

**Katy Independent School District**

**Sundown Elementary**

**2023-2024 Campus Improvement Plan**

**Accountability Rating: B**



# 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 2022-2023 school year, the Campus Leadership Team (Administration and Instructional Coaches) reviewed data weekly and Instructional Coaches reviewed data with teachers through planning meetings and professional development rotations. The Administrative Team met periodically with the District Accountability and Assessment team about school improvement goals and accomplishments and met frequently with our assigned Coordinator of Accountability and School Improvement. During these meetings, we reviewed interim and Campus Based Assessment data, which was then reviewed and analyzed with our STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our leadership and teachers and provided modeling and planning expertise with the goal of growing our planning and small group instruction processes. Our Campus Advisory Team (CAT) met four times during the 2022-2023 school year, on September 21, 2022, November 16, 2022, February 8, 2023, and May 23, 2023. The Campus Advisory Team consisted of many Sundown stakeholders, including campus administration, an Instructional Coach, the Academic Support Team Leader, academic support and classroom teachers, paraprofessionals, Sundown parents, and community members. During the September 21, 2022, meeting, the CAT reviewed student performance data, the CIP annual goals, the current needs assessment, Title 1 Reservation of Funds, HB4545 requirements, and the character education program. Discussion revolved around the processes, programs and focuses in place to address the identified needs and campus goals. In the November 16, 2022, meeting, the CAT reviewed student data, success and challenges, and progress on the Campus Improvement Plan. During the February 8, 2023, meeting, the CAT discussed the progress on the Campus Improvement Plan, revised our Title 1 Parent and Family Engagement Policy and Title 1 Parent Compact, and had a robust discussion about how to increase parent/family engagement at Sundown. The CAT discussed the importance of focusing on social and emotional learning/social skills and character education for Sundown students and identified a need to continue with the implementation of CHAMPS, which was proving successful in addressing classroom management needs. The CAT discussed professional development opportunities that teachers had participated in and would be attending in the future, and additional campus needs and budget. In the May 23, 2022, CAT meeting, the CAT reviewed the second semester accomplishments and challenges, reviewed the CIP, budget plan, and professional development plan for next school year, and had a robust discussion on the campus needs assessment. CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. The campus conducted a parent survey in the spring semester via the online e-newsletter and received feedback from Sundown families representing all grade levels. 86.4% of parents who responded expressed that Sundown meets the needs of the families through its instructional and parent/family engagement program. 45.5% of parents would like to have parent workshops and online resources to support helping their student, and there was high interest in lunch and learn sessions for parents and continued parent/family engagement nights. Parents expressed contentment with the current engagement opportunities Sundown provides for family nights, and parents expressed an interest in more sports focused after school activities. Parents expressed that overall, they were satisfied with Sundown processes. Feedback was provided about improving communication between parents and teachers. Throughout the school year, Team Leaders worked with Administration and the Leadership Team to identify campus needs and possible solutions to address those needs. Sundown Team Leaders met on May 17, 2023, to review campus needs as determined throughout the school year and provided input on the importance of a consistent social and emotional learning and social skills program for the 2023-2024 school year. On April 27, 2023, at a faculty meeting that included all teachers and leadership, the campus Principal reviewed the Campus Improvement Plan goals and campus focuses with the teachers. Input was solicited about campus needs. On May 9, 2023, the Principal met with all paraprofessionals and utilized a protocol to identify campus needs through the lens of the paraprofessional perspective. On May 11, 2023, during a faculty meeting, the campus Principal utilized a protocol with all campus teachers to finalize campus needs and rate them according to priority. It was clear that student behavior and social skills, continued instructional collaboration and systematic instruction, parent/family engagement, and communication were areas of need for Sundown Elementary. Teachers and paraprofessionals said that staff morale has improved with the new administration and that team building and open communication is valued. This was shared with the parent and community members of the CAT for feedback by the campus Principal. Through this intensive and comprehensive process, the needs assessment for the 2023-2024 school year was developed with full stakeholder involvement.

# Demographics

## Demographics 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 2022-2023 school year, the Campus Leadership Team (Administration and Instructional Coaches) reviewed data weekly and Instructional Coaches reviewed data with teachers through planning meetings and professional development rotations. The Administrative Team met periodically with the District Accountability and Assessment team about school improvement goals and accomplishments and met frequently with our assigned Coordinator of Accountability and School Improvement. During these meetings, we reviewed interim and Campus Based Assessment data, which was then reviewed and analyzed with our STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our leadership and teachers and provided modeling and planning expertise with the goal of growing our planning and small group instruction processes. Our Campus Advisory Team (CAT) met four times during the 2022-2023 school year, on September 21, 2022, November 16, 2022, February 8, 2023, and May 23, 2023. The Campus Advisory Team consisted of many Sundown stakeholders, including campus administration, an Instructional Coach, the Academic Support Team Leader, academic support and classroom teachers, paraprofessionals, Sundown parents, and community members. During the September 21, 2022, meeting, the CAT reviewed student performance data, the CIP annual goals, the current needs assessment, Title 1 Reservation of Funds, HB4545 requirements, and the character education program. Discussion revolved around the processes, programs and focuses in place to address the identified needs and campus goals. In the November 16, 2022, meeting, the CAT reviewed student data, success and challenges, and progress on the Campus Improvement Plan. During the February 8, 2023, meeting, the CAT discussed the progress on the Campus Improvement Plan, revised our Title 1 Parent and Family Engagement Policy and Title 1 Parent Compact, and had a robust discussion about how to increase parent/family engagement at Sundown. The CAT discussed the importance of focusing on social and emotional learning/social skills and character education for Sundown students and identified a need to continue with the implementation of CHAMPS, which was proving successful in addressing classroom management needs. The CAT discussed professional development opportunities that teachers had participated in and would be attending in the future, and additional campus needs and budget. In the May 23, 2022, CAT meeting, the CAT reviewed the second semester accomplishments and challenges, reviewed the CIP, budget plan, and professional development plan for next school year, and had a robust discussion on the campus needs assessment. CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary.

