

**Katy Independent School District**

**Sundown Elementary**

**2024-2025 Campus Improvement Plan**



# Mission Statement

At Sundown Elementary our goal is to provide each student with a safe, supportive, positive environment that promotes self-discipline, motivation, and excellence in learning.

## Vision

To create a legacy of life-long learners.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

At Sundown Elementary we are consistently collecting data regarding student performance, student behavior, staff morale, parent involvement, and effectiveness of our campus processes. During the 2023-2024 school year, the Campus Leadership Team reviewed student performance data weekly, and Instructional Coaches reviewed data using the DDI protocol with teachers through planning meetings and professional development rotations. Throughout the year, the Campus Leadership Team met with the District Accountability team and Coordinator of Accountability and School Improvement regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed Campus Based Assessment data and STAAR data. This data was also analyzed with STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our Instructional Coaches and teachers and provided planning expertise. Our Campus Advisory Team (CAT) met four times during the 2023-2024 school year: September 26, 2023, November 28, 2023, April 15, 2024, and April 29, 2024. The Campus Advisory Team consisted of Sundown stakeholders, including campus Administration, Instructional Coaches, Academic Support and General Education teachers, paraprofessionals, Sundown parents, community members and district representatives. During the September 26, 2023, meeting, the Campus Advisory Team reviewed student performance data, the reservation of Title 1 funds, and revised the parent school compact and the parent family engagement policy. Discussion revolved around the processes, programs and focuses in place to address the identified needs and campus goals. On November 28, 2023, the Campus Advisory Team reviewed the school report card, accountability data, the first semester successes and challenges, and progress on the Campus Improvement Plan. During the April 15, 2024, meeting, the Campus Advisory Team discussed the progress on the Campus Improvement Plan, and conducted a campus needs assessment. The Campus Advisory Team met again on April 29, 2024, to finalize the campus needs assessment. The Campus Advisory Team discussed the importance of focusing on student attendance to increase student achievement and engagement at school, student achievement, social and emotional learning/social skills to improve student problem-solving, student behavior, and family engagement. CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. Team Leader meetings, PLC, faculty meetings and discussion boards were used to gain input on the needs at Sundown Elementary. Campus Advisory Team members included the following stakeholders:

CAT Member	Role	CAT Member	Role
Dr. Kari N. Torres	Principal	Karla Sanchez	Assistant Principal (Other School Leader)
Gina Plake	Paraprofessional	Karla Rodriguez	Paraprofessional
Victoria Abrego	Academic Support Teacher	Esmeralda Duran	Instructional Coach (Other School Leader)
Geovany Hernandez	Bilingual Team Leader	John Storms	Academic Support Teacher
Consuelo Gallagher	Bilingual Teacher	Krystine Scott	Special Education Teacher
Rith Rosario	ICS/Resource Teacher	Megan Diezi	General Education Teacher
Traci Talavera	General Education Teacher	Bobit Santos	Community Member
Leslie Dedrick	Community Member	Natalie Martinez	District Representative
Jennifer Lopez	Parent	Angelina Sghaier	Parent

CAT Member	Role	CAT Member	Role
Marissa Cilento	Instructional Coach (Other School Leader)	Courtney Grass	Instructional Coordinator (Other School Leader)
Sandra Zamora	Parent	Ashley Muzny	District Representative

The first Campus Needs Assessment meeting was held on April 15, 2024, during the school day. Dr. Torres welcomed everyone and introduced parents and community members to Sundown Elementary staff. Dr. Torres explained the CNA process and went over the Vision and Mission of Sundown Elementary.

Vision: To create a legacy of life-long learners.

Mission: At Sundown Elementary our goal is to provide each student with a safe, supportive, positive environment that promotes self-discipline, motivation, and excellence in learning.

Dr. Torres reviewed the current 3 Pillars (focuses) at Sundown and how they are implemented by staff:

Relationship Based Classroom Management

Effective Planning

Effective Small Group Instruction - the goal is growth of every student

Dr. Torres reviewed the Committee Goals:

Create a well-rounded Campus Needs Assessment summary that includes evidence-based interpretations.

Use the Campus Needs Assessment Summary to prioritize strengths and problem statements with a root cause.

Dr. Torres shared the expected outcome of the Campus Needs Assessment: to develop a *Campus Improvement Plan that addresses the following indicators:*

Improve academic performance

Increase the use of quality data to drive instruction

Increase leadership effectiveness

Increase learning time

Increase family and community engagement

Improve school climate

The committee was focused on the following areas:

Family engagement

Student achievement and attendance

Student behavior and discipline

Social Emotional Learning

The committee had four questions to answer, in the areas of demographics, perceptions, processes and programs, and student learning. The committee was broken up into table groups and each table had a folder with data in it. Data the committee reviewed included:

HB 3 monitoring for Early Readiness from 2022-2023

Enrollment data

Student Demographic and Program data

STAAR Performance Data 2023/ELL Progress Data 2023

Staff ESL Certification Data

Grade Reporting Data

Parent and Family Engagement attendance data  
Discipline data  
Bullying Data  
Attendance Data

Table groups reviewed the data and took notes/discussed the following:

What parts of the data catch your attention? What are your AHAs and wonderings?  
What good news is there to celebrate?  
What are possible problems of practice suggested by the data?

When time was up for discussion, Dr. Torres asked if any additional data was needed for the committee, and they requested the following:

For the top two discipline offenses, what is the breakdown by grade level? Is there more in early grades rather than late grades, indicated improved self-discipline?  
For attendance, how many of the attendance violations are in the early grades versus the older grades? Is there data on tardies?

Dr. Torres ended the meeting by sharing the goal for the next meeting. As a committee, we will develop our problems of practice – what do we truly need to focus on as a campus? We will also identify our root causes and determine our top three priority problem statements.

During this Campus Needs Assessment meeting, the committee discussed the need for more education for parents regarding attendance, its rules, its importance and its purpose. It was noted by the committee that this year parent involvement increased, and this was something to capitalize on going forward. Family attendance at family nights increased from 2022-2023 to 2023-2024. Absences increased from October to January. Bullying incidents were down from last year and student grade performance remained consistent across the first three nine weeks. However, grade performance doesn't align with STAAR performance in grades 3-5. 94% of the staff is ESL certified and bilingualism is a strength for the campus. The percentage of GT students has increased, and this school year's parent open house worked very well for establishing relationships with parents.

Questions asked by the committee included whether parents understand that tardies become absences. The committee agreed that there needs to be an improvement in attendance and student incentives and parent education may help increase attendance. The committee noted the importance of parental communication and positive parent interactions improved connections with the school. A question asked was whether we could integrate new students into classes more effectively. A possible problem of practice is that parents may need more help understanding attendance and how school works at the beginning of the year. The committee noted that bullying incidents were down from last year. Committee members were interested in knowing if discipline incidents are from repeat offenders or are more distributed among students.

The next Campus Needs Assessment meeting was held on April 29, 2024, during the school day. Dr. Torres brought the data to the committee that was requested. Dr. Torres reviewed the campus vision and mission, the three pillars, committee goals, expected outcomes, four questions to answer, norms, and what was discussed by the committee at the last meeting. Dr. Torres shared a breakdown of the discipline data by grade level in noncompliance and physical contact.

The committee, broken into table groups, brainstormed problem statements. They then shared out their problem statement and the committee discussed and made revisions. After all groups had shared, Dr. Torres asked the committee table groups to conduct a root cause analysis using the 5 Whys protocol. After this was completed, the committee engaged in a gallery walk. During this gallery walk, they made notes of possible additional root causes and strategies that could help with the problem of practice. Once all the problems of practice were reviewed collectively, the committee came to agreement on prioritizing the top three problem statements. They were asked to consider which problems have the biggest impact on our campus and which three should be the main priority. The committee discussed that attendance, family engagement, and improving social and emotional skills in students would all have the biggest impact on student achievement, which is our goal. Therefore, the committee prioritized those three problem statements. Problem statements that were also generated were about student discipline and student achievement.

