U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [ ] Magnet[ ] Choice

Name of Principal Ms. Andrea Davidson
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sunrise Drive Elementary School
(As it should appear in the official records)

School Mailing Address 5301 E. Sunrise Drive
(If address is P.O. Box, also include street address.)

City Tucson State AZ Zip Code+4 (9 digits total) 85718-5521

County Pima

Telephone (520) 209-7900 Fax (520) 209-7970

Web site/URL https://sdes.cfsd16.org/ E-mail adavidson@cfsd16.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(Principal's Signature)

Name of Superintendent* Dr. Mary Kamerzell E-mail mkamerzell@cfsd16.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Catalina Foothills Unified District Tel. (520) 209-7500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(Superintendent's Signature)

Name of School Board President/Chairperson Ms. Eileen Jackson
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):

4 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools

7 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district**.)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: https://nces.ed.gov/ccd/schoolsearch/ (Find your school and check "Locale")

[ ] Urban (city or town)
[X] Suburban
[ ] Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	68
1	80
2	94
3	90
4	107
5	115
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	554

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):

0.1 % American Indian or Alaska Native
13 % Asian
1 % Black or African American
24 % Hispanic or Latino
0.9 % Native Hawaiian or Other Pacific Islander
49 % White
12 % Two or more races
100 % Total

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	**Answer**
(1) Number of students who transferred ***to*** the school after October 1, 2021 until the end of the 2021-2022 school year	33
(2) Number of students who transferred ***from*** the school after October 1, 2021 until the end of the 2021-2022 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2021	532
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Farsi, French, Japanese, Korean, Mandarin, Persian, Portuguese, Russian, Spanish, Vietnamese

English Language Learners (ELL) in the school: 5 %

30 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 76

8. Students receiving special education services with an IEP: 11 %
Total number of students served 60|

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

8 Autism	1 Multiple Disabilities
0 Deafness	1 Orthopedic Impairment
0 Deaf-Blindness	11 Other Health Impaired
9 Developmental Delay	18 Specific Learning Disability
1 Emotional Disturbance	10 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
1 Intellectual Disability	0 Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 8

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	82%	84%	93%	96%	94%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes _ No X

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Our mission at Sunrise Drive Elementary School, a caring and collaborative learning community, ensures that each student achieves intellectual and personal excellence, and is well prepared for college and career pathways. Our vision for our students is for learning to transfer to life beyond the Sunrise Drive Elementary School experience, enabling each student to flourish as a responsible citizen in the global community.

17. Provide a URL link to the school's nondiscrimination policy.

Sunrise Drive Elementary School follows the Catalina Foothills School District nondiscrimination policy. The documents may be found on the school district website at https://www.cfsd16.org/

Policy: https://policy.azsba.org/asba/browse/catalina/catalina/AC

Regulation: https://policy.azsba.org/asba/browse/catalina/catalina/AC-R

Exhibit: https://policy.azsba.org/asba/browse/catalina/catalina/AC-E

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Although Catalina Foothills School District does not name Sunrise Drive Elementary School as a magnet or choice school, parents/guardians may apply for open enrollment for students to attend who do not live in the defined school neighborhood boundaries. The district open enrollment program is pursuant to A.R.S. 15-816 and defined in the two links listed below. In March 2023, there were 527 students enrolled with 49.7% living in the neighborhood and 50.3% open-enrolled, living outside the neighborhood. Some families are drawn to the school for the commitment to student learning as measured by assessment data. Other families enroll for the district Chinese Immersion Program. Of the 527 students enrolled, 75% of the students participate in the traditional program and 25% participate in the Chinese Immersion Program.

Policy: https://policy.azsba.org/asba/browse/catalina/catalina/JFB

Regulation: https://policy.azsba.org/asba/browse/catalina/catalina/JFB-R

PART III – SCHOOL OVERVIEW

Sunrise Drive Elementary School sits back from the busy thoroughfare for which it is named. It is a cluster of single story gray slump block buildings with a roofline that originally distinguished grade level pods with open classrooms. Added onto and remodeled multiple times over the years, the once innovative roofs over vaulted beamed ceilings are now associated with the look of Pizza Huts.

Development in the pristine desert foothills that surround the school brought waves of population growth. Views and large lots meant high property values and a homogeneous and discerning community who expected and supported educational excellence. Then, apartments and large numbers of townhouses brought income diversity and skewed the population older. The retirees continued to demonstrate overwhelming support for public education, and school bonds and taxes.

State funding equalization in the 1980s and open enrollment in the early 2000s ended the school's financial and residential privilege. Today, Sunrise Drive attracts families from all over the county and metropolitan area. They bring children with diverse backgrounds and needs. They are drawn to an old building - and endure long rides and traffic jams - because of what happens inside. Unchanged through years of change is the "Spirit of Sunrise."

