Keller Independent School District

Sunset Valley Elementary

2018-2019 Campus Improvement Plan

Mission Statement

The community of Sunset Valley Elementary will educate our students to achieve their highest standards of performance by engaging them in exceptional opportunities.

Vision

To create an optimal learning experience that promotes ongoing collaboration, creativity, critical thinking and communication *with all learners for the success of all students.*

Value Statement

We hold ourselves accountable for providing exceptional educational opportunities.
We inspire educational excellence through collaborative relationships.
We cultivate life-long learning.
We provide approachable, responsive customer service.
We embrace diversity.
We embrace change and innovation.
We make data-driven decisions.
We have a positive attitude toward the future.

Comprehensive Needs Assessment

Revised/Approved: August 15, 2018

Demographics

Demographics Summary

Sunset Valley Elementary School serves a diverse and fast growing community.   While keeping pace with the ever-changing population SVES holds true to its expectation of excellent service to our community.

Sunset Valley Elementary serves just over 440 students.   SVES has 45 highly qualified staff members with an average of 10 years of teaching experience. We have 24 classroom teachers and the average number of students is 18 students per class. Our staff is focused on providing an exceptional educational experience for all students. The student population of Sunset Valley includes a variety of diverse backgrounds whose home language includes English, Nepali, Spanish and Vietnamese. At this time, 36% of our families qualify for free meals or or meals with a reduced cost.

There's so much to do at Sunset Valley. Our students not only enhance their academic day but can stretch their minds in a creative way with school clubs such as Theatre, Choir, Running Club, Marimba, Chess Club, Coding Club, and Art sessions.

Who we are? - Bobcats
What we do - PRIDE

Parent and community involvement is one of the keys to all successful schools. As a new school, we know that communication, identifying opportunities for involvement, and partnering with all members of the Sunset Valley learning community must continue to be a priority. Sunset Valley PTA successfully plans many family friendly events and supports the students and staff. Students will be given several opportunities during school and after school to participate in extra curricular activities that will promote a collaborative relationship between school and home. A priority will be placed on the continuation of building relationships and establishing ourselves as a neighborhood school.

Demographics Strengths

Our demographic strengths are as follows:

- Our ethnic and economic diversity of student population
- 100% of our staff is highly qualified

- There are multiple school clubs available to our students

Problem Statements Identifying Demographics Needs

Problem Statement 1: There continues to be a language barrier between the school and those families who do not speak English. **Root Cause**: We have a high Nepali population and do not have the resources to translate information.

Student Academic Achievement

Student Academic Achievement Summary

In 2017-2018, Sunset Valley teachers tracked a variety of data to see the growth of their students.

Domain 1- Student Achievement (approaches grade level and meets grade level expectations)

- TEA Score of 76 (Met Standard)
  - STAAR Reading - 77% all, 50% African American, 77% Hispanic, 88% White, 71% Economically Disadvantaged, 71% Limited English Proficient, 31% Special Education and 100% Gifted & Talented
  - STAAR Math – 80% all, 55% African American, 74% Hispanic, 90% White, 77% Economically Disadvantaged, 80% Limited English Proficiency, 38% Special Education and 100% Gifted & Talented.
  - STAAR Writing – 66% all, 54% African American, 61% Hispanic, 63% White, 68% Economically Disadvantaged, 69% Limited English Proficiency, 25% Special Education and 100% Gifted & Talented.

Domain 2 - School Progress

- TEA Score of 58 (Improvement Required)
- 4th grade STAAR Reading and Math only
  - 56% of our 4th graders met grade level expectations
  - 45% of our 4th graders met grade level expectations.
  - 50% of our 3rd grade students met grade level expectations on STAAR Reading and Math

Domain 3 - Closing the Gap -

- TEA Score of 66 (Met Standard)

AimsWeb Reading Tier 1 Data (EOY)

- Kindergarten
  - Letter Naming Fluency - 86%
  - Letter Sound Fluency - 92%
  - Phoneme Segmentation Fluency - 93%
  - Nonsense Word Fluency - 89%
- 1st grade
  - Phoneme Segmentation Fluency - 92%

- Nonsense Word Fluency - 57%
        - RCBM (words per minute) - 67%
    - 2nd grade
        - RCBM (words per minute) - 69%
        - MAZE (comprehension)- 49%
    - 3rd grade
        - MAZE (comprehension)- 45%
    - 4th grade
        - MAZE (comprehension)- 45%

Student Academic Achievement Strengths

Student Academic Achievement Strengths are as follows:

- SVES met expectations on Domain 1, Student Achievement and Domain 3, Closing the Gap.
- Student District Common Assessment (DCA) scores were within 5 percentile points when compared to the district averages.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 60% of our 4th grade students did not show growth on STAAR Reading and Math. This is a 10% decrease from the previous year.

