

FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2009 - 2010 SCHOOL IMPROVEMENT PLAN



School Name: SUNRISE MIDDLE SCHOOL

District Name: Broward

Principal: Sandra Shipman

SAC Chair: TBA

Superintendent: James F. Notter

Date of School Board Approval: 12/01/09

Last Modified on: 08-31-2009

Dr. Eric J. Smith, Commission
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VISION and MISSION STATEMENTS

Mission:

The mission of Sunrise Middle School is to educate the total student for life academically, emotionally, and socially.

Vision:

Sunrise Middle will be an exemplary school that provides the highest quality education for all students and meets the AYP criteria via the Safe Harbor Model for the 2010 school year.

PART I: CURRENT SCHOOL STATUS

SCHOOL PROFILE/DEMOGRAPHICS

Brief History and Background of the School

Sunrise Middle School, which was built in 1956, is Broward County's oldest Middle School. In 1992, a new facility took the place of the outdated building formally known as Sunrise Junior High. Sunrise Middle School Offers the traditional academic curriculum for grades six through eight and a Montessori Magnet Program for qualifying students. There are a total of 109 faculty and staff members and a student population of 1,189. The students' diversity breakdown is as follows: 55% Black, 28% White, 11% Hispanic, 3% Asian, and 3% Multiracial. English language learners (ELL) constitute 12.8%, whereas ESE students makeup 13.0% of the population. Approximately 68% of the total student population is eligible for the Free and Reduced Lunch Program. For the year 2007-2008 Sunrise Middle School moved from a "C" to a "B" school. Sunrise Middle School has not met Adequate Yearly Progress (AYP) in six years and is a School In Need of Improvement (SINI). Sunrise Middle School is a Correct II school as designated by the State's Differentiated Accountability Plan.

Unique School Strengths for Next Year

100% highly-qualified instructional staff and non-instructional staff
99% retention of the Montessori Magnet teachers
Newly funded Math Coach
Returning Curriculum Leadership Team committed to student achievement
Compassionate staff

Unique School Weaknesses for Next Year

New staff members—Principal, Assistant Principal, ESE Specialist
Lost an AP that was at the school for over 10 years
The budget cuts that Sunrise Middle had will be a challenge for school year 2009-2010.
Reduction in non-instructional staff due to the budget

Student Demographics

55% Black, 28% White, 11% Hispanic, 3% Asian, and 3% Multiracial.

Student Attendance Rates

2007-92.4%, 2008- 93.4%, 2009- 93.4%

Student Mobility

2007- 23%, 2008- 23.6%, 2009- 22.3%

Student Suspension Rates

2007- 10%, 2008- 11.2%, 2009- 27%

Student Retention Rates

2008 – 3.27%

Student's retention rates for the 2008-2009 school year are as follow: Sixth grade 1.1%, Seventh grade 2.5%, and Eighth grade 4.3%. Overall 2.6% of the student population was retained in the 2008-2009 school year.

Class Size

2007- 21.76%, 2008- 20.89%, 2009- 20.31%

Academic Performance of Feeder Pattern

2009
 Bayview Elementary School grade A / Met AYP
 Bennett Elementary School grade A / Met AYP
 Harbodale Elementary School grade A / Did not make AYP
 North Side Elementary School grade A / Correct I/Met AYP
 Virginia Shuman Young School grade A / Met AYP
 Walker Elementary School grade C / Prevent I/Did not make AYP
 Wilton Manors Elementary School grade A / Prevent I/Did not make AYP

Partnerships and Grants

Three of our teachers applied and received Broward Education Foundation Impact II Grants for the 2009-2010 school year.
 Sunrise Middle is partners with California Pizza, Papa John's, Jamba Juice, Borders Bookstore, YMCA, Cosco, Hammerhead Swim Company and Flamingo Tour Company. Our partners provide incentives and materials for the students and the teachers.

STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window.

[School Grades Trend Data](#)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

HIGHLY QUALIFIED ADMINISTRATORS

Position	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record *
Principal	Sandra R. Shipman	BA-University of South FL-Elem Ed MS-Nova Southeastern Univ-Edu Leadership	1	9	2008-2009 Grade-B Rdg Mastery:67% Math:68% Writing:98% Science:37% AYP: Only White and Hispanic subgroups met AYP 2007-2008 Grade A Rdg Mastery:89% Math:91% Writing:100% Science:67% AYP met w/ all groups 2006-2007 Grade A Rdg Mastery:88% Math:90% Writing:100% Science:62% AYP met w/ all groups 2005-2006 Grade A Rdg Mastery:84% Math:88% Writing:98% Science: N/A AYP met w/ all groups
		Master's Degree - Accredited			Seminole Middle School – 6 years / teaching experience in LA *Expertise in the writing curriculum- - - 2008-09 Sunrise Middle School "B" School Grade 67% Meeting High Standards in Reading;

Assis Principal	Mitshuca B. Moreau	College/University *Professional Education Test PED *English 6-12 *ESOL Endorsement *ED LEADERSHIP *Bilingual Skills / HaitianCreole	2	2	68% in Math; 98% in Writing 64% of Students Making Learning Gains in Reading; 68% in Math School did not make AYP. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading 2007-08 Sunrise Middle School "B" School Grade 68% Meeting High Standards in Reading; 65% in Math; 97% in Writing 68% of Students Making Learning Gains in Reading; 66% in Math School did not make AYP; Black, Economic *Completed the Interim Assistant Principal Program
Assis Principal	Evan M. Moody	* Master's Degree in Special Education * Certified in Ed Leadership * ESOL Endorsement *Certified in Varying Exceptionalities K-12	2	2	2008-09 Sunrise Middle School "B" School Grade 67% Meeting High Standards in Reading; 68% in Math; 98% in Writing 64% of Students Making Learning Gains in Reading; 68% in Math School did not make AYP. Black, Economically Disadvantaged, English Language Learners and Students with Disabilities need improvement in Reading 2007-08 Sunrise Middle School "B" School Grade 68% Meeting High Standards in Reading; 65% in Math; 97% in Writing 68% of Students Making Learning Gains in Reading; 66% in Math School did not make AYP; Black, Economically
Assis Principal	Robert J. Pappas	* Master's Degree in Educational Leadership *Certified in Ed Leadership *Certified in Varying Exceptionalities K-12 *ESOL Endorsement			2008-2009 Silver Lakes Middle School grade "C" 82% of criteria satisfied for AYP. Correct I school from a Correct II Reading 47% with 71% in the low quartile Math 46% with 76% in the low quartile Writing 95% Science 26%

