

Katy Independent School District

Sundown Elementary

2026-2027 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.

Value Statement

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

The Campus Advisory Team convened in a face-to-face meeting in the Sundown LGI on March 23, 2026 from 8:15-9:30 a.m. to conduct the first of two Campus Needs Assessment meetings. The meeting opened with a review of the campus vision, mission and goals, and a review of the campus accountability rating. The committee conducted a review of our current Campus Improvement Plan (CIP) and discussed strategies in the plan. Dr. Torres shared that she would like to streamline the goals and strategies in next year's CIP. The team reviewed 2025 STAAR data, the focus group on accountability (EB, Eco Dis, SPED, At Risk, Homeless) and looked at comparative STAAR data between Sundown and comparable schools in Katy ISD. TELPAS data was also reviewed. The team discussed how recent immigrants impact our TELPAS scores, transiency within our EB population, that African American student population scores are significantly below other sub populations in reading and math, and that many of our younger students are reading but not reading to learn as much as we would like them to do so. The team asked for data to be provided at the next meeting on continuously enrolled students to compare and see how students who have been at Sundown for an extended amount of time have progressed as compared to the total student body. It was noted that continuously enrolled students and non-continuously enrolled students scored similarly in reading but had a large discrepancy in math and science. Dr. Torres noted that parental involvement increased this year compared to last year, and the committee also requested STAAR data to be broken down by language of testing, and for discipline data to be provided to inspect if there are correlations between discipline and scores. The meeting was adjourned, an Dr. Torres began to secure the data that was requested by the team.

The Campus Advisory Team convened in a face-to-face meeting in the Sundown LGI again on April 13, 2026 from 8:15-9:30 a.m. The committee again reviewed Sundown's campus vision and missions, and the committee goals and Campus Needs Assessment outcomes were shared. The committee analyzed all data that was requested by the committee: continuously enrolled student data, discipline data, and STAAR data by language of testing. A review of the continuously enrolled data showed that 41% of fifth grade students have been at Sundown since PK-1, 43% of fourth grade students have been at Sundown since PK-1, and 73% of third graders have been at Sundown since PK-1. The committee discussed the impact mobility has on student performance, Students who were continuously enrolled at Sundown from first grade performed significantly better on STAAR than those students who had not been at Sundown since first grade. It was noted that students in fourth grade were in kindergarten the year of the COVID 19 lockdown and this may have impacted their early learning. Attendance was discussed, and the possibility of giving more incentives for students proceeding long breaks, because attendance is lower right after a long break. The committee discussed discipline and incentives for positive behavior for the spring semester, when discipline incidences increase. It was noted that kindergarten students had the most discipline referrals this school year so far. The committee discussed the need for mentors for boys, as data shows that boys were the most frequent discipline offenders. The committee discussed having after school programs for them and finding more male mentors. The committee worked in small groups to craft priority problem statements on the following: student achievement, family engagement, attendance, and discipline/social and emotional learning and problem solving. Root causes were analyzed for each priority problem statement, and input was provided on possible strategies to address the problems. The Campus Needs Assessment team decided that the priority problem statements for Sundown will be focused on student achievement, student discipline, attendance and EB language growth. Root causes were determined for each of these priority problem statements.

Priority Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Priority Problem Statement 2: Sundown's attendance rate needs to increase and student late arrivals (tardies) need to decrease with the goal of impacting student achievement.

Root Cause: The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Priority Problem Statement 3: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral

incidents.

Root Cause: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

Priority Problem Statement 4: There is a need to increase growth in English Language Learner proficiency in English on TELPAS.

Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.

Dr. Torres thanked the team for their input and service, and the meeting was adjourned.

Campus Advisory Team/Campus Needs Assessment Team members included the following stakeholders:

CAT Member	Role	CAT Member	Role
Dr. Kari N. Torres	Administrator (Principal)	Zack Gallagher	Teacher
Geovany Hernandez	Teacher	Alma Ligon	Parent
Mayra Guerrero	Parent	Omar Bolden	Other School Leader (Instructional Coordinator)
Shequila Chastang	Other School Leader (Assistant Principal)	Melisa Roberts	Other School Leader (Counselor)
Carissa Gould	Paraprofessional	Karla Lenington	Paraprofessional
Geraldine Blanco	Specialized Instructional Support (Social Worker)	Tamara Patino	Specialized Instructional Support (Library Media Specialist)
Mary Francis Schmidt	District Administrator/Representative	Ashley Muzny	District Administrator/Representative
Christian Hernandez	Community Member	Shelly Darmon	Community Member

CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. Team Leader meetings, PLC, faculty meetings and discussion boards were used to gain input on the needs at Sundown Elementary.

Demographics

Demographics Summary

Sundown Elementary is a public, suburban Katy ISD school that serves students in grades Early Childhood through 5th grade. We are a Title 1 school, and our mascot is the Armadillo. Sundown is a great place to learn and grow! The Sundown community is comprised of neighborhood homes, apartment dwellings, and extended stay living. Parents are educated through and beyond high school, working in a variety of professions and skilled trades, and some are working multiple jobs.