Problem Statement 2: Only 50% of our 3rd grade students met grade level expectations on STAAR Reading and Math

Problem Statement 3: Only 45% of our 4th grade students met grade level expectations on STAAR Reading and Math.

Problem Statement 4: We need to fine tune our processes for tracking student growth. Teachers need to utilize TEKS analysis when looking at all formative and summative assessments.

School Processes & Programs

School Processes & Programs Summary

The Sunset Valley Elementary staff is comprised of 2 administrators, 24 classroom teachers, 5 co-curricular teachers, 3 special education teachers, 8 specialist position teachers, 6 instructional paraprofessional positions and 3 office paraprofessionals. Due to an increase in enrollment, we welcomed 5 new staff members this school year. Three teachers from the previous year did not return to SVES. Two teachers moved out of the district and the other transferred to another KISD campus. We also added a new Special Ed program on our campus which included one special ed teacher and two instructional paraprofessionals. 100% of teachers at Sunset Valley are highly-qualified.

The teacher evaluation system, T-TESS shows that 85% are proficient in Domain 1 (Planning), 74%of teachers are proficient in Domain 2 (Instruction), and 25% of teachers or accomplished or 50% of teachers are proficient in Domain 3 (Learning Environment)

Effective instruction requires collaboration with team members and the planning of a strong instructional lesson design. Sunset Valley grade level teams are expected to follow the KISD scope & sequence of the district curriculum with fidelity, to align teaching to the district curriculum documents, use state and district resources that are TEKS aligned to deliver the district curriculum, deconstruct the TEKS and understand & follow all guidelines provided in the Learning Essentials when planning for all content areas.

Sunset Valley will continue to develop our own identity and culture. The development of a common vision, goals and strategies will allow us to establish Sunset Valley as the center of our community. To meet our students' immediate needs, our focus will have to continue to be on building relationships, gathering data to make instructional decisions, and working towards reaching our common vision.

Our master schedule for the 2018-19 school year will allow us to have a built in "extra-planning" time. We will establish monthly PLCs with Math, Reading, Writing, Science and Social Studies Focus groups to discuss & track instructional strategies, progress/growth in classrooms and vertical alignment. We will also have biweekly PLC with grade level teams to discuss Student attendance & behavior (specific data & interventions), Curriculum Progress & RtI (student learning, instructional strategies & interventions), Campus Common Assessments (mastery of objectives & student growth) and District Common Assessments (mastery of objectives & student growth). Teachers will be given a class data card to help track all students on our District Common Assessments (DCA) and universal screeners.

School Processes & Programs Strengths

Strengths of our School Processes & Programs are as follows:

- Continued growth in enrollment & staff
- Commitment to success & data disaggregation
- 100% Highly Qualified Teachers

- Teachers are learning the importance of vertical alignment in the curriculum.
- Teachers are actively planning together and utilizing a six week planning tool.
- Google docs will be used for grade level unit lesson plans to allow all team members and the administrative team to view a live document at all times.
- Lesson plans are written based on the district's content frameworks.
- Master schedule
- All classrooms have implemented Morning Meetings to help establish positive relationships as a priority.
- Our faculty meetings, aka Bobcat Gatherings, will be led by the needs of our teachers. These meetings will be focused on instructional strategies and
- content resources. Our format for these meetings will be "Ed Camp-like" to ensure that all teachers get what they need.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Re-establishing common processes, procedures and expectations **Root Cause**: Large number of new Sunset Valley staff members will join in 2018-19 school year.

Problem Statement 2: Teachers feel they need to focus on mastering one-two resources at a time. **Root Cause**: We have many district resources to choose from.

Problem Statement 3: Teachers feel that they need to work on the sequencing and pacing of skills. **Root Cause**: Continue to study vertical alignment documents

Problem Statement 4: Time of year and data talks can adversely affect one another. We need to establish clear expectations for data collection and follow up with teachers to ensure everyone is still on the same page.

Perceptions

Perceptions Summary

Our vision at Sunset is to create an optimal learning experience that promotes ongoing collaboration, creativity, critical thinking, and communications with students, teachers, parents, and community members. Data was collected throughout the school year through surveys and feedback. SVES teachers and families were given a survey at the end of the year.

Data shows that 77% of our teachers feel their work environment is very positive or positive. 94% of the community was extremely or very satisfied with our communication. 89% felt SVES did extremely well in preparing students academically, 85% of the students said the lessons were extremely/quite motivating, engaging & fun. 88% said we were extremely/very responsive to concerns and 90% rated SVES as excellent or very good.

Perceptions Strengths

Our perception strengths are as follows:

- Our community survey had an increase of participants from 47 to 119 participants on our end of year survey.
- Our community survey results showed an increase in satisfaction in all areas surveyed.
- The SVES PTA has helped increase family engagement with the many fun & engaging community events, eg Trunk or Treat, movie nights, Back2School Bash.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers across grade levels have not had the opportunity to engage in informal conversations during the school day. **Root Cause**: The design of our building naturally puts teachers in grade level "silos".

Problem Statement 2: Barriers still exist when reaching out for more parental support. **Root Cause**: Language causes a barrier for parental support.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Running Records results

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
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate

District Strategic Priorities / Goals

Goal : Increase Student Achievement

Performance Objective 1: By May 2019, the percentage of 4th grade students making one year's progress in Reading will increase by 20% from 56% to 76% as measured by STAAR Reading performance .

Met/Did Not Meet Goal 1:

Summative Evaluation 1:

Action Step Description	ELEMENTS	Monitor	Measures	Progress Reviews		
				Dec	Apr	July
1) Bi-weekly PLC with grade level teams to discuss student learning, instructional strategies & interventions, mastery of objectives & student growth for both campus and district assessments.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students. Comparison of data equal to or above the district average.			
2) Schedule BOY and MOY Teacher data talks to discuss walkthrough evidence, student progress and growth.	2.4	Teachers and Campus Administration	Progress and performance of students.			
3) Each teacher will utilize a data tracking spreadsheet that will show all Universal Screeners, District Assessments, Reading Levels, and Student Intervention Team meeting plans.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students.			
4) Support at-risk and struggling students by providing targeted interventions in reading through the use of our Intervention Support Teacher & our classroom teachers during our scheduled 45 minute intervention time.	2.4, 2.5, 2.6	Instructional Support Teachers and Classroom Teachers	Progress of students receiving targeted interventions.			
5) Provide professional development and resources to support reading such as: - Lucy Calkins - Comprehension Toolkit - Letterland - Student Data folders - Balanced Literacy - Standards-Based Data Tracking - Technology to enhance Reading comprehension	2.5	Campus Administration, Reading/Writing Literacy Coach and Teachers	Schedule of meeting times with Reading/Writing Literacy Coach			

6) Provide individual student workbooks with test bank of questions for core content areas for 3rd and 4th grade students.	2.4, 2.6	Teachers	STAAR performance			
7) Co-teach model will be utilized in classes servicing 4th grade Special Education students in order to address various learning styles and gaps in content foundation.	2.4, 2.6	Classroom teacher, Special Education teacher, and Campus Administration	Progress and performance of Special Education students.			
8) Provide support and feedback of Tier 1 Reading instruction by - tracking the scope & sequence - monitoring Letterland implementation in K-2 - ensuring all components of Balanced Literacy are being seen during instruction - analyze AimsWeb Plus data and support interventions afterwards - campus administration and/or Literacy Coach present during planning meetings.	2.4, 2.5	Campus Administration, Literacy Coach and Classroom Teachers	Instruction aligned with suggested planning calendar Comparison of data equal to or above the district average.			

100%   = Accomplished   0%   = Below Target   ✗ = Discontinue

Goal : Increase Student Achievement

Performance Objective 2: By May 2019, the percentage of 4th grade students will increase by 20% for the students who earn one progress point on the STAAR Math performance from 45% to 65%.

Met/Did Not Meet Goal 2:

Summative Evaluation 2:

Action Step Description	ELEMENTS	Monitor	Measures	Progress Reviews		
				Dec	Apr	July
1) Bi-weekly PLC with grade level teams to discuss student learning, instructional strategies & interventions, mastery of objectives & student growth for both campus and district assessments.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students. Comparison of data equal to or above the district average.			
2) Schedule BOY and MOY Teacher data talks to discuss walkthrough evidence, student progress and growth.	2.4	Teachers and Campus Administration	Progress and performance of students.			
3) Each teacher will utilize a data tracking spreadsheet that will show all Universal Screeners, District Assessments, Math fluency Levels, and Student Intervention Team meeting plans.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students.			
4) Support at-risk and struggling students by providing targeted interventions in reading through the use of our Intervention Support Teacher & our classroom teachers during our scheduled 45 minute intervention time.	2.4, 2.5, 2.6	Instructional Support Teachers and Classroom Teachers	Progress of students receiving targeted interventions.			
5) Provide professional development and resources to support math such as: - Number Talks - Student Data folders - Math Framework - Standards-Based Data Tracking - Technology to enhance Math fluency	2.5	Campus Administration, Math Coach and Teachers	Schedule of meeting times with Math Coach			
6) Provide individual student workbooks with test bank of questions for core content areas for 3rd and 4th grade students.	2.4, 2.6	Teachers	STAAR performance			
7) Co-teach model will be utilized in classes servicing 4th grade Special Education students in order to address various learning styles and gaps in content foundation.	2.4, 2.6	Classroom teacher, Special Education teacher, and Campus Administration	Progress and performance of Special Education students.			

8) Co-teach model will be utilized in classes servicing 4th grade Special Education students in order to address various learning styles and gaps in content foundation.	2.4, 2.6	Classroom teacher, Special Education teacher, and Campus Administration	Progress and performance of Special Education students.			
9) Provide support and feedback of Tier 1 Math instruction by - tracking the scope & sequence - ensuring all components of the Math Framework are being seen during instruction - analyze AimsWeb Plus data and support interventions afterwards - campus administration and/or Math Coach present during planning meetings.	2.4, 2.5	Campus Administration, Literacy Coach and Classroom Teachers	Instruction aligned with suggested planning calendar

Comparison of data equal to or above the district average. | | | |

100% = Accomplished   0% = Below Target   ❌ = Discontinue

Goal : Increase Student Achievement

Performance Objective 3: By May 2019, the percent of 4th grade students meeting the "meets" grade level will increase from 35% to 55% as measured by STAAR Writing performance.
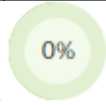
Met/Did Not Meet Goal 3:

Summative Evaluation 3:

Action Step Description	ELEMENTS	Monitor	Measures	Progress Reviews		
				Dec	Apr	July
1) Bi-weekly PLC with grade level teams to discuss student learning, instructional strategies & interventions, mastery of objectives & student growth for both campus and district assessments.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students. Comparison of data equal to or above the district average.			
2) Schedule BOY and MOY Teacher data talks to discuss walkthrough evidence, student progress and growth.	2.4	Teachers and Campus Administration	Progress and performance of students.			
3) Each teacher will utilize a data tracking spreadsheet that will show all Universal Screeners, District Assessments, and Student Intervention Team meeting plans.	2.4, 2.6	Teachers and Campus Administration	Progress and performance of students.			
4) Support at-risk and struggling students by providing targeted interventions in writing during our scheduled 45 minute intervention time.	2.4, 2.5, 2.6	Classroom Teachers	Progress of students receiving targeted interventions.			
5) Provide professional development and resources to support reading such as: - Lucy Calkins - Student Data folders - Balanced Literacy - Standards-Based Data Tracking	2.5	Campus Administration, Reading/Writing Literacy Coach and Teachers	Schedule of meeting times with Reading/Writing Literacy Coach			
6) Provide individual student workbooks with test bank of questions for Editing and Revising for 4th grade students.	2.4, 2.6	Teachers	STAAR performance			
7) Co-teach model will be utilized in classes servicing 4th grade Special Education students in order to address various learning styles and gaps in content foundation.	2.4, 2.6	Classroom teacher, Special Education teacher, and Campus Administration	Progress and performance of Special Education students.			

100% = Accomplished   0% = Below Target   ✕ = Discontinue

Goal : Excellence in Student, Parent, and Community Relationships

Goal : Excellence in Processes and Systems

Goal : Employee Excellence and Organizational Improvement

Goal : Excellence in Financial Stewardship

Goal : Increase Student Achievement

Campus Education Improvement Committee

Committee Role	Name	Position
Administrator	Kristen Eriksen	Principal
Administrator	Anna Michaels	Assistant Principal
Non-classroom Professional	Jennifer Cowen	Counselor
Classroom Teacher	Gina Smith	3rd grade teacher
Classroom Teacher	Cassie Thomasson	Kindergarten teacher
Parent	Tulasa Homagain	2nd grade parent