92	0	
AMI												
ASN												
BLK				0				18		71	14	
HSP												
MUL												
PAC												
WHT												
FRL										71	17	

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				0				0		53	12	
SWD										44		
ELL										82	7	

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
AMI												
ASN												
BLK				0				0		50	11	
HSP										90		
MUL												
PAC												
WHT												
FRL				0				0		54	11	

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
10	2023 - Spring	12%	49%	-37%	50%	-38%
09	2023 - Spring	7%	49%	-42%	48%	-41%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	15%	48%	-33%	50%	-35%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	4%	46%	-42%	48%	-44%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	9%	63%	-54%	63%	-54%

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

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	16%	62%	-46%	63%	-47%

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.

When reviewing Sunrise High's school, district, and state comparison, the following data components showed the lowest performance: ELA Achievement and Math Achievement. Contributing factors to the low performance in these areas is largely due to a lack of highly qualified teachers in these subject areas. The school has had to employ out-of-field teachers in these areas a long with substitute teachers. An additional contributing factor would be student attendance.

These numbers were also consistent with the following subgroups: BLK and FRL.

In terms of graduation rate, the SWD subgroup increased by 3% from 2018-2019 to 2020-2021 and made a significant increase of 25 % from 2021 to 2022.

Our ELL subgroup for the 2018-2019 SY showed less than 10 students but we increased by 10% from 2021 to 2022.

Our BLK subgroup graduation rate increased by 21% each school year under review.

We see a similar trend when we look at students who receive FRL.

Contrastingly, for HSP students, who we were not able to determine growth because we had less than 10 students tested.

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

When reviewing Sunrise High's school, district, and state comparison, the data component that showed the greatest decline is the Math Learning Gains. In 2019 our Math Learning Gains was 43% in 2022 the school had less than 10 eligible students with data. Factors contributing to this decline would be a drop in student attendance as well as a lack of having additional highly qualified teachers.

These numbers were also consistent with the following subgroups: BLK and FRL.

In terms of the graduation rate, none of our major subgroups (BLK, FRL, ESE, ELL) showed a decline, except for the HSP students, who we were not able to determine growth because we had less than 10 students tested.

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.

When reviewing Sunrise High's school, district, and state comparison, the data component that showed the greatest gap when compared to the state average is ELA Achievement. The factors that contributed to this gap would be poor student attendance and a need for additional highly qualified teachers in the subject area.

These numbers were also consistent with the following subgroups: BLK and FRL.

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

When reviewing Sunrise High's school, district, and state comparison, the data component that showed the most improvement was our graduation rate. In 2019 the rate was 30% and in 2022 the graduation rate increased to 70%. The actions that our school took in this area was we hosted on campus SAT twice a year, we offered boot camp academic programs to help students earn credits, we hosted senior activities such as prom and senior breakfast, and we also offered Saturday school tutoring.

These numbers were also consistent with the following subgroups: BLK and FRL.

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

None applicable.

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

Our highest priorities for school improvement in the upcoming school year are ELA Achievement and Math Achievement for all of our subgroups.

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 Black/African-American**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 Black student subgroup showed 0% in Math Achievement.

Increasing this subgroup's Math Achievement is an Area of Focus.

This element was identified as a crucial need from the data reviewed in the 2021-2022 accountability components by subgroups provided by the FDOE.

Measurable Outcome:

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

By May 31, 2024, the Black Student subgroup at Sunrise High will show a 5% increase in Math Achievement as evidenced by the Spring 2024 Algebra 1 EOC assessments.

Monitoring:

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

This area will be monitored by testing students in the Fall Algebra 1 EOC, the Winter Algebra 1 EOC, and the Spring Algebra 1 EOC. The Test Coordinator will monitor the test participation of the students to ensure that students who need to test, test. During test administration windows, admin will monitor score reports daily and provide scores to teachers so they may advise students.

Person responsible for monitoring outcome:

Shanteala Mash (smash@sunrisehigh.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.)

The evidence-based intervention being implemented for this area of focus will be including daily Direct Instruction (DI) for low performing students.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The Effectiveness of Direct Instruction: A Meta-Analysis of a Half-Century of Research (2018) published by The Review of Education Research and authored by Jean Stockard, Tim Wood, Cristy Coughlin and Caitlin Rasplica Houry. The meta-analysis examines the research published from 1961-2016 on the effectiveness of Direct Instruction. Analyses were based on 318 studies involving 431 study designs and almost 4000 effects. Among the findings, the abstract for the article reports, "All of the estimated effects were positive and all were statistically significant except results from metaregressions involving affective outcomes. Effects showed little decline during maintenance, and effects for academic subjects were greater when students had more exposure to the programs."

Comprehensive School Reform and Student Achievement (2003), a meta-analysis of 29 Comprehensive School Reform models conducted by Dr. Geoffrey Borman (U Wisconsin-Madison) and colleagues. Direct Instruction was one of only three models found to have the "strongest evidence of effectiveness."

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.

Review assessment data and determine tiered interventions needed.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023.

Creation of DI classes and rostering of students in their respective DI class.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023.

Ongoing progress monitoring of student learning outcomes and their response to intervention provided.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: Ongoing throughout the 2023-2024 school year.

#2. 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.

An Area of Focus for the FRL student subgroup will be positive culture and environment.

A school with a positive culture can be described as a culture of non-judgmental acceptance, help for all, compassion, caring, understanding and support. A school with a positive environment can be described as one with regular praise and recognition for positive behavior, an expectation of achievement given with grace, and a place where all voices are heard, considered, and employed towards the overall betterment of the school environment.

Measurable Outcome:

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

By June 5, 2024, the FRL Student subgroup at Sunrise High will show a 5% increase in views towards Sunrise High as having a positive culture and environment as evidenced by the pre and post Student Climate Survey.

Monitoring:

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

The Academic Advisor will be responsible for administering the pre and post Student Climate Survey to all students. The pre survey will be administered to all current and incoming students during the 1st, 2nd, and 3rd 9 weeks of school. The post survey will be administered during the 4th 9th weeks. Data will be disaggregated by the Academic Advisor and shared with all stakeholders.

Person responsible for monitoring outcome:

DeMarcus Williams (dwilliams@sunrisehigh.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.)

- Hiring Support Staff (i.e. Academic Advisors, Academic Coaches, Community Liaisons, etc.).
- Ongoing family and community engagement.
- Routinely examining our policies (i.e at board meetings, etc.)
- Regular staff trainings to ensure staff know how to build and maintain relationships with students, their families, and our community partners.
- Regularly review disaggregated school climate and discipline data (incl. discipline referrals or incident reports)

– National Center for Safe and Supportive Learning Environments, 2023

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

"Students who attend schools with a positive school climate have been found to have increased self-esteem and self-concept, decreased absenteeism, reduced behavioral issues and disciplinary actions, and increased school completion."

"Addressing school climate is key to eliminating the disproportionate use of exclusionary discipline.

Research

shows that suspensions and expulsions have negative impacts on student outcomes, and the victims of these practices are disproportionately students of color. Improving school climate is key to alleviating

these problems."

"A positive school climate is the product of a school's attention to fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting—from pre-K/elementary school to higher education."

– National Center for Safe and Supportive Learning Environments, 2023

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.

Administer the pre-survey for Student Climate

Person Responsible: DeMarcus Williams (dwilliams@sunrisehigh.com)

By When: By the 3rd 9 weeks.

Creation and implementation of a Culture and Climate calendar.

Person Responsible: DeMarcus Williams (dwilliams@sunrisehigh.com)

By When: Throughout the school year.

Administer the post-survey for Student Climate.

Person Responsible: DeMarcus Williams (dwilliams@sunrisehigh.com)

By When: By the end of the school year.

#3. 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.

Areas of focus to increase learning gains in are Reading and Math.

Measurable Outcome:

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

To increase learning gains for SWD students in Reading by 5%, by the end of the current school year.

To increase learning gains in Math by 5%, by the end of the current school year.

Monitoring:

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

This area of focus will be monitored using our MTSS Progress Monitoring Focus Calendars, Benchmark, and State Assessments.

Person responsible for monitoring outcome:

Shanteala Mash (smash@sunrisehigh.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.)

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum;

Reading - Read 180 and Systems 44.

Math - Study Island and online eSW curriculum.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

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.

Implementation of the MTSS plan.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023.

Identify and purchase curriculum needed.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023

Provide instructional staff with training on the implementation of the curriculum with fidelity.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023.

Ongoing progress monitoring of student learning outcomes and their response to intervention provided.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: Ongoing throughout the 2023-2024 school year.

#4. ESSA Subgroup specifically relating to English Language Learners

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.

Areas of focus to increase learning gains in are Reading and Math.

Measurable Outcome:

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

To increase learning gains for ELL students in Reading by 5%, by the end of the current school year.

To increase learning gains in Math by 5%, by the end of the current school year.

To increase their language proficiency level by a minimum of one level.

Monitoring:

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

This area of focus will be monitored using our MTSS Progress Monitoring Focus Calendars, Benchmark, and State Assessments.

Person responsible for monitoring outcome:

Amber Dewar (adewar@sunrisehigh.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.)

Our evidenced based MTSS tiered intervention will be implemented using the following curriculum;

Reading - Read 180 and Systems 44.

Math - Study Island and online eSW curriculum.

Heritage language dictionaries and content-area glossaries.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Using the MTSS tiered intervention plan and by opting into the district's Reading plan, students will be able to benefit from research based instructional strategies and interventions.

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.

Implementation of the MTSS plan.

Person Responsible: Shanteala Mash (smash@sunrisehigh.com)

By When: August 21, 2023.

Identify and purchase curriculum, dictionaries, and glossaries needed.

Person Responsible: Amber Dewar (adewar@sunrisehigh.com)

By When: August 21, 2023

Provide instructional staff with training on the following:

Implementation of the curriculum with fidelity.

ESOL strategies

Person Responsible: Amber Dewar (adewar@sunrisehigh.com)

By When: August 21, 2023.

Ongoing progress monitoring of student learning outcomes, language proficiency levels, and their response to intervention provided.

Person Responsible: Amber Dewar (adewar@sunrisehigh.com)

By When: Ongoing throughout the 2023-2024 school year.

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).

Funding allocations are used to fund the following:

Hire and retain additional highly qualified employees that will be utilized to facilitate our school's progress towards meeting our SIP's goals.

Curriculum - Read 180, Systems 44, eSchoolware, WriteScore, Newsela, Study Island

Programs - CTE (Nursing, Barbering, and Gaming)

Community Support - TRIO (College Assistance Program), Mentoring, Clinicals, Community Outreach

Additionally, funding will be allocated to the provisioning of student's need for student materials such as technology and other study materials.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

None Applicable.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

None Applicable.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

None Applicable.

Grades 3-5 Measurable Outcomes

None Applicable.

Monitoring

Monitoring

Describe how the school’s Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

None Applicable.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term “evidence-based” means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida’s definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida’s definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district’s K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

None Applicable.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

None Applicable.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step

Person Responsible for Monitoring

None Applicable.

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.

None Applicable.

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))

None Applicable.

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)

None Applicable.

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))

None Applicable.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
3	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	\$0.00
4	III.B.	Area of Focus: ESSA Subgroup: English Language Learners	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No