

**Katy Independent School District**  
**Sundown Elementary**  
**2019-2020 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

## Demographics

### Demographics Summary

Sundown Elementary is a pre-kindergarten through 5th grade campus. The campus currently houses 4 special education programs which include two Life Skills units, one Autism Support and Intervention Program (ASIP), and one Preschool Program for Children with Disabilities (PPCD).

The enrollment by ethnicity is as follows:

- American Indian/Alaskan - 0.9%
- Asian- 3.4%
- Black/African American - 18.7%
- Hispanic/Latino - 63.5%
- White - 12.9%
- Pacific Islander - 0.1%
- Two or More - 0.5%

Additional Demographic Information Includes:

- Bilingual Program- 44.1%
- English Learners - 42.4%
- Economically Disadvantaged Students - 76.2%
- Non-Educationally Disadvantaged - 23.8%
- Gifted and Talented- 1.8%
- At-Risk Students - 68.7%
- Special Education Students - 12.1%
- Mobility Rate - 19.9%

Sundown Elementary employs 106 highly qualified teachers and paraprofessionals. It is our priority to recruit, hire and retain great teachers. Through our mentoring program, new teachers are provided support, resources, and ongoing professional development. We actively pursue qualified teachers through the Katy ISD teacher job fair and through professional connections. Sundown Elementary has hired seven new teachers for the 2018-19 school year. Reasons for the number of new hires include the opening of a new campus, a promotion, and moves to other cities.

Sundown Elementary strives to retain teachers by ensuring they are provided with the necessary resources and support to effectively deliver instruction. We provide job embedded professional development during our Professional Development Rotation (PDR). Instructional Coaches are always available to model, coach, and search for resources to support instruction.

### **Demographics Strengths**

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

1. Many families move to the area due to the quality of education in Katy ISD.
2. The attendance rate at Sundown Elementary is 96.4%.
3. With the increasing diversity among our student population, Sundown is reflective of society as a whole. Our students learn to collaborate with peers of all backgrounds.
4. Our families are supportive of the campus and school staff.
5. Our staff is representative of our student body.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 68.7% of Sundown's population is considered at-risk. **Root Cause:** Sundown teachers need additional and specific professional development and resources to effectively deliver instruction that differentiates learning for struggling students.

**Problem Statement 2:** It is difficult to retain qualified teachers at an at-risk campus. **Root Cause:** Teachers move to new campuses that open or to ones that have smaller at-risk student populations.

# Student Academic Achievement

## Student Academic Achievement Summary

The following is a comparison of STAAR scores for all students for 2018 and 2019 for all grade levels and subjects.

<b>STAAR Comparison</b>	<b>2018</b>	<b>2019</b>
<b>all Students</b>		
3 <sup>rd</sup> Reading	77%	72%
3 <sup>rd</sup> Math	80%	73%
4 <sup>th</sup> Reading	81%	71%
4 <sup>th</sup> Math	87%	70%
4 <sup>th</sup> Writing	70%	63%
5 <sup>th</sup> Reading	90%	90%
5 <sup>th</sup> Math	94%	93%
5 <sup>th</sup> Science	88%	83%

The 2019 STAAR scores include the performance levels of Masters, Meets, and Approaches. 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 will still need some short-term targeted academic intervention. The Mastery category indicates that it is likely students will be successful in the next grade level without support.

<b>All Students</b>	<b>Approaches</b>	<b>Approaches</b>	<b>Meets Grade Level</b>	<b>Meets Grade Level</b>	<b>Masters Grade Level</b>	<b>Masters Grade Level</b>
<b>Subjects</b>	<b>Grade Level Performance</b>	<b>Grade Level Performance</b>	<b>Performance</b>	<b>Performance</b>	<b>Performance</b>	<b>Performance</b>
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
3 <sup>rd</sup> Reading	33%	31%	20%	17%	24%	24%
3 <sup>rd</sup> Math	37%	34%	26%	19%	17%	20%
4 <sup>th</sup> Reading	32%	32%	23%	21%	26%	18%
4 <sup>th</sup> Math	27%	28%	30%	13%	29%	29%
4 <sup>th</sup> Writing	32%	25%	27%	28%	11%	10%

