

Marion County Public Schools

Sunrise Elementary School



2023-24

Schoolwide Improvement Plan (SIP)

Table of Contents

SIP Authority and Purpose	3
I. School Information	6
II. Needs Assessment/Data Review	17
III. Planning for Improvement	21
IV. ATSI, TSI and CSI Resource Review	26
V. Reading Achievement Initiative for Scholastic Excellence	26
VI. Title I Requirements	29
VII. Budget to Support Areas of Focus	0

Sunrise Elementary School

375 MARION OAKS CRSE, Ocala, FL 34473

[no web address on file]

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.

At Sunrise Elementary, staff, parents, and the Marion Oaks Community are committed to providing a safe learning environment that focuses on academic excellence to build a solid foundation so that our students will develop into successful members of a global community.

Provide the school's vision statement.

Striving for Excellence

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
Balius, Catherine	Principal	<p>(1) Manage and administer the instructional program so as to ensure all students the opportunity to learn.</p> <p>(2) Provide leadership and direction for the implementation and evaluation of curriculum and instruction at the assigned school consistent with the District's goals and priorities.</p> <p>(3) Use current research, performance data, and feedback from students, teachers, parents, and community to make decisions related to improvement of instruction and student performance.</p> <p>(4) Oversee the administration of the testing program for the school.</p> <p>(5) Oversee the selection and acquisition of instructional materials and equipment.</p> <p>(6) Facilitate, coordinate, and monitor the implementation of Exceptional Student Education programs and services.</p> <p>(7) Direct the development of the master schedule and assign teachers according to identified needs.</p> <p>(8) Facilitate articulation of curriculum within the school as well as between the school and its feeder system.</p> <p>(12) Facilitate the development and implementation of an effective professional learning program.</p> <p>(14) Supervise the operation, activities, and functions at the school site.</p> <p>(15) Manage and supervise the school's financial resources including the preparation and disbursement of the school's budget and internal accounts.</p> <p>(16) Establish and manage student accounting and attendance procedures at the assigned school.</p> <p>(17) Supervise and monitor the accurate and timely completion of data collection and reporting requirements.</p> <p>(25) Develop positive school/community relations and act as liaison between the school and community.</p> <p>(26) Access, analyze, interpret and use data in decision-making</p> <p>(28) Facilitate a program of family and community involvement.</p> <p>(29) Supervise the guidance program to ensure individual student educational and developmental needs are addressed.</p> <p>(30) Work with parents to resolve complaints or concerns.</p> <p>(32) Develop and maintain positive school / community relations and act as liaison between the two.</p> <p>(40) Implement School Board policy, state statutes, and federal regulations as they pertain to the assigned school.</p> <p>(41) Model and maintain high standards of professional conduct.</p> <p>(42) Set high standards and expectations for self, others, and school.</p> <p>(43) Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.</p> <p>(44) Use effective communication techniques with students, teachers, parents, and stakeholders.</p> <p>(49) Exercise proactive leadership in promoting the vision and mission of the District.</p>