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED INSTRUCTIONAL COACHES

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as a Coach	Prior Performance Record *
Math	Teresa Flowers	Math 5-9, Master's degree/Math	8		N/A
Reading	Blair Cochran	Master's Degree/Reading Certification Reading K-12 ESOL Edorsement Elementary Education Certification Certified in Educational leadership	8	10	2008-2009 Sunrise Middle School "B" school grade 67% meeting high standards in reading 64% of students Making learning gains in reading School did not make AYP 2007-2008 "B" School grade 68% meeting high standards in reading 68% of students making learning gains in reading

* Note: Prior Performance Record (including prior School Grades and AYP information along with the associated school year)

HIGHLY QUALIFIED TEACHERS

Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1. Creating a mentoring program	NESS Coach	Ongoing	
2.Training /Professional staff development	Curriculum Specialist, Resource Teacher, Coaches	Ongoing	
3.Induction Program through NESS	NESS Coach, Leadership team	Ongoing	
4. Provide support/opportunities for new certifications (i.e., integrated curriculum, ESOL and reading Endorsement)	Leadership Team, Administration	Ongoing	

Non-Highly Qualified Instructors

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
None	N/A	N/A	N/A

Staff Demographics

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
80	2.5	39	30	29	21	100	7.5	2.5	37

Teacher Mentoring Program

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Neka Scatliffe	Krystle Kalinayk	Same subject area and teaching experience	NESS PLC's ELL and ESE overview Classroom management (Champs) CRISS strategies Lesson presentation and development Success analysis Differentiated instruction Pinnacle overview
John M. Lane	Kelli Hawkins	Teammates Teaching experience	NESS PLC's ELL and ESE overview Classroom management (Champs) CRISS strategies Lesson presentation and development Success analysis Differentiated instruction Pinnacle overview
Allison Grainger	Howard Izenwasser	Previous coach experience Teaching experience	NESS PLC's ELL and ESE overview Classroom management (Champs) CRISS strategies Lesson presentation and development Success analysis Differentiated instruction Pinnacle overview

ADDITIONAL REQUIREMENTS

Coordination and Integration

Note: For Title I schools only

Title I, Part A

Services provide funding for additional teachers and assistants during the instructional day. Title I also provides funding for parent involvement events and materials as well as staff development activities for all faculty and staff. Title I also finds the Community Liaison position.

Title I, Part C- Migrant

N/A

Title I, Part D

N/A

Title II

N/A

Title III

N/A

Title X- Homeless

N/A

Supplemental Academic Instruction (SAI)

SAI funding has provided funding for additional positions for our lowest 30%tile.

Violence Prevention Programs

Safe and Civil Schools program, Crime Watch Team, Host grade level discipline assemblies periodically, Peer counseling program provides peer mediation groups. Community presentation on Cyberbullying for awareness.

Nutrition Programs

Housing Programs

Head Start

N/A

Adult Education

N/A

Career and Technical Education

Infused in the social studies classes, the Career Exploration Course is taught. By the end of 8th grade, all students have completed the modules and an EPep.

Job Training

N/A

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The RtI Leadership Team will consist of:
Principal ESE Specialist
Administrators Reading/Math Coaches
Guidance Team Magnet Coordinator
Curriculum Specialist ESOL Coordinator
Resource Teacher Technology Specialist
Department Coaches

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The RtI Team will first meet to learn and understand the concept of the Florida Continuous Improvement Model (FCIM), which is that student and teacher success has to be an ongoing process. We will meet once a month and during those meetings we will plan-do-check-act.
We will continue to study the '09 FCAT data; we will obtain new data once our students start the new school year; we will realign the instructional calendars and monitor what progress our students are making. We will also have specific people on the team over seeing the process, which will in turn disseminate or share this process with the teachers and students.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan

The RtI team has been involved in creating the SIP plan for '09-10. By doing so, everyone understands what the goals are for the school year. The team will utilize the D.A.R.T Model to implement the SIP plan - -analyze data, identify our needs, review testing information, and align the curriculum and classroom instruction.

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: FCAT data 2009, BAT Test (I and II for reading, math, and science).

Progress monitoring: PMRN, mini assessments,
Midyear testing: Florida Assessments for Instruction in Reading (FAIR)
End of year: FCAT
Data analysis will be once a month with the entire team

Describe the plan to train staff on RtI.

We will provide staff development training to the staff at the beginning of the school year and continue to provide small session training. We will monitor our response and intervention to opportunities that need attention. The staff will understand the important role they play in the process.

School Wide Florida's Continuous Improvement Model

Plan

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths:

Our school grade is a "B" and we missed the "A" by one point, at 524.
7th grade scored 69% in reading
8th grade scored 71% in math
Science 8th grade scored 10 points above last year's - 31 to 37% proficient
8th grade writing scores continue to be strong, we scored 98%, one point up from last year

Weaknesses:

Four subgroups did not meet criteria in reading and math for AYP; Black, ED, ELL, and SWD;

Reading Math
Black 45% 46%
ED 50% 51%
ELL 29% 30%
SWD 32% 31%

6th grade students scored below district level in math and reading- -56% in reading and 50% in math
8th grade students scored a 56% in reading.

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

Our Department coaches have all ready disaggregated the 2009 data and have created Instructional Focus Calendars to reflect our areas of need. We will monitor progress through monthly mini-assessments and analyzing what areas of the calendars that will need to change. As a Correct II school, we will also utilize the district IFCs.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Content areas will give priority focus to our deficient areas. Non-tested content areas will assist by focusing on those areas.
Priority focus will be given to:
Reading: Ref/research was the least proficient strand 72%
Math: Algebraic thinking at 55% and measurement at 56%

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Students are grouped by their ability levels and scheduled with priority classes at the early portion of the day. Instruction is differentiated to meet the various needs of all students. Remediation and enrichment are provided based on student need at all levels.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

Elective courses are offered that are geared toward building for the future, classes include current event topic to make the real-world connections and interdisciplinary units are planned to bring relevance to the overall curriculum.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Seventh and eighth grade students have to complete the EPEP and career planning courses before exiting middle school. Students select courses for the fall during the spring during the course selection process. Electives are self-selected based on interest.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

The department coaches and teacher leaders worked to create the IFCs during the month of July. At that time, they had to analyze the 2009 testing data. They will continue to meet throughout the school year to modify the calendars as needed.