<b>All Students</b>	<b>Approaches</b>	<b>Approaches</b>	<b>Meets Grade Level</b>	<b>Meets Grade Level</b>	<b>Masters Grade Level</b>	<b>Masters Grade Level</b>
<b>Subjects</b>	<b>Grade Level Performance</b>	<b>Grade Level Performance</b>	<b>Performance</b>	<b>Performance</b>	<b>Performance</b>	<b>Performance</b>
	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>	<b>2018</b>	<b>2019</b>
5 <sup>th</sup> Reading	49%	27%	29%	35%	20%	26%
5 <sup>th</sup> Math	28%	24%	37%	16%	29%	53%
5 <sup>th</sup> Science	38%	17%	34%	35%	15%	31%

Looking deeper, STAAR 2018 Reading and 2019 Approaches Grade Level Performance are as follow:

<b>STAAR READING</b>	<b>2018</b>	<b>2019</b>
3rd	77	72
4 <sup>th</sup>	81	71
5th	90	90

An analysis of scores for each group at each grade in Reading revealed the following:

- In all three grades, At-Risk scores were lower than non-At-Risk scores. In 3rd grade 64% At-Risk scored Approaches and 92% non-At-Risk scored Approaches. In 4th grade 63% At-Risk scored Approaches and 87% non-At-Risk scored Approaches. In 5th grade 70% At-Risk scored Approaches and 97% non-At-Risk scored Approaches.
- In 3rd grade 64% Hispanic and 91% African American scored Approaches while 79% White scored Approaches. In 4th grade 71% Hispanic and 67% African American scored Approaches while 85% White scored Approaches. In 5th grade 83% Hispanic and 83% African American scored Approaches while 100% Asian and 95% White scored Approaches.
- In all three grades, Economically Disadvantaged scores are lower than non-Economically Disadvantaged scores. In 3<sup>rd</sup> grade 68% Economically Disadvantaged scored Approaches and 84% non-Economically Disadvantaged scored Approaches. In 4<sup>th</sup> grade 70% Economically Disadvantaged scored Approaches and 88% non-Economically Disadvantaged scored Approaches. In 5<sup>th</sup> grade 84% Economically Disadvantaged scored Approaches and 90% non-Economically Disadvantaged scored Approaches.
- In 3<sup>rd</sup> and 5<sup>th</sup> grades the English Learners (EL) that scored Approaches were similar with 72% of 3rd grade and 71% of 5th grade. In 4<sup>th</sup> grade 59% of ELs scored Approaches.
- In 5<sup>th</sup> grade 100% of Gifted/Talented students scored Approaches, 100% scored Meets, and 100% scored Masters.
- ESL students scored lowered than non-ESL students in all three grades with 71% of 3rd, 41% of 4th, and 36% of 5th ESL students scored Approaches.



- In 3<sup>rd</sup> grade Bilingual students scored Approaches.
- The most significant finding during the analysis of all Reading academic achievement data is that the percentage of Special Education (SpedEd) students who Did Not Meet passing standards was above 50%. In 3<sup>rd</sup> grade 62% of SpedED students Did Not Meet passing standards. In 4<sup>th</sup> grade 56% of SpedED students Did Not Meet passing standards. In 5<sup>th</sup> grade 54% of SpedED students Did Not Meet passing standards.

STAAR 2018 Math and 2019 Approaches Grade Level Performance are as follows:

STAAR MATH	2018	2019
3rd	80	73
4 <sup>th</sup>	87	70
5th	94	93

- In all three grades, At-Risk scores were lower than non-At-Risk scores. In 3rd grade 69% At-Risk scored Approaches and 92% non-At-Risk scored Approaches. In 4th grade 63% At-Risk scored Approaches and 78% non-At-Risk scored Approaches. In 5th grade 82% At-Risk scored Approaches and 97% non-At-Risk scored Approaches.
- In 3rd grade 69% Hispanic and 82% African American scored Approaches while 93% White scored Approaches. In 4th grade 68% Hispanic and 52% African American scored Approaches while 85% White scored Approaches. In 5th grade 89% Hispanic and 87% African American scored Approaches while 100% Asian and 95% White scored Approaches.
- In 3<sup>rd</sup> and 4<sup>th</sup> grade Economically Disadvantaged scores are lower than non-Economically Disadvantaged scores. In 3<sup>rd</sup> grade 73% Economically Disadvantaged scored Approaches and 80% non-Economically Disadvantaged scored Approaches. In 4<sup>th</sup> grade 69% Economically Disadvantaged scored Approaches and 91% non-Economically Disadvantaged scored Approaches. In 5<sup>th</sup> grade 91% Economically Disadvantaged scored Approaches and 90% non-Economically Disadvantaged scored Approaches.
- In 3<sup>rd</sup> grade 79% English Learners (EL) scored Approaches while 72% of 4<sup>th</sup> grade and 88% of 5th grade ELs scored Approaches.
- In 5<sup>th</sup> grade 100% of Gifted/Talented students scored Approaches, 100% scored Meets, and 100% scored Masters.
- In 4<sup>th</sup> and 5<sup>th</sup> grade ESL students scored lower than non-ESL students with 59% in 4<sup>th</sup> grade and 73% in 5<sup>th</sup> grade scoring Approaches. In 3<sup>rd</sup> grade 76% ESL students scored Approaches.
- In 3<sup>rd</sup> grade 80% of Bilingual students scored Approaches and in 4<sup>th</sup> grade 90% of Bilingual students scored Approaches. In 5<sup>th</sup> grade 100% of Bilingual students scored Approaches.
- The most significant finding during the analysis of all Math academic achievement data is that the percentage of Special Education (SpedEd) students who Did Not Meet passing standards in 3<sup>rd</sup> and 4<sup>th</sup> grade was above 50%. In 3<sup>rd</sup> grade 50% and in 4<sup>th</sup> grade 78% of SpedED students Did Not Meet passing standards. In 5<sup>th</sup> grade 46% of SpedED students Did Not Meet passing standards.

STAAR 2018 Writing and 2019 Approaches Grade Level Performance are as follows:

<b>STAAR WRITING</b>	<b>2018</b>	<b>2019</b>
4TH	70	63

An analysis of scores for each student group in Writing for 4th grade revealed the following:

- In 4<sup>th</sup> grade writing At-Risk scores were lower than non-At-Risk scores with 51% At-Risk students scored Approaches and 82% non-At-Risk students scored Approaches.
- 63% Hispanic and 50% African American scored Approaches while 77% White scored Approaches.
- Economically Disadvantaged scores are lower than non-Economically Disadvantaged scores with 62% Economically Disadvantaged scored Approaches and 71% non-Economically Disadvantaged scored Approaches.
- 86% of Bilingual students scored Approaches.
- 57% of Limited English (EL) students scored Approaches.
- 33% of ESL students scored Approaches.
- The most significant finding during the analysis of all Writing academic achievement data is that 72% Special Education (SpedEd) students Did Not Meet passing standards.

STAAR 2019 Science and 2019 Approaches Grade Level Performance are as follows:

<b>STAAR SCIENCE</b>	<b>2018</b>	<b>2019</b>
5TH	88	83

An analysis of scores for each student group in Science for 5th grade revealed the following:

- In 5<sup>th</sup> grade science At-Risk scores were lower than non-At-Risk scores with 72% At-Risk students scored Approaches and 92% non-At-Risk students scored Approaches.
- 86% Hispanic and 68% African American scored Approaches while 100% Asian and 90% White scored Approaches.
- Economically Disadvantaged scores are lower than non-Economically Disadvantaged scores with 82% Economically Disadvantaged scored Approaches and 89% non-Economically Disadvantaged scored Approaches.
- 75% of Limited English Proficient (EL) students scored Approaches.
- 92% of Bilingual students scored Approaches.
- 64% of ESL students scored Approaches.
- The most significant finding during the analysis of all Science academic achievement data is that 43% Special Education (SpedEd) students Did Not Meet passing standards.

## Student Academic Achievement Strengths

Sundown Elementary has a population of hardworking students with different achievement strengths.

- Sundown Elementary received a Met Standard Rating.
- Reading: The percentage of students who scored at the Masters and Meets levels in 5th grade increased.
- Math: The percentage of students who scored at the Masters level in 3rd grade increased.
- Science: The percentage of students who scored at the Masters and Meets levels in 5th grade increased.

