

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [X] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Caynon Strickland
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Sunset Elementary School
(As it should appear in the official records)

School Mailing Address 401 West 14th Street PO Box 716
(If address is P.O. Box, also include street address.)

City Dumas State TX Zip Code+4 (9 digits total) 79029-5413

County Moore County

Telephone (806) 935-2127 Fax _____

Web site/URL <https://www.dumasisd.org/o/ses> E-mail monty.hysinger@dumasisd.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mr. Monty Hysinger E-mail monty.hysinger@dumasisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Dumas Independent School District Tel. (806) 935-6461

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Patty Willis
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
2 Middle/Junior high schools
2 High schools
0 K-12 schools
- 9 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- ☐ Urban (city or town)
☐ Suburban
☒ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	50
K	50
1	64
2	74
3	50
4	47
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	335

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
 - 1.5 % Asian
 - 3.3 % Black or African American
 - 88.6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 5.7 % White
 - 0.6 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 18%

If the mobility rate is above 15%, please explain:

Sunset Elementary is located in a rural community in an agricultural area. Student population is fairly mobile moving seasonally depending on the work available.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1, 2021	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.18
(6) Amount in row (5) multiplied by 100	18

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Korean, English, Other, Burmese, Portuguese

English Language Learners (ELL) in the school: 52 %

174 Total number ELL

7. Students eligible for free/reduced-priced meals: 87 %

Total number students who qualify: 290

8. Students receiving special education services with an IEP: 8 %
Total number of students served 27

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>8</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>16</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %
Total number of students served: 5

10. Number of years the principal has been in the position at this school: 4

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	99%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

16. In a couple of sentences, provide the school's mission or vision statement.

Sunset Elementary will provide academic excellence through collaboration with students, parents, and community. Sunset Elementary will promote Academic Excellence while maintaining a highly competitive level in all areas of school related activities. Sunset Elementary will provide staff development to achieve Academic Excellence for all staff. Sunset Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child. Sunset Elementary will create and maintain a safe learning environment.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.dumasisd.org/572854_3

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Not applicable

PART III – SCHOOL OVERVIEW

Sunset Elementary is a public elementary school located in Dumas, Texas, which is a part of the Dumas Independent School District (DISD). With a history of academic excellence, Sunset Elementary is a cornerstone of the DISD educational community, providing students with the tools and resources necessary to achieve success both in and outside of the classroom.

Dumas is a small city located in Moore County, Texas, in the heart of the Texas Panhandle. The town of Dumas is located 45 miles north of Amarillo, Texas, which is the closest urban area. According to demographic data, the population in 2020 was 14,463, which places Dumas as the 208th most populated city in Texas. The largest racial/ethnic groups are Hispanic (51.4%) followed by White (36.5%) and Asian (8.5%). The average household income of Dumas residents was \$71,809 with a poverty rate of 10.92%. The median age for Dumas residents is 30.6 years.

The citizens of Dumas are served by DISD, which consists of five elementary campuses, two middle schools, and two high schools. It is also served by the Moore County Campus of Amarillo College (MC-AC). MC-AC partners with Dumas High School to offer a variety of dual credit and workforce courses for high school students.

DISD serves a diverse group of students, with an enrollment of approximately 4200 students. The district's student body is composed primarily of a mix of Hispanic, White, Asian, and African American students. According to the Texas Education Agency (TEA), about 69% of students in the district are classified as economically disadvantaged, which is above the state average.

Sunset Elementary was built in 1951 and first opened to students in 1952-1953. Originally named South Ward, Sunset Elementary has a long tradition of academic success and serving the community. Sunset Elementary serves students in pre-kindergarten through fourth grade, with an enrollment of approximately 340 students. The student body is predominantly Hispanic (88.69%), with the remainder of White (5.65%), and African American (3.27%) students. Approximately 86% of the students at Sunset Elementary are classified as economically disadvantaged. The average years of teaching experience according to the Texas Academic Performance Report (TAPR) for 2021-2022 for Sunset Elementary is nine which is below the state rate of 11.1 years. The percentage of Sunset teachers who have one to five years of teaching experience is 34.4%. The next largest group is 26.5% with eleven to twenty years of teaching experience.