The committee identified five problem statements and then prioritized the top four that would have the biggest impact for Sundown. While student achievement is the primary goal,

it was determined by the committee that in order to increase student achievement, some areas needed to have a more targeted focus. Focusing on these areas can lead to increased student achievement.

**Attendance (priority problem statement)**

SE is not meeting the district expectation of 94% attendance rate.

**Student Achievement (priority problem statement)**

We have student achievement challenges due to learning gaps.

**Social and Emotional Skills/ Problem Solving (prioritized)**

Students lack social skills and emotional regulation – problem solving skills.

**Discipline/Behavior**

We have discipline incidences that impact students and staff.

**Family Engagement (prioritized)**

We want to maintain or increase our parental involvement and attendance at events.

The committee conducted the 5 Whys protocol for each of these problem statements to determine the root cause and determined possible strategies/ideas to address the problem of practice.

Dr. Torres thanked the committee for their input in this vital school process. This campus needs assessment and will drive the development of the Campus Improvement Plan goals and strategies for the upcoming school year.

# Demographics

## Demographics Summary

Sundown Elementary is a public, suburban Katy ISD school that serves students in grades Early Childhood through 5<sup>th</sup> grade. We are a Title 1 school, and our mascot is the Armadillo. Sundown is a great place to learn and grow. The Sundown community is comprised of neighborhood homes, apartment dwellings, and extended stay living. Parents are educated through and beyond high school, working in a variety of professions and skilled trades, and some are working multiple jobs.

Sundown ended the school year with 781 students. Sundown enrollment at the end of the school year is reflected in the following table:

Sundown Elementary	Spring 2024	Spring 2023
Total Enrollment	790 students	738 students
At-Risk	73.16%	73.31%
Low-Income	89.11%	81.71%
Limited English Proficient	56.08%	52.98%
Special Education	23.80%	25.61%
Bilingual	42.91%	38.89%
ESL	0.89%	3.12%
Gifted and Talented	1.65%	1.63%
Title 1	100%	100%
Attendance Rate		93.73%

Sundown Elementary is a pre-kindergarten through 5th grade campus. Sundown provides a general education program, a bilingual one-way dual language program, an ESL program, a pre-kindergarten program, and a special education program. Students in special education are served in the general education classroom, the resource classroom, and/or a special program depending on their individualized learning and behavior needs. The campus currently offers five special education programs, including one Life Skills program, one Autism Support and Intervention Program (ASIP), two Early Childhood Especial Education programs (ECSE) and an autism program for young children (YCAP). For the 2024-2025 school year, Sundown will add an additional ASIP program classroom. The enrollment at Sundown by race and ethnicity is as follows:

- American Indian - 0.13%
- Asian- 2.53%
- Black/African American – 17.97%
- Hispanic/Latino – 70.76%
- White – 6.96%
- Pacific Islander - 0.13%
- Two or More Races – 1.52%



#### Additional Demographic Information:

Bilingual/ESL Education- 42.91%  
Emergent Bilingual/ESL students – 56.08%  
Economically Disadvantaged Students – 89.11%  
Non-Educationally Disadvantaged – 10.89%  
Section 504 Students – 0.25%  
Students with Dyslexia – 6.08%  
Gifted and Talented- 1.65%  
At-Risk Students – 73.16% (70.76% of the At-Risk students are of Hispanic ethnicity)  
Special Education Students – 23.80%  
Homeless – 1.90%

Sundown Elementary employs an average of 120 highly qualified teachers and paraprofessionals, a highly qualified counselor, and three highly qualified administrators. Sundown actively recruits, hires and strives to retain highly qualified teachers and staff through multiple methods, including the Katy ISD human resources job fairs and hiring portal, through networking with educators, and through promoting the accomplishments that are happening at Sundown. Sundown Elementary has hired thirteen teachers for the 2024-2025 school year along with a few paraprofessionals and has fully staffed a new program for young children with autism. The mobility of Sundown teachers occurred due to job relocation/promotion. Adjustments in staffing were also made by the new administration to address the needs of Sundown elementary learners.

#### Demographics Strengths

Sundown has demographic strengths.

1. Sundown has served Katy ISD families for over forty years, and Sundown staff have educated many generations of students from the same family. There is a rich history at Sundown Elementary
2. Sundown teachers are 94% ESL certified and are prepared to meet the language needs of their students.
3. With the increasing diversity among our student population, Sundown reflects society. Our students learn to collaborate with peers of all backgrounds.
4. Our staff is representative of our student body.

#### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. **Root Cause:** 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.

**Problem Statement 2 (Prioritized):** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. **Root Cause:** 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

# Student Learning

## Student Learning Summary

At Sundown Elementary we are consistently collecting data regarding student performance, student behavior, staff morale, parent involvement, and effectiveness of our campus processes. During the 2023-2024 school year, the Campus Leadership Team reviewed student performance data weekly, and Instructional Coaches reviewed data using the DDI protocol with teachers through planning meetings and professional development rotations. Throughout the year, the Campus Leadership Team met with the District Accountability team and Coordinator of Accountability and School Improvement regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed Campus Based Assessment data and STAAR data. This data was also analyzed with STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our Instructional Coaches and teachers and provided planning expertise. The table below shows STAAR performance for the school year 2022-2023.

### STAAR Performance 2023-2024 and 2022-2023

Reading Language Arts Grade 3	Approaches Grade Level Performance or Above	Meets Grade Level Performance or Above	Masters Grade Level Performance or Above
2024 English	66%	38%	11%
2024 Spanish	48%	26%	15%
2023 English	75%	49%	18%
2023 Spanish	70%	33%	7%
Reading Language Arts Grade 4	Approaches Grade Level Performance or Above	Meets Grade Level Performance or Above	Masters Grade Level Performance or Above
2024 English	76%	45%	14%
2024 Spanish	31%	19%	6%
2023 English	63%	27%	12%
2023 Spanish	20%	10%	0%
Reading Language Arts Grade 5	Approaches Grade Level Performance or Above	Meets Grade Level Performance or Above	Masters Grade Level Performance or Above
2024 English	66%	38%	13%
2024 Spanish	60%	28%	4%
2023 English	80%	51%	19%
2023 Spanish	57%	14%	14%

Math Grade 3	Approaches Grade Level Performance or Above	Meets Grade Level Performance or Above	Masters Grade Level Performance or Above
2024 English	62%	28%	4%
2024 Spanish	23%	0%	0%

<b>Math Grade 3</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Meets Grade Level Performance or Above</b>	<b>Masters Grade Level Performance or Above</b>
2023 English	70%	37%	13%
2023 Spanish	55%	27%	0%
<b>Math Grade 4</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Meets Grade Level Performance or Above</b>	<b>Masters Grade Level Performance or Above</b>
2024 English	59%	38%	9%
2024 Spanish	8%	8%	8%
2023 English	51%	29%	8%
2023 Spanish	0%	0%	0%
<b>Math Grade 5</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Meets Grade Level Performance or Above</b>	<b>Masters Grade Level Performance or Above</b>
2024 English	73%	29%	9%
2024 Spanish	52%	36%	0%
2023 English	77%	32%	11%
2023 Spanish	33%	0%	0%

The above STAAR score comparisons include the performance levels of Approaches, Meets and Masters. The Approaches category indicates that students are likely to succeed in the next grade level with targeted academic intervention. The Meets category indicates that students will likely be successful in the next grade but may still need some short-term targeted academic intervention. The Masters category indicates that it is likely students will be successful in the next grade level without support.

The Texas English Language Proficiency Assessment System (TELPAS) is an annual assessment for students who have been identified as emergent bilingual students. TELPAS assesses English language proficiency in four language domains: listening, speaking, reading and writing. The TELPAS composite scores and ratings indicate a student's overall level of English language proficiency and are determined from the student's listening, speaking, reading and writing proficiency ratings. The table below shows reported yearly progress in the TELPAS composite rating for Sundown, as reported by the state of Texas.