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 2019 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas. **Root Cause:** Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

**Problem Statement 2:** 2019 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average. **Root Cause:** Additional training is needed to deliver instruction that incorporates rigor and higher level learning experiences.

# School Processes & Programs

## School Processes & Programs Summary

At Sundown Elementary the focus for the 2018-19 school year was to continue to operate as a data driven campus. Campus staff used different types of data to monitor ongoing student progress and to enhance the delivery of instruction in all subjects. Data used throughout the school year included campus based assessments (CBAs), district level assessments (DLAs), and campus checkpoints. As a data driven campus, the staff was required to evaluate the rigor of all assessments. Instructional Coaches worked closely with teachers to CBAs and checkpoints based on the Texas Education Knowledge & Skills and aligned to the district curriculum. Instructional Coaches also collaborated with teachers to map long range plans each grading period.

Instructional Coaches and administrators collaborated with assessment personnel to ensure teachers were trained on understanding how to analyze the data to drive their instruction. Data meetings were scheduled throughout the school year with grade levels 2nd through 5th grade. During the data meetings teachers were able to have meaningful conversations with their peers as well as personnel from the assessment office.

The data discussions took a deeper approach during Professional Learning Communities (PLCs). During the PLCs teachers were able to collaborate with academic support staff as well as special education teachers. Teachers analyzed reports such as TEKS analysis to dig deeper into the data. Teachers also looked at the questions from CBAs, DLAs, and released STAAR assessments. They connected TEKS to questions and reviewed each answer choice in detail. During planning meetings teachers used the data to plan upcoming lessons. They focused on adding engaging activities and rigor to the activities included in lessons.

The curriculum, instruction, and assessment focus at Sundown Elementary was guided by the Katy ISD Curriculum and Instruction Guide. Data analysis was conducted after each CBA and DLA. Data was used to guide the process of intervention implemented during extended learning time (ELT). Teachers and academic support personnel reviewed the data after each major assessment and created groups based on specific needs. Instruction and activities implemented during intervention were created to target specific skills and TEKS.

During the 2019-20 school year, Sundown will continue to look for ways to strengthen the assessment and data analysis and the process of instructional planning. The campus will continue to improve the use of data to drive instruction. Teachers and administrators will continue to collaborate with assessment personnel to learn about the new TEA accountability system. The campus will continue to provide teachers with the necessary resources and professional development opportunities necessary to improve student performance and promote professional growth.

Sundown Elementary is fortunate to be able to access the latest technology hardware and software. Students, teachers and staff have access to iPads, Smartboards, Chrome Books, document cameras, and laptops. Students also have access to instructional technology programs such as Dreambox, Education Galaxy, SeeSaw, iStation or Reading A-Z.

Sundown takes pride in hiring the most highly qualified teachers to support students. New teachers are provided a mentor that will guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with the new teachers to provide feedback. New teachers are allowed to

observe experienced teachers on campus as well as attend additional staff development sessions.

## School Processes & Programs Strengths

Sundown Elementary has identified the following strengths:

- Professional Development Rotation (PDR) is used to review data, to have meaningful conversations after desegregating data, share instructional practices.
- Teachers use data to plan instruction and to form small groups.
- Students received targeted intervention that is TEKS based and individualized.
- Every grade level receives embedded professional development during the professional development rotation (PDR) every other week.
- Sundown has many available technology resources in the form of hardware and websites for teacher use.
- In grades 3rd-5th the technology ration is 1:1.
- Kid Chats are used to review individual student progress and to plan appropriate program intervention.
- Each grade level creates a comprehensive plan of accelerated instruction during Extended Learning Time (ELT) for the students that do not receive intervention.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** There is inconsistency with technology integration with the delivery of instruction. **Root Cause:** There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.

**Problem Statement 2:** It is a challenge to differentiate instruction and assessments to students with a range of abilities. **Root Cause:** Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction, and create common assessments.

## Perceptions

### Perceptions Summary

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. We implement Positive Behavior Intervention and Supports (PBIS) because we strongly believe that in order to create life long learners we must provide social, emotional and behavioral support in order to achieve desired academic outcomes. Teachers and staff use positive reinforcements with students to promote positive behaviors. As a staff we strive to teach students routines and expectations.