Our SINI status has gone to the next level for the 2009-2010 school year for not meeting criteria for AYP. We are now a Correct II school. This means that we are mandated to utilize the district created Instructional Focus Calendars. The teachers have embraced this change and are planning effective delivery methods of instruction, such as using CRISS strategies with reading lessons. All subject areas, specifically, social studies is working with all of the clusters to assist the reading department.

Teacher input will be gathered at department meetings and considered for revisions.

How are instructional focus lessons developed and delivered?

We provided a small group of high performing teachers along with the department coaches ten extra workdays in the summer to create lessons and warm-up activities for the school year. All content area teachers will be teaching the focus lessons for their respective areas.

The teachers have been continuously provided with professional development in identifying all of their subgroups and how we can make AYP by way of Safe Harbor. As they are armed with They are using the ESOL matrix to provide solid delivery to all of the students.

Teacher input will be gathered at department meetings and considered for revisions.

How will instructional focus lessons be revised and monitored?

They will be revised after each assessment to reflect areas of priority and where the students need extra assistance.

Teacher input will be gathered at department meetings and considered for revisions.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Based on the IFCs, students will be formatively assessed with the two BAT tests and once a month with Mini BATs in math, reading, science, and writing prompts through Language Arts to determine their comprehension levels. Each mini-assessment should have twenty-five questions or less.

How are assessments used to identify students reaching mastery and those not reaching mastery?

The assessment results will be analyzed by department for further re-teaching of skills that the students need to master.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

Teachers will be provided with staff development on differentiated instruction in order to provide rigor for students who are performing at mastery levels. The RtI team will perform classroom walkthroughs to monitor the process. The mini-assessments and remedial course work are built into the assessment calendar.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

Teachers will meet once a month as teams to review their assessment data and share the results through data chats with their grade level administrators.
The administrator will facilitate the meetings and the meeting will be documented with the data sheets once a month.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

The principal and the leadership team will ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs. We will do this by doing frequent classroom walkthroughs, staff development, and presenting the data to the staff.
The instructional coaches will be required to review teacher lesson plans, perform walkthroughs, and realigning the IFCs when necessary.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

The principal and the master scheduler have manipulated the schedule to provide our low level readers with reading and Language Arts first block followed by math to maximize their attention and potential for mastery.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

We will use differentiated instruction; CRISS reading and math strategies; test taking tips materials to re-teach non-mastered areas. We will also have the Supplemental Education Services tutor the qualifying students with some of our materials for reading and math to improve target areas as needed. Push-in tutoring models will also be used for select, targeted students.

How does the school identify staff's professional development needs to improve their instructional strategies?

We surveyed the teachers for their requests for staff development, we used classroom walkthrough data, and we analyze our testing data. Based on the needs assessment, we need to provide staff development on technology, ways to differentiate instruction for rigor and higher order questioning, and disaggregating test data.

Which students will be targeted for supplemental and intensive instruction/interventions?

We will target our lowest 30% not making gains in reading and math and the subgroups that did meet criteria for adequate yearly progress.

How will the effectiveness of the interventions be measured throughout the year?

The effectiveness will be measured by monitoring the instructional focus, analyzing data from assessments, and classroom walkthroughs.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

Students who exceed mastery will be able to take a Critical Thinking/novel studies class in place of intensive reading classes; they will be able to take math classes geared towards high school credit; and they will have an opportunity to take an extra elective course.

Describe how students are identified for enrichment strategies.

Students are identified through testing data and are flagged for enrichment and advanced courses.

The advanced courses offer high school level math curriculums for credit, classic novels in reading, technology based learning and project based learning.

Professional Learning Communities

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
Technology training for All teachers – grade levels and content areas.	Dan Goldman	Weekly	Last Friday of the month Common Planning	Primary focus technology- Pinnacle, Midas, Virtual Counselor, copier printing, Mac Leopard, BEEP, software integration, and project based learning (Glides)
Reading strategies for all teachers--grade levels and content areas	Blair Cochran	Weekly	Wednesdays Common Planning	Orientating teachers to Instructional Strategies- SQ3R, Frayer Model, Marazano's 8 steps, and best practices The focus of the LC is lesson development, instructional focus calendar activities, data analysis and sharing best practices.
Math Content strategies for all teachers--grade levels and content areas	Teresa Flowers	Weekly	Wednesdays Common planning	Orientating teachers to Instructional Strategies-in the math curriculum, Item Specs training, Instructional focus calendars, Promethean board use
Writing Content strategies for all teachers--grade levels and content areas	Valerie Chalker	Weekly	Wednesday Common planning	Orientating teachers to Instructional Strategies-Six Traits writing curriculum

NCLB Public School Choice

Note: For Title I schools only

- Notification of (School in Need of Improvement) SINI Status
[Show Attached Notification of \(School in Need of Improvement\) SINI Status](#)
- Public School Choice with Transportation (CWT) Notification
[Show Attached Public School Choice with Transportation \(CWT\) Notification](#)
- Notification of (School in Need of Improvement) SINI Status
[Show Attached Supplemental Educational Services \(SES\) Notification](#)

Pre-School Transition

N/A

Postsecondary Transition

Note: Required for High School- Sec. 1008.37(4), F.S.

N/A

PART II: EXPECTED IMPROVEMENTS

Reading Goal

Needs Assessment:	<p>Based on School Grade and Adequate Yearly Progress Data:</p> <p>Did the total percent proficient increase or decrease? What is the percent change?</p> <p>What clusters/strands, by grade level, showed decrease in proficiency?</p> <p>Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?</p> <p>Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?</p> <p>Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?</p>
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
45% of Black students scored at or above the state mastery level on FCAT Reading Test		By June 2010, at least 57% of Black student's will score at or above the mastery level on FCAT reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Core Reading programs- Read XL, Jamestown Fluency, Vocabulary text	1. Reading Coach	1. After data analysis the Instructional Focus Calendars are aligned to meet the needs of the students	1. One minute timed fluency measured (monthly). San Diego quick word list. PMRN tests are given 3 times a year
2	2. CRISS strategies	2. Department Heads	. Teachers will then use this new data and revise/ plan appropriate instruction and will give feedback, re-teach and review with the students	2. Broward Benchmark Assessment-- FAIR testing--three times a year
3	3. Word decoding instruction across content areas	3. Dept Chairs, Reading Coach ESE and ELL specialists	3. Teacher observation/evaluation of student work/assessment	3. Mini-benchmarks test given every two weeks based on a given strategy