**TELPAS 2023-2024**

	<b>Year</b>	<b>Grade</b>	<b>Students Who Progressed One Proficiency Level</b>	<b>Students Who Progressed Two Proficiency Levels</b>	<b>Students Who Progressed Three Proficiency Levels</b>	<b>Students Who Progressed At Least One Proficiency Level</b>
Sundown	2024	2	66%	5%	0%	70%
State	2024	2	26%	2%	0%	29%
Sundown	2024	3	41%	2%	0%	43%
State	2024	3	36%	2%	0%	38%
Sundown	2024	4	31%	2%	0%	33%
State	2024	4	30%	1%	0%	31%
Sundown	2024	5	38%	4%	0%	42%

	Year	Grade	Students Who Progressed One Proficiency Level	Students Who Progressed Two Proficiency Levels	Students Who Progressed Three Proficiency Levels	Students Who Progressed At Least One Proficiency Level
State	2024	5	44%	2%	0%	47%

### Student Learning Strengths

Sundown has student learning strengths.

1. Sundown teachers are 94% ESL certified and are prepared to meet the language needs of their students.
2. Teacher teams meet weekly two days a week to plan with Instructional Coaches. Data is utilized to plan instruction.
3. Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed.
4. Students who move into the Sundown learning community are quickly assessed for potential intervention needs, and those needs are addressed promptly.
5. The staff of Sundown Elementary is deeply committed to the success of all Sundown learners.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. **Root Cause:** 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.

**Problem Statement 2:** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. **Root Cause:** : 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

**Problem Statement 3:** Sundown's attendance rate began to decrease in the 2020-2021 school year and needs to increase with the goal of impacting student achievement. **Root Cause:** Parents may not understand the reasons why attendance is important and how it impacts student achievement. Parents who are new to the United States may not understand the requirements and benefits of school attendance. Parents are responsible for bringing their children to school and may not understand the consequences of poor attendance.

**Problem Statement 4:** There is a need to increase growth in English Language Learner proficiency levels on TELPAS. **Root Cause:** Sundown has a large ELL population. Many of the students are newcomers to the United States. The majority of the ELLs at Sundown are also economically disadvantaged and need vocabulary and schema development in order to facilitate learning academic English and content. Teachers need sustained training on how to effectively implement language objectives, the ELPS, and ELL learning strategies.

# School Processes & Programs

## School Processes & Programs Summary

At Sundown Elementary we consistently collect data regarding student performance, student behavior, staff morale, parent involvement, and effectiveness of our campus processes. During the 2023-2024 school year, the Campus Leadership Team reviewed student performance data weekly, and Instructional Coaches reviewed data using the DDI protocol with teachers through planning meetings and professional development rotations. Teachers met with their Instructional Coaches and Administration twice a week to plan effective instruction. Teachers, Instructional Leadership and Administration met twice a month for professional development rotations that provided professional development to support teachers' delivery of instruction. Teachers were provided during the day professional development opportunities provided by the district, and after school professional development offerings. The Bilingual Team Leader and district support conducting learning walkthroughs and provided feedback data to teachers individually and through scheduled bilingual teacher meetings. ESL ISSTs co-taught with teachers to model effective sheltered instruction strategies for ELLs and to support implementation of the sheltered instruction professional development provided to all teachers at the beginning of the year. Special Education case managers and paraprofessionals provided in-class support and co-teaching to teachers with special education students, and the district behavior specialist provided modeling, coaching, and in-class support to teachers in need of support. The Instructional Coordinator held regular MTSS Collaboratives to identify students for intervention, monitor their progress, and held ongoing MTSS check-ins with teachers. Administration gave teachers feedback through the TTESS appraisal instrument and informally through oral and written feedback. Throughout the year, the Campus Leadership Team met with the District Accountability team and Coordinator of Accountability and School Improvement regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed Campus Based Assessment data and STAAR data. This data was also analyzed with STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our Instructional Coaches and teachers and provided planning expertise. Our Campus Advisory Team (CAT) met four times during the 2023-2024 school year: September 26, 2023, November 28, 2023, April 15, 2024, and April 29, 2024. The Campus Advisory Team consisted of Sundown stakeholders, including campus Administration, Instructional Coaches, Academic Support and General Education teachers, paraprofessionals, Sundown parents, community members and district representatives.

## School Processes & Programs Strengths

Sundown has school processes and program strengths.

1. Sundown teachers are 94% ESL certified and are prepared to meet the language needs of their students.
2. Teacher teams meet weekly two days a week to plan with Instructional Coaches. Data is utilized to plan instruction.
3. Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed.
4. Students who move into the Sundown learning community are quickly assessed for potential intervention needs, and those needs are addressed promptly.
5. Students receive regular guidance lessons from the school Counselor and character education is addressed through morning meetings and relationship-based classroom management.

6. Sundown teachers and staff understand the value of establishing a relationship with students that facilitates academic achievement and appropriate behavior. Sundown teachers care for their students.
7. Sundown teachers implement CHAMPS consistently to ensure explicit behavior expectations and routines are taught to students. PBIS is utilized to teach core behavior expectations.
8. Safety drills are consistently conducted, and procedures are in place to ensure student safety.
9. The staff of Sundown Elementary is deeply committed to the success of all Sundown learners.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment. Teachers need time to teach and reinforce these skills. **Root Cause:** Many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and lack practice with developing habits for following behavior expectations.

**Problem Statement 2 (Prioritized):** Family engagement decreased due to the pandemic and there is a need for increased parental involvement at Sundown. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus, and many of Sundown's parents are recent immigrants or communicate in other languages. It is essential that Sundown parents can communicate with Sundown staff and other parents so they can engage more in the school community.

# Perceptions

## Perceptions Summary

Sundown strives to ensure that all learners demonstrate marked progress in their learning and achieve academically each school year. The campus faculty utilizes data analysis to drive effective planning and effective small group instruction, which are two of the three pillars, or focuses, implemented at Sundown in the 2023-2024 school year. These pillars will continue to be implemented during the 2024-2025 school year, with a slight adjustment. The three pillars will be adjusted to include engagement as a pillar. Students are recognized for their academic progress and performance, and teachers and staff celebrate learning gains consistently. Our students know that we care about their futures in college and careers.

Sundown Elementary employs an average of 120 highly qualified teachers and paraprofessionals, a highly qualified counselor, and three highly qualified administrators. Sundown actively recruits, hires and strives to retain highly qualified teachers and staff through multiple methods, including the Katy ISD human resources job fairs and hiring portal, through networking with educators, and through promoting the accomplishments that are happening at Sundown. Sundown Elementary has hired thirteen teachers for the 2024-2025 school year along with a few paraprofessionals and has fully staffed an additional ASIP program for children with autism. The mobility of Sundown teachers occurred due to job relocation promotion. Adjustments in staffing were also made by the new administration to address the needs of Sundown elementary learners. Sundown Elementary strives to retain teachers and staff by ensuring they are provided with the necessary resources and support to effectively deliver instruction. Sundown provides job embedded professional development during PLC, supports staff attending district and out of district professional development (conferences), and has a robust mentoring program that provides new teachers with support, resources, and ongoing professional development. Instructional Coaches model lessons, coach teachers in planning and instructional delivery, provide professional development, and locate resources to support teacher delivery of instruction. Parent and family engagement is critical so that families can partner with the campus to support their students with learning.

Sundown Elementary strives to retain teachers and staff by ensuring they are provided with the necessary resources and support to effectively deliver instruction. Sundown provides job embedded professional development during Professional Development Rotations (PDR) and supports staff attending district and out of district professional development (conferences). Sundown has a robust mentoring program that provides new teachers with support, resources, and ongoing professional development, and securing high quality contracted professional development is a key focus at Sundown. Instructional Coaches model lessons, coach teachers, provide professional development, and locate resources to support teacher delivery of instruction. Sundown is a Title 1 bilingual campus and providing effective instruction to all learners that accomplishes student growth and achievement is our focus. Parent and family engagement is critical so that families can partner with the campus to support their students with learning.