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 Spanish and English translated materials. 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, Father/Daughter Dance, Mother/Son Night or Camp Sundown. Parents also have the opportunity to volunteer during classroom parties, with PTA, by being a part of WATCH D.O.G.S. or in the workroom.

The administrative staff aims to provide teachers and staff with treats, luncheons, and events throughout the school year to show how much we appreciate them. During the month of November we created a month of thankfulness and gave the staff a treat each day of the month. We also celebrated the Twelve Days of Christmas. Administrators leave positive notes when they visit the classrooms.

The administrative staff takes bullying allegations seriously. The counselor teaches multiple anti-bullying lessons and creates activities that focus on kindness. Students are able to turn in anonymous bullying allegations in the Safety Net boxes. Bullying allegations are handled by completing thorough investigations and taking actions to prevent recurrences. Priority will be placed to educate students to prevent bullying/cyber bullying.

## **Perceptions Strengths**

Sundown Elementary celebrates the following strengths:

- The 2019 parent survey revealed that parents feel their students are safe at school.
- The 2019 parent survey revealed that parents feel welcome when they come to school.
- Community involvement has increased through the addition of events such as Father/Daughter Dance and Mother/son Night.
- The first year of the WATCH D.O.G.S. program has increased the involvement/presence of dads and father figures.
- Staff members served as KEYS mentors for Sundown students.
- The 2019 student survey revealed that students feel safe and enjoy coming to school.

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Although parental involvement has improved there is still a need to increase the percentage of involved parents at school events.

**Root Cause:** Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Sundown needs to offer different opportunities during the day and evening.

**Problem Statement 2:** There is a need to decrease the number of discipline incident referrals at Sundown. **Root Cause:** Additional training is needed on the implementation of the PBIS behavior system as well as an additional focus on the ROAR behavior expectations.



# Priority Problem Statements

**Problem Statement 1:** 2019 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas.

**Root Cause 1:** Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

**Problem Statement 1 Areas:** Student Academic Achievement

**Problem Statement 2:** There is inconsistency with technology integration with the delivery of instruction.

**Root Cause 2:** There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** It is a challenge to differentiate instruction and assessments to students with a range of abilities.

**Root Cause 3:** Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction, and create common assessments.

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

**Problem Statement 4:** 68.7% of Sundown's population is considered at-risk.

**Root Cause 4:** Sundown teachers need additional and specific professional development and resources to effectively deliver instruction that differentiates learning for struggling students.

**Problem Statement 4 Areas:** Demographics



**Problem Statement 5:** It is difficult to retain qualified teachers at an at-risk campus.

**Root Cause 5:** Teachers move to new campuses that open or to ones that have smaller at-risk student populations.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 7:** 2019 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average.

**Root Cause 7:** Additional training is needed to deliver instruction that incorporates rigor and higher level learning experiences.

**Problem Statement 7 Areas:** Student Academic Achievement

**Problem Statement 8:** Although parental involvement has improved there is still a need to increase the percentage of involved parents at school events.

**Root Cause 8:** Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Sundown needs to offer different opportunities during the day and evening.

**Problem Statement 8 Areas:** Perceptions

**Problem Statement 9:** There is a need to decrease the number of discipline incident referrals at Sundown.

**Root Cause 9:** Additional training is needed on the implementation of the PBIS behavior system as well as an additional focus on the ROAR behavior expectations.

**Problem Statement 9 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals


## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** By June 2020 the percentage of all students who achieve minimum performance expectations in the STAAR reading, math, science, and writing assessment will increase by 10%.