<b>Bradford Hamm</b>	<b>Community Representative</b>
Gabriela Pulido	District Representative
Jennifer Lopez	Parent
Ashley DaSilva	Parent
Dr. Kari N. Torres	Principal
Zack Gallagher	Title 1 Teacher
Carrie Winters	Teacher
Victoria Abrego	Academic Support Teacher
Krystine Scott	Special Education Teacher
Kelli Onda	Instructional Coach - Math/Science
Leah Miller	Academic Support Teacher
Melisa Roberts	Counselor
Gina Plake	Paraprofessional

## Demographics Strengths

Sundown Elementary has many strengths. Some of the most notable demographic 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 forty years, and Sundown staff have educated many generations of students from the same family. There is a rich history at Sundown.
3. The attendance rate at Sundown Elementary in the school year 2020-2021 was 95.5% and the district attendance rate for 2020-2021 was 95.6% (TEA TAPR Report). District data indicates that Sundown attendance for the 2021-2022 school year was 93.83%.
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 expeditiously assessed for potential intervention needs and those needs are addressed in a timely manner.
7. Students receive regular guidance lessons from the school Counselor and character education is consistently 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.
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 is reflective of society as a whole. 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.
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 Demographics Needs

**Problem Statement 1 (Prioritized):** Sundown learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 86.9% of Sundown's student population is economically disadvantaged and 73.31% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Teachers need assistance (professional development, resources, time) to deliver effective instruction.

**Problem Statement 2 (Prioritized):** Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum. **Root Cause:** 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.

**Problem Statement 3 (Prioritized):** Sundown students need relationships with the teachers and staff and explicitly taught social skills and behavior expectations. **Root Cause:**

During the pandemic, students did not attend school in-person for a significant amount of time and technology/device use increased. As a result of this, many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and practice developing habits for following behavior expectations.

**Problem Statement 4 (Prioritized):** Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations.

**Root Cause:** Parents may not understand their options for parent/teacher communication. Many parents need instruction on how to utilize technology apps so they can be more engaged in their child's education. Access to technology and understanding of how to utilize applications can be a barrier for parents and families and mobility impacts parent understanding of available technology.

**Problem Statement 5:** Parental involvement decreased due to the pandemic and there is a need for increased parental involvement. **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.

# Student Learning

## Student Learning Summary

This data reflects Sundown student performance on Interim Assessments given during the 2022-2023 school year. TEA will not provide STAAR scores for the 2022-2023 school year until August 11, 2023.

### Grade 5

<b>Grade 5 ELA Interim Assessments - English</b>	
<b>Interim Assessment</b>	<b>I n t e r i m % %</b>
Predicted Approaches Grade Level	69
Predicted Meets Grade Level	34
Predicted Masters Grade Level	17

<b>Grade 5 ELA Interim Assessments - Spanish</b>	
<b>Interim Assessment</b>	
	<b>I n t e r i m 2 %</b>
Predicted Approaches Grade Level	63
Predicted Meets Grade Level	30
Predicted Masters Grade Level	12

<b>Grade 5 Math Interim Assessments – Combined English and Spanish</b>	
<b>Interim Assessment</b>	
	<b>I n t e r i m 2 %</b>
Predicted Approaches Grade Level	89
Predicted Meets Grade Level	39
Predicted Masters Grade Level	10

**Grade 5 Science Interim Assessments – Combined English and Spanish**

**Interim Assessment**

**I  
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Predicted Approaches Grade Level

**48**

Predicted Meets Grade Level

**18**

Predicted Masters Grade Level

**8**

**Grade 4**

**Grade 4 ELA Interim Assessments - English**

**Interim Assessment**

**I  
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Predicted Approaches Grade Level

**69**

Predicted Meets Grade Level

**24**

Predicted Masters Grade Level

**23**

<b>Grade 4 ELA Interim Assessments - Spanish</b>	
<b>Interim Assessment</b>	
Predicted Approaches Grade Level	<b>I n t e r i m 2 %</b>
Predicted Meets Grade Level	<b>68</b>
Predicted Masters Grade Level	<b>23</b>
Predicted Masters Grade Level	<b>8</b>

<b>Grade 4 Math Interim Assessments – Combined English and Spanish</b>	
<b>Interim Assessment</b>	
Predicted Approaches Grade Level	<b>I n t e r i m 1 %</b>
Predicted Meets Grade Level	<b>81</b>
Predicted Masters Grade Level	<b>37</b>
Predicted Masters Grade Level	<b>14</b>

**Grade 4 Math Interim Assessments - English**

**Interim Assessment**

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Predicted Approaches Grade Level

77

Predicted Meets Grade Level

43

Predicted Masters Grade Level

23

**Grade 4 Math Interim Assessments - Spanish**

**Interim Assessment**

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Predicted Approaches Grade Level

74

Predicted Meets Grade Level

28

Predicted Masters Grade Level

6

**Grade 4 Science Interim Assessments – Combined English and Spanish**

**Interim Assessment**

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Predicted Approaches Grade Level

**38**

Predicted Meets Grade Level

**17**

Predicted Masters Grade Level

**8**

**Grade 3**

**Grade 3 ELA Interim Assessments - English**

**Interim Assessment**

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Predicted Approaches Grade Level

**30**

Predicted Meets Grade Level

**33**

Predicted Masters Grade Level

**86**

<b>Grade 3 ELA Interim Assessments - Spanish</b>	
<b>Interim Assessment</b>	
Predicted Approaches Grade Level	<b>63</b>
Predicted Meets Grade Level	<b>40</b>
Predicted Masters Grade Level	<b>27</b>

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<b>Grade 3 Math Interim Assessments – Combined English and Spanish</b>	
<b>Interim Assessment</b>	
Predicted Approaches Grade Level	<b>81</b>
Predicted Meets Grade Level	<b>37</b>
Predicted Masters Grade Level	<b>14</b>

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**Grade 3 Math Interim Assessments - English**

**Interim Assessment**

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**2  
%**

Predicted Approaches Grade Level

77

Predicted Meets Grade Level

43

Predicted Masters Grade Level

23

**Grade 3 Math Interim Assessments - Spanish**

**Interim Assessment**

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**2  
%**

Predicted Approaches Grade Level

74

Predicted Meets Grade Level

28

Predicted Masters Grade Level

6

<b>Grade 3 Science Interim Assessments – Combined English and Spanish</b>	
<b>Interim Assessment</b>	
Predicted Approaches Grade Level	59
Predicted Meets Grade Level	36
Predicted Masters Grade Level	82

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Historical STAAR performance comparisons for Sundown Elementary students is included below. There were no STAAR assessments administered in 2020 due to Covid-19. STAAR Scores are not available for the 2022-2023 school year until August 11, 2023.