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
29% of ELL student's scored at or above the mastery level on FCAT Reading Test		June By 2010, at least 39% of ELL student's will score at or above the mastery level on FCAT reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Visions textbook with effective learning strategies CD's for auditory learning Videos Student activity workbooks/grammar Suggested novels from visions	1. Reading Coach	1. After data analysis the Instructional Focus Calendars are aligned to meet the needs of the students	1. One minute timed fluency measured (monthly). San Diego quick word list. PMRN tests are given 3 times a year
2	2. CRISS strategies for A1's and A2's Word Wisdom Jamestown Fluency	2. Department Heads	2. Teachers will then use this new data and revise/ plan appropriate instruction and will give feedback, re-teach and review with the students each student will have a folder with completed work	2. Broward Benchmark Assessment FAIR testing--3 times a year
3	3. Decoding strategies, word walls, graphic organizer and active reading guides	3. ELL Coordinator, ELL Teacher Asst.	3. Teacher observation/evaluation of student work/assessment	3. Mini-benchmarks test given monthly based on a given strategy
4	4. Promote ESOL endorsement training for teachers	4. Assistant Principals in grade level	4. Increase percent of teachers endorsed	4. Completing coursework and becoming endorsed

5	5. Self-contained reading and Language Arts class for A1's, A2's, and limited B1's.	5. ELL Coordinator, ELL Teacher Asst.	5. Teacher observation/evaluation of student work/assessment	5. Mini-benchmarks test given monthly based on a given strategy
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
32% of SWD student's scored at or above the mastery level on FCAT Reading Test		By June 2010, at least 42% of SWD student's will score at or above the mastery level on FCAT reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Wilson Reading Program for VE clusters and self-contained ESE	1. Reading Coach /ESE teaches	1. After data analysis the Instructional Focus Calendars are aligned to meet the needs of the students	1. One minute timed fluency measured (monthly). San Diego quick word list. PMRN tests are given 3 times a year
2	2. Vocabulary instruction— Word Wisdom for all VE and self contained ESE	2. Department Heads	2. Teachers will then use this new data and revise/ plan appropriate instruction and will give feedback, reteach and review with the students each student will have a folder for assignments	2. Broward Benchmark Assessment FAIR testing – 3 times a year
3	3. Fluency program instruction Jamestown testing monthly	3. ESE Specialist, ESOL Support Facilitators	3. Teacher observation/evaluation of student work/assessment	3. Mini-benchmarks test given every two weeks based on a given strategy

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
50% of Economically Disadvantaged student's scored at or above the mastery level on FCAT Reading Test		By June 2010, at least 61% of E.D. student's will score at or above the mastery level on FCAT reading		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Core Reading programs- Read XL, Jamestown Fluency, Vocabulary text— Word Wisdom	1. Reading Coach	1. After data analysis the Instructional Focus Calendars are aligned to meet the needs of the students	1. One minute timed fluency measured (monthly). San Diego quick word list. PMRN tests are given 3 times a year
2	2. CRISS training strategies	2. Department Heads	2. Teachers will then use this new data and revise/ plan appropriate instruction and will give feedback, re-teach and review with the students. Each student will have a folder with assignments	2. Broward Benchmark Assessment FAIR testing – 3 times a year
3	3. Word decoding instruction across content areas	3. ESE & ELL Dept Chairs, Reading Coach	3. Teacher observation/evaluation of student work/assessment	3. Mini-benchmarks test given monthly based on a given strategy

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, at least 61% of Black student's will score at or above the mastery level on FCAT reading	Advanced and Beginner graphic organizers	Reading & Social Studies Department Heads	Ongoing until June 2010	Perform classroom Walkthroughs to observe teachers using the Revised instructional focus calendars	Administrative team RtI team (leadership team)
By June 2010, at least 52% of ELL student's will score at or above the mastery level on FCAT reading	Integrating Technology into reading lessons across content areas--integrating BEEP instruction	Dan Goldman Dona Maggio	Ongoing until June 2010	Review mini-benchmarks and select appropriate BEEP lesson	Administrative team RtI team (leadership team)

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher

Professional development will be offered on Wednesdays to all core-curriculum and elective teachers. Department Heads, Leadership Team and Teachers will teach best practices. Professional Opportunities

Program is administered weekly with an emphasis on reading strategies for Level 1, 2 and the subgroups ELL, SWD and Economically Disadvantaged. CRISS training will be instructed on Saturdays.

The reading coach will provide extended learning activities in the area of reading for all content area teachers (excluding math) during the 1st period block.

The social studies department will also follow the reading IFC's to reinforce the reading strategies and benchmarks.

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Vis-à-vis Markers, Clear Acetate Sheets	SAC	\$1,000.00
Overhead transparency to cover story page for repeated reading	SAC	\$350.00
Vis* a* Vis markers for note taking on transparencies with partner	SAC	\$77.85
		Total: \$1,427.85
Technology		
Description of Resources	Funding Source	Available Amount
Hand-Held Palm Pilots for classroom walktroughs	Capital	\$400.00
Headphone adapters and VGA wiring	SAC	\$184.40
		Total: \$584.40
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$2,012.25

End of **Reading Goal**

Mathematics Goal

Needs Assessment:	Based on School Grade and Adequate Yearly Progress Data: Did the total percent proficient increase or decrease? What is the percent change? What clusters/strands, by grade level, showed decrease in proficiency? Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets? Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains? Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
46% of Black students scored at or above mastery level on the math FCAT test		By June 2010, 48% of Black students will score at or above the mastery level on the math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1.All level 1 and 2 students will practice FCAT style questions using FCAT Explorer and Compass Odyssey once a week.	1. Grade level administrator/ Math Coach	1. Teachers will review data from FCAT Explorer or Compass Odyssey to assess student progress	1 Report from FCAT explorer or Compass Odyssey that records the percentage of problems solved correctly for each standard.