Our school's driving force is a belief in the power of belonging. Inclusive, shared experiences create deep and lasting bonds. Former students return as teachers and parents. High school alumni help with special events. A Family Faculty Organization (FFO) committee chair whose children were beyond elementary school came back to restart a tradition and lead a project that the post-pandemic leaders had not experienced. Staff members return after other assignments and some choose to work beyond retirement. The words, "it's good to be at Sunrise," are said and heard often.

School culture is shaped by continuity. Sunrise Drive Elementary School sustains old traditions and creates new ones. This year, on an uncharacteristically cold and rainy day, several hundred parents huddled under dripping overhangs and packed the multipurpose room to eat the annual Rodeo cookout lunch with their western wear attired children and watch them honor their partners and execute fancy footwork and do-si-dos in perfectly synchronized grade level wide square dances. Now, with 25% of the students enrolled in the Chinese Immersion program, the whole school community turns out in red for the Lunar New Year festival to celebrate with the immersion classes' students and families.

Continuity also comes from a high level of teacher experience and the highest rate of staff retention in the district. Teacher effectiveness is built by design. The structures that drive successful student learning and behavior are dedicated times for teamwork, teacher leader and mentor roles, ongoing staff and individual professional development, collaborative proactive problem-solving, and a systems approach. Integrated cross-grade level expectations and goals instill accountability for staff as well as students. Every adult is there for every student, for each other and the school community.

The school community used to be defined by a single zip code. Today, it encompasses multiple and widespread numbered areas. Distance and work schedules do not deter parent involvement because children want their parents to be present as volunteers and witnesses to their learning. The father of a first grader who volunteered in a robotics class described his son's dinner table lecture. He told them in no uncertain terms that mother or father needed to arrange their schedules so that one or the other could participate in his robotics class. A recent request for 32 volunteers to help with the celebration of the miles accrued in the Steppers lunchtime walking challenge brought 54 to campus midday.

A rich curriculum that includes Art, Music, PE, Robotics, Spanish, and Chinese provides varied opportunities for every child to discover his or her talents and experience the power of personal and group success. School days abound with examples of students who can't sit still in class who surprise with intense focus on solving programming and building problems in the robotics lab, voices that soar in the chorus, and the most miles walked or ran on the field. Students who have struggled with peer relationships suddenly can collaborate successfully to compose and perform in their fifth grade rhythm quartet. Special needs and

English language learners show they can express themselves in extraordinary artwork that speaks to others.

This rich curriculum and record of success no longer come from a rich community. They have been achieved through years of making do with less resources while embracing more challenges and students with diverse backgrounds and needs. It takes leadership who keeps the compass set for student growth and progress, and the crew rowing in the same direction even as the seas and course change.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The differentiating factor at Sunrise Drive Elementary School in a state and district standard aligned curriculum is teacher efficacy. The environment where fundamental skills and content are taught is shaped by consistent practice. Across the curriculum, there is clarity on purpose. Every grade level's lessons are built around essential questions and evidence based instructional strategies. Longer periods are scheduled and class time is structured for engagement, exploration, application and extension.

A variety of assessments are used to inform instruction and provide evidence of proficiency as students develop mastery of the content standards. Teachers use formative assessments such as daily assignments, exit tickets, self evaluations, and universal screeners to inform the next steps in instruction. Summative assessments in the form of unit assessments or culminating presentations or projects provide data about the students' ability to apply the knowledge and skills acquired in the unit of study.

In Reading/English language arts this means implementation of a systematic approach to support student mastery of the standards with each unit focused on one or more essential questions. The students have access to print and digital materials as they engage in a combination of whole group, flexible small groups, and one on one learning structures. Students work independently or in collaborative groups as they acquire knowledge and skills and demonstrate them in written and spoken communication.

For example, in the fourth grade, students working on reading and understanding argumentative text focused on the essential question, "In what ways can advances in science be harmful or helpful?" Articles such as 'Food Fight: Is it Safe to interfere with Mother Nature?' motivated investigation, discussion at school and at home, and persuasive essays.

Students were assessed on their use of text evidence to support their claims. Students used examples of corn that could be grown without chemicals, genetically modified disease resistant potatoes, and superfoods like golden rice. One student described how 3 different genes from a form of bacterium and daffodils helped the rice make nutrients essential for disease prevention. Another questioned whether an insect killing gene in corn would kill insects that are important to the environment.

Feedback and reflection are key components of the instructional plan. Ongoing formative assessment data is used to inform instruction and identify areas for targeted instruction for the class or specific students. Unit tests provide summative assessment data to inform teachers about students' progress toward mastery of the grade level standards. Student self-evaluation supports a growth mindset. Students - like the one who shared the following - transform purpose driven instruction into their own learning goals.