**Evaluation Data Source(s) 1:** STAAR Reading, Math, Science, Writing

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide ongoing professional development and instructional resources, including technology to support all teachers to deliver instruction and to provide targeted TEKS based intervention for all sub groups and content areas in order to close the achievement gaps.	2.4	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints Teachers will collaborate with ICs during: PLCs PDR meetings Professional Development sessions				
<b>Problem Statements:</b> Demographics 1, 2 - Student Academic Achievement 1 - School Processes & Programs 1 <b>Funding Sources:</b> 211 - Title I Part A - 45280.00							
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math 2) Teachers will collaborate and utilize district unit plans during weekly planning sessions to plan lessons that incorporate rigor and engaging activities and to plan for reteaching of previously taught content.	2.4, 2.4, 2.5	Instructional Coaches	Student academic performance will improve in: CBAs, DLAs, Campus checkpoints				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
3) Professional Development Rotation (PDR) sessions will focus on providing teachers embedded professional development, opportunities to analyze data through data talks, and time to discuss best teaching practices. PDR will also allow opportunity for vertical team discussions.	2.4	Instructional Coaches	Teachers will complete lesson plans weekly  Teachers will use data to plan lessons, make groups, and provide intervention				
<p><b>TEA Priorities</b> Improve low-performing schools</p> 4) Provide additional support to RTI students and special education students. The support offered can be through tutorials during school and after school, during extended learning time, or during small groups. Student progress will be closely monitored to determine effectiveness of services.	2.4, 2.4, 2.5	Assistant Principals	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
<p><b>Problem Statements:</b> Demographics 1 - Student Academic Achievement 1  <b>Funding Sources:</b> 211 - Title I Part A - 8080.00</p>							
5) Title 1 teachers, academic support teachers, and special education teachers, will provide students with academic support and resources to address areas of need. Title 1 science lab teacher will collaborate with teachers to provide lessons that aligned with the curriculum.	2.6	Principal and Assistant Principal	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
<p><b>Funding Sources:</b> 211 - Title I Part A - 261140.00</p>							
							

**Performance Objective 1 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> 68.7% of Sundown's population is considered at-risk. <b>Root Cause 1:</b> Sundown teachers need additional and specific professional development and resources to effectively deliver instruction that differentiates learning for struggling students.
<b>Problem Statement 2:</b> It is difficult to retain qualified teachers at an at-risk campus. <b>Root Cause 2:</b> Teachers move to new campuses that open or to ones that have smaller at-risk student populations.
Student Academic Achievement
<b>Problem Statement 1:</b> 2019 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas. <b>Root Cause 1:</b> Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

## School Processes & Programs

**Problem Statement 1:** There is inconsistency with technology integration with the delivery of instruction. **Root Cause 1:** There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.


## Goal 2: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

**Performance Objective 1:** Grade level teachers will create campus based assessments (CBA) to evaluate mastery of TEKS.


**Evaluation Data Source(s) 1:** Campus based assessments

### Summative Evaluation 1:

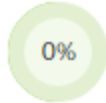
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will collaborate to create CBAs by using district unit plans and questions from question bank. CBA data will be used to form small groups, reteach, and to deliver intervention.	2.4	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
<b>TEA Priorities</b> Build a foundation of reading and math 2) Teachers will collaborate with Instructional Coaches, SpedEd teachers, and ESL teachers to develop assessments for students with special needs or language learners.	2.4	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

### Goal 3: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

**Performance Objective 1:** Teachers will integrate meaningful, engaging and relevant technology lessons within the units of study.

**Evaluation Data Source(s) 1:** Walkthroughs, lesson plans

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<b>TEA Priorities</b> Improve low-performing schools 1) The classroom technology designer will provide teachers with embedded technology staff development. Teachers will attend district professional development opportunities during the summer break on technology.	2.4, 2.5	Assistant Principals	Teachers will increase their knowledge and delivery of technology lessons				
<b>Problem Statements:</b> School Processes & Programs 1							

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 1:</b> There is inconsistency with technology integration with the delivery of instruction. <b>Root Cause 1:</b> There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.


## Goal 4: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

**Performance Objective 1:** 100% of the staff at Sundown Elementary will score proficient or higher in Domain IV of the T-TESS evaluation instrument by following district and school procedures, participating in professional development, participating in community involvement, and by decreasing staff absences.

**Evaluation Data Source(s) 1:** T-TESS Domain IV

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Support new teachers by providing them with a mentor and professional development opportunities, including ongoing job embedded PD aligned with district and campus goals.	2.5	Lead Mentor	Increase teacher capacity New teachers will feel supported and prepared				
2) Administration will provide team building activities through out the school year.		Assistant Principals	Increase team building Increase positive culture Positive climate staff survey				
3) Administration will keep staff members informed by providing communication in a timely manner.		Assistant Principals	Increase communication among all staff				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue



## Goal 5: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

**Performance Objective 1:** Sundown Elementary will promote increased parental/community involvement by offering a variety of activities/events at different times.