Student Demographics

Sundown ended the school year with 668 students, which was an increase from the fall semester. This table shows student enrollment data at Sundown:

Economically Disadvantaged	87%
At Risk	78%
Bilingual	50%
ESL	15%
Gifted and Talented	1%
Homeless	1%
Limited English Proficiency	65%
Special Education	28%

Sundown Elementary is a pre-kindergarten through 5th grade campus, and provides a general education program, a bilingual one-way dual language program, an ESL program, a pre-kindergarten program, and a special education program. Students in special education are served in the general education classroom, the resource classroom, and/or a special program depending on their individualized learning and behavior needs. The campus currently offers the following special education programs: Resource, Structured Learning Life, Autism Support and Intervention Program (ASIP), and the Early Childhood Special Education program (ECSE). The enrollment demographics at Sundown are as follows:

White	4.49%
Hispanic	77.99%
Asian	2.25%
Black/African American	12.87%
Two or More Races	2.25%
American Indian/Alaskan Native	.15%

Demographics Strengths

Sundown has demographic strengths.

1. Sundown has served Katy ISD families for over forty years, and Sundown staff have educated many generations of students from the same family. There is a rich history of learning and community at Sundown Elementary
2. Sundown teachers are 98% ESL certified and are well-prepared to meet the language needs of their students.
3. With the increasing diversity among our student population, Sundown reflects society. Our students learn to collaborate with peers of all backgrounds.
4. Our staff is representative of our student body.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Problem Statement 2 (Prioritized): There is a need to increase growth in English Language Learner proficiency levels in English on TELPAS.

Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.

Student Learning

Student Learning 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 2025-2026 school year, the campus Instructional Leadership Team reviewed student performance data weekly, and teachers reviewed student data results using data analysis protocols in PLC planning meetings, professional development rotations, and on campus professional learning days. The goal of each data PLC was to assist teachers with planning effective instruction for our learners. Throughout the year, the campus Instructional Leadership Team met with the District Accountability and School Improvement Team regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed campus based assessment data, STAAR data, and visited classrooms to evaluate instruction. District curriculum specialists met regularly with our teachers and provided professional development and shared planning expertise. The table below shows STAAR performance for the school years 2024-2025 and 2025-2026.

Reading Language Arts						
	2025-2026			2024-2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade English	61%	33%	8%	75%	51%	29%
3rd Grade Spanish	76%	30%	27%	53%	10%	3%
4th Grade English	70%	43%	18%	72%	38%	10%
4th Grade Spanish	55%	50%	0%	52%	43%	26%
5th Grade English	74%	58%	24%	67%	49%	23%
5th Grade Spanish	44%	33%	11%	88%	0%	0%
Mathematics						
	2025-2026			2024-2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade English	61%	29%	11%	60%	36%	12%
3rd Grade Spanish	57%	19%	0%	59%	18%	0%
4th Grade English	69%	54%	21%	61%	37%	17%
4th Grade Spanish	56%	44%	11%	40%	20%	13%
5th Grade English	74%	34%	13%	72%	38%	16%
5th Grade Spanish	50%	13%	0%	38%	0%	0%

Science						
	2025-2026			2024-2025		
	Approaches	Meets	Masters	Approaches	Meets	Masters
5th Grade English	53%	15%	6%	48%	14%	5%
5th Grade Spanish	25%	0%	0%	0%	0%	0%

In the 2025-2026 school year, students in grades K-5 were assessed with the MAP assessment. MAP measures both growth and achievement, and data was reported for beginning of the year to end of the year growth and achievement for students in grades 1-5. Students in kindergarten were assessed at the middle of the year and the end of the year. End of Year Growth and Achievement results are summarized in the table below:

MAP Achievement - Grades 1-5 - 2025-2026					
Mathematics - Beginning of Year	Mathematics - End of Year	Reading - Beginning of Year	Reading - End of Year	Spanish Reading - Beginning of Year	Spanish Reading - End of Year
46th percentile	59th percentile	38th percentile	42nd percentile	71st percentile	69th percentile

MAP Growth - 2025-2026			
Mathematics - Grades 1-5 End of Year Growth: 71st Percentile		Reading - Grades 1-5 End of Year Growth: 42nd Percentile	
Grade Level	End of Year Math Growth Percentile	Grade Level	End of Year Reading Growth Percentile
Grade 1	51st percentile	Grade 1	53rd percentile
Grade 2	76th percentile	Grade 2	45th percentile
Grade 3	72nd percentile	Grade 3	50th percentile
Grade 4	86th percentile	Grade 4	57th percentile
Grade 5	75th percentile	Grade 5	51st percentile
Spanish Reading - Grades 1-5 End of Year Growth: 48th Percentile			
Grade 1		44th percentile	
Grade 2		43rd percentile	
Grade 3		69th percentile	
Grade 4		34th percentile	
Grade 5		53rd percentile	

Students with limited English proficiency at Sundown Elementary take the TELPAS assessment each year to measure their level of English language proficiency. This table shows the TELPAS Composite Summary for Sundown EB learners.

TELPAS Composite Summary							
% Beginning		% Intermediate		% Advanced		% Advanced High	
2026	2025	2026	2025	2026	2025	2026	2025
34%	30%	38%	39%	22%	21%	6%	9%

This table shows the TELPAS Yearly Progress for Sundown EB learners.

TELPAS Yearly Progress							
% Same or Lower		% One Level Higher		% Two Levels Higher		% Three Levels Progress	
2026	2025	2026	2025	2026	2025	2026	2025
67%	66%	31%	32%	2%	2%	0%	0%

Students who progressed at least one grade level in Grades K-2: 33%

Students who progressed at least one proficiency level in Grades 3-12: 33%

Students who Progressed At Least One Proficiency Level									
1st Grade		2nd Grade		3rd Grade		4th Grade		5th Grade	
2026	2025	2026	2025	2026	2025	2026	2025	2026	2025
23%	0%	42%	50%	39%	35%	23%	33%	38%	37%

Student Learning Strengths

Sundown has student learning strengths.

