

Keller Independent School District

Sunset Valley Elementary

2023-2024 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.

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Comprehensive Needs Assessment

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 approximately 575 students. SVES has 49 highly qualified staff members. We have 29 core classroom teachers and the average number of students is approximately 20 students per class. We also have 4 Co-curricular teachers, 9 specialists, 10 instructional paraprofessionals, 4 office paraprofessionals, 3 members of our custodial staff and 4 members of our cafeteria staff. 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, just under 48% of our families qualify for free meals or meals with a reduced cost.

Our student population continues to be highly diverse. Our current breakdown of race/ethnicity for our students includes Hispanic (26.4%), American Indian/Alaskan Native (0.20%), Asian (21.5%), Black (14.8%), White (26.9%), and Multiple Races (10.3%).

Sunset Valley has 4 Kindergarten classrooms, 4 First Grade classrooms, 7 Second Grade classrooms, 5 Third Grade classrooms, 5 Fourth Grade classrooms, and 4 Fifth Grade classrooms. Additionally, we have 2 Resource classrooms, 2 Core classrooms and 1 STACC classroom.

Parent and community involvement is one of the keys to all successful schools. As an elementary 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 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
- Staff is focused on growth for all students
- Our staff is becoming more diverse each year

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 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 necessary resources to translate information.

Student Learning

Student Learning Summary

Sunset Valley teachers continue to track a variety of data to see the growth of their students. Teachers provide interventions and extensions to those students who need additional supports and challenges.

Domain 1- Student Achievement

- TEA Scale Score -
- The percentage of students at Approaches, Meets or Masters
 - STAAR Reading - 83% all, 73% African American, 87% Hispanic, 83% White, 76% Economically Disadvantaged, 84% Limited English Proficient, 63% Special Education
 - STAAR Math – 76% all, 56% African American, 78% Hispanic, 85% White, 76% Economically Disadvantaged, 86% Limited English Proficiency, 55% Special Education
 - STAAR Science – 69% all, 35% African American, 76% Hispanic, 84% White, 58% Economically Disadvantaged, 60% Limited English Proficiency, 44% Special Education

Student Learning Strengths

Student Academic Achievement Strengths are as follows:

- Success Criteria built in to all lessons

School Processes & Programs

School Processes & Programs Summary

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 2023-2024 school year will allow Kinder through Fifth Grades to have 45 minutes of 'Pride Time' intervention each day. We will establish monthly PLCs with a Math and Reading focus to discuss & track instructional strategies, progress/growth in classrooms and vertical alignment. We will also have scheduled 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 continue to embed AVID strategies within lessons and the classroom environment to increase learning and engagement – conversations, structured movement, and student-centered activities. Implementation of Elementary AVID will require administrators and teachers to become reflective practitioners -- delving deeper into the curriculum documents, engaging in authentic discussions which address collective efficacy and student achievement, and actively implementing relevant professional development to address teaching and student deficiencies. Embarking upon AVID Elementary will require the additional purchase of supplies at the campus level. These supplies include but are not limited to: post-it notes, pencils, highlighters, dividers, pens, erasers, notebooks, binders, sheet protectors, student planners, pocket folders, scotch tape, loose leaf paper, crayons, dry erase markers and boards and Ziploc baggies. These items are essential to teaching WICOR Lessons and Organizational Skills

School Processes & Programs Strengths

Strengths of our School Processes & Programs are as follows:

- AVID implementation with professional development
- Commitment to success & data disaggregation
- Teachers are actively planning together and utilizing a six weeks planning tool.
- Lesson plans are written based on the district's content frameworks.
- K-5 classrooms have implemented Morning Meetings to help establish positive relationships as a priority.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The percentage of Tier 1 students is too low. **Root Cause:** Strengthen Tier-1 instruction to have less students receiving tier-2 and tier-3 interventions.

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.

Perceptions Strengths

Our perception strengths are as follows:

- Our community expresses much satisfaction with Sunset Valley Elementary School.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Barriers still exist when reaching out for more parental support. **Root Cause:** Language causes a barrier for parental support.

Priority Problem Statements

Problem Statement 1: There continues to be a language barrier between the school and those families who do not speak English.

Root Cause 1: We have a high Nepali population and do not have the necessary resources to translate information.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The percentage of Tier 1 students is too low.

Root Cause 2: Strengthen Tier-1 instruction to have less students receiving tier-2 and tier-3 interventions.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Barriers still exist when reaching out for more parental support.

Root Cause 3: Language causes a barrier for parental support.

Problem Statement 3 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

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

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 Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

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
- 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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data





Goals

Goal 1: Increase Student Achievement

Performance Objective 1: By the end of the 23-24 school year, 60% of 3rd grade students will achieve "Meets" in Reading and Math, as measured by STAAR.





Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Provide Tier 1 Reading and Math instruction to students by utilizing the district curriculum, correlating core documents and teacher resources.</p> <p>Measures: Instruction aligned with the suggested planning calendar. Increased rigor and alignment to grade-level standards. Comparison of data equal to or above the district average. Comparison of data in the top 25% of Texas comparison schools.</p> <p>Staff Responsible for Monitoring: Campus Administration, Campus Instructional Coach, District Math & Literacy Coach and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July

Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Support Tier 2 and Tier 3 students by providing targeted interventions in reading and math through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. Leveled Literacy Intervention kits, Istation Reading and Istation Math will be utilized during this intervention block.</p> <p>Measures: Progress of students receiving targeted interventions.</p> <p>Staff Responsible for Monitoring: Campus Administration, Instructional Support Coach, Instructional Support Teachers and Classroom Teachers</p> <p>Title I: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: PLCs will discuss the 5 essential PLC questions: Where are we going? Where are we now? How do we move learning forward? What did we learn today? Who benefitted and who did not benefit?</p> <p>Measures: Progress and performance of students. Comparison of data equal to or above the district average. Comparison of data in the top 25% of Texas comparison schools.</p> <p>Staff Responsible for Monitoring: Teachers and Campus Administration</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Progress		
	Dec	Apr	July

Action Step 4 Details	Progress Reviews		
<p>Action Step 4: The AVID Site Team (Leadership Team) will present monthly AVID instructional strategy focus for the campus. The AVID Coordinator will highlight the instructional strategy of the month and will provide specific examples for teachers to embed into their lesson plans to implement during instruction.</p> <p>Measures: Examples WICOR strategies and Costa's Level of Thinking will be evident seen in walkthrough data. Increased rigor and alignment to grade-level standards. Comparison of data equal to or above the district average. Comparison of data within the top 25% of Texas comparison schools.</p> <p>Staff Responsible for Monitoring: AVID Coordinator Campus Administration Teachers</p> <p>Title I: 2.4, 2.6</p> <p>- TEA Priorities: Connect high school to career and college, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Progress		
	Dec	Apr	July
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Goal 2: Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1: By the end of the 2023-2024 school year, Sunset Valley parents, students and community members will report that Sunset Valley is a positive place to be and learn.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Parents and community members will be provided with opportunities to engage with additional staff members that will facilitate and foster students' overall academic and social-emotional well-being in developing the whole child.</p> <p>Measures: Number of participants Staff Responsible for Monitoring: Counselor Campus Administration</p> <p>Title I: 4.2</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Administrators and teachers will provide families with frequent communication that is timely and relevant to families.</p> <p>Title I: 4.2</p>	Progress		
	Dec	Apr	July
Action Step 3 Details	Progress Reviews		
<p>Action Step 3: All staff members will engage and provide excellent customer service to the SVES family community through relationship building and communication.</p>	Progress		
	Dec	Apr	July
 No Progress  Accomplished  Continue/Modify  Discontinue			

Goal 3: Employee Excellence and Organizational Improvement

Performance Objective 1: By the end of the 2023-2024 school year, all Sunset Valley staff will report that SVES is a positive place to work and grow.

Action Step 1 Details	Progress Reviews		
<p>Action Step 1: Ongoing morale-building activities, positive notes, morning walkthroughs, consistent communication, Q&A sessions.</p> <p>Measures: Weekly Google Feedback Form</p> <p>Staff Responsible for Monitoring: Campus administration Sunshine Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
Action Step 2 Details	Progress Reviews		
<p>Action Step 2: Utilizes the SVES Leadership team for collaboration and enhancement of campus operations and procedures.</p> <p>Measures: Meeting Notes and Feedback Weekly Google Feedback Form</p> <p>Staff Responsible for Monitoring: Campus Administration AVID/Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Progress		
	Dec	Apr	July
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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandi Keys	Campus Instructional Coach		1.0