Sundown is a Title 1 School with a parent/school compact developed with parents and the community. We recognize the importance of families engaging with the school community and partnering with us to ensure student achievement and well-being. Our teachers strive to connect and communicate with parents frequently about progress and campus communication with families includes a weekly school newsletter, grade level newsletters, e-blasts of important information, postings in the vestibule, flyers and other communications sent home with students in a Tuesday folder, the marquee, the school website, and teacher and Principal Remind app messages. An effort is made to provide all communications in English and in Spanish. Parents reported in a parent survey that they love the family engagement events that Sundown provides and appreciate the staff for engaging with them at these events. Our parents like outdoor events and their attendance at family engagement events has increased in the last two years. Positive feedback about parent engagement has also been shared with staff at events and with the front office. Sundown has a PTA and a Campus Advisory Team and engages with multiple business partners from the community. High School PALS (which are student buddies) and KEYS mentors consistently support our students.

Sundown Elementary works diligently to provide a safe and positive learning environment for all students. Parents and teachers feel students will be more productive if they feel safe and happy at school. Our students are excited to come to school, which is a safe learning environment where there are many enriching and exciting learning opportunities available. Beginning in the 2022-2023 school year, Sundown faculty have focused on Relationship-Based Classroom Management, which is the third of our three pillars. By building positive relationships



students and creating a caring and supportive environment with clear expectations, our staff helps our students to thrive in academics. The Sundown faculty implements PBIS (Positive Behavior Intervention Supports) schoolwide, because we strongly believe that to create life-long learners we must provide social, emotional and behavioral support to achieve desired academic outcomes. Through PBIS, teachers and staff use positive reinforcements with students to promote positive behaviors, and CHAMPS was implemented during the 2022-2023 school year to explicitly teach behavioral expectations. CHAMPS continues to be an expectation for all staff to use with students. Clear and explicit expectations provide the structure that facilitates student learning. The Armadillo Way committee was established in the 2022-2023 school year, and the committee meets regularly to monitor the effectiveness of PBIS and CHAMPS implementation. Campus discipline data illustrates the effectiveness of these implementations. The Campus Advisory Team participated in a campus needs assessment and identified the needs at Sundown. The committee agreed that student behavior needed to continue to be a focus as we recover from the pandemic and reintegrate students into school structure and expectations. Community members, district staff and parents echoed that the character education, RISE, PBIS and CHAMPS are effectively helping to address these behavioral issues. Our guiding campus behavior expectations are that Armadillos RISE, which means they show Respect, Integrity, Safety, and Effort. This is reinforced through announcements, feedback from teachers both in class and in the hallway, by the Counselor, and by Administration. Students who consistently exhibit RISE are celebrated with Amazing Armadillo Awards every week. Students earn PBIS points by exhibiting RISE and meeting classroom expectations and can use those points to shop in the online store for rewards. Student recognition is important at Sundown, and we recognize students through our “Catch a Dillo” awards, which recognizes students practicing the character trait of the month through the PurposeFULL People character education program. We also recognize students with “WOW” awards, and students can select a book from the library vending machine using a golden coin. Teachers recognize students in their classrooms as well, using a variety of reinforcements.

We strive to provide the best customer service to every visitor that walks through our doors. As a bilingual campus, we provide our community with communications and materials in both English and Spanish. Additional language support is provided to Spanish speaking parents. Parents and family members are invited to participate in evening events such as Title 1 Museum Nights, Open House, grade level programs, music performances, Family Fitness Night, International Night, and STEAM Night. Parents also have the opportunity to volunteer during Field Day, with the PTA, at campus events, and by being a part of WATCH D.O.G.S. The Campus Advisory Team noted that Sundown does an effective job of communicating with parents and families and specifically parents shared that family engagement is highly effective.

The Administrative staff strives to recognize and appreciate staff in a variety of ways. Affirmations are given, and teachers are provided with positive notes and messages, surprise and planned treats, luncheons, and events throughout the school year to show how much they are appreciated. Team and community building are a focus, as Sundown is truly a “work family” that supports one another. Sundown has a family community culture. In the spring of 2023, staff expressed the desire to have more team building activities and in the 2023-2024 school year Administration and the Sunshine Committee planned and implemented more team building events for staff.

The administrative staff takes bullying allegations seriously. Students can report bullying allegations through the Speak Up Application and bullying allegations are handled with thorough investigations and implementing actions to prevent recurrences. As a preventive tool, the Counselor teaches anti-bullying lessons to students and creates character trait activities that teachers implement with students through their morning meetings and community circles. During the pandemic, students were learning virtually and did not receive social skills teaching and reinforcement in a school. As a result, a strengthening of these social skills is needed. In the spring of 2023, faculty (teachers and paras), along with parent and community members, participated in determining the needs at Sundown and agreed that social skills need to be a focus as classroom disruptions can impact learning of other students. Noncompliance and physical contact were the most reported discipline offenses during the 2023-2024 school year. During the 2023-2024 school year, social skills were shared on the announcements each morning and were integrated into morning meetings by teachers. During the 2024-2025 school year Sundown will continue to implement Character Strong/PurposeFull People activities to promote emotional well-being and character development.

## Perceptions Strengths

Sundown Elementary has many strengths. Some of the most notable strengths include the following:

1. Many families move to the area for the quality of education in Katy ISD.
2. Sundown has served Katy ISD families for over forty years, and Sundown staff have educated many generations of students from the same family. There is a rich history at

Sundown.

3. Sundown teachers are 94% ESL certified and are prepared to meet the language needs of their students.
4. Teacher teams meet weekly two days a week to plan with Instructional Coaches. Data is utilized to plan instruction.
5. Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed.
6. Students who move into the Sundown learning community are quickly assessed for potential intervention needs, and those needs are addressed promptly.
7. Students receive regular guidance lessons from the school Counselor and character education is addressed through morning meetings and relationship-based classroom management.
8. Sundown teachers and staff understand the value of establishing a relationship with students that facilitates academic achievement and appropriate behavior. Sundown teachers care for their students.
9. Sundown teachers implement CHAMPS consistently to ensure explicit behavior expectations and routines are taught to students. PBIS is utilized to teach core behavior expectations.
10. Safety drills are consistently conducted, and procedures are in place to ensure student safety.
11. With the increasing diversity among our student population, Sundown reflects society. Our students learn to collaborate with peers of all backgrounds.
12. Our families are supportive of the campus and school staff and attend family engagement events in large numbers. Family engagement has increased at Sundown in the last two years.
13. Our staff is representative of our student body.
14. The staff of Sundown Elementary is deeply committed to the success of all Sundown learners.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment. Teachers need time to teach and reinforce these skills. **Root Cause:** Many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and lack practice with developing habits for following behavior expectations.

**Problem Statement 2 (Prioritized):** Sundown's attendance rate began to decrease in the 2020-2021 school year and needs to increase with the goal of impacting student achievement. **Root Cause:** Parents may not understand the reasons why attendance is important and how it impacts student achievement. Parents who are new to the United States may not understand the requirements and benefits of school attendance. Parents are responsible for bringing their children to school and may not understand the consequences of poor attendance.

**Problem Statement 3:** Family engagement decreased due to the pandemic and there is a need for increased parental involvement at Sundown. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus, and many of Sundown's parents are recent immigrants or communicate in other languages. It is essential that Sundown parents can communicate with Sundown staff and other parents so they can engage more in the school community. Parents need to become a part of the fabric of the school community and engage with the school.

# Priority Problem Statements

**Problem Statement 1:** Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment. Teachers need time to teach and reinforce these skills.

**Root Cause 1:** Many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and lack practice with developing habits for following behavior expectations.