2	2. . All students who are 10-20 points away from being a level 3 will receive additional support in math	2. Math teachers /Math Coach	2. Teachers will then use this new data and revise/ plan appropriate instruction and will give feedback, re-teach and review with the students	2. Mini-assessment data will be used to monitor progress
3	3. All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses.	3. Grade level administrators Math Coach	3. Classroom walkthrough and observation. Collection of data into database to ensure Instructional Focus calendar is being adhered to.	3. Mini-assessment data will be used to monitor progress

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
51% of the Economically Disadvantage students scored at or above a level three on the math FCAT		By June 2010, 54% of the Economically Disadvantage students will score at or above a level three on the Math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All level 1 and 2 students will practice FCAT style questions using FCAT Explorer and Compass Odyssey	1. Grade level administrator/ Math Coach	1. Teachers will review data from FCAT Explorer or Compass Odyssey to assess student progress	1 Report from FCAT explorer or Compass Odyssey that records the percentage of problems solved correctly for each standard.
2	2. All students who are points away from being level 3 will receive remediation in math.	2. Math teachers/Math Coach	2. Classroom walkthrough and observation. Collection of data into database to ensure instructional focus calendar is being adhered to. BEEP lessons will be used.	2. Mini-assessment data will be used to monitor progress
3	3. All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county assessments and spiral reviews to target weaknesses	3. Grade level administrators	3. Students will be placed in classes by math level. Classroom walkthrough and observation. Collection of data into database to ensure calendar is being adhered to. Teachers will follow the district instructional focus calendar.	3. Mini-assessment data will be used to monitor progress Classroom walk through; CLT meetings and Professional Learning Communities.

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
30% of the ELL subgroup scored at or above a level three on the Math FCAT.		By June 2010, 33% of the ELL subgroup will score at or above a level three on the math FCAT.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. All ELL students who are level 1 and 2 will practice FCAT style questions using FCAT Explorer and Compass Odyssey and Smart Board technology.	1. Grade level administrator/ Math Coach	1. Teachers will review data from FCAT Explorer or Compass Odyssey to assess student progress	1 Report from FCAT explorer or Compass Odyssey that records the percentage of problems solved correctly for each standard.
2	All ELL students who receive basic mainstream instruction will receive additional support in math with ESOL strategies.	2. Math teachers/Math Coach	Classroom walkthrough and observation to maintain use of ESOL strategies using differentiated instruction and identified K-12 ESOL plan.	2. Mini-assessment data will be used to monitor progress. CLT meetings and Professional Learning Communities. Alternative assessments as needed for ELL's
3	3. All level 1& 2 students will be placed in regular math courses that follow the county daily instructional focus calendar including county	3. Grade level administrators Math Coach	3. Classroom walkthrough and observation. Collection of data into database to ensure district instructional focus calendar is being adhered to. Use of BEEP	3. Mini-assessment data will be used to monitor progress. Alternative assessments as needed for ELL's

assessments and spiral reviews to target weaknesses.	lesson plans
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Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement
31% of the SWD subgroup scored at or above a level three on the math FCAT.	by June 2010, 34% of the SWD subgroup will score at or above a level three on the math FCAT.

	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	Math CRISS strategies to assist with vocabulary concepts.	1. Math teachers Math Coach	1. Classroom walkthrough to observe teachers utilizing strategies.	1. Chapter assessments and mini-assessment data will be used to monitor progress.
2	2. All of the students will practice FCAT style questions using FCAT Explorer and Compass Odyssey	2. ESE support facilitators, Math teachers, Math coach	2. After data analysis class remediation is implemented.	2. Mini-benchmarks test given monthly based on a given strategy
3	3. All students who are 10-20 points from being a level three will receive remediation	3. Math teachers Math coach	3. Classroom walkthrough and observations will be used to collect data and record into database .	3. mini-assessment data will be used to monitor progress.

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June 210, 61% of Black students will score at or above a level three on the math FCAT.	Higher order questioning 2.Analyzing data 3.Technology in the classroom 4.Best Practices 5.Using the new Daily IFC and question banks and online resources	Math coach, math teachers	Monthly	District instructional focus calendars, classroom walkthroughs/observations, and data analysis.	Math coach, grade level administrator
By June 2010, 52% of the ELL subgroup will score at or above a level three on the math FCAT.	Integrating technology into math lessons and online BEEP resources (A+ Rise).	Math Teachers, Tech Specialist, and Media Specialist.	Ongoing until June 2010	Classroom walkthrough observing teachers utilizing math lessons from BEEP	Math Coach, Administrative team, and RTI

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Curriculum Manipulatives refresh instructional materials	SAC	\$1,000.00
Sharpen Up books	SAC	\$3,000.00
Saturday Camps	SAC	\$3,000.00
Total: \$7,000.00		
Technology		
Description of Resources	Funding Source	Available Amount
Promethean Board	SAC	\$4,000.00
Hand-Held Palm Pilot	Capital	\$400.00
Total: \$4,400.00		
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
Total: \$0.00		

Science Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Cluster 1 / Strand A, B, & C, Physical and Chemical Sciences, the students scored at 61% proficiency i.e. (8/13 of the possible points in		By June 2010, 66% of the 8th graders will score a level 3 or higher on Cluster 1 / Strand A, B, & C, Physical and Chemical Sciences, as measured by the FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Lab activity to enhance learning of concept	1. Classroom Teacher	1. Lab reports completed for every lab / activity performed verified by CWT by department head and/or administrators	1. Rubric for lab report; Teacher made quiz; and portfolios; Mini- Assessment
2	2. FCAT explorer, Compass Odyssey, Gateway to Science, Preparing for the FCAT, Measuring Up	2. Classroom Teacher ; Department Head	2. Teacher evaluations; Analysis of data collected	2. Teacher made test, mini-assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Cluster 2 / Strand D & E, Earth and Space Science, the students scored at 55% proficiency i.e. (6/11 of the possible points in this cluster).		By June 2010, 60% of the 8th graders will score a level 3 or higher on Cluster 2 / strand D & E, Earth and Space Science as measured by the FCAT science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Use manipulatives to demonstrate Earth and Space contents.	1. Classroom Teacher; Department Head	1. CWT and teacher evaluation	1. Teacher made tests and quizzes; portfolios; mini-assessment
2	2. Organize field trips to enhance the learning of concepts and provide hands-on opportunities.	2. Classroom teacher; Department Head	2. Report evaluated by teacher	2. Teacher made tests and quizzes; portfolios; mini-assessment; report rubric
3	3. Assign research papers and projects to reinforce the scientific process.	3. Classroom teacher	3. CWT and teacher evaluation	3. Rubric, portfolio