1. Sundown teachers are 98% ESL certified and are well-prepared to meet the language needs of their students.
2. Teacher teams meet weekly two days a week to plan in their Professional Learning Community (PLC). Multiple sources of data are utilized to plan instruction.
3. Teachers engage in professional learning consistently throughout the school year and in the summer.
4. Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed.
5. Students who move into the Sundown learning community are quickly assessed for potential intervention needs, and those needs are addressed promptly.
6. The staff of Sundown Elementary is deeply committed to the success of all Sundown learners.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

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Root Cause: The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Problem Statement 3: There is a need to increase growth in English Language Learner proficiency levels on TELPAS.

Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.

School Processes & Programs

School Processes & Programs Summary

At Sundown Elementary we consistently collect data regarding student performance, student behavior, student attendance, staff morale, parent and family engagement, and effectiveness of our campus processes.

During the 2025-2026 school year, the Instructional Leadership Team reviewed student performance data weekly, teachers reviewed data in PLC planning meetings, professional development rotations, and on campus professional learning days. Teachers met in PLC twice a week to plan effective instruction, in collaboration with Administration, Instructional Coordinators, and the Instructional Coach. Model Teachers engaged in professional learning with the district and shared their learning with their teams. Teachers engaged in learning walks for both academics and classroom management, and engaged in long range planning. Teachers, Instructional Leadership and Administration met twice a month for professional development rotations that provided professional development to support teachers' delivery of instruction and improve behavior management. Teachers were provided during the day professional development opportunities provided by the district, and after school professional development offerings. The Bilingual Team Leader, ESL ISSTs, and district support conducted learning walkthroughs and provided feedback data to teachers individually and through professional development and meetings. ESL ISSTs co-taught with teachers to model effective sheltered instruction strategies for ELLs and to support implementation of the sheltered instruction professional development provided to all teachers at the beginning of the year. Special Education case managers and paraprofessionals provided in-class support for special education students and co-teaching with teachers of special education students, and the district behavior specialist provided modeling, coaching, and in-class support to teachers in need of support. The Instructional Coordinators held regular MTSS Collaboratives to identify students for both academic and behavior intervention, monitored their progress, and held ongoing MTSS check-ins with teachers. Administration gave teachers feedback through the TTESS appraisal instrument and informally through oral and written feedback using a walkthrough feedback tool. This feedback walkthrough data was discussed and analyzed regularly by the Instructional Leadership Team, action steps were developed, and follow up was given on action step success and improvement. Throughout the year, the Instructional Leadership Team met with the District Accountability Team regarding goals for school improvement and achievement accomplishments. During these meetings, we reviewed multiple sources of data and STAAR data. This data was also analyzed with STAAR grade teachers to plan effective instruction for our learners. District curriculum specialists met regularly with our teachers and provided planning and whole group and small group lesson delivery expertise. Our Campus Advisory Team (CAT) met four times during the 2025-2026 school year: October 9, 2025, November 17, 2025, March 23, 2026 and April 13, 2026. The Campus Advisory Team consisted of Sundown stakeholders, including campus Administration, Instructional Coaches, Academic Support and General Education teachers, paraprofessionals, Sundown parents, community members and district representatives.

School Processes & Programs Strengths

Sundown has school processes and program strengths.

1. Sundown teachers are 100% ESL certified and are prepared to meet the language needs of their students.
2. Teacher teams meet weekly two days a week to plan in Professional Learning Communities (PLC). Multiple sources of data are utilized to plan instruction.
3. Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed.
4. Students who move into the Sundown learning community are quickly assessed for potential intervention needs, and those needs are addressed promptly.
5. Students receive regular guidance lessons from the school Counselor and character education is addressed through morning meetings and relationship-based classroom management.
6. Sundown teachers and staff understand the value of establishing a relationship with students that facilitates academic achievement and appropriate behavior. Sundown teachers care

for their students.

7. Sundown teachers implement CHAMPS consistently to ensure explicit behavior expectations and routines are taught to students.
8. PBIS is utilized to teach core behavior expectations and reinforce the schoolwide common language of RISE.
9. Students in grades 3-5 are provided with a Chromebook through the Class 1:1 initiative.
10. Safety drills are consistently conducted, and procedures are in place to ensure student safety.
11. The staff of Sundown Elementary is deeply committed to the success of all Sundown learners.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents.

Root Cause: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

Problem Statement 2: Sundown students need improved emotional self-regulation and social skills, and explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment.

Root Cause: Staff needs professional development, resources, and time to teach and reinforce these skills.

Problem Statement 3: Family engagement in supporting student learning needs to increase.