**Problem Statement 1 Areas:** School Processes & Programs

**Problem Statement 2:** Sundown's attendance rate began to decrease in the 2020-2021 school year and needs to increase with the goal of impacting student achievement.

**Root Cause 2:** Parents may not understand the reasons why attendance is important and how it impacts student achievement. Parents who are new to the United States may not understand the requirements and benefits of school attendance. Parents are responsible for bringing their children to school and may not understand the consequences of poor attendance.

**Problem Statement 2 Areas:** Perceptions

**Problem Statement 3:** Family engagement decreased due to the pandemic and there is a need for increased parental involvement at Sundown.

**Root Cause 3:** Parent work schedules impact their ability to volunteer at the campus, and many of Sundown's parents are recent immigrants or communicate in other languages. It is essential that Sundown parents can communicate with Sundown staff and other parents so they can engage more in the school community.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs.

**Root Cause 4:** 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement.

**Root Cause 5:** 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

**Problem Statement 5 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data
- Local Accountability Systems (LAS) data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- T-PESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

# Goals

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** HB3: The percentage of Sundown Elementary 3rd grade students who achieve Meets and above in Reading on STAAR will increase to 35% by July 2025.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** HB3: The percentage of Sundown Elementary 3rd grade students who achieve Meets and above in Math on STAAR will increase to 25% by July 2025.

**HB3 Goal**

**Evaluation Data Sources:** Campus Based Assessments  
District Learning Assessments  
STAAR

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** By July 2025 the percentage of all students who achieve Meets and above performance expectations in the STAAR reading, math, and science assessments will increase by 2%.

**High Priority**  
**Evaluation Data Sources:** STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 1:</b> Provide instructional resources, materials and technology to support all teachers to deliver effective instruction that supports the Katy ISD curriculum and incorporates engaging activities, higher level thinking, and small group TEKS based instruction to ensure well-rounded education for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1, 2</p> <p><b>Funding Sources:</b> Instructional materials and online subscriptions - 211 - Title I Part A - \$10,500, Reading Materials (Books for Professional Development) - 211 - Title I Part A - \$500, Reading Materials (students) - 211 - Title I Part A - \$8,000, Other Contracted Services - 211 - Title I Part A - \$1,750, General Supplies - 211 - Title I Part A - \$2,000</p>				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Title 1, Compensatory Education, and Special Education teachers will coordinate services to provide additional support and accelerated learning opportunities to at-risk students through small group instruction, intervention during school hours, tutoring, and in summer learning. <b>Strategy's Expected Result/Impact:</b> Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR. <b>Staff Responsible for Monitoring:</b> Instructional Coordinator Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Extra Duty Pay for Professionals and Paraprofessionals - 211 - Title I Part A - \$13,384.52, Tutorial Transportation - 211 - Title I Part A - \$2,000, Title 1 Staff - 211 - Title I Part A - \$388,556		Formative			Summative
		Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<p><b>Problem Statement 1:</b> Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. <b>Root Cause:</b> 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.</p> <p><b>Problem Statement 2:</b> Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. <b>Root Cause:</b> 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.</p>

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** Sundown Elementary Emergent Bilingual students will demonstrate growth of at least one proficiency level on TELPAS.

**High Priority**

**Evaluation Data Sources:** Growth in English language development proficiency as evidenced on TELPAS results.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will implement the 7 Steps for a Language Rich Classroom and embed sheltered instruction strategies into their lesson plans with fidelity.  <b>Strategy's Expected Result/Impact:</b> Increased growth on Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading, math and science.  <b>Staff Responsible for Monitoring:</b> Bilingual ISST ESL ISSTs Instructional Coordinator Assistant Principals Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2 <b>Funding Sources:</b> Reading Materials (Books for Professional Development) - 211 - Title I Part A - \$500, Other Contracted Services - 211 - Title I Part A - \$1,750	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teachers will make data-based determinations of appropriate ELL accommodations for Emergent Bilingual students and implement them in their lessons with fidelity. <b>Strategy's Expected Result/Impact:</b> Increased growth on Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading, math and science. <b>Staff Responsible for Monitoring:</b> Bilingual ISST ESL ISSTs Assistant Principals Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 2	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. <b>Root Cause:</b> 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** By May of 2025, at least 85% of students will demonstrate growth (1+ years) in reading, math and science, as measured by designated assessments.

**Evaluation Data Sources:** STAAR  
Literacy Module Assessments  
Math Checkpoints  
District Learning Assessments  
Amira Growth Assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will engage and participate in the coaching cycle with the campus Instructional Coach in order to improve student achievement.  <b>Strategy's Expected Result/Impact:</b> Teacher proficiency will improve. Student achievement will improve. <b>Staff Responsible for Monitoring:</b> Instructional Coach Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 5 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. <b>Root Cause:</b> 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.

Demographics

**Problem Statement 2:** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. **Root Cause:** 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** SI: 85% of grades 3-5 teachers will score at Lever 3 or higher on the SE Feedback Tool for monitoring instructional expectations.

**Evaluation Data Sources:** SE Feedback Tool

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> After each major district assessment, teachers will use data trackers and AWARE data to analyze student performance, and establish small group instructional groupings and plans. <b>Strategy's Expected Result/Impact:</b> Students will receive targeted small group instruction based on performance data to ensure mastery of the TEKS. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Instructional Coordinators, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> The SE Feedback Tool will be used by the leadership team to identify levels (Lever 1, 2 or 3 proficiency) of teaching performance. <b>Strategy's Expected Result/Impact:</b> Plan for teacher support will be developed and implemented for teachers in grades 3-5. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Instructional Coordinators, Assistant Principals, Principal  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1		Formative			Summative
		Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> A learning walk schedule will be developed for the Instructional Leadership Team to ensure consistent classroom visits and observations. <b>Strategy's Expected Result/Impact:</b> Teachers will receive feedback and follow up actions regarding effective instruction. Teachers will receive targeted support for increasing teaching effectiveness. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Instructional Coordinators, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Teachers will engage in professional development through professional development rotations, campus and district professional development opportunities, PLC , and individual coaching cycles to support follow up actions provided on the SE Feedback Tool. <b>Strategy's Expected Result/Impact:</b> Improve effective instruction. Assessments will show student growth. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Instructional Coordinators, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Adult behavior will be discussed as a data source in Instructional Leadership Teams and follow up plans for teachers will be developed and implemented. <b>Strategy's Expected Result/Impact:</b> Increased teacher effectiveness. Increased teacher proficiency on the SE Feedback Tool. Increased teacher proficiency on TTESS. <b>Staff Responsible for Monitoring:</b> Instructional Coach, Instructional Coordinators, Assistant Principals, and Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June

0% No Progress

100% Accomplished

Continue/Modify

Discontinue

### Performance Objective 6 Problem Statements:

Demographics
<b>Problem Statement 1:</b> Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. <b>Root Cause:</b> 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.



**Goal 1:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 7:** Sundown Elementary will increase the number of students participating in the campus Coordinated Health Program.

**Evaluation Data Sources:** Fitness Gram, Class Observations, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. <b>Staff Responsible for Monitoring:</b> Principals	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** Grade level teachers will create and implement rigorous assessments, student work expectations, and lesson plans that reflect the rigor of the TEKS standards. Teachers will use Depth of Knowledge (DOK) levels in lesson planning and in assessments.

**Evaluation Data Sources:** Teacher lesson plan reviews  
Formative and campus-based assessments  
Student work samples  
Data Analysis Protocols  
Student Work Protocols

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will enter their students' assessment data on a classroom data tracker after each designated assessment and analyze student data and performance in PLC through the use of data and student work protocols.  <b>Strategy's Expected Result/Impact:</b> Growth in student performance on assessments. Increased student achievement in reading, math and science.  <b>Staff Responsible for Monitoring:</b> Instructional Coordinator Instructional Coach Assistant Principals Principals  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div></div>No Progress</div> <div><div><div></div><div>100%</div></div>Accomplished</div> <div><div><div></div></div>Continue/Modify</div> <div><div><div></div></div>Discontinue</div>				

**Performance Objective 1 Problem Statements:**

Demographics

**Problem Statement 1:** Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. **Root Cause:** 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.