**Evaluation Data Source(s) 1:** Send parent survey to get feedback from parents

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Increase parental involvement by hosting events/programs at a variety of times. Sessions will include learning about the parental involvement policy and parent school compact, providing academic strategies to use at home, hands-on activities, activities that promote family engagement.	3.1, 3.2	Title 1 Teachers	Increased attendance and parental involvement				
<b>Problem Statements:</b> Perceptions 1 <b>Funding Sources:</b> 211 - Title I Part A - 3643.00							
2) Develop a Campus Advisory Team with parents, community members, and staff to allocate Title 1 funds that address campus identified needs, revise parental involvement policy, revise the parent school compact, and provide input on professional development.	3.1, 3.2	Title 1 Teachers	Increased attendance at C.A.T. meetings				
3) Provide parents with strategies to help students make a successful transition from PreK to kinder.	3.1	Title 1 Teachers	Prepare PreK students for transition to kindergarten				

### Performance Objective 1 Problem Statements:

Perceptions
<b>Problem Statement 1:</b> Although parental involvement has improved there is still a need to increase the percentage of involved parents at school events. <b>Root Cause 1:</b> Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Sundown needs to offer different opportunities during the day and evening.



## Goal 6: Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** The number of discipline incidents will decrease by 10% from the previous school year.

**Evaluation Data Source(s) 1:** Discipline Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Teachers will consistently communicate with parents regarding student behavior using the ROAR Communication forms. The PBIS Application will allow parents to monitor their student's behavior in real time.		Assistant Principals	Reduce discipline incidents resulting in referrals.				
<b>Problem Statements:</b> Perceptions 2							
<b>Funding Sources:</b> 211 - Title I Part A - 2000.00							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 2:</b> There is a need to decrease the number of discipline incident referrals at Sundown. <b>Root Cause 2:</b> Additional training is needed on the implementation of the PBIS behavior system as well as an additional focus on the ROAR behavior expectations.


**Goal 6:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 2:** School-wide implementation of the PBIS program that includes positive incentives and common language to promote positive academic and social behavior outcomes.


**Evaluation Data Source(s) 2:** Discipline Data

**Summative Evaluation 2:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Sundown staff will implement PBIS program with fidelity. Students will provide feedback on positive incentives. Teachers will implement an electronic means of communication to keep parents informed.	2.5	Assistant Principals	Decrease discipline referrals Increase student attendance to PBIS celebrations				
2) Sundown teachers and staff will incorporate one activity per nine weeks to address anti-bullying. Activity will focus on random acts of kindness.		Assistant Principals	Decrease discipline referrals Increase student attendance to PBIS celebrations				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 6:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 3:** Implement strategies and activities to prevent bullying/cyber-bullying and encourage kind/appropriate behavior among all students.


**Evaluation Data Source(s) 3:** Decreased bullying related discipline incidents

**Summative Evaluation 3:**


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Campus will implement strategies to prevent bullying/cyber bullying by educating students. Counselor will form small groups, teachers will hold discussions on appropriate behaviors.	2.5	Assistant Principals	Decrease bullying related discipline incidents				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	2	Teachers will collaborate and utilize district unit plans during weekly planning sessions to plan lessons that incorporate rigor and engaging activities and to plan for reteaching of previously taught content.

# State Compensatory

## Personnel for Sundown Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Interventions	Academic Support Units		3

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

Sundown Elementary conducted a comprehensive needs assessment which will be used to drive our improvement process and guide us in setting goals for successes. Student performance data will be used to examine strengths and weaknesses in our instructional practice. Factual problem statements were written and root causes identified. The Comprehensive Needs Assessments (CNA) was reported to the site-based planning team. The Campus Advisory Team worked together to make the necessary revisions to the CNA for the 2019-20 school year.

Sundown Elementary will continue to:

- Conduct a comprehensive needs assessment
- Identify goals and strategies that address areas of need
- Conduct an annual review of the effectiveness of the school wide plan and revise it as needed

Sundown Elementary will:

- Set high expectations for students and staff
- Implement best practices for curriculum and instruction
- Focus on student achievement by examining and understanding data with teachers, parents, and students
- Encourage a collaborative spirit among staff members and between staff and parents
- Commit to continue academic improvement for each and every student every year

The Comprehensive Needs assessment was updated on April 23, 2019 during the Campus Advisory Team meeting.