Root Cause: Staff needs to engage in effective communication with parents regarding how they can help their children at home with academics, and staff needs training and resources for how to engage parents in this 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 instruction which is one of the two pillars, or focuses, implemented at Sundown in the 2024-2025 school year. The other pillar is relationship-based classroom management. These pillars will continue to be implemented during the 2025-2026 school year, with emphasis on learner engagement and strengthening academic vocabulary. 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 110 highly qualified teachers and paraprofessionals, a highly qualified counselor, and three highly qualified administrators. Sundown actively recruits, hires and strives to retain highly qualified teachers and staff through multiple methods, including the Katy ISD human resources job fairs and hiring portal, through networking with educators, and through promoting the accomplishments that are happening at Sundown. 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 Professional Development Rotations, 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. The Instructional Coach and Instructional Coordinators 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 developed 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 Class Dojo, a weekly school newsletter, grade level newsletters, e-blasts of important information, postings in the vestibule, flyers and other communications sent home with students in a weekly folder, the marquee, the school website, and Class Dojo. An effort is made to provide all communications in English and in Spanish. Parents reported in a parent survey that they love the family engagement events that Sundown provides and appreciate the staff for engaging with them at these events. Our parents like outdoor events and their attendance at family engagement events has increased in the last three years. Positive feedback about parent engagement has also been shared with staff at events and with the front office. Sundown has a Campus Advisory Team and engages with multiple business and non-profit 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 one of our two 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 cultivates 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. The Campus Advisory Team participated in a campus needs assessment and determined the needs at Sundown. The committee agreed 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 earn incentives. 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. The committee sees a direct

connection between student self-regulation behaviors and discipline referrals, and social and emotional support continues to be an area of need and focus. Students with strong social and emotional skills and improved self-regulation skills are less likely to receive discipline referrals and behavioral consequences.

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, curriculum nights, STAAR nights, grade level programs, music performances, International Night, and STEAM Night. Parents also have the opportunity to volunteer during the week, at Field Day, at campus events, and in the library. The Campus Advisory Team noted that Sundown does an effective job of communicating with parents and families and specifically parents shared that family engagement is highly effective. The committee believes that family engagement also needs to engage parents more in supporting their child with learning, and improved communication tools and mechanisms could help with this goal.

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. Sundown has a family community culture. In the spring of 2023, staff expressed the desire to have more team building activities and the Administration and the Sunshine Committee have planned and implemented more team building events for staff.

The administrative staff takes bullying allegations seriously. A safety survey conducted with fourth and fifth grade students in the spring of 2026 showed that Sundown students feel safe at school, believe the teachers, Counselor, Administration, Nurse and School Resource Officer help keep them safe, and over 80% of students reported they have not been bullied at school. Students can 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 social skills teaching and reinforcement in a school. As a result, a strengthening of these social skills is needed. In the spring of 2025, faculty (teachers and paras), along with parent and community members, participated in determining the needs at Sundown and agreed that social/emotional and self-regulation skills need to be a focus as classroom disruptions can impact learning of other students. Noncompliance and physical contact were the most reported discipline offenses during the 2025-2026 school year. During the 2025-2026 school year, social skills were shared on the announcements each morning and were integrated into morning meetings by teachers. During the 2026-2027 school year Sundown will continue to implement Character Strong/PurposeFull People activities to promote emotional well-being and character development.

Perceptions Strengths

Sundown Elementary has many strengths. Some of the most notable 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 over forty years, and Sundown staff have educated many generations of students from the same family. There is a rich history at Sundown.
3. Sundown teachers are 98% ESL certified and are well-prepared to meet the language needs of their students.
4. Teacher teams meet weekly two days a week to plan in Professional Learning Communities (PLC). Multiple sources of data are 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 quickly assessed for potential intervention needs, and those needs are addressed promptly.
7. Students receive regular guidance lessons from the school Counselor and character education is 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. Sundown teachers care for their students.
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 and reinforce schoolwide common language.
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 reflects society. 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. Family engagement has increased at Sundown in the last two years.
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 Perceptions Needs

Problem Statement 1: Sundown students need improved emotional self-regulation and social skills, explicitly taught social skills and behavior expectations from highly trained teachers and staff they have built relationships with in a safe, trusting learning environment.

Root Cause: Staff needs professional development, resources and time to teach and reinforce these skills.

Problem Statement 2 (Prioritized): Sundown's attendance rate needs to increase and student late arrivals (tardies) need to decrease with the goal of impacting student achievement.

Root Cause: The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Problem Statement 3: Family engagement in supporting student learning needs to increase.

Root Cause: Staff needs to engage in effective communication with parents regarding how they can help their children at home with academics, and staff needs training and resources for how to engage parents in this process.

Problem Statement 4: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents and academic, behavioral and social supports are needed for male students.

Root Cause: The campus needs to identify and implement strategies that positively engage male students and guide them on behavioral choices.

Problem Statement 5: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Priority Problem Statements

Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause 1: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Sundown's attendance rate needs to increase and student late arrivals (tardies) need to decrease with the goal of impacting student achievement.

Root Cause 2: The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents.

Root Cause 3: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: There is a need to increase growth in English Language Learner proficiency levels in English on TELPAS.

Root Cause 4: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.

Problem Statement 4 Areas: Demographics

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

Accountability Data

- Student Achievement Domain
- Local Accountability Systems (LAS) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other
 - MAP Assessments BOY, MOY, EOY

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Emergent Bilingual (EB)/non-EB data, including performance, progress, discipline, attendance, and mobility/stability

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Enrollment trends
- Mobility/stability rate, including longitudinal data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Evaluation(s) of professional development implementation and impact
- T-TESS data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent activity evaluations and feedback data

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices and high yield strategies

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: HB3: The percent of Sundown Elementary 3rd grade students who achieve Meets and above in Reading will increase to 37% by July 2027.

HB3 Goal

Evaluation Data Sources: Campus Based Assessments
District Learning Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development, 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. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinators Instructional Coach EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Instructional Materials and Subscriptions - 211 - Title I Part A - \$3,333.33, Professional Development - Employees - 211 - Title I Part A - \$1,100, General Supplies - 211 - Title I Part A - \$371.67, Professional Development - Administration - 211 - Title I Part A - \$2,100	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Title 1, Compensatory Education, ESL and Special Education teachers will coordinate services to provide additional support and accelerated learning opportunities to at-risk students through small group instruction, intervention during school hours, tutoring, and in summer learning. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Staffing - 211 - Title I Part A - \$179,676.80, Extra Duty Pay - Professional - 211 - Title I Part A - \$5,266.66, Extra Duty Pay - Paraprofessional - 211 - Title I Part A - \$389.36		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase growth in English Language Learner proficiency levels in English on TELPAS. Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.
Student Learning
Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas. Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: HB3: The percent of Sundown Elementary 3rd grade students who achieve Meets and above in Math will increase to 27% by July 2027.

HB3 Goal

Evaluation Data Sources: Campus Based Assessments
District Learning Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development, 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. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinators Instructional Coach EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Title 1, Compensatory Education, ESL and Special Education teachers will coordinate services to provide additional support and accelerated learning opportunities to at-risk students through small group instruction, intervention during school hours, tutoring, and in summer learning. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinators Instructional Coach EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A - \$3,333.33, Professional Development - Employees - 211 - Title I Part A - \$1,100, General Supplies - 211 - Title I Part A - \$371.67, Professional Development - Administration - 211 - Title I Part A - \$2,100, Staffing - 211 - Title I Part A - \$269,515.20, Extra Duty Pay - Professional - 211 - Title I Part A - \$5,266.66, Extra Duty Pay - Paraprofessional - 211 - Title I Part A - \$389.33	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase growth in English Language Learner proficiency levels in English on TELPAS. Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.
Student Learning
Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas. Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: The percentage of all students who achieve Meets and above performance expectations on the STAAR science assessment will increase to 22% by July 2027.

High Priority

Evaluation Data Sources: Campus Based Assessments
District Learning Assessments
STAAR Assessments

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development, 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. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinators Instructional Coach EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Extra Duty Pay - Professional - 211 - Title I Part A - \$5,266.66, Extra Duty - Paraprofessiona - 211 - Title I Part A - \$389.33	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: Title 1, Compensatory Education, ESL and Special Education teachers will coordinate services to provide additional support and accelerated learning opportunities to at-risk students through small group instruction, intervention during school hours, tutoring, and in summer learning. Strategy's Expected Result/Impact: Student performance will improve on Campus Based Assessments, District Learning Assessments and STAAR Assessments. Staff Responsible for Monitoring: Principal Assistant Principals Instructional Coordinators Instructional Coach EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Demographics 2 - Student Learning 1 Funding Sources: Instructional Materials - 211 - Title I Part A - \$3,333.33, Professional Development - Employees - 211 - Title I Part A - \$1,100, General Supplies - 211 - Title I Part A - \$371.67, Professional Development - Administration - 211 - Title I Part A - \$2,100		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: There is a need to increase growth in English Language Learner proficiency levels in English on TELPAS. Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.
Student Learning
Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas. Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: Sundown Elementary Emergent Bilingual students will demonstrate growth of at least one proficiency level on TELPAS.

High Priority

Evaluation Data Sources: Growth in English language development proficiency as evidenced on TELPAS results.

Strategy 1 Details		Reviews			
Strategy 1: Teachers will implement the 7 Steps for a Language Rich Classroom and embed CBLI sheltered instruction strategies into their lesson plans with fidelity. Strategy's Expected Result/Impact: Increased growth on Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading, math and science. Staff Responsible for Monitoring: EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: Teachers will make data-based determinations of appropriate ELL accommodations for Emergent Bilingual students and implement them in their lessons with fidelity. Strategy's Expected Result/Impact: Increased growth in Emergent Bilingual TELPAS levels. Increased Emergent Bilingual student achievement in reading, math and science. Staff Responsible for Monitoring: EB Specialist Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: Sundown Elementary will increase the number of students participating in the campus Coordinated Health Program.

Evaluation Data Sources: Fitness Gram, Class Observations, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
Strategy 1: 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. Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. Staff Responsible for Monitoring: Principal Title I: 2.53 - ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: 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. Staff Responsible for Monitoring: Principal	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: Grade level teachers will unpack, internalize, rehearse and implement rigorous and engaging TEKS based lessons, while implementing rigorous student work expectations and assessments aligned with the lessons.

Evaluation Data Sources: Teacher lesson plan reviews
Formative and campus-based assessments
Student work samples
Data Analysis Protocols
Student Work Protocols

Strategy 1 Details	Reviews			
Strategy 1: Teachers will enter their students' assessment data on a classroom data tracker after each designated assessment and analyze student data and performance in PLC through the use of data and student work protocols. Strategy's Expected Result/Impact: Growth in student performance on assessments. Increased student achievement in reading, math and science. Staff Responsible for Monitoring: Instructional Coach Instructional Coordinators EB Specialist Assistant Principals Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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			
Strategy 1: 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. Strategy's Expected Result/Impact: Improved teacher performance on TTESS. Improvement in student performance. Staff Responsible for Monitoring: Instructional Coach Instructional Coordinators EB Specialist Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Reading Materials (Books for Professional Development) - 211 - Title I Part A - \$500		Formative			Summative
		Oct	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas. **Root Cause:** Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

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			
Strategy 1: 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. Strategy's Expected Result/Impact: Increased attendance at family engagement events. Increased parental engagement with activities at family engagement events. Staff Responsible for Monitoring: Principal Assistant Principals Title I: 2.51, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Learning 1 Funding Sources: Materials, printing, snacks and contracted services for family engagement events - 211 - Title I Part A - \$4,355	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Students and families will be prepared for the transitions of Pre-K to Kindergarten and 5th grade to 6th grade. Staff Responsible for Monitoring: Instructional Coordinators Instructional Coach EB Specialist Assistant Principals Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Sundown Elementary will advertise and provide flyers for the Title III Series - Parent Engagement: Enhancing Educational Supports for EB Students. Strategy's Expected Result/Impact: Increased parent collaboration and involvement in their child's learning. Staff Responsible for Monitoring: Principal Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: Communicate with parents and families regarding how to support their student and events through the e-news, Class Dojo, and flyers sent home with students. The School/Parent Compact, and the Parent and Family Engagement plan will be distributed and shared in multiple ways, including through e-news, the website, flyers sent home, and parent conferences. Strategy's Expected Result/Impact: Improved communication with families	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas. Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Goal 4: Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

Performance Objective 2: Sundown Elementary will increase the average daily attendance rate to 95.5%.

High Priority

Evaluation Data Sources: Student attendance rate.

Strategy 1 Details	Reviews			
Strategy 1: Staff will track student perfect attendance and report attendance rates by class and by grade level. Strategy's Expected Result/Impact: Student attendance will increase. Staff Responsible for Monitoring: Assistant Principals Title I: 2.51, 2.52 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Student attendance will improve. Staff Responsible for Monitoring: Assistant Principals ADA Title I: 2.52 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative			Summative
	Oct	Feb	Apr	June



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Sundown's attendance rate needs to increase and student late arrivals (tardies) need to decrease with the goal of impacting student achievement. **Root Cause:** The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

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. The counselor provide classroom guidance lessons to support the social and emotional development of students. The counselor and the social worker will provide the students opportunities to participate in small, focused groups that develop social-emotional skills like empathy, conflict resolution and emotional regulation.

Evaluation Data Sources: Scheduled programs.
PBIS data collection.
CHAMPS data collection and observations.
PurposeFULL People morning meeting implementation.

Strategy 1 Details	Reviews			
Strategy 1: Sundown staff will implement CHAMPS with fidelity. Teachers and staff will be consistent with using the universal vocabulary of RISE and the school wide attention signal along with awarding Class Dojo points to students displaying expected behavior. Strategy's Expected Result/Impact: Increased Class Dojo points earned by students at all grade levels. Improved student behavior. Staff Responsible for Monitoring: Assistant Principals Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: 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. Strategy's Expected Result/Impact: Increased student awareness of bullying Decrease in bullying related incidents Increased student awareness of violence prevention Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: The school counselor will create, share and deliver classroom guidance lessons on character education and social skills. Strategy's Expected Result/Impact: Decrease in the amount of bullying incidents. Increase in positive student interactions. Staff Responsible for Monitoring: Counselor Title I: 2.53 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents. Root Cause: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

Goal 5: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 2: Increase positive student social behavior outcomes as measured by a decrease in behavior referrals and an increase in student recognition for positive behaviors.

Evaluation Data Sources: Improved peer to peer and student to adult interactions
Decrease in discipline referrals

Strategy 1 Details	Reviews			
Strategy 1: All teaching classrooms will have a "Dillo Space" (calm corner) that is supported by the "Purposeful People" character education program. Strategy's Expected Result/Impact: Students will be able to identify feelings, use self-regulation strategies in the classroom and maintain a positive learning environment. Staff Responsible for Monitoring: Counselor Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Classroom teachers will implement daily morning meetings with their students that teach and reinforce the PurposeFULL People social skills program. Strategy's Expected Result/Impact: Improved student regulation skills applied in the classroom Decrease in discipline referrals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Implement professional development and programs to promote positive academic and social behavior outcomes through positive incentives for meeting behavior expectations and the use of common language throughout the school. . Strategy's Expected Result/Impact: Decrease in discipline behaviors Increase in students receiving positive behavior incentives Staff Responsible for Monitoring: Assistant Principals Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: Provide classroom guidance lessons and opportunities to students for small, focused groups that support the social and emotional development of students and develop social-emotional skills like empathy, conflict resolution and emotional regulation. Staff Responsible for Monitoring: Counselor Social Worker Problem Statements: School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents. Root Cause: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

State Compensatory

Budget for Sundown Elementary

Total SCE Funds: \$388,556.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Title 1 Academic Support Teachers provide academic interventions and accelerated learning services to students who are identified as being in need of academic supports based on assessment data. Title 1 Academic Support Teachers collaborate with classroom teachers regarding the academic progress of students receiving intervention or accelerated learning services.

Personnel for Sundown Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Jan Gallagher	Title 1 Academic Support Teacher	1
John Storms	Title 1 Academic Support Teacher	1
Roxanne Forster	Title 1 Academic Support Teacher	1
Victoria Abrego	Title 1 Academic Support Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

The Campus Advisory Team convened in a face-to-face meeting in the Sundown LGI on March 23, 2026 from 8:15-9:30 a.m. to conduct the first of two Campus Needs Assessment meetings. The meeting opened with a review of the campus vision, mission and goals, and a review of the campus accountability rating. The committee conducted a review of our current Campus Improvement Plan (CIP) and discussed strategies in the plan. Dr. Torres shared that she would like to streamline the goals and strategies in next year's CIP. The team reviewed 2025 STAAR data, the focus group on accountability (EB, Eco Dis, SPED, At Risk, Homeless) and looked at comparative STAAR data between Sundown and comparable schools in Katy ISD. TELPAS data was also reviewed. The team discussed how recent immigrants impact our TELPAS scores, transiency within our EB population, that African American student population scores are significantly below other sub populations in reading and math, and that many of our younger students are reading but not reading to learn as much as we would like them to do so. The team asked for data to be provided at the next meeting on continuously enrolled students to compare and see how students who have been at Sundown for an extended amount of time have progressed as compared to the total student body. It was noted that continuously enrolled students and non-continuously enrolled students scored similarly in reading but had a large discrepancy in math and science. Dr. Torres noted that parental involvement increased this year compared to last year, and the committee also requested STAAR data to be broken down by language of testing, and for discipline data to be provided to inspect if there are correlations between discipline and scores. The meeting was adjourned, an Dr. Torres began to secure the data that was requested by the team.

The Campus Advisory Team convened in a face-to-face meeting in the Sundown LGI again on April 13, 2026 from 8:15-9:30 a.m. The committee again reviewed Sundown's campus vision and missions, and the committee goals and Campus Needs Assessment outcomes were shared. The committee analyzed all data that was requested by the committee: continuously enrolled student data, discipline data, and STAAR data by language of testing. A review of the continuously enrolled data showed that 41% of fifth grade students have been at Sundown since PK-1, 43% of fourth grade students have been at Sundown since PK-1, and 73% of third graders have been at Sundown since PK-1. The committee discussed the impact mobility has on student performance, Students who were continuously enrolled at Sundown from first grade performed significantly better on STAAR than those students who had not been at Sundown since first grade. It was noted that students in fourth grade were in kindergarten the year of the COVID 19 lockdown and this may have impacted their early learning. Attendance was discussed, and the possibility of giving more incentives for students proceeding long breaks, because attendance is lower right after a long break. The committee discussed discipline and incentives for positive behavior for the spring semester, when discipline incidences increase. It was noted that kindergarten students had the most discipline referrals this school year so far. The committee discussed the need for mentors for boys, as data shows that boys were the most frequent discipline offenders. The committee discussed having after school programs for them and finding more male mentors. The committee worked in small groups to craft priority problem statements on the following: student achievement, family engagement, attendance, and discipline/social and emotional learning and problem solving. Root causes were analyzed for each priority problem statement, and input was provided on possible strategies to address the problems. The Campus Needs Assessment team decided that the priority problem statements for Sundown will be focused on student achievement, student discipline, attendance and EB language growth. A root cause analysis was done for each of these priority problem statements.

Priority Problem Statement 1: Sundown Elementary student achievement in reading, math, and science is consistently below target benchmarks due to persistent learning gaps. Specifically, student engagement and mastery of academic vocabulary are key barriers to academic growth across all three core content areas.

Root Cause: Teachers need targeted support (professional development, resources, time) to deliver effective instruction to meet the diverse language, academic and social-emotional needs of our high-poverty, at risk student population.

Priority Problem Statement 2: Sundown's attendance rate needs to increase and student late arrivals (tardies) need to decrease with the goal of impacting student achievement.

Root Cause: The campus needs to identify and implement strategies to educate families on the importance of attendance and how it impacts student achievement.

Priority Problem Statement 3: Campus discipline data indicates that male students are disproportionately represented among discipline referrals and behavioral incidents.

Root Cause: Staff needs resources and strategies that will help positively engage male students through academic, social, and behavioral supports that will impact their behavioral choices.

Priority Problem Statement 4: There is a need to increase growth in English Language Learner proficiency in English on TELPAS.

Root Cause: Teachers need sustained training on how to effectively implement language objectives, the new ELPS, and ELL learning strategies, and ELLs need access to resources and software to help them develop English language skills.

Dr. Torres thanked the team for their input and service, and the meeting was adjourned.

Campus Advisory Team/Campus Needs Assessment Team members included the following stakeholders:

CAT Member	Role	CAT Member	Role
Dr. Kari N. Torres	Administrator (Principal)	Zack Gallagher	Teacher
Geovany Hernandez	Teacher	Alma Ligon	Parent
Mayra Guerrero	Parent	Omar Bolden	Other School Leader (Instructional Coordinator)
Shequila Chastang	Other School Leader (Assistant Principal)	Melisa Roberts	Other School Leader (Counselor)
Carissa Gould	Paraprofessional	Karla Lenington	Paraprofessional
Geraldine Blanco	Specialized Instructional Support (Social Worker)	Tamara Patino	Specialized Instructional Support (Library Media Specialist)
Mary Francis Schmidt	District Administrator/Representative	Ashley Muzny	District Administrator/Representative
Christian Hernandez	Community Member	Shelly Darmon	Community Member

CAT meetings were not the only avenues for input on the campus needs assessment for Sundown Elementary. Team Leader meetings, PLC, faculty meetings and discussion boards were used to gain input on

the needs at Sundown Elementary.

1.2: Location for Evidence of Multiple Meetings Held

The Campus Advisory Team convened in a face-to-face meeting in the Sundown LGI on March 23, 2026 from 8:15-9:30 a.m. and April 13, 2026 8:15-9:30 a.m. in the LGI to conduct the Campus Needs Assessment meetings.

The meeting agenda, minutes, and sign in sheets are located in the Title I crate.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

2026-2027 Meeting Dates to Review and Revise the CIP:

The CIP will be developed and reviewed during the Campus Advisory Team Meeting on September 23, 2026 at 8:30 a.m. in a face-to-face meeting in the Sundown LGI.

The meeting agenda, minutes, and sign-in sheets are located in the Title I crate.

