

Keller Independent School District



Sunset Valley Elementary

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

We hold ourselves accountable for providing exceptional educational opportunities.

We inspire educational excellence through collaborative relationships.

We cultivate life-long learning.

We provide approachable, responsive customer service.

We embrace diversity.

We embrace change and innovation.

We make data-driven decisions.

We have a positive attitude toward the future.

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Comprehensive Needs Assessment

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 596 students. SVES has 45 highly qualified staff members. We have 29 core classroom teachers and the average number of students is approximately 21 students per class. We also have 4 Co-curricular teachers (Theater and Art are semester only), 12 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 over 43% of our families qualify for free meals or 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 (25%), Asian (22%), African American (16%), White (25%), and Multiple Races (9%).

Sunset Valley has 5 Kindergarten classrooms, 5 First Grade classrooms, 4 Second Grade classrooms, 4 Third Grade classrooms, 6 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.

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

Root Cause

1



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

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

 = Priority

Student Learning

Summary

Math - All Grades												
	School Year	State	District	Campus	African American	Hispanic	White	Asian	Two or More Races	SPED (current)	Economically Disadvantaged	EB/EL (Current & Monitored)
Approaches	2024	72%	80%	76%	70%	73%	79%	86%	70%	46%	75%	83%
	2023	75%	84%	79%	52%	78%	84%	96%	75%	53%	75%	87%
Meets	2024	43%	55%	53%	35%	46%	57%	68%	61%	24%	47%	63%
	2023	45%	58%	51%	21%	38%	61%	74%	54%	19%	39%	56%
Masters	2024	17%	24%	22%	11%	16%	24%	37%	24%	4%	20%	28%
	2023	19%	27%	21%	13%	7%	28%	31%	25%	2%	12%	19%
Reading - All Grades												
	School Year	State	District	Campus	African American	Hispanic	White	Asian	Two or More Races	SPED (current)	Economically Disadvantaged	EB/EL (Current & Monitored)
Approaches	2024	76%	86%	86%	80%	89%	89%	99%	79%	63%	81%	83%
	2023	77%	87%	84%	71%	86%	83%	90%	88%	61%	75%	85%
Meets	2024	54%	68%	55%	50%	46%	60%	61%	58%	30%	48%	52%
	2023	53%	68%	60%	38%	49%	70%	74%	63%	28%	48%	57%
Masters	2024	22%	29%	19%	11%	13%	17%	30%	27%	3%	14%	17%
	2023	20%	28%	23%	10%	11%	33%	37%	38%	4%	14%	19%

Strengths

Student Academic Achievement Strengths are as follows:

- Overall math scores are higher than the state average
- Overall reading scores are higher than the state average

Problem Statements Identifying Student Learning Needs

Problem Statement

Root Cause

1

Our students who are at the "Meets" and "Masters" level are lower than the district average.

There is a need to increase the level of rigor in our Tier 1 instruction.

 = Priority

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 2024-2025 school year will allow Kinder through Fifth Grades to have 50 minutes of 'PRIDE Time' intervention each day. We will establish weekly 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) and District Common Assessments (mastery of objectives & student growth). We will continue to support a PBIS culture that celebrates student success and holds all students accountable for their behavior in a positive manner.

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

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.
- PBIS Implementation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement	Root Cause
<p data-bbox="152 327 204 478">1 ★</p> <p data-bbox="274 321 829 375">The percentage of students considered "Tier 1" is too low.</p>	<p data-bbox="902 321 1419 375">We are relying too heavily on Tier 2 and Tier 3 instruction.</p>

★ = Priority

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.

Parent/Community Feedback from Survey (on a scale from 1- Not Satisfied to 5- Highly Satisfied)

Q1: Overall, how do you feel about the quality of education your child receives at SVES? Overall satisfaction- 4.6

Q2: Overall, how do you feel about the level of support your child receives emotionally? Overall satisfaction- 4.5

Q3: Overall, how do you feel about the other opportunities that are offered at SVES? Overall Satisfaction- 4.4

Student Feedback from Survey (on a scale from 1- Not Satisfied to 5- Highly Satisfied)

Q1: Overall, how do you feel about the quality of education you receive at SVES? Overall satisfaction- 4.2

Q2: Overall, how do you feel about the level of support you receive emotionally? Overall satisfaction- 3.8

Q3: Overall, how do you feel about the other opportunities that are offered at SVES? Overall satisfaction- 4.4

Staff Feedback from Survey

Overall staff is satisfied with school operations and climate. Staff responded to survey with communication, community and morale as being very positive.

Strengths

Our perception strengths are as follows:

- Our community expresses much satisfaction with Sunset Valley.
- Our students express much satisfaction with SVES
- Our staff expresses much satisfaction with SVES.

Problem Statements Identifying Perceptions Needs

Problem Statement	Root Cause
<p data-bbox="152 275 196 359">1</p> <p data-bbox="152 380 196 422">★</p> <p data-bbox="272 268 781 327">Barriers still exist when reaching out for more parental support.</p>	<p data-bbox="902 268 1435 298">Language causes a barrier for parental support.</p>

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

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

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

2
★

The percentage of students considered "Tier 1" is too low.

We are relying too heavily on Tier 2 and Tier 3 instruction.

3
★

Barriers still exist when reaching out for more parental support.

Language causes a barrier for parental support.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

- Response to Intervention (Rtl) student achievement data

Student Data: Behavior and Other Indicators

- Attendance 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 25-26 school year, 60% of students grade 3-5 will achieve "Meets" in Reading, as measured by STAAR.

Action Step 1

Provide quality Tier 1 Reading instruction to students by utilizing the district curriculum, correlating core documents and teacher resources.

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.

Staff Responsible for Monitoring: Campus Administration, Campus Instructional Coach, District Literacy Coach and Classroom Teachers

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 2

Support Tier 2 and Tier 3 students by providing targeted interventions in reading through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. District approved resources will be utilized during these intervention times.

Measures: Progress of students receiving targeted interventions
Rtl/SIT team data

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coach
Instructional Support Teachers
Classroom Teachers

Funding Sources: Instructional Support Teacher 211 - Title I Pt A Impr BSC Prg, \$77,000, Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000

Title I: 2.5.1, 2.5.3

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

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

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 benefited and who did not benefit?

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.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coach
Teachers

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000

Title I: 2.5.1, 2.5.2

TEA Priorities: Build a foundation of reading and math

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 4

The AVID Site Team will present quarterly AVID instructional strategy focus for the campus. The AVID Coordinator will highlight instructional strategies and will provide specific examples for teachers to embed into their lesson plans to implement during instruction.

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.

Staff Responsible for Monitoring: AVID Coordinator

Campus Administration
Campus Instructional Coach
Teachers

Funding Sources: AVID Agendas 211 - Title I Pt A Impr BSC Prg, \$500

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Connect high school to career and college, 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

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Performance Objective 2

By the end of the 25-26 school year, 60% of students grade 3-5 will achieve "Meets" in Math, as measured by STAAR.

Action Step 1

Provide quality Tier 1 Math instruction to students by utilizing the district curriculum, correlating core documents and teacher resources.

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.

Staff Responsible for Monitoring: Campus Administration, Campus Instructional Coach, District Literacy Coach and Classroom Teachers

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000

Title I: 2.5.1, 2.5.2, 2.5.3

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

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 2

Support Tier 2 and Tier 3 students by providing targeted interventions in math through the use of our Intervention Support Teachers and classroom teachers during our scheduled intervention times. Dreambox and other district approved resources will be utilized during this intervention block.

Measures: Progress of students receiving targeted interventions
RtI/SIT team data

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coach
Instructional Support Teachers
Classroom Teachers

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000, Intervention Teacher 211 - Title I Pt A Impr BSC Prg, \$77,000

Title I: 2.5.1, 2.5.3

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

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

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 benefited and who did not benefit?

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.

Staff Responsible for Monitoring: Campus Administration
Campus Instructional Coach
Teachers

Funding Sources: Campus Instructional Coach 211 - Title I Pt A Impr BSC Prg, \$82,000

Title I: 2.5.1, 2.5.2, 2.5.3

TEA Priorities: Build a foundation of reading and math

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 4

The AVID Site Team will present monthly AVID instructional strategy focus for the campus. The

AVID Coordinator will highlight instructional strategies of the month and will provide specific examples for teachers to embed into their lesson plans to implement during instruction.

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.

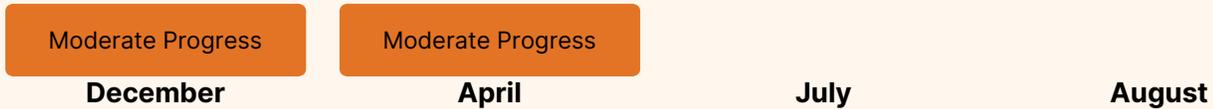
Staff Responsible for Monitoring: AVID Coordinator
Campus Administration
Campus Instructional Coach
Teachers

Funding Sources: AVID Agendas 211 - Title I Pt A Impr BSC Prg, \$500

TEA Priorities: Connect high school to career and college, 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

Progress Reviews



Goal 2 Overall Excellence in Student, Parent, and Community Relations

Performance Objective 1

By the end of the 2025-2026 school year, Sunset Valley will strengthen the academic partnership between school and home by providing meaningful opportunities for parents to engage in academic discussions and activities with their children, fostering shared responsibility for student learning and success, as measured by participation data and end-of-year parent survey feedback.

Action Step 1

Parents and students will be provided opportunities to engage with staff members that will facilitate and foster students' overall academic and social-emotional well-being in developing the whole child.

Measures: Number of participants

Staff Responsible for Monitoring: Counselor
Campus Administration

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 2

Administrators and teachers will provide families with frequent communication that is timely and relevant to families.

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 3

All staff members will engage and provide excellent customer service to the SVES family community through relationship building and communication.

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Goal 3 Employee Excellence and Organizational Improvement

Performance Objective 1

By May 2026, at least 95% of Sunset Valley Elementary staff will indicate on the end-of-year staff survey that SVES is a positive place to work and grow. This will be measured through the annual staff climate survey.

Action Step 1

Implement monthly staff check-ins, celebrate successes through regular shout-outs in newsletters and meetings, and provide structured opportunities for staff to share feedback and ideas.

Measures: Weekly Google Feedback Form
Meeting Notes and Feedback

Staff Responsible for Monitoring: Campus Administration
Sunshine Committee
Campus Teachers

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 2

Utilizes the SVES Leadership team for collaboration and enhancement of campus operations and procedures.

Measures: Meeting Notes and Feedback
Weekly Google Feedback Form

Staff Responsible for Monitoring: Campus Administration
Leadership Team

TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August

Action Step 3

Provide monthly targeted professional learning sessions each semester based on staff-identified needs and provide ongoing coaching/mentoring opportunities.

Measures: Meeting Notes and Feedback
Weekly Google Feedback Form
Professional Learning Feedback Time

Staff Responsible for Monitoring: Campus Administration
AVID Team
Campus Leadership Team
Instructional Coach

Progress Reviews

Moderate Progress

December

Moderate Progress

April

July

August



State Compensatory Education

State Compensatory

Budget for Sunset Valley Elementary

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Personnel for Sunset Valley Elementary

Name	Position	FTE
Danielle Montalvo	Instructional Specialist Teacher	1



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Brandi Keys	Campus Instructional Coach		1
Sara Thrasher	Instructional Specialist Teacher		1