Name	Position Title	Job Duties and Responsibilities
		<p>(50) Establish and actively pursue a vision and mission for the school in collaboration with staff, parents, students, and other stakeholders.</p> <p>(53) Facilitate and coordinate the development of the School's Improvement Plan.</p> <p>(54) Initiate programs and organize resources to carry out the School Improvement Plan.</p>
Adams, Veva	Assistant Principal	<p>? Assist in the development, implementation and assessment of the instructional program.</p> <p>? Assist in the administration of the testing program.</p> <p>? Assist in establishing a vision and mission statement.</p> <p>? Assist in the development of the School Improvement Plan.</p> <p>? Assist in the development of the Master Schedule and assignment of staff.</p> <p>? Assist in developing the best possible environment for teaching and learning.</p> <p>? Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>? Assist in providing staff development through in-service training and other developmental activities.</p> <p>? Assist in implementing all local, state and federal laws as they pertain to the assigned school.</p> <p>? Assist appropriate staff in textbook, materials, and equipment selection.</p> <p>? Assist in maintaining property inventory records and providing security for all equipment.</p> <p>? Understand and utilize collaborative planning strategies.</p> <p>? Assist in gathering data for the purpose of instructional improvement.</p> <p>? Work with parents in resolving concerns.</p> <p>? Assist in developing a positive school image.</p>
Sanford, Troy	Assistant Principal	<p>? Assist in the development, implementation and assessment of the instructional program.</p> <p>? Assist in establishing a vision and mission statement.</p> <p>? Assist in the development of the School Improvement Plan.</p> <p>? Assist in the development of the Master Schedule and assignment of staff.</p> <p>? Assist in developing the best possible environment for teaching and learning.</p> <p>? Supervise assigned personnel, conduct annual performance appraisals, and make recommendations for appropriate employment actions.</p> <p>? Assist in providing staff development through in-service training and other developmental activities.</p> <p>? Assist in implementing all local, state and federal laws as they pertain to the assigned school.</p> <p>? Assist appropriate staff in textbook, materials, and equipment selection.</p> <p>? Assist in maintaining property inventory records and providing security for all equipment.</p> <p>? Supervise and monitor the accurate and timely completion of data collection</p>

Name	Position Title	Job Duties and Responsibilities
		<p>and reporting requirements.</p> <ul style="list-style-type: none"> ? Understand and utilize collaborative planning strategies. ? Assist in gathering data for the purpose of instructional improvement. ? Assist in supervising all extracurricular activities and maintaining a calendar of events. ? Work with parents in resolving concerns. ? Assist in developing a positive school image.
Arrington, Monica	Dean	<p>Assist in the development of guidelines for proper student conduct and disciplinary policies and procedures that ensure a safe and orderly environment.</p> <ul style="list-style-type: none"> ? Design short and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents, and community agencies. ? Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change. ? Recognize potential disruption to the orderly function of the school and implement strategies to prevent it. ? Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed. ? Assist administration to communicate through meetings and written material information that will keep staff, students, and parents informed of disciplinary policies and procedures. ? Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services. ? Work with students and parents in creating educational plans for students that ensure improved academic success.
Davis, Jane	Reading Coach	<p>Demonstrate knowledge of current trends in specialty area and professional development.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends.

Name	Position Title	Job Duties and Responsibilities
		<ul style="list-style-type: none"> • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and action planning. • Create an environment of trust and respect. • Create professional development reflective of adult learning principles. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills.

Name	Position Title	Job Duties and Responsibilities
Davis, Gillian	Dean	<p>Assist in the development of guidelines for proper student conduct and disciplinary policies and procedures that ensure a safe and orderly environment.</p> <p>? Design short and long-range plans related to student discipline and school safety using current research, performance data, and feedback from staff, students, parents, and community agencies.</p> <p>? Collect, review, and analyze discipline data. Implement strategies with parents, students, and teachers to facilitate student behavior change.</p> <p>? Recognize potential disruption to the orderly function of the school and implement strategies to prevent it.</p> <p>? Provide guidance to and instruction for teachers in the implementation of discipline policies and school safety, with training provided as needed.</p> <p>? Assist administration to communicate through meetings and written material information that will keep staff, students, and parents informed of disciplinary policies and procedures.</p> <p>? Counsel individual students and, when necessary, make appropriate recommendations for testing, guidance, psychological counseling, or community services.</p> <p>? Work with students and parents in creating educational plans for students that ensure improved academic success.</p>
Whitten-Lavery, Wendy	Math Coach	<p>Demonstrate knowledge of current trends in specialty area and professional development.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of resources, within and beyond the School and District. • Collaborate with School and District Staff and Administrators to develop, implement and evaluate short and long term plans based on goals that support student, teacher and school needs, the District Strategic Plan, state standards and District initiatives. • Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends. • Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols. • Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners, i.e., students with disabilities, gifted and talented, English Language Learners. • Analyze and interpret a variety of state and local data to determine needs of school, personnel, and students for the purposes of program improvement and