<b>All Students STAAR Comparison Subjects</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Approaches Grade Level Performance or Above</b>	<b>Meets Grade Level Performance</b>	<b>Meets Grade Level Performance</b>	<b>Meets Grade Level Performance</b>	<b>Masters Grade Level Performance</b>	<b>Masters Grade Level Performance</b>	<b>Masters Grade Level Performance</b>
	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>	<b>2019</b>	<b>2021</b>	<b>2022</b>
3rd Reading	72%	57%	74%	41%	29%	48%	22%	11%	26%
3rd Reading Spanish	72%	59%	63%	50%	29%	25%	22%	6%	13%
3rd Math	72%	51%	60%	40%	17%	31%	21%	6%	18%
3rd Math Spanish	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4th Reading	74%	61%	70%	44%	27%	37%	20%	14%	15%
4th Reading Spanish	n/a	60%	17%	n/a	20%	17%	0%	0%	17%
4th Math	74%	58%	60%	45%	32%	24%	32%	18%	15%

All Students STAAR Comparison Subjects	Approaches Grade Level Performance or Above 2019	Approaches Grade Level Performance or Above 2021	Approaches Grade Level Performance or Above 2022	Meets Grade Level Performance 2019	Meets Grade Level Performance 2021	Meets Grade Level Performance 2022	Masters Grade Level Performance 2019	Masters Grade Level Performance 2021	Masters Grade Level Performance 2022
4th Math Spanish	n/a	0%	20%	n/a	0%	20%	n/a	0%	0%
4th Writing	66%	41%	n/a	40%	13%	n/a	12%	2%	n/a
4th Writing Spanish	n/a	50%	n/a	n/a	0%	n/a	n/a	0%	n/a
5th Reading	90%	77%	80%	64%	50%	49%	28%	25%	28%
5th Reading Spanish	n/a	n/a	63%	n/a	n/a	38%	n/a	n/a	13%
5th Math	94%	77%	70%	71%	51%	49%	55%	31%	21%
5th Math Spanish	n/a	n/a	38%	n/a	n/a	25%	n/a	n/a	13%
5th Science	85%	66%	61%	70%	26%	30%	34%	8%	11%
5th Science Spanish	n/a	n/a	25%	n/a	n/a	0%	n/a	n/a	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 will 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.

Student performance on state assessment is analyzed in many ways. The following tables share subgroup performance on STAAR for the 2021-2022 school year.

Grade 3 STAAR Reading	2019 Approaches	2021 Approaches	2022 Approaches	2019 Meets	2021 Meets	2022 Meets	2019 Masters	2021 Masters	2022 Masters
All Students	72%	57%	74	39%	29%	48	24%	12%	26
African American	91%	63%	76	64%	31%	47	27%	13%	35

Grade 3 STAAR Reading	2019 Approaches	2021 Approaches	2022 Approaches	2019 Meets	2021 Meets	2022 Meets	2019 Masters	2021 Masters	2022 Masters
Hispanic	64%	59%	68	32%	25%	44	20%	8%	22
White	79%	50%	100	36%	42%	56	29%	33%	22
Economically Disadvantaged	68%	59%	69	35%	28%	39	22%	8%	19
English Language Learners	72%	59%	59	40%	22%	38	26%	5%	19
Special Education	38%	34%	59	14%	17%	41	10%	7%	10

Grade 3 STAAR Math	2019 Approaches	2021 Approaches	2022 Approaches	2019 Meets	2021 Meets	2022 Meets	2019 Masters	2021 Masters	2022 Masters
All Students	75%	55%	74%	40%	18%	48%	21%	7%	26%
African-American	82%	63%	76%	55%	31%	47%	36%	19%	35%
Hispanic	69%	52%	68%	37%	14%	44%	16%	4%	22%
White	93%	42%	100%	43%	25%	56%	29%	8%	22%
Economically Disadvantaged	73%	50%	69%	38%	15%	39%	17%	4%	19%
English Language Learner	79%	44%	59%	53%	12%	38%	25%	4%	19%
Special Education	50%	23%	59%	17%	3%	41%	4%	3%	10%

<b>Grade 4 STAAR Reading</b>	<b>2019 Approaches</b>	<b>2021 Approaches</b>	<b>2022 Approaches</b>	<b>2019 Meets</b>	<b>2021 Meets</b>	<b>2022 Meets</b>	<b>2019 Masters</b>	<b>2021 Masters</b>	<b>2022 Masters</b>
All Students	72%	61%	70%	40%	28%	37%	19%	15%	15%
African American	67%	53%	70%	24%	16%	52%	10%	0%	17%
Hispanic	71%	65%	75%	39%	30%	35%	20%	18%	15%
White	85%	67%	59%	54%	50%	29%	23%	33%	18%
Economically Disadvantaged	70%	55%	67%	36%	22%	35%	16%	13%	12%
English Language Learner	59%	55%	70%	28%	14%	28%	13%	11%	4%
Special Education	44%	26%	46%	22%	0%	9%	6%	0%	3%

<b>Grade 4 STAAR Math</b>	<b>2019 Approaches</b>	<b>2021 Approaches</b>	<b>2022 Approaches</b>	<b>2019 Meets</b>	<b>2021 Meets</b>	<b>2022 Meets</b>	<b>2019 Masters</b>	<b>2021 Masters</b>	<b>2022 Masters</b>
All Students	69%	61%	60 %	41%	34%	24%	28%	19%	15%
African American	52%	53%	61%	19%	21%	30%	10%	0%	22%
Hispanic	68%	65%	61%	43%	35%	23%	32%	21%	11%
White	85%	50%	59%	46%	50%	18%	31%	33%	18%
Economically Disadvantaged	69%	54%	62%	40%	28%	20%	28%	16%	11%
English Language Learner	72%	52%	58%	43%	32%	15%	30%	18%	4%
Special Education	22%	22%	28%	11%	0%	8%	6%	0%	3%

<b>Grade 5 STAAR Reading</b>	<b>2019 Approaches</b>	<b>2021 Approaches</b>	<b>2022 Approaches</b>	<b>2019 Meets</b>	<b>2021 Meets</b>	<b>2022 Meets</b>	<b>2019 Masters</b>	<b>2021 Masters</b>	<b>2022 Masters</b>
All Students	85%	77%	80%	62%	49%	49%	27%	26%	28%
African American	83%	79%	79%	57%	57%	58%	30%	50%	26%

Grade 5 STAAR Reading	2019 Approaches	2021 Approaches	2022 Approaches	2019 Meets	2021 Meets	2022 Meets	2019 Masters	2021 Masters	2022 Masters
Hispanic/Latino	83%	78%	78%	63%	47%	43%	27%	22%	24%
White	95%	60%	82%	70%	40%	64%	15%	0%	36%
Economically Disadvantaged	84%	80%	78%	58%	51%	46%	24%	28%	25%
English Language Learner	71%	64%	75%	42%	15%	38%	13%	9%	17%
Special Education	46%	52%	43%	17%	11%	14%	0%	7%	4%

Grade 5 STAAR Math	2019 Approaches	2021 Approaches	2022 Approaches	2019 Meets	2021 Meets	2022 Meets	2019 Masters	2021 Masters	2022 Masters
All Students	91%	77%	70%	69%	51%	49%	54%	31%	21%
African American	87%	71%	74%	65%	36%	53%	43%	21%	11%
Hispanic/Latino	89%	76%	68%	70%	53%	46%	55%	33%	19%
White	95%	100%	73%	65%	60%	45%	55%	20%	27%
Economically Disadvantaged	91%	77%	67%	67%	44%	47%	49%	29%	20%
English Language Learners	88%	73%	64%	50%	39%	38%	42%	15%	15%
Special Education	54%	56%	43%	25%	22%	21%	21%	4%	4%

### Student Learning Strengths

Sundown Elementary has a population of hardworking students with different achievement strengths. The following strengths are based on the 2022 STAAR assessment scores and Interim Assessment data. STAAR 2023 scores will not be available from TEA until August 11, 2023.

- During the 2022-2023 school year, Sundown students increased approaches, meets and masters reading performance from Interim Assessment 1 to Interim Assessment 2 in grades 3-5.
- During the 2022-2023 school year, Sundown students demonstrated strong math skills on their Interim 1 assessment. A comparison cannot be made as scores were combined initially and then separated by English and Spanish, but both groups demonstrated progress in math skills on Interim 2 Assessment.
- Sundown students increased their performance in approaches, meets and masters performance levels in reading from 2021-2022.
- Sundown students maintained math performance from 2021-2022 even with the impact of learning loss. In 2021 62% of students approached grade level in math and in

- 2022 62% of students approached grade level in math.
- Special education students demonstrated significant growth in performance in 2022.
  - 3rd grade students demonstrated through their performance their readiness for increased rigor and standards in the next school year and beyond.
  - Sundown students are resilient and are increasing their performance despite learning loss from Covid-19.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** There is a need to increase growth in English Language Learner proficiency levels on TELPAS, based on 2022-2023 TELPAS scores. **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.

**Problem Statement 2 (Prioritized):** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. **Root Cause:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 3 (Prioritized):** Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.

**Problem Statement 4 (Prioritized):** There is a need to improve math computational and problem solving skills. **Root Cause:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

# School Processes & Programs

## School Processes & Programs Summary

Sundown elementary focuses on curriculum, instruction and assessment in alignment with Katy ISD Cornerstones. The TEKS guide our curriculum, instruction and assessment decisions, and both informal and formal assessments are utilized for continuous improvement. Authentic assessments are conducted throughout the year, along with formative and formal assessments. Some of these include Campus Based Assessments (CBAs), Interim District Learning Assessments (DLAs), Fountas and Pinnell Assessments, iStation, Math Progressions, Dreambox, Math Running Records, TELPAS, and primary reading inventories (TX-KEA for Kindergarten and TPRI/Tejas Lee for 1st/2nd grades). For the 2023-2024 school year the campus staff will continue to focus on effective small group instruction, along with effective lesson planning and relationship-based classroom management using CHAMPS. Instructional Coaches will plan with teachers two days each week in PLC and conduct long range planning once each nine weeks. Teachers will use end of year student data from 2022-2023, beginning of the year data from 2023-2024, state assessment data, campus-based assessment data, and formative data to plan effective lessons that address the TEKS and individual student learning needs that will be addressed through small group instruction. In literacy, teachers will be implementing a new assessment tool called Amira, which will identify areas for reading growth for students. This tool will be utilized all year long and will provide formative data for small group instruction on phonics and reading skills. In math, teachers will utilize progressions to teach and accelerate math skills that were impacted by the learning loss from Covid-19. Administrators and Instructional Coaches will collaborate with district assessment personnel to ensure teachers are trained on understanding how to analyze the data to drive their instruction. Instructional Coaches will conduct data meetings to review student data with teachers. During these meetings teachers will disaggregate the data to form small groups based on specific areas of need. Instructional Coaches will work closely with teachers to create campus-based assessments at a higher depth of knowledge level that are aligned to the Texas Education Knowledge & Skills (TEKS), and spiral to previously taught objectives. The Bilingual Team Leader and ESL Teachers will support teachers with planning with the ELPS and language objectives, and provide professional development to teachers on sheltered instruction strategies that will enhance their lessons and improve instruction for ELLs.

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, and document cameras. Students also have access to instructional technology programs such as Dreambox, Education Galaxy, iStation and Amira (a reading tutor and assessment tool).

Teachers and staff will continue to implement and utilize CHAMPS in their classrooms and in common areas to explicitly teach and reinforce behavioral expectations. Relationship-based classroom management continues to be a focus and ongoing professional development will be provided to teachers to support success with implementation. Sundown will continue to use the PBIS app to award students points for meeting behavioral expectations and students can redeem prizes and rewards. The staff uses Character Strong/PurposeFULL People to address students' emotional well being and reinforce character traits that align with schoolwide behavioral expectations. This will be combined with teaching social skills to students through announcements, morning meetings, guidance lessons, and instructional delivery throughout the day. Teachers conduct morning meetings with their students to foster community and relationship building in the classroom.

The Instructional Coordinator will work with teachers to analyze student performance data and identify students needing intervention in reading, math, and science, and will collaborate with Academic Support Teachers to ensure that students receive consistent small group intervention to close gaps and remediate learning. Interventions will be provided for a minimum of six weeks, with regular collaborative progress reviews involving teachers, academic support teachers, special education, the Bilingual/ESL team, the counselor, the LSSP, and administration, so the needs of the whole child can be addressed. Intervention is provided during small group instruction time in the instructional block and

during Extended Learning Time.

Sundown takes pride in hiring the most highly qualified teachers to support students. New teachers are provided a mentor or a buddy that will guide them throughout the year. Administrative staff conducts ongoing informal walkthroughs and meets with the new teachers to provide feedback. New teachers have opportunities to observe experienced teachers on campus and at other campuses, as well as attend additional staff development sessions. Professional development is a focus for Sundown, with the goal of supporting our teachers with delivering instruction. Ongoing, job-embedded professional development is provided In addition to Professional Development Rotations (PDRs) that occur weekly, Sundown also contracts with high quality professional development experts in their fields and provides optional district GEM opportunities after school.

### **School Processes & Programs Strengths**

Sundown Elementary celebrates the following strengths:

- Sundown provides multiple family engagement opportunities throughout the school year.
- Survey data indicates the staff (teachers and paraprofessionals) are happy working at Sundown.
- Students enjoy learning and participating in PBIS at Sundown (survey).

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

**Problem Statement 1:** There needs to be a continued emphasis on parent/teacher communication and engaging families in the educational process. **Root Cause:** Parent work schedules, language barriers, and mobility can impact communication with teachers and the school. The school communicates with parents in a variety of ways, but needs to continue to seek ways to reach all parents and families and engage them in the educational process.

# 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 2022-2023 school year. These pillars will continue to be implemented during the 2023-2024 school year. 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 100 highly qualified teachers and paraprofessionals, a highly qualified counselor, and three highly qualified administrators. Sundown has hired seventeen new teachers for the 2023-2024 school year along with paraprofessional staff. 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 is a Title I School with a parent/school compact that is developed in partnership 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, 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. Spring 2023 parent survey data showed that some parents desire more effective communication, so in the 2023-2024 school year all teachers will send home Tuesday take-home folders each week to help facilitate communication in addition to the electronic and app communications already in place. Parents reported in a parent survey in the Spring of 2023 that they love the family engagement events that Sundown provides and appreciate the staff for engaging with them at these events. 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 with 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. Comparison data from the 2021-2022 and 2022-2023 school years shows an 18% decrease in discipline incidents at Sundown Elementary. In meetings on April 15, 2023, and May 9, 2023, and May 11, 2023, faculty (teachers and paras), participated in determined the needs at Sundown and a consistent theme was that student behavior needed to continue to be a focus as we recover from the pandemic and reintegrate students into school structures and expectations. Community members, district staff and parents echoed that the character education, RISE, PBIS and CHAMPS are effectively helping to address these behavioral needs. 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 nine weeks. 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 classroom parties, with the PTA, at campus events, and by being a part of WATCH D.O.G.S. In meetings on April 15, 2023, and May 9, 2023, and May 11, 2023, faculty (teachers and paras), along with parent and community members, participated in determining the needs at Sundown and concurred that Sundown does an effective job of communicating with parents and families and specifically parents shared that during the 2022-2023 school year the family engagement was highly effective. One parent shared that having these events on different days of the week could increase participation as students have regular practices and activities that may impede them attending on a certain day. During the 2023-2024 school year, events will be held on different days of the week to help address this feedback.

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. In meetings on April 15, 2023, and May 9, 2023, and May 11, 2023, faculty (teachers and paras), along with parent and community members, participated in determining the needs at Sundown and agreed that Sundown has a family community culture. Some staff did express the desire to have more team building activities and providing more of this for staff has already been planned for the 2023-2024 school year.

The administrative staff takes bullying allegations seriously. Students are able to 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 the teaching and reinforcement of social skills in a school setting. As a result, a strengthening of these social skills is needed. In meetings on April 15, 2023, and May 9, 2023, and May 11, 2023, faculty (teachers and paras), along with parent and community members, participated in determining the needs at Sundown and agreed that social skills needs to be a focus during the next school year as classroom disruptions can impact learning of other students. Classroom disruptions and noncompliance were the most frequently reported discipline incidents at Sundown during the 2022-2023 school year. During the 2023-2024 school year, social skills that are shared on the announcements each morning will also be

integrated into morning meetings by teachers. During the 2023-2024 school year Sundown will continue to implement Character Strong/PurposeFull People activities to promote emotional well-being and character development.

### **Perceptions Strengths**

Sundown Elementary celebrates the following strengths:

- Sundown provides multiple family engagement opportunities throughout the school year and survey data shows that families find these events important and are satisfied with them.
- Climate survey data indicates the staff (teachers and paraprofessionals) are happy working at Sundown and are committed to their students' success.
- Students enjoy learning and participating in PBIS at Sundown (multiple sources of data).

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

**Problem Statement 1:** Communication between parents and teachers needs to continue to improve so that Sundown families feel connected to the school. **Root Cause:** Work schedules, language barriers, or misunderstandings about how to communicate with the school impact parent/teacher communication. Multiple means of communication need to be in place in order to reach more families.

# Priority Problem Statements

**Problem Statement 1:** Sundown learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs.

**Root Cause 1:** 86.9% of Sundown's student population is economically disadvantaged and 73.31% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Teachers need assistance (professional development, resources, time) to deliver effective instruction.

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum.

**Root Cause 2:** 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Sundown students need relationships with the teachers and staff and explicitly taught social skills and behavior expectations.

**Root Cause 3:** During the pandemic, students did not attend school in-person for a significant amount of time and technology/device use increased. As a result of this, many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and practice developing habits for following behavior expectations.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations.

**Root Cause 4:** Parents may not understand their options for parent/teacher communication. Many parents need instruction on how to utilize technology apps so they can be more engaged in their child's education. Access to technology and understanding of how to utilize applications can be a barrier for parents and families and mobility impacts parent understanding of available technology.

**Problem Statement 4 Areas:** Demographics

**Problem Statement 5:** There is a need to increase growth in English Language Learner proficiency levels on TELPAS, based on 2022-2023 TELPAS scores.

**Root Cause 5:** 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.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students.

**Root Cause 6:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students

are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 6 Areas:** Student Learning

**Problem Statement 7:** Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science.

**Root Cause 7:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.

**Problem Statement 7 Areas:** Student Learning

**Problem Statement 8:** There is a need to improve math computational and problem solving skills.

**Root Cause 8:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

**Problem Statement 8 Areas:** Student Learning

# 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
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- 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
- Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data
- Other PreK - 2nd grade 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
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility 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
- Violence and/or violence prevention records
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

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

**Performance Objective 1:** By July 2024 the percentage of all students who achieve Meets and above performance expectations in the STAAR reading, math, and science assessment will increase by 3%.

**High Priority**

Strategy 1 Details	Reviews			
<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> Instructional Coaches Principal</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> Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Instructional materials and online subscriptions - 211 - Title I Part A - \$14,871</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide additional support to at-risk students through small group instruction and tutoring during school hours and after school. Student progress will be monitored to determine effectiveness of the services.</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> Instructional Coaches Principal Academic Support Team Leader Instructional Coordinator</p> <p><b>Title I:</b> 2.4, 2.5, 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</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Extra Duty Pay for Professionals and Paraprofessionals - 211 - Title I Part A - \$11,110, Title 1 Staff - 211 - Title I Part A - \$368,199</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Title 1, Compensatory Education, and Special Education teachers will coordinate services to provide students small group TEKS based intensive intervention to address academic areas of need.</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> Instructional Coordinator Instructional Coaches Principal</p> <p><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</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 2:** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. **Root Cause:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 3:** Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.

**Problem Statement 4:** There is a need to improve math computational and problem solving skills. **Root Cause:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

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

**Performance Objective 2:** HB3: The percent of Sundown Elementary third grade students who achieve Meets and above in reading will increase to 47% by July 2024.

**High Priority**

**HB3 Goal**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HB3: Teachers (with support from Instructional Coaches and Administration) will implement small group instruction that incorporates best practices and resources by September 13, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in reading.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 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 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 3, 4</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HB3: Teachers will collaborate with Instructional Coaches and Instructional Coordinator to disaggregate data and plan TEKS based small group instruction using data from District Learning Assessments, Campus Based Assessments, and formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in reading Consistent implementation of effective small group instruction by all teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4</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> Student Learning 2, 3, 4</p> <p><b>Funding Sources:</b> Reading Materials (books for professional development) - 211 - Title I Part A - \$9,871</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. <b>Root Cause:</b> Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.</p>
<p><b>Problem Statement 3:</b> Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science. <b>Root Cause:</b> Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.</p>
<p><b>Problem Statement 4:</b> There is a need to improve math computational and problem solving skills. <b>Root Cause:</b> Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.</p>

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

**Performance Objective 3:** HB3: The percent of Sundown Elementary third grade students who achieve Meets and above in Math will increase to 46% by July 2024.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR & DLA data, CBA data, Dreambox data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> HB3: Teachers (with the support of Instructional Coaches and Administrators) will implement small group instruction that incorporates best practices and resources by September 7, 2023.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student achievement in math Students will be performing at the Meets grade level or above on STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p> <p><b>Funding Sources:</b> Small group materials and resources - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> HB3: Teachers will collaborate with Instructional Coaches to disaggregate data and plan TEKS based small group instruction using data from District Learning Assessments, Campus Based Assessments, and formative assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved student performance in math Consistent implementation of effective small group instruction by all teachers</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 2, 4</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 2:</b> Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. <b>Root Cause:</b> Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.</p> <p><b>Problem Statement 4:</b> There is a need to improve math computational and problem solving skills. <b>Root Cause:</b> Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.</p>

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

**Performance Objective 4:** Sundown Elementary will provide accelerated learning opportunities to students during the 2023-2024 school year and in 2024 summer learning.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Classroom Technology Designer will provide teachers with embedded technology professional development . Teachers will incorporate technology activities into their lessons and will use it to monitor student learning and improve communication with parents and families.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will increase their knowledge and delivery of technology applications.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2, 4 - Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Trackable Technology - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 4 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum. <b>Root Cause:</b> 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.</p> <p><b>Problem Statement 4:</b> Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations. <b>Root Cause:</b> Parents may not understand their options for parent/teacher communication. Many parents need instruction on how to utilize technology apps so they can be more engaged in their child's education. Access to technology and understanding of how to utilize applications can be a barrier for parents and families and mobility impacts parent understanding of available technology.</p>

## Student Learning

**Problem Statement 1:** There is a need to increase growth in English Language Learner proficiency levels on TELPAS, based on 2022-2023 TELPAS scores. **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.

**Problem Statement 2:** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. **Root Cause:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 3:** Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science. Labs need to be connected to classroom learning in order to improve science scores.

**Problem Statement 4:** There is a need to improve math computational and problem solving skills. **Root Cause:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

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

**Performance Objective 5:** Emergent Bilingual students will demonstrate growth in TELPAS proficiency levels.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth on Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual ISST ESL ISSTs Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				
Strategy 2 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased growth on Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Bilingual ISST ESL ISSTs Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
				



No Progress



Accomplished



Continue/Modify



Discontinue

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

**Performance Objective 6:** Increase the number of students participating in the campus Coordinated Health Program

**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
	N/A			
Strategy 2 Details	Reviews			
<p><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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Principals</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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 and implement rigorous assessments and student work expectations that use Depth of Knowledge (DOK) levels to evaluate mastery of TEKS, and analyze these assessments and student work using protocols.

- Evaluation Data Sources:** Classroom assessments  
 Campus-based assessments  
 Formative assessments  
 Student work examples  
 DDI Protocol  
 Student Work Protocol

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will enter their students' assessment data on a classroom tracker after each assessment and analyze student data and performance through the DDI protocol and Student Work Protocol.</p> <p><b>Strategy's Expected Result/Impact:</b> Growth in student performance on assessments. Increased student achievement in reading and math.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Administration</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>	Formative			Summative
	Oct	Jan	Apr	June
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** 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:** 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			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved teacher performance on TTESS. Improvement in student performance.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4</p> <p><b>Funding Sources:</b> Professional development and materials for teachers - 211 - Title I Part A - \$5,387</p>	Formative			Summative
	Oct	Jan	Apr	June
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 2:</b> Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum.</p> <p><b>Root Cause:</b> 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.</p>

## Student Learning

**Problem Statement 1:** There is a need to increase growth in English Language Learner proficiency levels on TELPAS, based on 2022-2023 TELPAS scores. **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.

**Problem Statement 2:** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. **Root Cause:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 3:** Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in Science. **Root Cause:** Teachers need to systematically teach science in grades K-5 and plan effective lessons that engage learners in hands-on science . Labs need to be connected to classroom learning in order to improve science scores.

**Problem Statement 4:** There is a need to improve math computational and problem solving skills. **Root Cause:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

**Goal 4:** 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 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			
<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.</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> Demographics 4</p> <p><b>Funding Sources:</b> Materials, printing, snacks and contracted services for family engagement events - 211 - Title I Part A - \$8,000</p>	Formative			Summative
	Oct	Jan	Apr	June
				

Strategy 2 Details	Reviews			
<p><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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coaches Instructional Coordinator Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6, 4.2</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</p> <p><b>Problem Statements:</b> Demographics 1, 2, 4 - Student Learning 2, 4</p> <p><b>Funding Sources:</b> Materials for transition (books, manipulatives, backpacks, etc.) - 211 - Title I Part A - \$6,000</p>	Formative			Summative
	Oct	Jan	Apr	June
	✗	✗	✗	
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Sundown Elementary will advertise the Title III Family Engagement Event - Empowering Families through Helpful Resources.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased parent collaboration and involvement in their child's learning.</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>Title I:</b> 2.4, 2.6, 4.2</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Jan	Apr	June
	N/A			
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**

Demographics
<p><b>Problem Statement 1:</b> Sundown learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. <b>Root Cause:</b> 86.9% of Sundown's student population is economically disadvantaged and 73.31% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Teachers need assistance (professional development, resources, time) to deliver effective instruction.</p>

## Demographics

**Problem Statement 2:** Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum.

**Root Cause:** 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.

**Problem Statement 4:** Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations. **Root**

**Cause:** Parents may not understand their options for parent/teacher communication. Many parents need instruction on how to utilize technology apps so they can be more engaged in their child's education. Access to technology and understanding of how to utilize applications can be a barrier for parents and families and mobility impacts parent understanding of available technology.

## Student Learning

**Problem Statement 2:** Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students. **Root Cause:** Vertical alignment is necessary for literacy development. In grades K-3, there needs to be increased focus on teaching foundational skills and phonics so that students are able to decode and read fluently while developing their comprehension skills. Teachers need training, coaching and support on how to teach phonics and foundational skills to students.

**Problem Statement 4:** There is a need to improve math computational and problem solving skills. **Root Cause:** Students continue to demonstrate gaps in math computational skills and essential understandings. The disruption of learning due to Covid-19 led to students not learning and practicing math facts/skills and this is impacting their problem solving skills.

**Goal 4:** 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 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 from 93.23% to 93.73%.

**High Priority**

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers and 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.</p> <p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
Strategy 2 Details	Reviews			
<p><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</p> <p><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</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Apr</b>	<b>June</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Katy ISD will actively support the emotional well-being of all learners.

**Performance Objective 1:** 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			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals            Increased points earned by students at all grade levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Assistant Principals            Armadillo Way Committee</p> <p><b>Title I:</b>            2.5, 2.6</p> <p>- <b>TEA Priorities:</b>            Recruit, support, retain teachers and principals, 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> Demographics 3, 4</p> <p><b>Funding Sources:</b> PBIS Rewards APP - 211 - Title I Part A - \$4,000</p>	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Decreased bullying related discipline incidents Promote violence prevention Reduced discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Demographics 1, 2, 3</p> <p><b>Funding Sources:</b> Resources, professional development and student programs and speakers - 211 - Title I Part A - \$4,500, Materials for CHAMPS implementation - 211 - Title I Part A - \$1,500, Professional Development - 211 - Title I Part A - \$5,000</p>	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The school counselor will create, share and deliver classroom guidance lessons on character education and social skills.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in the amount of bullying incidents. Decrease in office referrals.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Principal</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, 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> Demographics 2, 3</p> <p><b>Funding Sources:</b> Resources for guidance lessons - 211 - Title I Part A - \$1,500</p>	Formative			Summative
	Oct	Jan	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Problem Statements:

### Demographics

**Problem Statement 1:** Sundown learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs. **Root Cause:** 86.9% of Sundown's student population is economically disadvantaged and 73.31% of our students are at-risk. The changing economy and workforce have impacted some of Sundown's families. Teachers need assistance (professional development, resources, time) to deliver effective instruction.

**Problem Statement 2:** Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum. **Root Cause:** 52.98% of the students at Sundown are English Language learners, 86.9% are economically disadvantaged, and 73.31% are at-risk. Research shows that many students from economically disadvantaged backgrounds have limited vocabulary and experiences that build schema. They may need reading readiness skills, vocabulary development, and schema.

**Problem Statement 3:** Sundown students need relationships with the teachers and staff and explicitly taught social skills and behavior expectations. **Root Cause:** During the pandemic, students did not attend school in-person for a significant amount of time and technology/device use increased. As a result of this, many students demonstrate limited attention spans, difficulty focusing, and decreased perseverance with learning tasks. Many students missed key instruction in social skills and practice developing habits for following behavior expectations.

**Problem Statement 4:** Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations. **Root Cause:** Parents may not understand their options for parent/teacher communication. Many parents need instruction on how to utilize technology apps so they can be more engaged in their child's education. Access to technology and understanding of how to utilize applications can be a barrier for parents and families and mobility impacts parent understanding of available technology.

# 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 2022-2023 school year, the Campus Leadership Team (Administration and Instructional Coaches) reviewed data weekly and Instructional Coaches reviewed data with teachers through planning meetings and professional development rotations. The Administrative Team met periodically with the District Accountability and Assessment team about school improvement goals and accomplishments and met frequently with our assigned Coordinator of Accountability and School Improvement. During these meetings, we reviewed interim and Campus Based Assessment data, which was then reviewed and analyzed with our STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our leadership and teachers and provided modeling and planning expertise with the goal of growing our planning and small group instruction processes. Our Campus Advisory Team (CAT) met four times during the 2022-2023 school year, on September 21, 2022, November 16, 2022, February 8, 2023, and May 23, 2023. The Campus Advisory Team consisted of many Sundown stakeholders, including campus administration, an Instructional Coach, the Academic Support Team Leader, academic support and classroom teachers, paraprofessionals, Sundown parents, and community members. During the September 21, 2022, meeting, the CAT reviewed student performance data, the CIP annual goals, the current needs assessment, Title 1 Reservation of Funds, HB4545 requirements, and the character education program. Discussion revolved around the processes, programs and focuses in place to address the identified needs and campus goals. In the November 16, 2022, meeting, the CAT reviewed student data, success and challenges, and progress on the Campus Improvement Plan. During the February 8, 2023, meeting, the CAT discussed the progress on the Campus Improvement Plan, revised our Title 1 Parent and Family Engagement Policy and Title 1 Parent Compact, and had a robust discussion about how to increase parent/family engagement at Sundown. The CAT discussed the importance of focusing on social and emotional learning/social skills and character education for Sundown students and identified a need to continue with the implementation of CHAMPS, which was proving successful in addressing classroom management needs. The CAT discussed professional development opportunities that teachers had participated in and would be attending in the future, and additional campus needs and budget. In the May 23, 2022, CAT meeting, the CAT reviewed the second semester accomplishments and challenges, reviewed the CIP, budget plan, and professional development plan for next school year, and had a robust discussion on the campus needs assessment. CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. The campus conducted a parent survey in the spring semester via the online e-newsletter and received feedback from Sundown families representing all grade levels. 86.4% of parents who responded expressed that Sundown meets the needs of the families through its instructional and parent/family engagement program. 45.5% of parents would like to have parent workshops and online resources to support helping their student, and there was high interest in lunch and learn sessions for parents and continued parent/family engagement nights. Parents expressed contentment with the current engagement opportunities Sundown provides for family nights, and parents expressed an interest in more sports focused after school activities. Parents expressed that overall, they were satisfied with Sundown processes. Feedback was provided about improving communication between parents and teachers. Throughout the school year, Team Leaders worked with Administration and the Leadership Team to identify campus needs and possible solutions to address those needs. Sundown Team Leaders met on May 17, 2023, to review campus needs as determined throughout the school year and provided input on the importance of a consistent social and emotional learning and social skills program for the 2023-2024 school year. On April 27, 2023, at a faculty meeting that included all teachers and leadership, the campus Principal reviewed the Campus Improvement Plan goals and campus focuses with the teachers. Input was solicited about campus needs. On May 9, 2023, the Principal met with all paraprofessionals and utilized a protocol to identify campus needs through the lens of the paraprofessional perspective. On May 11, 2023, during a faculty meeting, the campus Principal utilized a protocol with all campus teachers to finalize campus needs and rate them according to priority. It was clear that student behavior and social skills, continued instructional collaboration and systematic instruction, parent/family engagement, and communication were areas of need for Sundown Elementary. Teachers and paraprofessionals said that staff morale has improved with the new administration and that team building and open communication is valued. This was shared with the parent and community members of the CAT for feedback by the campus Principal. Through this intensive and comprehensive process, the needs assessment for the 2023-2024 school year was developed with full stakeholder involvement.