Sunset Elementary is committed to providing a rigorous academic program that prepares students for success in middle school, high school, and beyond. The school's curriculum aligns with the Texas Essential Knowledge and Skills (TEKS), which are the state standards for what students should know and be able to do at each grade level. In addition to core subjects such as math, reading, writing, and science, Sunset Elementary also offers a variety of enrichment programs that allow students to explore their interests and develop new skills. These programs include art, music, physical education, and technology, among others. The school motto is "Keep Climbing!" as learning is never truly finished but always growing.

Sunset Elementary also offers a number of programs designed to support students who may need additional assistance. Programs include Multi-Tiered System of Supports (MTSS), which provides targeted instruction to students who are struggling in certain subject areas, as well as Bilingual and English as a Second Language (ESL) support for students who are learning English as their second language. Approximately 52% of the student population are Emergent Bilingual (EB) students.

At Sunset Elementary, the staff and administration are committed to providing a safe and supportive learning environment that empowers students to achieve their full potential. The school's mission is to provide academic excellence through collaboration with students, parents, and the community. The positive culture is apparent from the onset of the school day with all students being greeted in the morning by the administration along with cheerful music playing. The campus principal makes it a priority to visit each classroom each morning. This allows the campus principal to greet each teacher and the students with an opportunity to build a positive connection with the principal. This may seem like a small task, however,

Sunset students are positively impacted by this simple personal interaction. For many Sunset students, this may be the only positive interaction they have with adults.

The school's teachers are highly qualified and dedicated to helping students achieve success, while the administration works to ensure that students have access to the resources and support they need. The campus administration and teachers live out the campus vision statement which is evident through teachers arriving on campus fifteen minutes before report time to increase instructional time with all students. In addition, the campus collaboration in curriculum, instruction, intervention, and data processes supports the vision of academic excellence.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

Sunset Elementary focuses on thoroughly covering the English Language Arts/Reading (ELAR) Texas Essential Knowledge and Skills (TEKS) while differentiating instruction in all grades for all students and meeting the needs of Sunset Elementary's special populations such as emergent bilingual, special education, and gifted and talented.

Balanced literacy is at the forefront of the instructional practices of the school for Prekindergarten (PreK) through Second Grade. Children's Learning Institute (CLI) Engage is the adopted PreK curriculum and Fontus and Pinnell is the curriculum for Kindergarten through Second Grade. Teachers are fully trained in early literacy while receiving instructional support in incorporating the ELAR TEKS within the framework. Students are assessed throughout the year using both state-mandated and district-approved assessments such as the Observation Survey (OS), Texas Primary Reading Inventory (TPRI), and daily running records. This balance between reading and writing ensures differentiated instructional strategies are incorporated in order to meet individual students' needs. This approach also enhances opportunities for the development of oral language and collaboration among students.

Fountas and Pinnell is the adopted curriculum for Third Grade and MyView for Fourth Grade. Through the use of the adopted ELAR curriculum, Third and Fourth grades ensure the rigor of the TEKS is implemented daily. Teachers utilize the gradual release of responsibility incorporating productive struggle within daily instructional practices. As part of the lesson cycle, students receive modeling, guided practice, and individual opportunities to show mastery of the daily learning objective. This instructional approach allows for multiple opportunities for aggressively monitoring while providing corrective and affirmative feedback, and formatively assessing mastery of essential knowledge and skills. Third and Fourth grades adjust their instruction and provide small group instruction based on data collected from daily formative assessments. Third and Fourth grades also provide a reciprocal approach to reading and writing by incorporating small group instruction throughout the day.

The entire staff at Sunset Elementary has also participated in the Texas Reading Academies, which promoted teacher expertise in best instructional ELAR practices. This connection made between the Reading Academies and Balanced Literacy has enhanced teacher expertise and created a natural vertical alignment throughout the campus.

The campus utilizes three different state-approved curriculums for grades Prekindergarten through Fourth. These curricula strengthen instruction for all teachers by providing the necessary resources to differentiate instruction for all students. Phonological awareness supplemental instruction has also augmented reading success in early grades.