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

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



The Sundown Elementary CIP was developed in collaboration with parents, staff, district personnel, and community members that served as members of the Campus Advisory Team. Members of the C.A.T. team provide feedback at the C.A.T. meetings held throughout the school year.

## **2.2: Regular monitoring and revision**

The CIP remains in effect for the duration of the school year. Formative and summative reviews are completed throughout the school year in October, January, April, and June. The implementation is monitored on a regular basis and revised as necessary to ensure students are provided opportunities to meet the challenging state academic standards.

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

The CIP is available to the local education agency, parents, and the public. The information contained in the plan is understandable and in uniform format. The document is written in English and has been translated into Spanish. In the event that we would have a community member that would need an alternate translation we could contact the district office and hire an interpreter.

The CIP is available at the campus in the front office. It is also posted on Sundown's website.

## **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: Guided Math, Guided Reading, Readers and Writers Workshop, after school tutorials and tutors during the school day.

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

Sundown Elementary will use different methods and instructional strategies to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. Examples include reinforcing skills during after school tutorials. Teachers provide small group instruction that is TEKS based.

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

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 and during extended learning time. Tutors will provide individualized intervention based on progress data from formal and informal data sources.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: 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 was developed during the Campus Advisory Team meeting on February 19, 2019. The Parent and Family Engagement Policy will be posted on the school website and will be available upon request in the front office.

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

Sundown Elementary shall offer a flexible number of meetings. The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations. Examples of parent involvement meetings during the school day include: Volunteer meeting in the morning, Field Day, School Wide Celebrations, Volunteer luncheon, WATCH D.O.G.S. during the school day. Examples of parent involvement meetings after school include: Museum Night, Camp Sundown, Grade Level Programs, Parent Orientations, Open House, Family Fitness Night, and Book Fair Bingo Night. Child care was provided for several of these events.

# 2019-2020 Campus Advisory Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Martha Pulido	Principal
Non-classroom Professional	Elizabeth Paz	Assistant Principal
Non-classroom Professional	Kelly Conway	Instructional Coach
Classroom Teacher	Roxanne Forster	Teacher
Classroom Teacher	Joanie Lathrom	Title 1 Teacher
Classroom Teacher	Sarah Purtee	Teacher
Community Representative	Martha Brown	Community Representative
Community Representative	Leslie Dedrick	Community Representative
Business Representative	Amy Lehr	Business Representative
District-level Professional	Joan Arasteh	District Level Professional
Classroom Teacher	Mary Sanchez	Teacher
Classroom Teacher	Maria Vargas	Teacher
Parent	Tracy Lopez	Parent
Parent	Jaime Watson	Parent
Parent	Jonathan Lazzarino	Parent

# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development activities		\$23,500.00
1	1	1	Instructional materials and online subscriptions		\$12,780.00
1	1	1	Technology items		\$9,000.00
1	1	4	Tutorial personnel		\$8,080.00
1	1	5	Title 1 personnel		\$261,140.00
5	1	1	Parental involvement activities and resources		\$3,643.00
6	1	1	PBIS Tracking Discipline Application		\$2,000.00
<b>Sub-Total</b>					\$320,143.00
<b>Grand Total</b>					\$320,143.00

# Addendums

**Texas Education Agency  
2019 Accountability Ratings Overall Summary  
SUNDOWN EL (101914110) - KATY ISD**

**Accountability Rating Summary**

	Component Score	Scaled Score	Rating
<b>Overall</b>		87	B
<b>Student Achievement</b>		80	B
<a href="#">STAAR Performance</a>	53	80	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
<b>School Progress</b>		86	B
<a href="#">Academic Growth</a>	78	85	B
<a href="#">Relative Performance (Eco Dis: 73.8%)</a>	53	86	B
<a href="#">Closing the Gaps</a>	93	88	B

**Identification of Schools for Improvement**

This campus is identified for targeted support and improvement.

**Distinction Designations**

ELA/Reading	Earned
Mathematics	Earned
Science	Earned
Social Studies	Not Eligible
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned