

Katy Independent School District
Sundown Elementary
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

To create a legacy of life-long learners.

Comprehensive Needs Assessment

Revised/Approved: June 22, 2018

Demographics

Demographics Summary

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

The enrollment by ethnicity is as follows:

- American Indian/Alaskan - 0.8%
- Asian- 4.7%
- Black/African American - 18.3%
- Hispanic/Latino - 62.7%
- White - 12.8%
- Two or More - 0.06%

Additional Demographic Information Includes:

- Bilingual Program- 28.9%
- Limited English Proficient Students - 44.0%
- Economically Disadvantaged Students - 84.1%
- Gifted and Talented- 2.2%
- ESL- 16.6%
- At-Risk Students - 68.4%
- Special Education Students - 19.1%
- Mobility Rate - 20.7%

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

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

Demographics Strengths

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

1. Many families move to the area due to the quality of education in Katy ISD.
2. The attendance rate at Sundown Elementary is 96.4%. The attendance for the district is 96.9%.
3. With the increasing diversity among our student population, Sundown is becoming more reflective of society as a whole. Our students learn to collaborate with peers of all backgrounds.
4. Our families are very supportive of the campus and school staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 68.4% of Sundown's population is considered at-risk. **Root Cause:** Sundown teachers need professional development and resources to effectively deliver instruction that differentiates learning for struggling students.

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

Student Academic Achievement

Student Academic Achievement Summary

A comparison of STAAR scores for all students for 2017 and 2018 show an increase for all grade levels and subjects.

STAAR Comparison	2017	2018
all Students		
3 rd Math	76%	80%
3 rd Reading	75%	77%
4 th Math	79%	87%
4 th Reading	72%	81%
4 th Writing	51%	70%
5 th Math	87%	94%
5 th Reading	81%	90%
5 th Science	80%	88%

The 2018 STAAR scores include the performance levels of Masters, Meets, and Approaches. The Approaches category indicates that students are likely to succeed in the next grade level with targeted academic intervention. The Meets category indicates that students will likely be successful in the next grade but will still need some short-term targeted academic intervention. The Mastery category indicates that it is likely students will be successful in the next grade level without support.

2018 STAAR	Approaches Grade Level Performance	Meets Grade Level Performance	Masters Grade Level Performance
all Students			
3 rd Math	80%	42%	17%
3 rd Reading	77%	38%	17%
4 th Math	87%	59%	29%
4 th Reading	81%	48%	25%
4 th Writing	70%	39%	11%

5 th Math	94%	66%	29%
5 th Reading	90%	49%	20%
5 th Science	88%	50%	15%

Looking deeper, STAAR 2017 Reading and 2018 Approaches Grade Level Performance are as follow:

STAAR READING	2017	2018
3rd	75	77
4 th	72	81
5th	81	90

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

- The Special Education (SpEd) scores show the greatest variance of all student groups. 56% of 3rd grade SpEd scored Approaches. In 4th grade 53% SpEd scored Approaches. In 5th grade 74% SpEd scored Approaches.
- In all three grades, At-Risk scores were lower than non-At-Risk scores. In 3rd grade 74% scored Approaches. In 4th grade 70% At-Risk scored Approaches. In 5th grade 79% At-Risk scored Approaches.
- In 3rd grade 74% Hispanic and 73% African American scored Approaches while 87% White scored Approaches. In 4th grade 81% Hispanic and 78% African American scored Approaches while 76% White scored Approaches. In 5th grade 88% Hispanic and 88% African American scored Approaches while 100% White scored Approaches.
- Economically Disadvantaged (ECD) scores for 3rd and 4th grades are similar with 77% for 3rd and 78% for 4th scoring Approaches. In 5th grade however the 90% ECD scored Approaches.
- In all three grades English Learners (EL) were similar with 78% of 3rd grade, 80% of 4th grade, and 80% of 5th grade ELs scored Approaches.
- 100% of Gifted/Talented students scored Approaches, 80% scored Meets, and 80% scored Masters.
- ESL students scored lower than the average in all three grades with 62% of 3rd, 67% of 4th, and 73% of 5th ESL students scored Approaches.
- In all three grades the Bilingual scores were similar with 94% of 3rd, 92% of 4th, and 91% of 5th Bilingual students scored Approaches.

The most significant finding during the analysis of all Reading academic achievement data is that SpEd scores are significantly lower than all the other groups. All grades increased the percentage of students that scored Approaches.

STAAR 2017 Math and 2018 Approaches Grade Level Performance are as follows:

STAAR MATH	2017	2018
3rd	76	80
4 th	79	87
5th	87	94

An Analysis of scores for each student group at each grade level in Math revealed the following: The Special Education (SpEd) scores show the greatest variance of all student groups. 56% of 3rd grade SpEd scored Approaches as compared with 87% of non-SpEd. In 4th grade, 53% SpEd and 75% non-SpEd scored Approaches. In 5th grade 74% SpEd and 96% non-SpEd scored Approaches.

- The Special Education (SpEd) scores show the greatest variance of all student groups. 50% of 3rd grade SpEd scored Approaches. In 4th grade 47% SpEd scored Approaches. In 5th grade 74% SpEd scored Approaches.
- In 4th grade the percentage of students who scored Approaches in the following groups was similar: Hispanics 87%, African Americans 87%, and Whites 84%. In 5th grade the percentage of students who scored Approaches in the following groups was similar: Hispanics 94%, African Americans 96%, and Whites 92% scored Approaches. In 3rd grade Hispanics 78%, African Americans 86%, and Whites 73% scored Approaches. 100% Asians scored Approaches.
- The At-Risk scores for 3rd and 4th were lower than the average with 76% of 3rd and 77% of 4th At-Risk scored Approaches. 90% of 5th At-Risk scored 91% Approaches.
- In 3rd and 4th the scores for English Learners (EL) are similar with 83% of 3rd and 84% of 4th ELs scored Approaches. 93% of 5th ELs scored Approaches.
- ESL students scored lower than the average in all three grades with 74% of 3rd, 67% of 4th, and 82% of 5th ESL students scored Approaches.
- In all three grades the Bilingual scores were similar with 94% of 3rd, 96% of 4th, and 100% of 5th Bilingual students scored Approaches.

The most significant finding during the analysis of all Math academic achievement data is that SpEd scores are significantly lower than all the other groups. All grades increased the percentage of students that scored Approaches.

STAAR 2017 Writing and 2018 Approaches Grade Level Performance are as follows:

STAAR WRITING	2017	2018
4TH	51	70

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

- The Special Education (SpEd) scores show the greatest variance of all student groups. 26% of 4th grade SpEd scored Approaches.
- In 4th grade the percentage of students who scored Approaches in the following groups was similar: Hispanics 68%, African Americans 70%, and Whites 68% scored Approaches. 100% Asians scored Approaches.
- 88% of Bilingual students scored Approaches.
- 68% of Limited English (EL) students scored Approaches.
- 44% of ESL students scored Approaches.
- 100% of Gifted/Talented students scored Approaches.
- 56% At-Risk students scored Approaches.
- 67% of Economic Disadvantaged (ECD) students scored Approaches.

The most significant finding during the analysis of all Writing academic achievement data is that SpEd scores are significantly lower than all the other groups. There was a significant increase in the percentage of students that scored Approaches.

STAAR 2017 Science and 2018 Approaches Grade Level Performance are as follows:

STAAR SCIENCE	2017	2018
5TH	80	88

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

- The Special Education (SpEd) scores show the greatest variance of all student groups. 72% of 5th grade SpEd scored Approaches.
- In 5th grade the percentage of students who scored Approaches in the following groups are as follow: Hispanics 88%, African Americans 88%, and Whites 92% scored Approaches.
- 83% of Limited English Proficient (EL) students scored Approaches.
- 94% of Bilingual students scored Approaches.
- 73% of ESL students scored Approaches.
- 82% of At-Risk students scored Approaches.
- 88% of Economically Disadvantaged (ECD) students scored Approaches.

The most significant finding during the analysis of all Science academic achievement data is that SpEd scores are significantly lower than all the other groups. There was a significant increase in the percentage of students that scored Approaches.

Student Academic Achievement Strengths

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

- Reading: The percentage of students who scored Approaches in 3rd, 4th, and 5th increased from 2017.
- Hispanics, African Americans, and Whites had an increase in the percentage of students who scored Approaches in all areas.
- ELs, SpEd, ECD, At-Risk, Bilingual, and ESL students had an increase in the percentage of students who scored Approaches in all areas.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 2018 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas. **Root Cause:** Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.

Problem Statement 2: 2018 STAAR data revealed that 4th grade writing performance was at 70%. **Root Cause:** Additional professional development is needed to deliver instruction that will produce authentic and elaborate writing pieces.

Problem Statement 3: 2018 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average. **Root Cause:** Additional training is needed to deliver instruction that incorporates rigor and higher level learning experiences.

School Processes & Programs

School Processes & Programs Summary

At Sundown Elementary the focus for the 2017-18 school year was to become a data driven campus. Campus staff used different types of data to monitor ongoing student progress and to enhance the delivery of instruction in all subjects. Data used throughout the school year included campus based assessments (CBAs), district level assessments (DLAs), and campus checkpoints. As a data drive campus, the staff was required to evaluate the rigor of all assessments. Instructional Coaches worked closely with teachers to create CBAs and checkpoints that were TEKS based and aligned to the district curriculum. Instructional Coaches also collaborated with teachers to map our long range plans each grading period.

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

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

During the 2018-19 school year, Sundown will continue to look for ways to strengthen the assessment and data analysis and the process of instructional planning. The campus will continue to improve the use of data to drive instruction. Teachers and administrators will continue to collaborate with assessment personnel to learn about the new TEA accountability system. The campus will continue to provide teachers with the necessary resources and professional development opportunities necessary to improve student performance and promote professional growth.

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

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

School Processes & Programs Strengths

Sundown Elementary has identified the following strengths:

- All PLCs report strong skills in understating how to desegregate data.
- Most PLCs report that teachers are using data to plan instruction and to form small groups.
- Most teachers have embraced the urgency to use data in every aspect of their instruction.
- Most PLCs report that there are meaningful conversations and reflection after reviewing data reports.
- Students received targeted intervention that is TEKS based and individualized.
- Every grade level receives embedded professional development during the professional development rotation (PDR) every other week.
- The 2018 STAAR revealed an increase in the percentage of students who scored approaches in every grade and every area.
- Sundown has many available technology resources in the form of hardware and websites for teacher use.

Problem Statements Identifying School Processes & Programs Needs

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

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

Perceptions

Perceptions Summary

Sundown Elementary works hard to provide a safe and positive learning environment for all students. Parents and teachers feel students will be more productive if they feel safe and happy at school. We implement Positive Behavior Intervention and Supports (PBIS) because we strongly believe that in order to create life long learners we must provide social, emotional and behavioral support in order to achieve desired academic outcomes. Teachers and staff use positive reinforcements with students to promote positive behaviors. As a staff we strive to teach students routines and expectations.

We strive to provide the best customer service experience to every visitor that walks through our doors. Parents and family members are invited to participate in evening events such as Title 1 Museum Nights, Open House, or grade level programs. Parents also have the opportunity to volunteer during parties, the carnival, or in the workroom.

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

The administrative staff takes bullying allegations seriously. Bullying allegations are handled by completing thorough investigations and taking actions to prevent recurrences. Priority will be placed to educate students to prevent bullying/cyber bullying.

Perceptions Strengths

Sundown Elementary celebrates the following strengths:

- The 2018 parent survey revealed that parents feel their students are safe at school.
- The 2018 parent survey revealed that parents feel welcome when they come to school.
- The 2018 staff survey revealed that 90% of the teachers feel they are allowed to attend professional development opportunities.
- The 2018 staff survey revealed that 90% of the teachers feel they are provided with the necessary resources to deliver instruction.
- In the 2017-18 there was an increase in the number of parents attending parent meetings, programs, and open house.

Problem Statements Identifying Perceptions Needs

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

Root Cause: Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Sundown

needs to offer different opportunities during the day and evening.

Problem Statement 2: There is a need to decrease the number of discipline incident referrals at Sundown. **Root Cause:** Additional training is needed on the implementation of the PBIS behavior system and it needs to be implemented with fidelity.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Revised/Approved: July 24, 2017






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

Performance Objective 1: By June 2019 the percentage of all students who achieve minimum performance expectations in the STAAR reading, math, science, and writing assessment will increase by 10%.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Provide ongoing professional development and instructional resources, including technology to support all teachers to deliver instruction and to provide targeted TEKS based intervention for all sub groups and content areas.</p>	2.4	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints Teachers will collaborate with ICs during: PLCs PDR meetings Professional Development sessions				
<p>Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211 - Title I Part A - 69051.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>2) Teachers will collaborate and utilize district unit plans during weekly planning sessions to plan lessons that incorporate rigor and engaging activities.</p>	2.4, 2.5	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) PDR sessions will focus on providing teachers embedded professional development, opportunities to analyze data through data talks, and time to discuss best teaching practices.</p>	2.4	Instructional Coaches	Teachers will complete lesson plans weekly Teachers will use data to plan lessons, make groups, and provide intervention				
<p>Problem Statements: School Processes & Programs 1, 2</p>							

Critical Success Factors CSF 1 CSF 2 CSF 4 4) Provide additional support to RTI students and special education students. The support offered will be through tutorials before or after school, during extended learning time, or during small group.	2.4, 2.5	Counselor	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 Funding Sources: 211 - Title I Part A - 13200.00						
Critical Success Factors CSF 1 5) Title 1 teachers will provide students with academic support to address areas of need. Title 1 science lab teacher will collaborate with teachers to provide lessons that aligned with the curriculum.	2.6	Principal and Assistant Principal	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
	Funding Sources: 211 - Title I Part A - 251289.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: 68.4% of Sundown's population is considered at-risk. Root Cause 1: Sundown teachers need professional development and resources to effectively deliver instruction that differentiates learning for struggling students.
Student Academic Achievement
Problem Statement 1: 2018 STAAR data revealed that Special Education students scored significantly below all other student groups in all areas. Root Cause 1: Root causes include the need to provide additional training in data analysis and differentiated instruction for SpEd resource teachers and in-class support staff.
Problem Statement 2: 2018 STAAR data revealed that 4th grade writing performance was at 70%. Root Cause 2: Additional professional development is needed to deliver instruction that will produce authentic and elaborate writing pieces.
Problem Statement 3: 2018 STAAR data revealed the number of students scoring at the meets or masters performance in reading, math, writing, and science are below the district average. Root Cause 3: Additional training is needed to deliver instruction that incorporates rigor and higher level learning experiences.
School Processes & Programs
Problem Statement 1: There is inconsistency with technology integration with the delivery of instruction. Root Cause 1: There is a need to provide additional professional development in integration of technology. There is a need for additional devices for student use.
Problem Statement 2: It is a challenge to differentiate instruction and assessments to students with a range of abilities. Root Cause 2: Additional professional development is needed to effectively use data to plan lessons, form small groups, differentiate instruction, and create common assessments.

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

Performance Objective 1: Teachers will collaborate with instructional coaches to create campus based assessments to meet diverse student needs.

Evaluation Data Source(s) 1: Campus based assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 1 CSF 2 CSF 7 1) Teachers will meet with instructional coaches to create campus based assessments. Teachers will use district unit plans and questions from question bank.	2.4	Instructional Coaches	Students performance will improve in: CBAs, DLAs, Campus checkpoints				
Problem Statements: School Processes & Programs 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

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

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 2 CSF 7</p> <p>1) The classroom technology designer will provide teachers with embedded technology staff development. Teachers will attend district professional development opportunities on technology.</p>	2.4, 2.5	Assistant Principals	Teachers will increase their knowledge and delivery of technology lessons				
<p>Problem Statements: School Processes & Programs 1</p>							
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

Performance Objective 1 Problem Statements:

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

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

Performance Objective 1: 100% of the staff at Sundown Elementary will score proficient or higher in Domain IV of the T-TESS evaluation instrument.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 7 1) Support new teachers by providing them with a mentor and professional development opportunities, including ongoing job embedded PD aligned with district and campus goals.	2.5	Lead Mentor	Increase teacher capacity New teachers will feel supported and prepared				
Problem Statements: Demographics 2							

Performance Objective 1 Problem Statements:



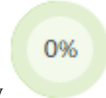

Demographics
Problem Statement 2: It is difficult to retain qualified teachers in an at-risk campus. Root Cause 2: Teachers move to new campuses that open or to ones that have smaller at-risk student populations.

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

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

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Increase parental involvement by hosting events/programs at a variety of times. Sessions will include learning about the parental involvement policy and parent school compact, providing academic strategies to use at home, engaging hands-on activities</p>	3.1, 3.2	Title I Teachers	Increased attendance and parental involvement				
<p>Problem Statements: Perceptions 1 Funding Sources: 211 - Title I Part A - 4632.00</p>							
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Develop a Campus Advisory Team with parents, community members, and staff to allocate Title 1 funds that address campus identified needs, revise parental involvement policy, revise the parent school compact, and provide input on professional development.</p>	3.1, 3.2	Title I Teachers	Increased attendance at C.A.T. meetings				
<p>Problem Statements: Perceptions 1</p>							
<p>Critical Success Factors CSF 1</p> <p>3) Provide preK to kinder transition strategies including kindergarten orientation and promote the districts summer program for identified students in ESOL/Bilingual.</p>	3.1	Title I Teachers	Increase Pre-K registrations Prepare students for kindergarten				
<p>Problem Statements: Perceptions 1</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

Performance Objective 1 Problem Statements:

Perceptions

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

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

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

Evaluation Data Source(s) 1: Discipline Data

Summative Evaluation 1:

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

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

Evaluation Data Source(s) 2: Discipline Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) Sundown staff will implement PBIS program with fidelity. Students will provide feedback on positive incentives. Teachers will implement ClassDojo to communicate with parents.	2.5	Assistant Principals	Decreased discipline referrals Increased student attendance to PBIS celebrations				
Problem Statements: Perceptions 2							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: There is a need to decrease the number of discipline incident referrals at Sundown. Root Cause 2: Additional training is needed on the implementation of the PBIS behavior system and it needs to be implemented with fidelity.

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

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

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

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
Critical Success Factors CSF 6 1) Campus will implement strategies to prevent bullying/cyber bullying by educating students. Counselor will form small groups, teachers will hold discussions on appropriate behaviors.	2.5	Assistant Principals	Decreased bullying related discipline incidents				
Problem Statements: Perceptions 2							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 2: There is a need to decrease the number of discipline incident referrals at Sundown. Root Cause 2: Additional training is needed on the implementation of the PBIS behavior system and it needs to be implemented with fidelity.

State Compensatory

Personnel for Sundown Elementary:

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Sundown Elementary conducted a comprehensive needs assessment which will be used to drive our improvement process and guide us in setting goals for successes. Student performance data will be used to examine strengths and weaknesses in our instructional practice. While data is gathered and analyzed throughout the year, a comprehensive effort is always made at the end of each school year. Factual problem statements were written and root causes identified. The CNA was reported to the site-based planning team. The C.A.T. team worked together to make the necessary revisions to the CNA for the 2018-19 school year.

Sundown Elementary has created a school wide program focusing on student achievement. Priority will be placed in making sure students continue to make academic progress in every subject. Teachers and staff will continue to use data to monitor student progress and address areas of need.

Sundown Elementary will continue to:

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

Sundown Elementary will:

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Sundown Elementary CIP was developed in collaboration with parents, staff, district personnel, and community members that were members of the Campus Advisory Team (CAT). Members of the CAT team play an important role in developing the CIP. They provide feedback at the CAT meetings held

throughout the school year.

2.2: Regular monitoring and revision

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

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

The CIP is available to the local education agency, parents, and the public. The information contained in the plan is understandable and in uniform format. The document is written in English, but we have a variety of languages spoken in our campus. At Sundown Elementary we have personnel that could translate the information in Spanish. In the event that we would have a community member that would need an alternate translation we could contact the district office and hire an interpreter.

2.4: Opportunities for all children to meet State standards

Sundown Elementary will implement school wide reform strategies to address school needs. The strategies will include a description on how each strategy will provide opportunities for all children.

Strategies are designed to improve student performance and include the following:

- Instructional strategies which are supported by scientifically-based research
- Implementation of Positive Behavioral Interventions and Supports school wide
- Examination of data to identify areas of strengths and areas of needs

2.5: Increased learning time and well-rounded education

Sundown Elementary will use methods and instructional strategies to improve instructional strategies. We make great efforts to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education. This year we developed a scheduling committee to adjust the master schedule in order to maximize learning time.

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

Sundown Elementary will address the needs of all students in the school, particularly the needs of those at risk of not meeting the challenging state academic

standards. We have many programs in place to assist our struggling students. The academic support team, administration team, and teachers meet throughout the year to discuss student progress. Teachers, academic support staff, or assistant principals can request a collaborative conference to discuss struggling students. We will continue to make student success our priority.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Sundown Elementary shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. 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 Parent and Family Engagement Policy.

The campus must indicate how the Parent and Family Engagement Policy was distributed.

The campus must indicate languages in which the Parent and Family Engagement Policy was distributed.

3.2: Offer flexible number of parent involvement meetings

Sundown Elementary shall offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement.

The campus must indicate days and times that the Parent and Family Engagement meetings were held and locations.

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional development activities		\$32,500.00
1	1	1	Instructional materials and online subscriptions		\$26,551.00
1	1	1	Technology items		\$10,000.00
1	1	4	Tutorial personnel		\$13,200.00
1	1	5	Title 1 personnel		\$251,289.00
5	1	1	Parental involvement activities and resources		\$4,632.00
				Sub-Total	\$338,172.00
				Grand Total	\$338,172.00