In order to assess the efficacy of both curriculum and instruction, Sunset Elementary follows a district-developed assessment calendar. Sunset Elementary has implemented an assessment system designed utilizing campus and district-created assessments as well as state-provided and mandated assessments. All assessments are vetted by campus administration and instructional coaches to meet the rigor of the top-level assessment for grades Three and Four, which is the State of Texas Assessment of Academic Readiness (STAAR). The assessment system design includes a detailed calendar of assessment dates and days for data disaggregation. Sunset administers three-week mini-assessments that assist teachers in determining learning gaps and planning what to re-teach.

1b. Mathematics curriculum content, instruction, and assessment:

Sunset Elementary's math curriculum is designed to meet the daily, rigorous demands of the TTEKS through the implementation of state-adopted resources, including the Savaas Easy Bridge Envision Math 2.0

(available both online and in workbook form). Greg Tang Live Lessons for grades Kindergarten through Second Grade focuses on Number Sense and provides professional development in math strategies for teachers. For daily practice, teachers utilize the Lone Star Daily Rigor, which spirals all TEKS throughout the year and allows for pre-teaching opportunities when a concept has yet to be addressed in the scope and sequence. The curriculum also incorporates Number Talks, a daily routine for students to process their learning and reinforce the Process TEKS which allows students to use a problem-solving model that incorporates analyzing given information, formulating a plan, determining a solution, and justifying the solution. This approach uses mental math and number sense to apply mathematics to everyday life. Math by the Book is a supplement utilized by Sunset teachers to provide a connection between reading and math. The reciprocity of both subjects ensures students are provided with a differentiated approach to mathematics.

In addition to these resources, the campus has implemented an assessment system to ensure that students are mastering key concepts. One element of this assessment system is implementing formative assessments to ensure the mastery of the daily learning objective. These assessments include a three-week assessment in Data Management for Assessment and Curriculum (DMAC), district assessments every nine weeks, and benchmarks based on released State of Texas Assessment of Academic Readiness (STAAR) tests. The school also utilizes Lonestar Fast Focus resources to target specific student gaps, as well as tutorials for all students.

To prepare students for state testing, the school utilizes the Texas Formative Assessment Resource (TFAR) creation system developed by Texas Education Agency (TEA) for district tests and online testing for Third and Fourth grade students. This allows students to practice on the same testing platform where students are administered the STAAR. Students are developing confidence and competence in the utilization of tools, navigation, and support within the state testing platform throughout the year. In addition, the campus administers the TEA Interim assessments in the fall and spring. The data from the TEA Interim assessment is utilized to determine student growth and predictability of performance on the STAAR. This is also another opportunity for students to engage in the state testing platform for additional practice in using tools and supports. Custom assessments are also created through Envision for Second grade students, and the school employs data-driven instruction for First through Fourth grade math students. Data-driven practices include the unpacking of TEKS and the assessment to determine student learning gaps and reteach plans. Measures of Academic Progress (MAP) screeners are used for Kindergarten through Fourth grade students to identify gaps in learning.

Overall, Sunset Elementary's approach to math curriculum is designed to prepare students to be successful in the next grade level, with these comprehensive, rigorous, and effective strategies of teaching and learning mathematics.

1c. Science curriculum content, instruction, and assessment:

Sunset Elementary implements a science curriculum from the state-adopted Fusion program published by Houghton Mifflin Harcourt (HMH). Due to the State of Texas Assessment of Academic Readiness (STAAR) redesign incorporating passages rooted in Science Texas Essential Knowledge and Skills (TEKS), the campus has implemented cross-curricular instructional strategies. These strategies involve integrating science with other subjects, such as reading, writing, and math. By doing so, students can see how science applies to the real world and how it is interconnected with other disciplines. This approach can be highly beneficial for students, as it allows them to develop a more comprehensive understanding of science while reinforcing their knowledge of other subjects.

One of the key advantages of this curriculum is that it can make science more engaging and relevant for students. Science can become more relatable and interesting by incorporating topics and concepts from other subjects. For example, students can learn about the scientific method while practicing their writing skills by documenting their experiments. They can learn about ecosystems and food chains while practicing their math skills by analyzing data and creating graphs.

To successfully implement this curriculum, teachers collaborate with other teachers in different subjects during their Professional Learning Community (PLC) time. They are willing to be flexible and adapt to

changes in the curriculum. Teachers communicate with students in a way that makes science relevant to their everyday lives and to the world around them.

The campus utilizes curriculum-based assessments to determine mastery of Science TEKS. In addition, Third and Fourth Grade students are administered an End of Year assessment in which teachers use the data to make instructional and scope and sequence adjustments. Overall, Sunset Elementary's science curriculum incorporates cross-curricular strategies and has the potential to be highly effective in engaging students and creating a more comprehensive understanding of science.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies Texas Essential Knowledge and Skills (TEKS) are addressed through a variety of methods, including the use of read-alouds, state-adopted Studies Weekly, interactive assignments, cross-curricular approaches with Reading TEKS, collaborative writing, and programs like Read Works.

Teachers use read-alouds to introduce students to important concepts, events, and figures in social studies. By selecting texts that are age-appropriate and engaging, teachers can help students develop an understanding of the social studies content and foster a love of reading.

Studies Weekly are magazines designed for elementary students that cover a range of topics, including social studies. Teachers use these readers to supplement their instruction and provide students with current events and historical information.

Interactive assignments, such as online simulations and games, can be used to help students explore social studies concepts in a fun, engaging way. These assignments can provide students with a deeper understanding of social studies content and help teachers assess the retention of information from unit to unit.

Teachers integrate social studies content into their reading instruction by using cross-curricular approaches that align with Reading TEKS. This can include selecting texts that address social studies concepts, asking students to analyze historical documents, and using graphic organizers to help students make connections between social studies content and their reading.

Collaborative writing activities, such as group research projects and presentations, are used to help students develop their writing and research skills while learning about social studies content. These activities can also help students develop their communication and teamwork skills. Teachers use this as a way to assess mastery of the content.

Programs like Read Works provide students with access to high-quality information texts that can be used to develop their reading comprehension skills and deepen their understanding of social studies content. Teachers can use these texts to create reading assignments and assessments that address specific social studies standards.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

Sunset Elementary's PreKindergarten curriculum is designed to provide a strong foundation for the academic and social success of its youngest learners. The approach is informed by the latest research in early childhood education, including evidence-based practices and proven strategies that support optimal development in young children.

One key component of the PreKindergarten curriculum is the use of Children's Learning Institute (CLI) Engage, a comprehensive platform that supports teachers in delivering high-quality instruction and

assessment. CLI Engage provides teachers with access to a wide range of resources, including lesson plans, activities, assessments, and progress monitoring tools. By using this platform, teachers are able to individualize instruction to meet the unique needs of each child, ensuring that all students are challenged and supported in their learning.

The curriculum also places a strong emphasis on a balanced approach to literacy, which includes reading, writing, speaking, and listening skills. Teachers use a variety of instructional strategies, such as shared reading, interactive writing, and read-alouds, to help students develop these important skills.

Sunset's PreKindergarten curriculum is aligned with early childhood and Kindergarten through Fourth grade TEKS. By aligning the curriculum with these TEKS, teachers ensure that students are developing the skills and knowledge they need to succeed in later grades.

Other important components are the development of oral language, phonological awareness, and alphabet knowledge. These skills are critical for early literacy development and are closely linked to later academic success. Teachers use a variety of activities, such as rhyming games, letter recognition activities, and story retelling, to help our students develop these important skills.

Finally, research has shown that early education has a significant impact on school readiness and success in primary grades. By providing a strong foundation in PreKindergarten, teachers are setting students up for long-term success in their academic and social lives.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

The Arts curriculum at Sunset Elementary is designed to provide students with opportunities to develop their creativity, imagination, and self-expression through various art forms such as visual arts, music, and performances. All Prekindergarten through Fourth grade students participate in the arts curriculum through the Music class five days per week at thirty minutes per day. By engaging in activities such as drawing, painting, singing, and acting, students at Sunset Elementary can build their knowledge and skills in these areas and meet the TEKS standards. Some of the outstanding performances throughout the year are the All School performance including grades Prekindergarten through fourth grade; the Christmas play which includes Third and Fourth grades, the Veteran's Day program which includes Second and Third grades, and Christmas caroling performances from Second grade at various assisted nursing facilities and banks within our community. These performances provide students with multiple opportunities to engage in daily oral language acquisition. The teacher also reinforces several skills, such as social-emotional skills, through providing counselor-led lessons and activities during this time. Within this class period, students are also having an opportunity to practice specific TEKS such as poetry, drama, and math skills necessary to read music such as rhythmic measure.

2b. Physical education/health/nutrition

Physical Education (PE) at Sunset Elementary provides students with opportunities to develop physical fitness, motor skills, and social skills through physical activities such as sports, games, and exercise. The Texas Essential Knowledge and Skills (TEKS) standards for PE focus on developing skills such as movement, cooperation, health, and safety. By participating in PE classes, students can build their physical and social skills while also meeting the TEKS standards for PE. Sunset Elementary provides multiple opportunities to engage in activities such as family PE night for grades Three and Four, Reindeer Trot for all grade levels, swimming lessons for grade Two students, and the city-wide spring track meet for grades Three and Four. Grades Three and Four participate in the Physical Fitness Assessment Initiative, Fitnessgram, as required by Texas Education Code. Fitnessgram includes physical assessments in areas of aerobic capacity through running or walking, muscular strength and endurance through activities such as curl-ups and push-ups, flexibility, and determining body mass index. Results of the Fitnessgram are used to

determine if a relationship exists between student academic achievement levels, attendance levels, obesity, student discipline problems, and school meal programs. All Prekindergarten through Fourth grade students participate in the physical education curriculum five days per week at thirty minutes per day.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Technology curriculum at Sunset Elementary is designed to equip students with the knowledge and skills they need to use technology effectively and responsibly. The Texas Essential Knowledge and Skills (TEKS) standards for Technology focus on areas such as technology operations, digital citizenship, and communication. By engaging in activities such as using computers, tablets, and other devices, students at Sunset Elementary can develop their technological literacy and meet the TEKS standards for Technology.

All Sunset students are equipped with their own Chromebook or Chrometab. The devices are constantly used to access testing platforms, access intervention programs, or enjoy an online book. With the move at the state level to online testing, it is vital that students have frequent opportunities to engage in learning through a technology device. This develops confidence and competency within students.

Sunset students also have access to virtual reality (VR) goggles to provide students with the opportunity to access virtual field trips. This supports the diverse student population, including economically disadvantaged students, by providing real-life experiences that are not easily accessible to them in their everyday lives. The VR technology also allows for the growth of vocabulary for Emergent Bilingual students.

2e. Any other interesting or innovative curriculum programs you would like to share

The Library curriculum at Sunset Elementary is designed to promote literacy and critical thinking skills in students. The TEKS standards for the Library focus on areas such as information literacy, literature, and inquiry. The library is offered to all students from Prekindergarten through Fourth grade. Although students have the opportunity to check out books at any time, individual classes attend the library for weekly lessons provided by the librarian. The weekly lessons supplement the classroom by providing more in-depth learning into research and analysis. By engaging in activities such as reading books, conducting research, and analyzing information, students can develop their literacy and critical thinking skills while also meeting the TEKS standards for Library.

Makerspace is a program offered at all grade levels at Sunset. Makerspace is a place in which students with shared interests, especially in computing or technology, can gather to work on projects while sharing ideas, equipment, and knowledge. Students may attend the Makerspace room during their intervention time depending on classroom performance. The focus of this time incorporates Science, Technology, Engineering, and Mathematics (STEM) ideas which include robotics, assembling basic radios, and architectural activities.

3. Academic Supports

3a. Students performing below grade level:

Sunset identifies students who are below grade level through Multi Tiered System of Support (MTSS) meetings. The team members use assessments including Measures of Academic Progress (MAPS), district assessments, Observation Survey (OS), and guided reading running records to help identify the students in need of intervention. Teachers provide targeted interventions through supplemental resources such as iXL, Leveled Literacy Intervention (LLI), Reading Recovery, Literacy groups, and Really Great Reading programs.

The iXL program is an online learning platform that offers personalized learning experiences for students. With iXL, students can practice their math and reading skills through interactive activities, receive immediate feedback, and track their progress over time. This tool provides students with the opportunity to work at their own pace and build confidence in their abilities.