### Priority Problem Statements:

- Sundown learners who are at risk need instructional strategies and resources that address learning styles, close learning gaps, accelerate and differentiate instruction, and address their social /emotional needs.
- Sundown students need to build background knowledge/schema, vocabulary, readiness, and social skills that can support their access to the curriculum.
-

Sundown students need relationships with the teachers and staff and explicitly taught social skills and behavior expectations.

- Sundown parents/families need effective communication with teachers in order to help their students with academics and behavior expectations.
- There is a need to increase growth in English Language Learner proficiency levels on TELPAS, based on 2022-2023 TELPAS scores.
- Systematic instruction in foundational skills, phonics and comprehension is needed in order to continue to increase literacy development for Sundown students.
- Science instruction needs to address the connection between hands-on inquiry learning and reading and writing in science.
- There is a need to improve math computational and problem-solving skills.

Developers of the Campus Needs Assessment:

Bradford Hamm	Community Representative
Gabriela Pulido	District Representative
Jennifer Lopez	Parent
Ashley DaSilva	Parent
Dr. Kari N. Torres	Principal
Zack Gallagher	Title I Teacher
Carrie Winters	Teacher
Victoria Abrego	Academic Support Teacher
Krystine Scott	Special Education Teacher
Kelli Onda	Math/Science Instructional Coach
Leah Miller	Academic Support Teacher
Melisa Roberts	Counselor
Gina Plake	Paraprofessional

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

During the Spring semester of the 2022-2023 school year, the Instructional Leadership Team, Team Leaders, and Academic Support/Title 1 Intervention Team met to analyze data, feedback from stakeholders, and the Campus Needs Assessment. A faculty meeting was held where teams worked together to prioritize the needs which were then translated into actionable goals, objectives and strategies for the Campus Improvement Plan. Meetings were held with paraprofessionals, the intervention team, and team leaders. State assessment data was not available until August of 2023, so 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. Goals were shared with the staff during the back-to-school professional development week in August.

<b>Dr. Kari N. Torres</b>	<b>Principal</b>
Gretty Eagen	Assistant Principal
Karla Sanchez	Assistant Principal
Melisa Roberts	Counselor
John Storms	Instructional Coordinator
Kelli Onda	Instructional Coach - Math/Science
Team Leaders:	
Jacuelyn May	Pre-K/Kindergarten
Dawn Martin	First Grade
Consuelo Gallagher	Second Grade
Shelbie Freeman	Third Grade
Abbie Gardner	Fourth Grade
Maria Vargas	Fifth Grade
Zack Gallagher	Academic Support/Title 1
Lesley Trembulak	Special Education
Yasmin Guzman	Special Education
Evelyn Perez	Specials/Library
All Paraprofessionals met with Dr. Torres and provided input on campus goals.	
All Academic Support/Title 1 Teachers met with Dr. Torres and provided input on campus goals.	

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

Throughout the 2023-2024 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 and 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 after-school 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 enrichment 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 was developed during the Campus Advisory Team meeting on February 8, 2023. 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, Mystery STEAM Night, International Night, Children's Family Museum Night, Family Fitness Night, Field Days, and Grandparent's Day. Sundown also 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.



# Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials and online subscriptions		\$14,871.00
1	1	2	Title 1 Staff		\$368,199.00
1	1	2	Extra Duty Pay for Professionals and Paraprofessionals		\$11,110.00
1	2	2	Reading Materials (books for professional development)		\$9,871.00
1	3	1	Small group materials and resources		\$5,000.00
1	4	1	Trackable Technology		\$5,000.00
3	1	1	Professional development and materials for teachers		\$5,387.00
4	1	1	Materials, printing, snacks and contracted services for family engagement events		\$8,000.00
4	1	2	Materials for transition (books, manipulatives, backpacks, etc.)		\$6,000.00
5	1	1	PBIS Rewards APP		\$4,000.00
5	1	2	Professional Development		\$5,000.00
5	1	2	Materials for CHAMPS implementation		\$1,500.00
5	1	2	Resources, professional development and student programs and speakers		\$4,500.00
5	1	3	Resources for guidance lessons		\$1,500.00
<b>Sub-Total</b>					<b>\$449,938.00</b>

# Addendums

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			42%	44%	45%	47%
Actual	44%	41%	29%	44%	46%	
Met Goal			N	Y	Y	

		# 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	# LEP	% LEP	
Sundown	Federal Targets		32%		37%		60%		43%		74%		45%		56%		19%		33%		29%	
	3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
		2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
		2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
		2023 Target		64%		50%		36%		0%		75%				50%		34%		46%		43%
		2023 Actual	17	47%	81	42%	10	60%	1	100%	2	100%	0		1	0%	35	20%	93	46%	60	42%
		Met Target		N		N		Y				Y				N		N		Y		N
2024 Target		64%		52%		36%		0%		75%				50%		30%		46%		43%		

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase from **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			40%	42%	44%	46%
Actual	43%	39%	17%	31%	36%	
Met Goal			N	N	N	

		# 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	# LEP	% LEP	
Sundown	Federal Targets		31%		40%		59%		45%		82%		50%		54%		23%		36%		40%	
	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		2023 Target		55%		38%		43%		0%		75%				0%		30%		41%		39%
		2023 Actual	16	19%	82	34%	10	60%	1	100%	2	100%	0		1	0%	35	11%	93	34%	61	38%
		Met Target		N		N		Y				Y					N		N		N	
2024 Target		55%		44%		43%		0%		75%				0%		21%		41%		39%		