2.2: Stakeholders 1114(b)(2)

Campus Advisory Team members included the following stakeholders:

CAT Member	Role	CAT Member	Role
Dr. Kari N. Torres	Principal	Fernando Echeverri (replaced by Shequila Chastang)	Assistant Principal (Other School Leader)
Carissa Gould (replaced by Angelina Sghaier)	Paraprofessional	Karla Rodriguez (replaced by Lisa Cunningham)	Paraprofessional
Jan Gallagher	Teacher	Melisa Roberts	Counselor (Other School Leader)
Geovany Hernandez	Teacher	Omar Bolden	Teacher
Shelly Darmon	Community Member	Bobit Santos (replaced by Christian Hernandez)	Community Member
Mary Francis Schmidt	District Representative	Ashley Muzny	District Representative
Jennifer Lopez (replaced by Alma Ligon)	Parent	Erika Covarrubias Mata (replaced by Esperanza Vargas)	Parent
Evelyn Perez (replaced by Tamara Patino)	Librarian (Specialized Instructional Support)	Geraldine Blanco	Social Worker (Specialized Instructional Support)

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The Campus Improvement Plan is posted on our campus website in English and Spanish, and is located in our front office, available by request in English and Spanish. Each year at the Title 1 informational meeting, the CIP is discussed and resources are made available to the community for more information. Should a parent require the CIP in a language other than English, an appointment may be made with the campus principal, and an interpreter will be secured. During CAT

meetings and Title 1 meetings, the CIP and CNA are discussed. The Principal is always available to discuss and clarify the CIP for any parents or community members.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

Any strategy in which Title 1 funds are listed as a funding source has Title 1 Elements tied to it.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

Formative reviews are conducted throughout the school year, and summative review is conducted at the end of the school year. These reviews along with notes are housed in the Title 1 Crate. Formative reviews are conducted to evaluate program effectiveness quarterly. These reviews take place in October, February, and April each year. Documentation (sign-in sheets, agendas, etc.) and data analyzed (state assessments, other performance data, perception data, etc.) are aligned with the Schoolwide program evaluation process. Schoolwide program evaluation is included in the CNA process for next school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Consuelo Gallagher	Academic Support Teacher	Title 1 Part A	
Jan Zackary Gallagher	Academic Support Teacher	Title 1 Part A	
Lauren Medina	Instructional Coordinator	Title 1 Part A	
Omar Bolden	Instructional Coordinator	Title 1 Part A	
Roxanne Forster	Academic Support Teacher	Title 1 Part A	

Campus Funding Summary

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies		\$371.67
1	1	1	Instructional Materials and Subscriptions		\$3,333.33
1	1	1	Professional Development - Employees		\$1,100.00
1	1	1	Professional Development - Administration		\$2,100.00
1	1	2	Staffing		\$179,676.80
1	1	2	Extra Duty Pay - Paraprofessional		\$389.36
1	1	2	Extra Duty Pay - Professional		\$5,266.66
1	2	2	Staffing		\$269,515.20
1	2	2	Professional Development - Employees		\$1,100.00
1	2	2	Instructional Materials		\$3,333.33
1	2	2	Extra Duty Pay - Paraprofessional		\$389.33
1	2	2	Extra Duty Pay - Professional		\$5,266.66
1	2	2	General Supplies		\$371.67
1	2	2	Professional Development - Administration		\$2,100.00
1	3	1	Extra Duty Pay - Professional		\$5,266.66
1	3	1	Extra Duty - Paraprofessiona		\$389.33
1	3	2	General Supplies		\$371.67
1	3	2	Professional Development - Employees		\$1,100.00
1	3	2	Instructional Materials		\$3,333.33
1	3	2	Professional Development - Administration		\$2,100.00
3	1	1	Reading Materials (Books for Professional Development)		\$500.00
4	1	1	Materials, printing, snacks and contracted services for family engagement events		\$4,355.00
Sub-Total					\$491,730.00

Addendums



The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 34% to 39% by July 2029.

Sundown: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	34%	39%	33%			
		State Rate	46%	49%	50%			
		Met State Rate	No	No	No			
		Internal Goal	-	35%	40%	37%	38%	39%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

		# 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	# EB	% EB
Sundown: Targets	3rd Grade Reading Meets or Above	Federal Targets	34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
		2024 Actual	16	13%	66	36%	6	67%	0	1	0%	1	100%	1	0%	16	6%	80	33%	53	34%
		2025 Actual	10	50%	72	29%	10	70%	0	5	100%	0		1	0%	18	28%	85	38%	56	25%
		2026 Target				39%															35%
		2026 Actual	13	31%	79	34%	3	33%	0	2	0%	0		0		23	13%	83	31%	60	37%
		Met Target				N															Y
		2027 Target				44%											23%				

The Percent of **Sundown** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 24% to 29% by July 2029.

Sundown: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	24%	33%	27%			
		State Rate	40%	44%	44%			
		Met State Rate	No	No	No			
		Internal Goal	-	25%	34%	27%	28%	29%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

		# 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	# EB	% EB
Sundown: Targets	3rd Grade Math Meets or Above	Federal Targets	33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
		2024 Actual	16	6%	66	24%	6	67%	0	1	0%	1	100%	1	0%	16	6%	80	23%	53	23%
		2025 Actual	10	30%	72	26%	10	60%	0	5	60%	0		1	100%	18	22%	85	29%	56	23%
		2026 Target				36%															33%
		2026 Actual	13	23%	79	27%	3	33%	0	2	50%	0		0		23	17%	83	25%	60	28%
		Met Target				N															N
		2027 Target				37%															38%