Name	Position Title	Job Duties and Responsibilities
		<p>action planning.</p> <ul style="list-style-type: none"> • Create an environment of trust and respect. • Create professional development reflective of adult learning principles. • Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation. • Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance. • Approximately eighty percent (80%) of the contracted pay cycle will be spent with teachers and groups of teachers to provide job-embedded classroom support such as providing model lessons, co-teaching, side-by-side coaching, collaborative planning and classroom visits. • Approximately twenty percent (20%) of the contracted pay cycle will be to provide targeted professional development. • Assist teachers in locating appropriate resources to support effective instruction. • Adjust actions based on continuous progress monitoring data. • Attend and participate in required coaching and mentoring training sessions and meetings to provide appropriate services based on research and best practices. • Develop and implement a Deliberate Practice Plan engaging in continuous professional growth through in-service opportunities, collaborative practices, graduate classes, and/or research. • Support School and District improvement initiatives. • Support continuous student growth and achievement appropriate for age group, subject area, and/or program classification. • Exhibit knowledge of scientifically-based research and evidence-based instructional strategies for their assigned specific content area specialty. • Demonstrate special expertise in quality instruction and the infusion of appropriate, content area strategies into content area instruction. • Utilize data management skills. • Demonstrate excellent communication, presentation, and time management skills.
Case, Megan	Instructional Coach	<p>Planning / Preparation:</p> <ul style="list-style-type: none"> ? Demonstrate knowledge of current trends in specialty area and professional development. ? Demonstrate knowledge of the school's program and levels of teacher skills in delivering that program. ? Establish Goals for the program appropriate to the setting and the teachers served.

Name	Position Title	Job Duties and Responsibilities
		<p>? Demonstrate knowledge of resources, both within and beyond the school and District.</p> <p>? Collaborate with school staff and administrators to develop, implement and evaluate short and long-term plans based on goals that support student, teacher and school needs, the District Strategic Plan, State standards and District initiatives.</p> <p>? Design professional development based on school and teacher needs that aligns with Florida Protocol Standards and current educational research and trends.</p> <p>? Assist teachers in planning and preparing units and lessons to build capacity in the use of effective planning protocols.</p> <p>? Assist teachers in identifying, selecting and modifying instructional materials and strategies to meet the needs of diverse learners (i.e., students with disabilities, gifted and talented, English Language Learners).</p> <p>The Environment:</p> <p>? Create an environment of trust and respect.</p> <p>? Establish a culture for ongoing instructional improvement.</p> <p>? Establish clear procedures for teachers to gain access to coaching support.</p> <p>? Establish and maintain norms of behavior for professional interactions.</p> <p>? Organize and manage physical space and materials for training.</p> <p>Assessment / Evaluation:</p> <p>? Provide training and support for teachers in how to interpret data for screening, diagnosis, instructional planning, and program evaluation.</p> <p>? Use screening, diagnostic, progress monitoring and summative data to set, monitor and evaluate personal, school and District goals.</p> <p>? Use screening, diagnostic, progress monitoring and summative data to determine impact of professional development on teacher practice and student performance.</p> <p>Delivery of Service:</p> <p>? Provide job-embedded classroom support such as providing model lessons, coteaching, side-by-side coaching, and collaborative observations of teaching (i.e., instructional rounds, lesson study).</p> <p>? Apply adult learning principles when delivering professional development.</p> <p>? Assist teachers in locating appropriate resources to support effective instruction.</p> <p>? Engage peers through participation in professional learning to enhance the instructional environment and build professional skill.</p> <p>? Adjust actions based on continuous progress monitoring data.</p> <p>? Communicate effectively, both orally and in writing, with other professionals, students, parents, and the community.</p>

Name	Position Title	Job Duties and Responsibilities
Wilson, Christie	Teacher, K-12	Primary duty is to monitor reading intervention. Use data to form intervention groups. Train Interventionist. Create a schedule for intervention delivery. Monitor data to monitor student placement. Monitor intervention for fidelity of delivery.

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 the end of the 22-23 school year the SAC Committee and all school staff members were presented with school data, parent survey responses and used this information to make recommendations on what they wanted to see in the SIP for the 23-24 school year. The recommendations from SAC and school staff members were shared with the administrative team to consolidate and rank order the suggestions. This information was used to develop the 2024 SIP.

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))

Using the most current formative assessment including district benchmark assessments, State FAST data, and teacher collected data quarterly meetings will be held with school staff, SAC Committee and administrative team to evaluate if students are on track to meet SIP Goals. Adjustments in instruction, intervention and use of resources will be made for students not on track to meet SIP goals.

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)	Elementary School KG-5
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	Yes
2022-23 Minority Rate	78%
2022-23 Economically Disadvantaged (FRL) Rate	100%
Charter School	No
RAISE School	Yes
ESSA Identification *updated as of 3/11/2024	ATSI
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) Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History *2022-23 school grades will serve as an informational baseline.	2021-22: B 2019-20: C 2018-19: C 2017-18: D
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	37	104	108	100	77	0	0	0	0	426	
One or more suspensions	18	18	21	30	23	0	0	0	0	110	
Course failure in English Language Arts (ELA)	18	33	66	15	5	0	0	0	0	137	
Course failure in Math	18	33	65	15	5	0	0	0	0	136	
Level 1 on statewide ELA assessment	21	57	88	93	69	0	0	0	0	328	
Level 1 on statewide Math assessment	36	9	44	71	78	0	0	0	0	238	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	112	86	103	132	108	0	0	0	0	541	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	36	44	83	60	41	0	0	0	0	264

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	2	0	23	19	22	0	0	0	66
Students retained two or more times	0	0	0	0	0	1	0	0	0	1

Prior Year (2022-23) As Initially Reported (pre-populated)**The number of students by grade level that exhibited each early warning indicator:**

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	96	92	82	81	75	0	0	0	0	426	
One or more suspensions	33	24	15	37	24	0	0	0	0	133	
Course failure in ELA	48	31	39	22	10	0	0	0	0	150	
Course failure in Math	32	30	35	24	8	0	0	0	0	129	
Level 1 on statewide ELA assessment	0	0	0	53	50	0	0	0	0	103	
Level 1 on statewide Math assessment	0	0	0	51	55	0	0	0	0	106	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	2	4	1	0	0	0	0	0	13	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	51	42	45	37	20	0	0	0	0	195

The number of students identified retained:

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

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

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

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

Indicator	Grade Level										Total
	K	1	2	3	4	5	6	7	8		
Absent 10% or more days	96	92	82	81	75	0	0	0	0	426	
One or more suspensions	33	24	15	37	24	0	0	0	0	133	
Course failure in ELA	48	31	39	22	10	0	0	0	0	150	
Course failure in Math	32	30	35	24	8	0	0	0	0	129	
Level 1 on statewide ELA assessment	0	0	0	53	50	0	0	0	0	103	
Level 1 on statewide Math assessment	0	0	0	51	55	0	0	0	0	106	
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	6	2	4	1	0	0	0	0	0	13	

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	51	42	45	37	20	0	0	0	0	195

The number of students identified retained:

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

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*	43	44	53	41	46	56	36		
ELA Learning Gains				60			62		
ELA Lowest 25th Percentile				68					
Math Achievement*	41	50	59	45	50	50	44		
Math Learning Gains				60			68		
Math Lowest 25th Percentile				50					
Science Achievement*		46	54		53	59			
Social Studies Achievement*					62	64			
Middle School Acceleration					49	52			
Graduation Rate					41	50			
College and Career Acceleration						80			
ELP Progress	52	57	59	58			40		

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

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

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	181
Total Components for the Federal Index	4
Percent Tested	99
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	55
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	1
Total Points Earned for the Federal Index	382
Total Components for the Federal Index	7
Percent Tested	99
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	29	Yes	1	1
ELL	41			
AMI				
ASN				
BLK	33	Yes	1	
HSP	45			
MUL	52			
PAC				

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%
WHT	49			
FRL	43			

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	45			
ELL	52			
AMI				
ASN				
BLK	52			
HSP	57			
MUL	35	Yes	1	
PAC				
WHT	47			
FRL	55			

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	43			41								52
SWD	26			22							4	50
ELL	41			39							4	52
AMI												
ASN												
BLK	34			29							3	
HSP	42			43							4	51

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
MUL	52			38							3	
PAC												
WHT	51			46							3	
FRL	40			40							4	53

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	41	60	68	45	60	50						58
SWD	16	42	64	39	63							
ELL	38	67	75	38	50	40						58
AMI												
ASN												
BLK	34	65	70	32	53	55						
HSP	44	63	68	47	63	56						58
MUL	23			46								
PAC												
WHT	44	38		51	53							
FRL	39	62	68	45	55	54						59

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	36	62		44	68							40
SWD	7			24								
ELL	30			34								40
AMI												
ASN												
BLK	30			29								
HSP	40			45								40
MUL	29			71								
PAC												
WHT	35			55								

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
FRL	29	70		38	68							40

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
04	2023 - Spring	45%	48%	-3%	58%	-13%
03	2023 - Spring	40%	39%	1%	50%	-10%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2023 - Spring	39%	48%	-9%	59%	-20%
04	2023 - Spring	39%	53%	-14%	61%	-22%

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.

Sunrise was at 39% proficiency on FAST Math PM3. A possible contributing factor to this low performance was the loss of the school math content area specialist and early career teachers.

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

The data that showed the greatest decline was in the area of math. Most likely the contributing factor was the loss of the school math content area specialist and early career teachers.

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.

The greatest gap was a 22 points in the area of 4th grade math. Contributing factors include loss of the math content area specialist and early career teachers.

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

We showed 4% proficiency gains in the area of reading based on end of year state assessment. We delivered reading intervention with fidelity and created benchmark aligned Tier 1 instruction.

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

The biggest area of concern is poor attendance. Students are missing important instruction due to absences, arriving late and early checkouts. This impacts instruction because the teacher is always having to review to catch students up due to missing class. It is very hard to move forward as a school when attendance is not valued by stakeholders.

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

Instructional practices relating to standards aligned instruction.
Improving school culture and environment so that students want to come to school and parents see a value in their child's education while also decreasing behaviors that negatively impact instruction.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction**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.

Instructional practices relating to benchmark aligned instruction was identified as being an area of focus based on 2023 FAST data. Sunrise students were 41% proficient in ELA and 39% proficient in math.

Measurable Outcome:

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

Sunrise Elementary School teachers will increase student proficiency in the areas of ELA, Math and Science to 54% on the 2024 State Assessment.

Monitoring:

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

This area of focus will be monitored using formative and summative assessment data with intentional data monitoring of mixed students, administrative walkthroughs with feedback and quarterly summative assessments. Collaborative planning will be facilitated and monitored by administration and Content Area Specialist.

Person responsible for monitoring outcome:

Catherine Balias (catherine.balias@marion.k12.fl.us)

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.)

Collaborative Planning

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

According to Barnett Berry, Alesha Daughtrey, and Alan Wieder (2009) Collaboration: Closing the Effective Teaching Gap Analysis of survey and interview data from teacher leaders provides additional evidence

on what existing literature has shown is true of all teachers: that collaboration among teachers paves the way for the spread of effective teaching practices, improved outcomes for the students they teach, and teacher retention.

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.

Create a master schedule that allows for grade level collaborative planning time during the instructional day.

Person Responsible: Troy Sanford (troy.sanford@marion.k12.fl.us)

By When: August 10, 2023

Provide opportunities in Collaborative Planning for teachers to discuss how to teach a benchmark, integrate structures engage students, identify common formative assessments for each learning target, identify common summative assessments, and have opportunities to examine data and be reflective on teaching practices. Teachers will monitor data, esp. of Mixed students to make sure that small group intervention is provided to them when needed.

Person Responsible: Catherine Balias (catherine.balias@marion.k12.fl.us)

By When: Start date of August 14, 2023 and ongoing throughout the year.

Provide professional development on structures to engage students in learning, facilitate learning walks for staff and facilitate book studies to increase student engagement.

Person Responsible: Catherine Balias (catherine.balias@marion.k12.fl.us)

By When: Beginning August 2, 2023 and ongoing throughout the year

#2. Positive Culture and Environment specifically relating to Early Warning System**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.

41.5% of students at Sunrise are chronically absent. This impacts proficiency as students are not present for instruction. This also impacts the pacing of instruction because the teacher is always having to review to fill in the gaps for students that missed instruction. A student survey data suggests that students feel that misbehavior in the classroom impacts their ability to learn.

Measurable Outcome:

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

Sunrise Elementary School will decrease the percentage of students identified as chronically absent from 41.5% to 25% and decrease the number of students being suspended from school from 110 incidents to 80 incidents.

Monitoring:

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

This area of focus will be monitored by the Student Services Manager, CAS, Guidance Department and Administrative Team. Weekly the MDT team will meet to review behavioral and attendance data that will be used to identify students and families that need additional support with behavior and attendance. The social worker and family engagement liaison will provide support to families to improve student attendance.

Person responsible for monitoring outcome:

Catherine Balius (catherine.balius@marion.k12.fl.us)

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.)

To improve student behavior and increase attendance teachers will focus on creating engaging lessons in well managed classrooms that foster relationships with a focus on recognizing student achievement.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

Becky Bailey - Conscious Discipline increases academic achievement through adding personal meaning to

academic task. The classroom becomes a school family where emotions are integrated with cognitive demands on a daily basis. This not only increases school success, but also fosters the development of the frontal lobes of the child's brain. This healthy brain development then imbues increased success both academically and emotionally According to educational neuroscience expert Dr. David Sousa, student engagement can be defined as "the amount of attention, interest, curiosity, and positive emotional connections that students have when they are learning, whether in the classroom or on their own" (2016, p.17).Dr. Sousa goes on to note that engaged students: Have more motivation to participate in class

Enjoy achieving their learning goals Are more likely to persist through challenges in learning Feel intrinsically motivated to gain new and deeper understanding.

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.

Provide professional development to staff on student engagement structures, classroom management, and positive behavioral supports.

Person Responsible: Catherine Balias (catherine.balias@marion.k12.fl.us)

By When: May 2024

Provide classroom coaching and modeling on classroom management and engaging instruction to teachers.

Person Responsible: Jane Davis (jane.davis@marion.k12.fl.us)

By When: May 2024

Provide quarterly parent nights where school data, grade level data and individual student data is shared with parents. Provide data on academic proficiency data, behavioral data and attendance data. Train parents on strategies that they can use to support student achievement, attendance and behavior . Share with parents ESSA subgroup data and point out any group that is low performing and how parents can help to support these students.

Person Responsible: Catherine Balias (catherine.balias@marion.k12.fl.us)

By When: May 2024

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).

Resources such as Title 1 Content Area Specialist support instruction of all students. The Intervention Specialist supports Tier 2 and Tier 3 ELA intervention. Para professionals are placed on an as need basis according to student need. Para professional are provided a case load of students that they serve and are provided with intervention materials that they are to utilize when they provide classroom support. Para professionals participate in weekly professional development to keep them up to date with students that need support and what type of intervention they should provide based on student need.