"I understood the text. I was thinking about the words in the article and what they mean: genetic modified and prevalent. I was thinking about what words mean and how it ties into the article. I was listening to my friends so that I can add important ideas when the teacher asks questions."

Providing the framework for learning and meaningful context for reading, writing and speaking promotes student as well as teacher efficacy.

1b. Mathematics curriculum content, instruction, and assessment:

The two defining characteristics of the Sunrise Drive Elementary School math program are time and differentiation. Every day students in grade 1 have an 80 minute block and students in grades 2-5 have 90 minutes. The longer periods were implemented in 2014 as part of a school wide focus on improving math skills. The rationale was simple; math mastery takes time and practice. Stamina for learning and problem solving have to be built.

The intermediate math block is scheduled at the beginning of the day. Sunrise Drive School was the first in the district to implement a common math time so that the most advanced students (typically 2 or 3 years above grade level in math) could move to a math class at another grade level. Their needs then drove coordination with the middle school our students will attend. Every year, from one to five students start their day there and are bussed back to Sunrise, arriving at the end of the math block and on time to engage in the next content instructional block.

The common math time also allows each grade level to implement evidence based grouping for other math students. The extended math class is designed and paced for students who demonstrate proficiency of the grade level math concepts using a curriculum based math assessment or test in the gifted range for quantitative reasoning. Grade level curriculum is taught in the other heterogeneously grouped standard math classes.

The expression, 'a rising tide lifts all boats,' describes the outcome of this structure for math instruction. Placement is done annually and reviewed as needed based on student performance data. Students are accountable and can set goals for their math performance.

For teachers, the math blocks require lesson plans that - like the ELA blocks - incorporate a variety of engagement, differentiation and application strategies. The lessons include a spiral review that promotes critical and creative thinking, a mathematical inquiry that taps into math concepts being developed and extending student thinking by having them reason with challenging problems, and a debrief with students sharing insights discovered and solidifying their understanding.

For example, after exploring concepts with adding fractions, the fifth graders are challenged with a subtraction problem involving fractions with uncommon denominators. The teacher facilitates student thinking by asking them to estimate the answer. Students then justify their thinking by drawing a representation of their response. After sharing their responses with a partner, students continue their collaborative investigation by solving problems involving subtraction of fractions with uncommon denominators using various representations. Once students complete the investigation, the teacher unites the class to debrief the approaches used. The students justify their reasoning, and are exposed to multiple strategies in problem solving as their peers share insights. The lessons end with celebrations of the various strategies students applied to solve problems and connecting the learning to previously explored mathematical foundations.

Teachers use daily performance data to inform instruction as lessons are developed and refined from day to day and unit assessments and performance assessments to provide data about student mastery of the content standards.

1c. Science curriculum content, instruction, and assessment:

Science at Sunrise Drive Elementary School is characterized by passion and innovation. Inspired teachers seek the phenomena and experiences that will ignite mastery of skills and content. Leaders introduce cutting edge materials, which include LEGO robotics, develop new units, and guide student investigations.

Long before the Next Generation Science Standards (NGSS) included engineering design as a domain of science, we embraced LEGO robotics as a way to integrate the skills needed by 21st century learners. Today, the inquiry, application of mathematical tools and physical science concepts, and collaboration and communication involved in solving open-ended building and programming problems are essential processes across the curriculum.

Sunrise Drive continues to drive curriculum innovations that keep pace with evolving robotic technologies. We also lead and support extracurricular participation in the international FIRST (For Inspiration and Recognition of Science and Technology) robotics competition. This after school program extends learning for students across the district.

The development of a grant funded unit on habitat fragmentation is another innovation. Lessons include a game that simulates the effect of urban activities on Sonoran Desert animal populations. Students map the animals' home ranges to discover the importance of connecting and protecting key habitat areas. On a field trip for on-site studies, they meet with experts and explore animal adaptations. Students describe the experience as "life changing."

Focus on real world engineering problems and scientific questions contributes to a high level of participation in the annual regional Science and Engineering fair. In fifth grade, multimedia presentations and lab experiences immerse the students in the content and scientific process. The students develop their own research questions and receive expert individual guidance and support from their teacher as they conduct their investigations. This work is also transformative. Students leave Sunrise Drive Elementary School having witnessed and shared the passion for inquiry and innovation.

1d. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

Students meet the Social Studies standards by applying disciplinary skills and processes to the study of four other content areas: civics, economics, geography, and history. There is an academic storyline or focus for each year, starting with Children as Citizens in Kindergarten through the United States Studies (American Revolution 1763 to Industrialism 1900s) in fifth grade.

The skills and processes help students think like historians, geographers, political scientists, and economists. This is critical for students who must make sense of the constant flow of information at their fingertips as they make connections between life today and the distant past.

One way to engage students is by recreating and simulating the struggles of the historical period they are studying. The fourth grade teachers do this in a unit on the lifestyles of the Native American tribes. To kick off the unit, they put students in the role of the first hunter gatherers in North America. Students are introduced to the petroglyphs that are found throughout the Southwest. They are prompted to think about the importance of communication among the bands of hunters and the messages that were left long before written language. They are tasked with creating a specific survival message to send to others using only symbols.

Students scratch messages on cardboard and exchange them with one another. They analyze the symbols and try to decode the meaning behind the messages. Unlike today when we can only guess the meaning of the petroglyphs, the students can tell us what they were thinking. They write a first person story based on their symbols, describing their band's triumphs and struggles in one area and the decision to migrate elsewhere.

Transporting students to the prehistory of the tribes prepares them to deepen their understanding of the cultures that emerged in the Southwest.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The music and art curriculum is valued and integrates elements of different cultures. In music, students focus on four actions of the artistic processes: creating, performing, responding and connecting. Students

learn to match pitch and rhythms, sing, and collaborate to produce sound in unison and harmony. Students are introduced to and master different instruments for ensemble performances such as drums and rhythm sticks, recorders, ukuleles and innovative percussion instruments. The culminating experience for fifth graders challenges them to collaboratively create an ensemble and percussion instruments from repurposed objects. Students develop a rhythmic theme, compose 4 or 5 part music and perform the piece with a unified sound.

In the Visual Arts classes, students explore different mediums and cultures. The youngest students begin with lines and the fundamentals of cutting, gluing, and creating shapes. They progress through the grades to form, value, space, and discover artists and their styles. Paper, clay, wood, fabric, and found objects are featured in two and three dimensional works. These are displayed and celebrated in the annual art show that shows children that their work is truly museum quality and to be treasured.

Kindergarteners engage in music and art for 30 minutes each week while students in grades 1-5 engage in each content for one hour each week.

2b. Physical education/health/nutrition

At Sunrise Drive Elementary School physical education is an essential part of a comprehensive academic program for all students as they develop mental, physical, and emotional fitness.

Students in weekly physical education classes learn how to move and control their bodies, with kindergarten experiencing a 30 minute lesson per week and students in grades 1-5 experiencing 60 minutes per week. The lessons are developed to create a supportive learning environment. Students develop a deep understanding of the importance of physical activity in their life as they establish healthy habits and experience positive social interactions. In collaborative and competitive team play they explore tactics, implement strategies and develop an understanding of good sportsmanship.

Students extend their learning in class to other aspects of their day. For example, at recess, students may engage in student-led play and games on the field, courts, sandbox, and equipment or engage in teacher-led activities such as yoga and a milers club for walking and running. In addition, students enthusiastically participate in school wide dance performances attended by our families such as Rodeo Lunch and Dancing which contribute to a sense of belonging.

2c. Foreign language(s), if offered (if not offered, leave blank)

The world languages program promotes cultural awareness and good citizenship as students develop effective communication and problem solving skills. Spanish instruction is the focus for students in the traditional program, while Mandarin is the target language for students in the immersion program. Students in grades 1-5 engage in Spanish and Chinese Music and Culture for two hours each week, while kindergarten students participate in the classes for one hour per week.

Common to both programs is proficiency-based instruction for functional language use. In the Immersion program, students spend half of every day in Chinese language only content classes. They learn by listening to the sounds of the language, making sense from the context, and acquiring subject and conversational vocabulary. Also, students attend Chinese Music and Culture class, which focuses on the culture and especially music as the medium for understanding the life and language of another country. The Spanish language learners also learn by repeated - albeit less intense - exposure across 6 years of instruction.

World languages are acquired through time and meaningful practice in increasingly varied and sophisticated contexts. Students move from learning isolated words and limited high frequency phrases to talking about familiar topics related to school, home and the community and progress to questions and answers, and subject area content.

2d. Technology/library/media

Our students learn in a technology rich environment in all content areas. A collection of iPads, laptops and Chromebooks loaded with district approved software and applications provide students with powerful tools to acquire knowledge as well as demonstrate their understanding of the content. For example, second grade students investigate how wind and water change the shape of the land, creating a variety of landforms. The students gather information from print and digital resources to acquire knowledge and skills; and then they create digital slideshows to communicate their learning. In music, students use iPads for note and rhythm reading activities, unit assessments, and to compose songs that are shared and evaluated.

The library/media center is a warm, inviting learning space for students to explore their world through print and electronic resources. Teachers lead lessons in the library with an opportunity to learn about the genres of literature and responsible use of technology. The technology lessons are developed to facilitate students' understanding of responsible digital citizenship, using technology to communicate and collaborate, and using technology for creativity, problem solving, and critical thinking. Students select books to enjoy in and out of school at least once per week. The rich collection supports our students developing the knowledge, skills and mindsets to be global citizens.

2e. Any other interesting or innovative curriculum programs you would like to share

Computational thinking, data analysis, and collaborative problem-solving are essential skills for 21st century workers. Starting with a five-lesson unit in kindergarten, students set goals and develop focus and persistence by planning the steps necessary to produce autonomous behavior in the Robotics Lab. They put programming commands in order, test their ideas, analyze and correct errors, and discover new possibilities.

LEGO robotics gives students the power to create, control, and collaborate to accomplish meaningful, real world tasks with familiar modular parts and Scratch programming. Kindergarteners start with basic navigation as they recreate the paths of a picture book robot. In the seven-week first grade rotation, students use the Spike Essential kit to build and program robots for exploration. The kit's amusement park models are the starting point for second graders' virtual visits to world famous attractions and their own robotic features.

The eight lessons for the third through fifth graders use the Spike Prime robot with distance, color, touch, and gyro sensors. Their tasks require sensor input and more sophisticated programming strategies with operators and conditional statements and nested loops. They design passive and active attachments to deliver, retrieve, and manipulate objects. Each mission accomplished leads to the next engineering challenge.

3. Academic Supports

3a. Students performing below grade level:

Our tiers of support model for differentiation matches students to services. Formative and summative assessment data identify students for targeted instruction in every subject area and inform instruction. In math, interventions occur in the general education setting and are delivered to a small group or one-on-one. Students needing support meet with the teacher for guided practice while others work independently at their desks with an educational assistant monitoring their performance and providing feedback. The teacher uses prompts, cues, and questions to help students select and master strategies for problem-solving. In a second grade lesson on solving word problems with addition, the strategies include using manipulatives, drawing pictures, or using counting on as in this example.

A student solving 6+8+5 was prompted, "What two numbers can you add together to make it easier to add?" The student studied the problem and stated, "5+6=11." The teacher then prompted, "What number will you start with?" After the student responded, the teacher said, "So let's put 6 in our head and add 5 by counting on." The student counted on correctly and recorded the solution. Another student in the small group then subvocalized as she, too, applied the strategy to complete the addition task. "Eleven in my head and 12, 13, 14, 15, 16, 17, 18, 19."

In Reading, a three tiered Response to Intervention model is used. Tier I instruction is taught to all students. Tier II instruction is delivered in the general education classroom in small group or one-on-one structures. These students are monitored for 10-12 lessons to ensure the intervention is supporting progress. If not, the strategy is refined or the students are referred for Tier III instruction. This is a pullout for 30 minutes of instruction on phonemic awareness, phonics, and fluency four days a week.

3b. Students performing above grade level:

Our history of accelerating advanced students in math led to tiers of service and subject area extension in core areas for gifted and talented students. These provide multiple paths for nurturing individual talents and academic strengths. In Grades K-5, students who demonstrate readiness for a faster pace and above grade level work have extended math and/or reading. Eligibility determined by skill, as well as scores on state approved tests of abstract reasoning, has resulted in more than 25% of our students seeking and benefiting from rigorous above grade level work.

In Grades 3-5, high performing students and those identified as gifted in verbal, quantitative, and nonverbal reasoning receive extension in a third core subject. Interdisciplinary Studies (IDS) is a 6-hour a week pullout that coincides with classroom subject area instruction. The same curriculum standards are addressed, but the approach is qualitatively different in pace and depth. Students have the time and opportunity to immerse themselves in independent and group research and learning projects. The pullout is during Language Arts in Grade 3, Science in Grade 4, and Social Studies in Grade 5.

The structure of tiered services within the content areas individualizes the gifted program for a continuum of abilities and needs. An accelerated math student may need grade level Language Arts instruction. A strong reader can soar in the Extended Reading class and work at a very different pace in math. Students grow their skills and contribute in standard classes while working with intellectual peers in their area of strength.

Addressing “giftedness” for a select population is required by the state. Our structures focus on “gifted behavior.” Services are accessible to all students, and placements are reviewed annually. Work ethic, task commitment, and academic progress must be demonstrated and are achievable by every student in the school.

3c. Students with disabilities:

Our staff led the way in adopting the practice of “mainstreaming” students with highly specialized needs, and adapting the curriculum for in-class participation. At every grade level, there are children who receive services from one-on-one classroom support to pullouts for individualized therapies and instruction. The overarching goal in their IEPs and 504 plans is inclusion and integration into the classroom community.

Our reputation for welcoming and addressing these students’ needs is well deserved. Educational plans are developed by a team that includes general education teachers, special education and ELL teachers, the gifted and reading specialists, school counselors, speech and language pathologist, and psychologist. Decisions are made in partnership with families. Progress is often communicated daily.

The special education teachers modify lessons and curriculum materials to enable students to engage in classroom activities with their general education peers. For students with achievement gaps of 10 or more points they plan targeted interventions to develop reading fluency, decoding and comprehension, and math skills. These take place in class with general education students who need additional practice, or in small groups led by a special education teacher. A summer Math Camp provides another context for guided practice to meet critical mathematics standards.

Our special area classes provide opportunities for students to learn and shine in different ways. Alternative robotics materials successfully engage students with cognitive deficits and autism. One student adopted a snap-together “Code-a-pillar” and put it together in different ways. Another used Staxx light bricks to build and fit glowing towers in a black box. Some students with 504 plans for attention deficits become intensely focused on solving building and programming problems. These students also experience success making

music and are recognized for exceptional artwork and demonstrating physical skill.

By accommodating differences, we promote the academic, social, and emotional wellbeing of all students.

3d. English Language Learners:

Our school always has students who come speaking little to no English. At present, there are 11 different languages spoken by children who are receiving English Language Development (ELD) services. Peer interactions provide a warm welcome and bridge language barriers.

A standardized assessment is administered to determine each student's levels of proficiency in the areas of reading, writing, speaking, and listening. The results are used to determine eligibility for the different services. The students are assigned to classrooms with teachers who have a Structured English Immersion endorsement on their teaching certificate.

In the general education classroom, English Learners have an hour of integrated instruction planned and implemented by the teacher using the English language proficiency standards to scaffold and differentiate the instruction for the students.

In addition, the students receive an hour of targeted evidence-based systematic instruction with the ELD teacher, who collaborates with the classroom teacher to individualize the instruction and work on concepts that students struggle with in the general education classroom. A universal screener is used to monitor the student's progress bi-weekly, and curriculum based assessments are used to inform instruction and assess mastery of the standards. The instruction builds on student interests and experiential learning to provide the background for the development of written as well as content language skills.

The lessons facilitate the students' acquisition of English to build vocabulary, grammar and writing, and presentation skills that support their academics. For example, the teacher created lessons focusing on recycling to support a unit in the general education setting. The students read texts, designed a practical item reusing recycled materials, wrote a description of the construction and purpose of the item, and then presented the writing and item to peers.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engagement occurs in different ways across the school day and curriculum. For a first grader, it might be during the daily "Brain Training" phonological awareness routine as the teacher, wearing a cape, highlights the power of practice. In a fourth grade math class, it is a connection made between the lesson on fractions and the decimals used in a robotics programming task. During a fifth grade science class, it is in modeling the transfer of energy between two objects that are not touching.

Engagement can be seen in the attention to detail by an Immersion student forming a Chinese character, in the intense focus on creating in Art class, repeating rhythms in Music, mastering a skill in PE, and performing a conversation in Spanish. Engagement in play is equally important for social and emotional growth. At recess, students engage with others in conversation, physical challenges on the climbing equipment, walking, running, swinging, or board games and activities such as yoga and gardening facilitated by staff members.

Our curriculum is rich in different ways to learn and opportunities for students to discover meaning and relevance in what they are doing daily. Active participation draws students in, and time flies by - too fast for the students in the Robotics lab. There are magic moments in every class when the students are so intent on the work that the room is silent or filled with the noise of simultaneous, excited, and purposeful interactions.

Engagement happens by design. Teachers differentiate the pace and content, start lessons with activators, and include different ways of processing to meet needs and reinforce, extend and apply skills. They use props and prompts, tell stories, assemble materials for experiments, bring authors to school, and take classes on field trips. They build in choices that foster motivation and autonomy.

In a kindergarten lesson, for example, teachers provide a variety of materials and tools for demonstrating addition to make ten. Selecting concrete, pictorial, or abstract representations with color stickers, blocks, tens frames, or equations and the choice to make a sum of twenty is highly motivating for our youngest students.

After school, there are clubs and opportunities to extend learning in classes, chorus, and team robotics. These provide even more experiences for students to discover their talents and interests. Every day, students embrace challenges that develop the task commitment, resilience, and stamina for learning necessary for a lifelong growth mindset.

2. Engaging Families and Community:

The relationships that make the Sunrise Drive School community feel like a family are nurtured. The principal, like a gardener, plants the seeds for parental involvement and tends the growing bonds. She provides the structures that support active engagement, and under her care leaders blossom and partnerships bear fruit. The instructional program is continually enriched by the human and financial resources of a vast extended family working together to support their children's learning and success.

Open two-way communication is central to the school's family dynamic. Grade level breakfasts with the principal welcome families and provide opportunities for them to meet and interact with one another and the staff. Grade level curriculum presentations detail ways family members can be involved in their child's education. There are invitations to volunteer for classroom activities, and many rearrange their schedules to participate in the popular Robotics classes. The continued use of remote and virtual options for participation in meetings, conferences, and academic celebrations removes barriers and ensures attendance.

The school's Family Faculty Organization (FFO) manages a network of activities that support the instructional program and community involvement. The parents/guardians of every enrolled student are members, and they receive regular newsletters detailing the events and committee work. Teams manage a

single project, such as construction of the maze for the annual Halloween Carnival, or the preparations and staffing for the school-wide Carnival, Mathathon, Chinese New Year Celebration, Spring Arts Festival, and book fairs. Members are also recruited and organized to support daily activities, such as Steppers, Garden Club, and field trips.

Funds generated by FFO activities are allocated to the instructional program via grants. These make field trips possible and include a fourth grade trip for desert field studies, which students describe as "life changing." The shared decision-making involved in managing these community funds is "school changing." It engages members in comprehensive needs assessments and involves them in setting instructional goals to improve student learning and defining the action steps to achieve them.

Partnerships extend beyond the school community. The garden is a joint venture with the Tucson Community Garden organization. Our student council led food, diaper, and gift drives make a difference for people in need across the city. Currently, a team of wildlife biologists is working with us to develop real world data analysis lessons using the telemetry data from the radio collared bobcats in their urban and suburban study areas.

3. Creating Professional Culture:

The Sunrise Drive Elementary School learning environment is as safe for teachers as it is for students. The underlying commitment to guiding principles and structures that support growth make the difference between being invigorated or immobilized by challenges. Meeting the diversity of needs, managing competing demands, and navigating uncharted paths such as Covid and curriculum mandates collaboratively with a sense of mission creates resilience, comfort, and joy in shared responsibility, endeavor, and accomplishment.

Teachers are supported from their first day in the district. After a full week of orientation before the school year begins for returning teachers, they receive 3 years of systematic professional development experiences. These include working with a formally trained mentor teacher and engaging in reflective peer coaching sessions. They also have sessions devoted to Arizona law, curriculum standards, and grading practices. In addition, new teachers have an onsite mentor with content expertise to help with classroom setup, management, and lesson planning.

The process of building system-wide expertise includes training on the UbD, Understanding by Design, framework. This establishes a common language for developing effective lessons. Colleagues across the district work together on assessments, curriculum revisions, and recommendations for material adoptions.

Our school has regular early release times which are devoted to district and site professional development activities. This year, district training is focused on building an understanding of and establishing the norms for Critical Inquiry Teams (CIT). These self-selected and directed teams will provide a new and flexible structure for teachers to define the problems to address and think collaboratively and creatively about solutions. The school wide common time facilitates cross grade level teaming.

Scheduling, prioritizing, and maximizing time for collaboration contributes to the supportive learning environment for teachers. Rather than all staff meetings, the principal meets regularly with grade level team leaders who then meet with their teams. Each team has a common planning time 4 days a week during their special area classes.

The Family Faculty Organization's commitment to funding teacher initiatives through grants for special projects, materials, and professional learning plays a powerful role in establishing a supportive climate for teachers. Subscriptions for online resources for student practice in reading and math and specialized training, such as for working with selectively mute students, extend student and teacher skills. A committee devoted solely to expressing community appreciation plans special meals and treats that continually show teachers how much they are valued by our community.

4. School Leadership:

The structure of distributed leadership at Sunrise Drive School builds the capacity of peers to teach and learn from each other. It recognizes and develops the expertise of team leaders, who are the conduits for clear, open communication between the staff and administration and among grade levels. The team leaders facilitate data driven team discussions that inform instruction based on a student proficiency goals in every content area.

In this structure, the principal is one of many instructional leaders. She models effective strategies for preparing students for success and handling difficult situations, and provides the help and constructive feedback that improve teaching skills. Her expertise in lesson development, implementation, and classroom management is deeply valued and a sought after resource. Informal walkthroughs and formal evaluations are welcomed as opportunities to share work in progress. Her extensive notes provide insights into how students interact with the instruction and guide deep discussions about the strategies for meeting lesson goals and individual needs.

Regular meetings with the teacher leadership team provide a sounding board for concerns and new ideas. Consensus on site initiatives to address specific issues or goals creates buy in and trust that all voices have been heard. An example is the schoolwide plan to teach Positive Behavior Interventions and Support (PBIS) lessons that emerged from agreement on the need to actively develop a sense of belonging at the beginning of each year.