**Goal 3:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 1:** 90% of the staff at Sundown Elementary will perform at the proficient level of the T-TESS evaluation or alternate instrument.

**Evaluation Data Sources:** TTESS walkthroughs  
TTESS observations  
TTESS goal conferences  
End of year TTESS Evaluation Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Sundown Elementary will provide ongoing high quality professional development for teachers and staff that aligns with campus focuses, improved student achievement, and student and staff well-being. <b>Strategy's Expected Result/Impact:</b> Improved teacher performance on TTESS. Improvement in student performance. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1, 2 <b>Funding Sources:</b> Administrative Professional Development Travel - 211 - Title I Part A - \$4,000, Employee Professional Development Travel - 211 - Title I Part A - \$7,999.48	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**

## Demographics

**Problem Statement 1:** Sundown learners have achievement challenges in reading, math and science due to gaps in learning. They need highly trained and skilled staff who employ instructional strategies/resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address social and emotional needs. **Root Cause:** 89.11% of Sundown's student population is economically disadvantaged and 73.16% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Sundown Teachers need targeted support (professional development, resources, time) to deliver effective instruction.





**Problem Statement 2:** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. **Root Cause:** 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

**Goal 4:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Sundown Elementary will promote increased parental/community engagement by strengthening communication with parents and families in a variety of ways, and offering a variety of resources, and activities/events for parents and families that provide strategies and resources for parents/families to use to support their students with learning.

**Evaluation Data Sources:** Attendance at Parent Engagement events.  
Parent/teacher interactions regarding student achievement.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
<p><b>Strategy 1:</b> Sundown Elementary will hold family engagement events throughout the school year that engage families by providing a variety of resources, activities and strategies/resources for parents/families to use to support their students with learning. Events will be advertised/communicated through the e-news and flyers sent home with students.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased attendance at family engagement events.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals</p> <p><b>Title I:</b> 4.1, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Materials, printing, snacks and contracted services for family engagement events - 211 - Title I Part A - \$2,556</p>				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Sundown Elementary will provide parent training and materials that facilitate the transition for students from Pre-K to Kindergarten and from 5th grade to 6th grade. <b>Strategy's Expected Result/Impact:</b> Students and families will be prepared for the transitions of Pre-K to Kindergarten and 5th grade to 6th grade. <b>Staff Responsible for Monitoring:</b> Instructional Coordinator Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments <b>Problem Statements:</b> School Processes & Programs 2 <b>Funding Sources:</b> Materials for transition (books, manipulatives, backpacks, etc.) - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Sundown Elementary will advertise and provide flyers for the Title III Series - Parent Engagement: Enhancing Educational Supports for EB Students. <b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 2	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 1 Problem Statements:

**School Processes & Programs**

**Problem Statement 2:** Family engagement decreased due to the pandemic and there is a need for increased parental involvement at Sundown. **Root Cause:** Parent work schedules impact their ability to volunteer at the campus, and many of Sundown's parents are recent immigrants or communicate in other languages. It is essential that Sundown parents can communicate with Sundown staff and other parents so they can engage more in the school community.



**Goal 4:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 2:** Sundown Elementary will increase parent/family awareness of the importance of consistent school attendance and its correlation to academic achievement and increase the attendance rate to 93.73%.

**High Priority**

**Evaluation Data Sources:** Student attendance rate.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Staff will track student perfect attendance and report attendance rates by class and by grade level. <b>Strategy's Expected Result/Impact:</b> Student attendance will increase and improve. <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2 <b>Funding Sources:</b> Attendance Incentives - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Campus ADA and Administration will monitor student attendance and intervene with families for students who need to improve attendance using RaeWee and truancy prevention strategies. <b>Strategy's Expected Result/Impact:</b> Student attendance will improve. <b>Staff Responsible for Monitoring:</b> Assistant Principals ADA  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 2 Problem Statements:

### Perceptions

**Problem Statement 2:** Sundown's attendance rate began to decrease in the 2020-2021 school year and needs to increase with the goal of impacting student achievement. **Root Cause:** Parents may not understand the reasons why attendance is important and how it impacts student achievement. Parents who are new to the United States may not understand the requirements and benefits of school attendance. Parents are responsible for bringing their children to school and may not understand the consequences of poor attendance.

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** 90% of students will be behaviorally engaged in the classroom instruction/activity in a ten minute window.

**Evaluation Data Sources:** Classroom observational data collection

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus Instructional Coach will engage with teachers in the coaching cycle based on observationally collected behavioral engagement data. <b>Strategy's Expected Result/Impact:</b> Increased teacher proficiency. Increased student behavioral engagement. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Coordinator Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 3: Positive School Culture, Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Performance Objective 1 Problem Statements:**





School Processes & Programs
<b>Problem Statement 1:</b> Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment. Teachers need time to teach and reinforce these skills. <b>Root Cause:</b> Many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and lack practice with developing habits for following behavior expectations.

**Goal 5:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 2:** Sundown will implement professional development and programs to promote positive academic and social behavior outcomes. The programs will include positive incentives and common language used in all campus areas.

- Evaluation Data Sources:** Scheduled programs.  
PBIS data collection.  
CHAMPS data collection and observations.  
PurposeFULL People morning meeting implementation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Sundown staff will implement CHAMPS with fidelity. Teachers and staff will be consistent with using the universal vocabulary and signal and awarding PBIS points to students displaying expected behavior.  <b>Strategy's Expected Result/Impact:</b> Increased PBIS points earned by students at all grade levels. Improved student behavior.  <b>Staff Responsible for Monitoring:</b> Instructional Coordinator Assistant Principals  <b>Title I:</b> 2.5, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 1 <b>Funding Sources:</b> PBIS Rewards APP - 211 - Title I Part A - \$2,500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Sundown will provide professional development for and utilize resources to integrate the Character Strong/PurposeFULL People program and social skills instruction into morning meetings, daily routines and instruction, and provide students access to programs that address bullying and social skills. <b>Strategy's Expected Result/Impact:</b> Increased student awareness of bullying Decrease in bullying related incidents Increased student awareness of violence prevention <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The school counselor will create, share and deliver classroom guidance lessons on character education and social skills. <b>Strategy's Expected Result/Impact:</b> Decrease in the amount of bullying incidents. Increase in positive student interactions. <b>Staff Responsible for Monitoring:</b> Counselor Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture <b>Problem Statements:</b> School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 2 Problem Statements:

### Demographics

**Problem Statement 2:** Sundown learners need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum to improve student achievement. **Root Cause:** 56.08% of the students at Sundown are limited English proficient, 89.11% are economically disadvantaged, and 73.16% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited experiences that build vocabulary and schema. They may need readiness skills, vocabulary development, and schema development.

### School Processes & Programs

**Problem Statement 1:** Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment. Teachers need time to teach and reinforce these skills. **Root Cause:** Many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and lack practice with developing habits for following behavior expectations.

# State Compensatory

## Budget for Sundown Elementary

**Total SCE Funds:** \$388,556.00

**Total FTEs Funded by SCE:** 4

**Brief Description of SCE Services and/or Programs**

Title 1 Academic Support Teachers provide academic interventions and accelerated learning services to students who are identified as being in need of academic supports based on assessment data. Title 1 Academic Support Teachers collaborate with classroom teachers regarding the academic progress of students receiving intervention or accelerated learning services.