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
In Cluster 3 / Strand F & G, Life and Environmental Science, the students scored at 54% proficiency i.e. (7/13 of the possible points in this cluster).		By June 2010, 57% of the 8th graders will score a level 3 or higher on Cluster 3 / Strand F & G, Life and Environmental Science, as measured by the FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Lab activity to enhance learning of concept	1. Classroom Teacher	1. Lab reports completed for every lab / activity performed verified by CWT Department head and/or administrators	1. Rubric for lab report; Teacher made quiz; and portfolios; Mini- Assessment
2	2. FCAT explorer, Compass Odyssey, Gateway to Science, Preparing for the FCAT, Measuring Up	2. Classroom Teacher ; Department Head	2. Teacher evaluations; Analysis of data collected	2. Teacher made test, mini-assessment

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
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In Cluster 4 / Strand H, The Nature of Science, the students scored at 57% proficiency i.e. (8/14 of the possible points in this cluster).		By June 2010, 62% of the 8th graders will score a level 3 or higher on Cluster 4 / Strand H, The Nature of Science, as measured by the FCAT Science.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Complete at least one lab activity per week, which includes making observations and collecting data, classifying organizing, and comparing data, organizing and displaying data in tables graphs and charts.	1. Classroom Teacher ; Department Head	1. Lab reports completed for every lab / activity performed verified by CWT, department head and/or administrators.	1. Rubric for lab report; Teacher made quiz; and portfolios; Mini- Assessment
2	2. Science Fair Project completed by each student	2. Classroom Teacher ; Department Head	2. Teacher evaluation and school science fair	2. Rubric for science fair project; presentation of project by student; project board assessments completed to state standards.
3	3. FCAT explorer, Compass Odyssey, Gateway to Science, Preparing for the FCAT, Measuring Up	3. Classroom Teacher; Department Head	3. Teacher evaluations; Analysis of data collected	3. Teacher made test, mini-assessment

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/ Monitoring	Person Responsible for Monitoring
By June 2010, 50% of the 8th graders will score a level 3 or higher as measured by the FCAT Science.	Using technology in the classroom (i.e. promethean boards, Compass Learning, Brain Pop)	Technology Specialists and Department Head	Aug / Sep. 2009	Teacher will produce lesson plan and students' performance report / CWT	Department Head
By June 2010, 50% of the 8th graders will score a level 3 or higher as measured by the FCAT Science.	Lab Preparation	Department Head & Guest	Aug / Sep. 2009	Teacher will produce lesson plan and students' lab report in portfolio / CWT	Department Head

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Gateway to Science	Capital	\$2,000.00
Measuring Up – Science	Capital	\$2,000.00
		Total: \$4,000.00
Technology		
Description of Resources	Funding Source	Available Amount
Hand-held Palm Pilots	SAC	\$400.00
		Total: \$400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Other		
Description of Resources	Funding Source	Available Amount
Science Consumable materials and books	SAC	\$3,000.00
		Total: \$3,000.00
		Final Total: \$7,400.00

End of Science Goal

Writing Goal

Needs Assessment: Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
ELL subgroup scored 67% at 3.5 or above on the Florida Writes, which is a decrease of 17% from prior year		By June 2010, 72% of the ELL subgroup will score 3.5 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Diagnostic essay to create baseline of skills. Use of 6 Traits writing strategies to effectively develop & support essay skills	1. Classroom teacher and ELL support teacher	1. Monthly evaluation of D.E.W. scores to focus on areas of weakness and teacher/student writing conference	1. Monthly D.E.W. (drop everything & write essays)
2	2. Strengthen grammar skills thru use of BEEP lesson plans to enhance curriculum	2. Classroom teacher and ELL support teacher	2. Monitor progress on D.E.W. to determine student mastery	2. Daily Warm Ups
3	3. Utilize BEEP lessons plans to demonstrate effective writing skills.	3. Classroom teacher and ELL support teacher	3. Monthly data chats with individual students to evaluate & identify areas in need of improvement	3. Monthly data chats with individual students to evaluate & identify areas in need of improvement

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
By June 2010, 91% of the Black subgroup will score 3.5 or above		By June 2010, 92% of the Black subgroup will score 3.5 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Diagnostic essay to create baseline of skills. Use of 6 Traits writing strategies to effectively develop & support essay skills	1. Classroom teacher, Department chair	1. Monthly evaluation of D.E.W. scores to focus on areas of weakness and teacher/student writing conferences.	1. Monthly D.E.W. (drop everything & write essays)
2	2. Strengthen grammar skills thru use of BEEP lesson plans	2. Classroom teacher	2. Monitor progress on D.E.W. to determine student mastery	2. Daily Warm Ups
3	3. Enhance effective writing skills using BEEP lessons in the curriculum	3. Classroom teacher	3. Monthly data chats with individual students to evaluate & identify areas in need of improvement	3. Monthly Mini-Assessments

Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
Economically Disadvantaged subgroup scored 94% at 3.5 or above on the Florida Writes, however, did not show any gains over prior year		By June 2010, 96% of the Economically Disadvantaged subgroup will score 3.5 or above		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. Diagnostic essay to create baseline of skills. Use of 6 Traits writing strategies to effectively develop & support essay skills	1. Classroom teacher	1. Monthly evaluation of D.E.W. scores to focus on areas of weakness and teacher/student writing	1. Monthly D.E.W. (drop everything & write)
2	2. Strengthen grammar skills thru use of BEEP lesson plans	2. Classroom teacher	2. Monitor progress on D.E.W. to determine student mastery	2. Monitor progress on D.E.W. to determine student mastery
3	3. Use BEEP lessons to enhance curriculum.	3. Classroom teacher	3. Monthly data chats with individual students to evaluate & identify areas in need of improvement	3. Monitor progress on D.E.W. to determine student mastery

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
97% of all 8th grade students will score at least 3.5 or higher on the Florida Writes by June 2010	School board approved Six Traits for middle school workshop Writing Strategies	Members of Language County facilitators	January 2010	Authentic examples of student work discussed and reviewed during Department meetings	Department Chair & Administration
By June 2010, 84% of the ELL subgroup will score 3.5 or above	Inservice Language Arts teachers utilizing Six Traits focusing on elaboration, word choice, and voice	Department chair	Ongoing training	Teachers will produce effective writing lessons in student portfolio/CWT	Department Chair

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Florida Writes Saturday Camp (8 weeks, 3 hrs each session)	SAC	\$5,000.00
Train teachers in need of 6 Traits of Writing County provided writing workshop	SAC	\$1,500.00
		Total: \$6,500.00
Technology		
Description of Resources	Funding Source	Available Amount
Hand-held palm pilots for classroom walkthroughs	SAC	\$400.00
		Total: \$400.00
Professional Development		
Description of Resources	Funding Source	Available Amount
County provided writing workshops	Title I	\$3,000.00
		Total: \$3,000.00
Other		
Description of Resources	Funding Source	Available Amount
Additional class sets of required novels – 4 sets per grade level	District DA Funding	\$3,000.00
		Total: \$3,000.00
		Final Total: \$12,900.00

End of Science Goal

Parent Involvement Goal

Needs Assessment:	Based on information from School Grade and Adequate Yearly Progress Data: Were parent involvement activities and strategies targeted to areas of academic need? Based on information from surveys, evaluations, agendas, or sign-ins: Was the percent of parent participation in school activities maintained or increased from the prior year? Generally, what strategies or activities can be employed to increase parent involvement?
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Based on the Needs Assessment, Identify Area(s) for Improvement		Objective Linked to Area of Improvement		
As of June 2009, 40% Of parents participated in decisions regarding their children's education as documented at parent meetings, trainings, and conferences.		By June of 2010, 43% of parents will participate in decisions regarding their children's education.		
	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
1	1. A Parent-School Compact will be developed by all stakeholders and distributed to parents with the back-to-school information packet. Signed	1.SAC Members, SAF Members, Administration and Sunrise's Leadership Team	1. Sign In sheets and agendas	1. Parent Surveys, parental feedback based on parent involvement activities, and parent conferences

	compacts will be housed in the office, with a sample sent to the Title One office.			
2	2. All stakeholders will develop a Parent Involvement Policy. Copies will be made available to parents in guidance, the front office, and on our website, with a copy sent to the Title One Office.	2. SAC Members SAF Members, Administration, and Sunrise's Leadership Team	2. Sign In sheets and agendas	2. Parent Surveys, parental feedback based on parent involvement activities, and parent conferences
3	3. Will host an annual community zone meeting in October to showcase the school and the magnet to the parents.	3. SAC Members SAF Members, Administration, and Sunrise's Leadership Team	3. Sign In sheets and agendas	3. Parent Surveys, parental feedback based on parent involvement activities, and parent conferences
4	4. A parent center has been created to provide information such as family counseling, testing information, Title I resources.	4. Community Liaison	Sign in sheets and agendas, check out data	Parent Surveys, parental feedback based on parent involvement activities, and parent conferences

Professional Development Aligned with Objective:

Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
By June of 2010, 43% of parents will participate in decisions regarding their children's education.	MegaSkills: How to succeed as a sixth grader, Math Night, Reading Night, Science Night, and Techie Night	Staff members	Three to four times a year	Sign in sheets and agendas	Title One Liaison, Community Liaison, and Administration

Budget:

Evidence-based Program(s)/Material(s)		
Description of Resources	Funding Source	Available Amount
Academic Planners	Title I	\$3,500.00
		Total: \$3,500.00
Technology		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
Professional Development		
Description of Resources	Funding Source	Available Amount
Parent supplies and materials for parent center	Title I	\$2,000.00
		Total: \$2,000.00
Other		
Description of Resources	Funding Source	Available Amount
No Data	No Data	\$0.00
		Total: \$0.00
		Final Total: \$5,500.00

End of **Parent Involvement** Goal

Other Goals

No Other Goals were submitted for this school

FINAL BUDGET

Evidence-based Program(s)/Material(s)			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Vis-à-vis Markers, Clear Acetate Sheets	SAC	\$1,000.00
Reading	Overhead transparency to cover story page for repeated reading	SAC	\$350.00
Reading	Vis* a* Vis markers for note taking on transparencies with partner	SAC	\$77.85
Mathematics	Curriculum Manipulatives refresh instructional materials	SAC	\$1,000.00
Mathematics	Sharpen Up books	SAC	\$3,000.00
Mathematics	Saturday Camps	SAC	\$3,000.00
Writing	Florida Writes Saturday Camp (8 weeks, 3 hrs each session)	SAC	\$5,000.00
Writing	Train teachers in need of 6 Traits of Writing County provided writing workshop	SAC	\$1,500.00
Science	Gateway to Science	Capital	\$2,000.00
Science	Measuring Up – Science	Capital	\$2,000.00
Parental Involvement	Academic Planners	Title I	\$3,500.00
			Total: \$22,427.85
Technology			
Goal	Description of Resources	Funding Source	Available Amount
Reading	Hand-Held Palm Pilots for classroom walktroughs	Capital	\$400.00
Reading	Headphone adapters and VGA wiring	SAC	\$184.40
Mathematics	Promethean Board	SAC	\$4,000.00
Mathematics	Hand-Held Palm Pilot	Capital	\$400.00
Writing	Hand-held palm pilots for classroom walkthroughs	SAC	\$400.00
Science	Hand-held Palm Pilots	SAC	\$400.00
			Total: \$5,784.40
Professional Development			
Goal	Description of Resources	Funding Source	Available Amount
Writing	County provided writing workshops	Title I	\$3,000.00
Parental Involvement	Parent supplies and materials for parent center	Title I	\$2,000.00
			Total: \$5,000.00
Other			
Goal	Description of Resources	Funding Source	Available Amount
Writing	Additional class sets of required novels – 4 sets per grade level	District DA Funding	\$3,000.00
Science	Science Consumable materials and books	SAC	\$3,000.00
			Total: \$6,000.00
			Final Total: \$39,212.25

Differentiated Accountability

School-level Differentiated Accountability Compliance

Intervene
 Correct II
 Prevent II
 Correct I
 Prevent I
 NA

[Show Attached school's Differentiated Accountability Checklist of Compliance](#)

School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business

and community citizens who are representative of the ethnic, racial, and economic community served by the school.

✓ **Yes. Agree with the above statement.**

Projected use of SAC Funds	Amount
SAC Chair position	500

Describe the Activities of the School Advisory Council for the Upcoming Year

Work with A+ Recognition Funds
 Implement the SIP Plan
 Revisit SAC composition for membership compliance
 Recruit new members for parent involvement/partnerships
 Develop SIP for the 2011 school year
 Develop and maintain high quality academic programs
 Plan and implement a community awareness night—topic TBA
 Promote activities to increase parent involvement

SAC Members

Members

- 1) Sandra R. Shipman, Principal
- 2) TBA, SAC Chair
- 3) Pat Burton, Parent
- 4) Barbara Alderman, Parent
- 5) Trisha Halliday, Parent
- 6) Debbie Middleton, Parent
- 7) Debbie Serosoroz, Parent
- 8) Maureen White, Community Member
- 9) Kelly Fisher, Community Member
- 10) Blair Cochran, School Support Personnel
- 11) Teresa Flowers, School Support Personnel
- 12) TBA, Union Steward

AYP DATA

2008-2009 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNRISE MIDDLE SCHOOL 0251											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1174 Math: 1174		2008-2009 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2009	Y/N	2009	Y/N	2009	Y/N	2009	Y/N	2008	2009	Y/N	2007	2008	Y/N	2008	2009	Y/N	2008	2009	Y/N	2009	Y/N	2009	Y/N	2009
TOTAL ⁴	100	Y	100	Y	61	N	63	N			Y			NA	37	39	N	40	37	N	61	N	64	N	
WHITE	100	Y	100	Y	87	Y	88	Y			Y			NA	15	13	NA	14	12	NA	84	NA	89	NA	
BLACK	100	Y	100	Y	45	N	46	N			Y			NA	52	55	N	57	54	N	46	N	47	N	
HISPANIC	100	Y	100	Y	66	Y	68	Y	90		Y			NA	30	34	NA	33	32	NA	64	NA	72	NA	
ASIAN		NA		NA		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	100	Y	100	Y	50	N	51	N			Y			NA	47	50	N	53	49	N	51	N	52	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	29	N	30	N			NA			NA	63	71	N	67	70	N	37	N	40	N	
STUDENTS WITH DISABILITIES	99	Y	99	Y	32	N	31	N	82	94	Y			NA	62	68	N	64	69	N	35	N	29	N	

2007-2008 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNRISE MIDDLE SCHOOL 0251											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1179 Math: 1179		2007-2008 School Grade ¹ :		B		Did the School make Adequate Yearly Progress?		NO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		58% scoring at or above grade level in Reading?		62% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2008	Y/N	2008	Y/N	2008	Y/N	2008	Y/N	2007	2008	Y/N	2006	2007	Y/N	2007	2008	Y/N	2007	2008	Y/N	2008	Y/N	2008	Y/N	2008
TOTAL ⁴	99	Y	99	Y	63	Y	60	N			Y			NA	45	37	NA	44	40	N	60	NA	67	Y	
WHITE	100	Y	100	Y	85	Y	86	Y			Y			NA	20	15	NA	15	14	NA	82	NA	86	NA	
BLACK	99	Y	99	Y	48	N	43	N	93		Y			NA	64	52	Y	63	57	N	46	NA	55	N	
HISPANIC	99	Y	99	Y	70	Y	67	Y	94	90	Y			NA	34	30	NA	35	33	NA	61	NA	68	NA	
ASIAN		NA		NA		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	53	N	47	N	94		Y			NA	57	47	Y	57	53	N	52	NA	58	N	
ENGLISH LANGUAGE LEARNERS	99	Y	99	Y	37	N	33	N	87	84	N			NA	72	63	N	70	67	N	43	N	47	N	
STUDENTS WITH DISABILITIES	98	Y	98	Y	38	N	36	N	81	82	Y			NA	80	62	Y	68	64	N	35	NA	46	N	

2006-2007 Adequate Yearly Progress (AYP) Report - Page 2														Broward SUNRISE MIDDLE SCHOOL 0251											
Number of students enrolled in the grades tested: Click here to see Number of students in each group														Read: 1253 Math: 1253		2006-2007 School Grade ¹ :		C		Did the School make Adequate Yearly Progress?		NO			
This section shows the percent tested and performance for each group used to determine AYP (Parts a and c ²).														This section shows the improvement for each group used to determine AYP via safe harbor (Part b ²).						This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
Group	Reading Tested 95% of the students?		Math Tested 95% of the students?		51% scoring at or above grade level in Reading?		56% scoring at or above grade level in Math?		Improved performance in Writing by 1%?			Increased Graduation Rate ³ by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading	Percent of Students below grade level in Math		Safe Harbor Math	% of students on track to be proficient in reading		Growth model reading	% of students on track to be proficient in math		Growth model math
	2007	Y/N	2007	Y/N	2007	Y/N	2007	Y/N	2006	2007	Y/N	2005	2006	Y/N	2006	2007	Y/N	2006	2007	Y/N	2007	Y/N	2007	Y/N	2007
TOTAL ⁴	99	Y	99	Y	55	Y	56	Y	94		Y			NA	42	45	NA	44	44	NA	46	NA	61	NA	
WHITE	100	Y	100	Y	80	Y	85	Y			Y			NA	17	20	NA	17	15	NA	56	NA	73	NA	
BLACK	99	Y	99	Y	36	N	37	N	91	93	Y			NA	58	64	N	62	63	N	36	N	53	N	
HISPANIC	99	Y	99	Y	66	Y	65	Y	92	94	Y			NA	35	34	NA	32	35	NA	54	NA	62	NA	
ASIAN	100	Y	100	Y		NA		NA			NA			NA						NA					
AMERICAN INDIAN		NA		NA		NA		NA			NA			NA						NA					
ECONOMICALLY DISADVANTAGED	99	Y	99	Y	43	N	43	N	94		Y			NA	54	57	N	56	57	N	40	N	55	N	
ENGLISH LANGUAGE LEARNERS	100	Y	100	Y	28	N	30	N	86	87	Y			NA	71	72	N	67	70	N	45	N	49	N	
STUDENTS WITH DISABILITIES	98	Y	98	Y	20	N	32	N	73	81	Y			NA	67	80	N	66	68	N	37	N	49	N	

SCHOOL GRADE DATA

Broward School District SUNRISE MIDDLE SCHOOL 2008-2009					
	Reading	Math	Writing	Science	Grade Points Earned
% Meeting High Standards (FCAT Level 3 and Above)	67%	68%	98%	41%	274
% of Students Making Learning Gains	64%	68%			132
	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component. 3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2 				

Adequate Progress of Lowest 25% in the School?	65% (YES)	53% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					524	
Percent Tested = 100%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNRISE MIDDLE SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	68%	65%	97%	31%	261	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	68%	66%			134	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	66% (YES)	56% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					517	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Broward School District SUNRISE MIDDLE SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	60%	60%	95%	38%	253	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	58%	66%			124	3 ways to make gains: <ul style="list-style-type: none"> ● Improve FCAT Levels ● Maintain Level 3, 4, or 5 ● Improve more than one year within Level 1 or 2
Adequate Progress of Lowest 25% in the School?	61% (YES)	55% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					493	
Percent Tested = 99%						Percent of eligible students tested
School Grade					C	Grade based on total points, adequate progress, and % of students tested