The principal and the part time assistant principal also constantly model the positive intentional language that makes the school's learning and behavior expectations clear to all students. The two site administrators know and interact with every student in the school daily. They support each one with behind the scenes work with staff and direct interventions. Often these include calls to parents to share a small step forward or a milestone success. Their recognition of social, emotional, and academic growth creates a climate where success begets success.

Additional and ongoing support for individual students and unique populations, such as students with special needs, students benefiting from 504 plans, and homeless students are provided by another team of leaders. In their assigned roles as case managers, the special education teachers, specialists, and school counselors meet with general education teachers to communicate, guide, and assess implementation of the individual plans.

School leadership that empowers achieves results. No need for a student or staff member - be it personal or professional - goes unmet.

5. Culturally Responsive Teaching and Learning:

Our students are members of a global community at school. They have classmates from other countries who speak different languages. They see many cultural groups represented, and have teachers whose native language is Spanish or Chinese. They are aware of social and economic diversity, and a range of abilities and disabilities. They all experience the need to belong.

Including instruction in a world language, which can be Spanish and Chinese in the core curriculum, makes every student a language learner. Systematic early exposure lays the foundation for proficiency later. The experiential learning about other cultures that occurs in art and music, as well as in the language classes, guides understanding and appreciation. The benefits are cognitive, social, and emotional.

For teachers, intentionality is key to ensuring full inclusion and equity. They create a sense of belonging within their classrooms and across the school by integrating individual interests and experiences into the teaching and learning. They use educational materials that represent people from diverse cultures and geographic locations as students learn about their world. They teach, model and reinforce our universal rules for positive, productive engagement with others: be safe, be kind, be respectful, be responsible.

Lessons that challenge students to collaborate with all the individuals in their learning environment and honor the perspectives of others are important, and they teach far more than the content. A group of fifth graders discussing a shared reading needed no prompting to include all the members of the group in the

conversation. Students actively elicited responses from students with intellectual disabilities to honor their insights and understanding of the text. In the Robotics lab, second graders building and programming amusement park rides with the LEGO Spike Essential kits decided on their own to modify the models to make them wheelchair accessible.

Members of our community are not immune to food insecurity or housing challenges. Our families in need work confidentially with the school counselors and administration to secure free and reduced meals or a discount on classes and child care offered before and after school on our campus. Homeless families have access to a shower for daily hygiene, and washer and dryer while they transition to community housing. Gift cards are provided to address short term needs triggered by loss of a job, illness or injury, or family structure. Our safety net is spread wide to ensure all students can come ready to learn.

PART VI - STRATEGY FOR EXCELLENCE

Underlying every decision that produces excellence is an understanding of how structure drives behavior. Student progress, teacher efficacy, and community support are produced through evidence based practices that respond to individual needs. Structures that include the 90-minute block schedule, tiered support services, and parent partnerships create norms that define our school community.

Use of systems thinking tools to analyze the ways in which structures drive behavior dates back to the 1980's. Our district piloted groundbreaking work on systems thinking in education in collaboration with M.I.T. professors Gordon Brown, inventor of feedback systems for automation, and Jay Forrester, founder of the field of systems dynamics, and Jim Waters, founder of the Waters Corporation. Today, that work continues to drive the decision-making process at Sunrise Drive School and inspire educators through the Waters Center for System Thinking.

The decision to reopen Sunrise Drive Elementary School for in-person learning early in the Covid 19 pandemic exemplifies the importance of understanding complex systems. The unintentional consequences of closure: disengagement, depression, stress, and decline in skills that resulted from the closures that began in March of 2020 and continued through the summer quickly became evident. When schools did not reopen in August, we took action to fully understand the risks and mechanisms of transmission and the hazard prevention tactics that enable healthcare workers to treat contagious diseases. We implemented multiple layers of mitigation and invited students back. Despite the high case counts in the greater Tucson area, our school remained transmission free.

About 70% percent of our families took advantage of the option to attend in-person five days per week. The result was that our school continued to perform above the state average on standardized testing while schools that provided remote or hybrid instruction in the area experienced a decline in performance.

Time in school and on task is essential for learning. Maximizing instructional time takes far more than minimizing transitions. It takes a systems approach to make the best use of the time. Desired results are produced by clarity on learning goals, materials that engage, and research based strategies for processing. These take structures - including time - for meaningful assessment, professional development, teacher collaboration, and administrative feedback.

Understanding the power of structures to produce desired results is key to achieving them. We have the knowledge and systems tools to monitor, assess, and refine the practices that challenge and support students. They create learners.