## Personnel for Sundown Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jan Gallagher	Title 1 Academic Support Teacher	1
John Storms	Title 1 Academic Support Teacher	1
Roxanne Forster	Title 1 Academic Support Teacher	1
Victoria Abrego	Title 1 Academic Support Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

At Sundown Elementary we are consistently collecting data regarding student performance, student behavior, staff morale, parent involvement, and effectiveness of our campus processes. During the 2023-2024 school year, the Campus Leadership Team reviewed student performance data weekly, and Instructional Coaches reviewed data using the DDI protocol with teachers through planning meetings and professional development rotations. Throughout the year, the Campus Leadership Team met with the District Accountability team and Coordinator of Accountability and School Improvement regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed Campus Based Assessment data and STAAR data. This data was also analyzed with STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our Instructional Coaches and teachers and provided planning expertise. Our Campus Advisory Team (CAT) met four times during the 2023-2024 school year: September 26, 2023, November 28, 2023, April 15, 2024, and April 29, 2024. The Campus Advisory Team consisted of Sundown stakeholders, including campus Administration, Instructional Coaches, Academic Support and General Education teachers, paraprofessionals, Sundown parents, community members and district representatives. During the September 26, 2023, meeting, the Campus Advisory Team reviewed student performance data, the reservation of Title I funds, and revised the parent school compact and the parent family engagement policy. Discussion revolved around the processes, programs and focuses in place to address the identified needs and campus goals. On November 28, 2023, the Campus Advisory Team reviewed the school report card, accountability data, the first semester successes and challenges, and progress on the Campus Improvement Plan. During the April 15, 2024, meeting, the Campus Advisory Team discussed the progress on the Campus Improvement Plan, and conducted a campus needs assessment. The Campus Advisory Team met again on April 29, 2024, to finalize the campus needs assessment. The Campus Advisory Team discussed the importance of focusing on student attendance to increase student achievement and engagement at school, student achievement, social and emotional learning/social skills to improve student problem-solving, student behavior, and family engagement. CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. Team Leader meetings, PLC, faculty meetings and discussion boards were used to gain input on the needs at Sundown Elementary. Campus Advisory Team members included the follow ing stakeholders:

CAT Member	Role	CAT Member	Role
Dr. Kari N. Torres	Principal	Karla Sanchez	Assistant Principal (Other School Leader)
Gina Plake	Paraprofessional	Karla Rodriguez	Paraprofessional
Victoria Abrego	Academic Support Teacher	Esmeralda Duran	Instructional Coach (Other School Leader)
Geovany Hernandez	Bilingual Team Leader	John Storms	Academic Support Teacher
Consuelo Gallagher	Bilingual Teacher	Krystine Scott	Special Education Teacher
Rith Rosario	ICS/Resource Teacher	Megan Diezi	General Education Teacher
Traci Talavera	General Education Teacher	Bobit Santos	Community Member
Leslie Dedrick	Community Member	Natalie Martinez	District Representative
Jennifer Lopez	Parent	Angelina Sghaier	Parent
Marissa Cilento	Instructional Coach (Other School Leader)	Courtney Grass	Instructional Coordinator (Other School Leader)
Sandra Zamora	Parent	Ashley Muzny	District Representative



The first Campus Needs Assessment meeting was held on April 15, 2024, during the school day. Dr. Torres welcomed everyone and introduced parents and community members to Sundown Elementary staff. Dr. Torres explained the CNA process and went over the Vision and Mission of Sundown Elementary.

Vision: To create a legacy of life-long learners.

Mission: At Sundown Elementary our goal is to provide each student with a safe, supportive, positive environment that promotes self-discipline, motivation, and excellence in learning.

Dr. Torres reviewed the current 3 Pillars (focuses) at Sundown and how they are implemented by staff:

Relationship Based Classroom Management

Effective Planning

Effective Small Group Instruction - the goal is growth of every student

Dr. Torres reviewed the Committee Goals:

Create a well-rounded Campus Needs Assessment summary that includes evidence-based interpretations.

Use the Campus Needs Assessment Summary to prioritize strengths and problem statements with a root cause.

Dr. Torres shared the expected outcome of the Campus Needs Assessment: to *develop a Campus Improvement Plan that addresses the following indicators:*

Improve academic performance

Increase the use of quality data to drive instruction

Increase leadership effectiveness

Increase learning time

Increase family and community engagement

Improve school climate

The committee was focused on the following areas:

Family engagement

Student achievement and attendance

Student behavior and discipline

Social Emotional Learning

The committee had four questions to answer, in the areas of demographics, perceptions, processes and programs, and student learning. The committee was broken up into table groups and each table had a folder with data in it. Data the committee reviewed included:

HB 3 monitoring for Early Readiness from 2022-2023

Enrollment data

Student Demographic and Program data

STAAR Performance Data 2023/ELL Progress Data 2023

Staff ESL Certification Data

Grade Reporting Data

Parent and Family Engagement attendance data

Discipline data

Bullying Data

Attendance Data

Table groups reviewed the data and took notes/discussed the following:

What parts of the data catch your attention? What are your AHAs and wonderings?

What good news is there to celebrate?

What are possible problems of practice suggested by the data?

When time was up for discussion, Dr. Torres asked if any additional data was needed for the committee, and they requested the following:

For the top two discipline offenses, what is the breakdown by grade level? Is there more in early grades rather than late grades, indicated improved self-discipline?

For attendance, how many of the attendance violations are in the early grades versus the older grades? Is there data on tardies?

Dr. Torres ended the meeting by sharing the goal for the next meeting. As a committee, we will develop our problems of practice – what do we truly need to focus on as a campus? We will also identify our root causes and determine our top three priority problem statements.

During this Campus Needs Assessment meeting, the committee discussed the need for more education for parents regarding attendance, its rules, its importance and its purpose. It was noted by the committee that this year parent involvement increased, and this was something to capitalize on going forward. Family attendance at family nights increased from 2022-2023 to 2023-2024. Absences increased from October to January. Bullying incidents were down from last year and student grade performance remained consistent across the first three nine weeks. However, grade performance doesn't align with STAAR performance in grades 3-5. 94% of the staff is ESL certified and bilingualism is a strength for the campus. The percentage of GT students has increased, and this school year's parent open house worked very well for establishing relationships with parents.

Questions asked by the committee included whether parents understand that tardies become absences. The committee agreed that there needs to be an improvement in attendance and student incentives and parent education may help increase attendance. The committee noted the importance of parental communication and positive parent interactions improved connections with the school. A question asked was whether we could integrate new students into classes more effectively. A possible problem of practice is that parents may need more help understanding attendance and how school works at the beginning of the year. The committee noted that bullying incidents were down from last year. Committee members were interested in knowing if discipline incidents are from repeat offenders or are more distributed among students.

The next Campus Needs Assessment meeting was held on April 29, 2024, during the school day. Dr. Torres brought the data to the committee that was requested. Dr. Torres reviewed the campus vision and mission, the three pillars, committee goals, expected outcomes, four questions to answer, norms, and what was discussed by the committee at the last meeting. Dr. Torres shared a breakdown of the discipline data by grade level in noncompliance and physical contact.

The committee, broken into table groups, brainstormed problem statements. They then shared out their problem statement and the committee discussed and made revisions. After all groups had shared, Dr. Torres asked the committee table groups to conduct a root cause analysis using the 5 Whys protocol. After this was completed, the committee engaged in a gallery walk. During this gallery walk, they made notes of possible additional root causes and strategies that could help with the problem of practice. Once all the problems of practice were reviewed collectively, the committee came to agreement on prioritizing the top three problem statements. They were asked to consider which problems have the biggest impact on our campus and which three should be the main priority. The committee discussed that attendance, family engagement, and improving social and emotional skills in students would all have the biggest impact on student achievement, which is our goal. Therefore, the committee prioritized those three problem statements. Problem statements that were also generated were about student discipline and student achievement.

The committee identified five problem statements and then prioritized the top four that would have the biggest impact for Sundown. While student achievement is the primary goal, it was determined by the committee that in order to increase student achievement, some areas needed to have a more targeted focus. Focusing on these areas can lead to increased student achievement.

#### **Attendance (priority problem statement)**

SE is not meeting the district expectation of 94% attendance rate.