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

K-2 teachers will utilize UFLI Foundational Reading program to deliver high quality foundational skills reading instruction.

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

3-5 teachers will deliver engaging benchmark aligned ELA instruction, intensive reading intervention as well as regular remediation in benchmark skills.

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

54% or more of the K-2 students at Sunrise will be on track to pass the statewide ELA assessment.

Grades 3-5 Measurable Outcomes

50% or more of the 3-5 students will be on track to pass the statewide ELA assessment.

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.

Ongoing progress monitoring will take place during Collaborative Planning using formative and summative assessments. The state progress monitoring data will be used to identify students who are not on track to be proficient in ELA and these students will receive intervention in ELA.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Balius, Catherine, catherine.balius@marion.k12.fl.us

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?

K-2 UFLI

K-4th Savvas myView

K-4th Fluency Practice

SIPPS

Language Power

Heggerty

Lexia Core

Read 180

Top Score

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?

These are district selected resources based on the review of research.

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
Instructional staff will participate in ongoing professional development, coaching and modeling on evidence based programs identified for use by the district.	Davis, Jane, jane.davis@marion.k12.fl.us
Teachers will participate in Collaborative planning where effective reading instruction is planned and modeled under the leadership of the literacy coach.	Davis, Jane, jane.davis@marion.k12.fl.us
Fidelity checks during ELA instruction will occur on a regular basis to guarantee effective delivery of reading instruction.	Davis, Jane, jane.davis@marion.k12.fl.us

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.

School webpage <https://www.marionschools.net/sne>

SIP goals are shared with parents via newsletter, SAC meetings, quarterly family engagement night presentations and via pre recorded messages.
All information is shared in multiple languages.

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))

Information is shared via School and Class Dojo. This is a preferred parent communication tool and facilitates communication. All teachers are required to call parents on a regular basis. A parent conference night is scheduled for semester 1 and 2. Parents are regularly invited to participate in SAC and family engagement nights. School webpage <https://www.marionschools.net/sne>

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

Sunrise will focus on providing engaging benchmark aligned instruction, increase student attendance and decrease behavior issues. We will use data to evaluate the effectiveness of instruction and identify students in need of additional support.

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))

N/A

Optional Component(s) of the Schoolwide Program Plan

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

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

The school has 2 full time guidance counselors and we contract with an outside counselor (2 days per week) as well as the school social worker that provides mental health counseling.

Sunrise has a group of 5th grade students that serve as mentors to younger students.

Sunrise incorporates the Ron Clark House system so that all students belong to a part of the community and have a sense of belonging. SEL lesson are taught daily in each classroom. The MDT team meets weekly to discuss students that are in crisis and creates plans for helping that students and their family. Deans and Guidance Counselors check in with students on a regular basis and support the behavior plan when appropriate.

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

N/A

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

Sunrise is a PBIS school and students are presented with ongoing training in social skills and following school expectations. The MDT team meets weekly to develop behavior plans for students that are not responding effectively to the Tier 1 behavior plan. Teacher received extensive training in pre-school on classroom management and how to create learning environments that support students that are struggling with behavioral issues.

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

Teachers participating in a summer book study on how to increase student engagement. Teachers and paras were provided with 2 days of training during pre-school on how to improve instruction. Early Release Days will be used for training on using data to drive instruction as well as utilizing structures in the classroom to support learning. All early career teachers receive a mentor and participate in monthly training. Academic and Instructional Coaches provide classroom coaching and modeling and teachers will participate in learning walks. Para professionals participate in a weekly professional development session.

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

The VPK students at Sunrise are fully included in all aspects of the school. Towards the end of the school year VPK classes are allowed to visit Kindergarten classrooms as well as attend Kindergarten Kickstart in the summer.