**Student Achievement (priority problem statement)**

We have student achievement challenges due to learning gaps.

**Social and Emotional Skills/ Problem Solving (prioritized)**

Students lack social skills and emotional regulation – problem solving skills.

**Discipline/Behavior**

We have discipline incidences that impact students and staff.

**Family Engagement (prioritized)**

We want to maintain or increase our parental involvement and attendance at events.

The committee conducted the 5 Whys protocol for each of these problem statements to determine the root cause and determined possible strategies/ideas to address the problem of practice.

Dr. Torres thanked the committee for their input in this vital school process. This campus needs assessment and will drive the development of the Campus Improvement Plan goals and strategies for the upcoming school year.



**2.1: Campus Improvement Plan developed with appropriate stakeholders**

During the Spring semester of the 2023-2024 school year, the Instructional Leadership Team, Teachers, and Academic Support/Title 1 Teachers met to analyze data, feedback from stakeholders, and the Campus Needs Assessment. Goals, objectives and strategies were set based upon historical data and current campus-based assessment data. When the state assessment data was received, it was entered into the CIP and the CIP was finalized. The Campus Needs Assessment Team met on September 26, 2024 to review the Campus Improvement Plan and it was agreed upon. Goals were shared with the staff in the Fall of 2024.

Campus Needs Assessment Team

<b>Dr. Kari N. Torres</b>	<b>Principal</b>
Karla Sanchez	Assistant Principal
John Storms	Title 1 Academic Support Teacher
Courtney Grass	Title 1 Instructional Coordinator
Melisa Roberts	Counselor
Victoria Abrego	Title 1 Academic Support Teacher

<b>Dr. Kari N. Torres</b>	<b>Principal</b>
Esmeralda Duran	Instructional Coach - Math/Science
Marissa Cilento	Instructional Coach - Reading Language Arts/Social Studies
Geovany Hernandez	Bilingual Team Leader
Traci Talavera	Teacher
Megan Diezi	Teacher
Consuelo Gallagher	Teacher
Karla Rodriguez	Paraprofessional
Krystine Scott	Special Education Teacher
Gina Plake	Paraprofessional
Angelina Sghaier	Parent
Jennifer Lopez	Parent
Sandra Zamora	Parent
Leslie Dedrick	Community Member
Bobit Santos	Community Member
Natalie Martinez	District Representative

## 2.2: Regular monitoring and revision

The Campus Needs Assessment Team met on September 26, 2024 to review the Campus Improvement Plan developed from the Campus Needs Assessment in the spring of 2024, and it was agreed upon. Goals were shared with the staff in the Fall of 2024.

Throughout the 2024-2025 school year, and at a minimum of once a nine-week grading period, the ILT will revisit the goals, objectives and strategies in the CIP and evaluate if changes are needed and if progress is being made toward the goals. Adjustments will be made as needed and communicated to the staff.

The staff will be regularly revisiting the CIP in faculty meetings and through stakeholder meetings.

## 2.3: Available to parents and community in an understandable format and language

Sundown is a bilingual campus, and the Campus Improvement Plan for Sundown Elementary is available in English and in Spanish. Parents and families can review the CIP on the campus website and a copy is available for review in the front office.

## 2.4: Opportunities for all children to meet State standards

Sundown Elementary will implement school wide reform strategies to address school needs, improve student performance, and support research-based instructional strategies. Examples include delivery of instruction in Guided Math, the Science of Teaching Reading, sheltered instruction for emergent bilingual students, Multi-Tiered Intervention Supports (MTSS) delivered during the school day, Reading by Design for students with dyslexia, in-class support, content resource instruction, and specialized programs for students with identified disabilities, and tutorials.

## **2.5: Increased learning time and well-rounded education**

During the school day, students who receive MTSS intervention, dyslexia services, newcomer emergent bilingual or special education services are served during small group instruction time allocated on the master schedule. The interventions provided are research-based and they are implemented with fidelity. Title III tutorials are provided for emergent bilinguals after school, and Title 1 tutorials are also provided for students after school.

## **2.6: Address needs of all students, particularly at-risk**

Sundown Elementary strives to meet the needs of at-risk learners through a variety of strategies. Intervention services are provided during the school day, and tutorials are provided after school. Guidance lessons are provided by the counselor, and KEYS mentors and high school PALS support students during the day. Families have access to multiple community resources and services.

Sundown Elementary will address the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging state academic standards. Administration and teachers will collaborate regularly to discuss student progress and to make student success a priority. Teachers will provide TEKS based small group instruction during class.

## **3.1: Annually evaluate the schoolwide plan**

Each nine week grading period, the Instructional Leadership Team will meet to review the Campus Improvement Plan and determine if the plan is effective. Data will be analyzed and used to determine progress toward goals and objectives.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

Sundown Elementary, in conjunction with community stakeholders, will develop and distribute a written parent and family engagement policy. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. The campus must provide a list of the individuals and their roles who assisted with the development of the Parent and Family Engagement Policy.

The Parent and Family Engagement Policy and the Parent Compact were developed during the Campus Advisory Team meeting on September 26, 2024 with parents that comprised 51% or greater of the committee. The Parent and Family Engagement Policy will be posted on the school website and will be available upon request in the front office.

## **4.2: Offer flexible number of parent involvement meetings**

Sundown Elementary School strives to involve and engage parents and families in the educational process. The Title 1 Orientation will be offered on multiple dates and at a variety of times. Parent/Family Engagement activities planned for this school year include Meet the Teacher, Open House/Orientation, Glow Olympics, International Night, Children's Family Museum Night, Field Day, and Grandparent's Day. Sundown holds regular musical performances for families. Sundown also holds Pre-K to Kindergarten transition training and transition for 5th to 6th grade in May. The goal of all family engagement activities at Sundown Elementary is to equip parents and families with strategies to help their children academically as well as to involve them in the school community.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Courtney Grass	Title 1 Instructional Coordinator	Title 1	
John Storms	Title 1 Academic Support Teacher	Title 1	
Victoria Abrego	Title 1 Academic Support Teacher	Title 1	

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Instructional materials and online subscriptions		\$10,500.00
1	3	1	Reading Materials (Books for Professional Development)		\$500.00
1	3	1	Other Contracted Services		\$1,750.00
1	3	1	Reading Materials (students)		\$8,000.00
1	3	1	General Supplies		\$2,000.00
1	3	2	Title 1 Staff		\$388,556.00
1	3	2	Tutorial Transportation		\$2,000.00
1	3	2	Extra Duty Pay for Professionals and Paraprofessionals		\$13,384.52
1	4	1	Reading Materials (Books for Professional Development)		\$500.00
1	4	1	Other Contracted Services		\$1,750.00
3	1	1	Administrative Professional Development Travel		\$4,000.00
3	1	1	Employee Professional Development Travel		\$7,999.48
4	1	1	Materials, printing, snacks and contracted services for family engagement events		\$2,556.00
4	1	2	Materials for transition (books, manipulatives, backpacks, etc.)		\$2,000.00
4	2	1	Attendance Incentives		\$2,000.00
5	2	1	PBIS Rewards APP		\$2,500.00
Sub-Total					\$449,996.00

# Addendums





The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 34% to 39% by July 2029.

Sundown: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	34%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	35%	36%	37%	38%	39%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Sundown: Targets		Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
	3rd Grade Reading Meets or Above	2024 Actual	16	13%	66	36%	6	67%	0		1	0%	1	100%	1	0%	16	6%	80	33%	53	34%
		2025 Target		23%														16%				

The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 24% to 29% by July 2029.

Sundown: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	24%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	25%	26%	27%	28%	29%
		Met Internal Goal	-					

			# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Sundown: Targets		Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
	3rd Grade Math Meets or Above	2024 Actual	16	6%	66	24%	6	67%	0		1	0%	1	100%	1	0%	16	6%	80	23%	53	23%
		2025 Target		16%														16%				