Another intervention Sunset utilizes for students performing below grade level in reading is the LLI kit. The LLI kit is a systematic, research-based approach to literacy instruction that helps struggling readers develop fluency and comprehension skills.

The Reading Recovery program is an effective intervention that supports First grade students who are struggling with reading. Additionally, literacy groups in grades First through Third provide students with the opportunity to engage in collaborative learning experiences. This approach can help students develop stronger reading and writing skills and build a sense of community in the classroom.

The Really Great Reading programs, including Count Down to Kinder, Blast, and Boost, support students' growth in reading. These programs are designed to provide students with engaging and effective instruction in phonemic awareness, phonics, vocabulary, and comprehension skills.

Through campus MTSS meetings, the intervention frequency and duration is decided on a student-by-student basis. Intervention time is built into the daily campus schedule providing forty minutes of targeted time. Providing academic support to students who are performing below grade level in math and reading is crucial for their academic success.

3b. Students performing above grade level:

For students performing above grade level, it can be difficult to find academic challenges that adequately match their abilities. Luckily, Sunset Elementary provides several programs designed to enhance the education of high-achieving students. These include the Gifted and Talented (GT) Programs for Enrichment and Gifted Students (PEGS) program, enrichment, and Makerspace.

The PEGS program at Sunset Elementary is designed specifically for students who excel academically and meet the qualification requirements. This program offers specialized classes and instruction that provide additional opportunities for learning and growth. PEGS students have the opportunity to delve deeper into subjects that interest them, work on advanced projects, and collaborate with other high-achieving students. The program also includes opportunities for field trips, research projects, and mentorship from experts in various fields. Students attend the PEGS program off campus one day per week for four hours per day with a certified GT instructor.

During daily intervention time at Sunset Elementary, teachers provide enrichment opportunities for students who are performing above grade level. For high-achieving students, this time offers the opportunity to work on advanced projects and explore more complex subject matter.

Makerspace is a unique program at Sunset Elementary that offers hands-on learning experiences for all students, including high-achieving students. This program provides access to a variety of tools and materials, robotics kits, and engineering supplies. Students can use these resources to design and create their own projects, solve problems, and learn through trial and error. Makerspace is a great opportunity for high-achieving students to explore their creativity and apply their knowledge in new ways.

Whether students are interested in pursuing advanced coursework, exploring new subject areas, or applying their knowledge in hands-on projects, these programs provide the resources and support needed to excel academically. By participating in these programs, students can continue to challenge themselves and reach their full potential.

3c. Students with disabilities:

Special education is a critical component at Sunset that is designed to meet the unique needs of students with disabilities. These students require specialized instruction, accommodations, and support to succeed academically and socially. One of the key components of special education is the Individualized Education Plan (IEP), which is a legal document that outlines the student's specific needs and goals and the services and accommodations that will be provided to help them achieve those goals.

Intervention is a critical component of special education that involves providing targeted support and instruction to students who are struggling academically or socially. Intervention can take many forms, including one-on-one instruction, small group instruction, or specialized programs designed to meet the specific needs of the student. Sunset uses the Take Flight and Reading by Design programs that support students that have been identified with dyslexia. Each program is tailored to each student's needs.

Data-driven decision making is an important aspect of special education that involves using data to inform instructional decisions and monitor student progress. Progress monitoring is done based on each student's IEP. Each student has a goal set per their plan. This can include data from testing, observations, and other assessments, which are used to identify areas of strength and weakness and guide instruction and intervention.

Accommodations are a critical component of special education that are designed to help students with disabilities access the curriculum and participate in classroom activities. Accommodations may include things like extra time on tests, modified assignments, and specialized equipment or technology.

Overall, special education is a critical component of education that is designed to meet the unique needs of students with disabilities. Through interventions, data-driven decision making, testing, accommodations, and the use of the IEP, students with disabilities are able to receive the support and instruction they need to achieve academic and social success.

3d. English Language Learners:

Emergent bilingual (EB) students comprise the largest sub-population served at Sunset Elementary (52%). Sunset teachers have created an engaging and effective learning environment for their EB students, leading to improved academic outcomes and a deeper understanding of the subject matter.

Teachers incorporate best instructional practices designed for EB students. Visual aids have helped students better understand complex concepts and retain information more effectively. Pair and share activities have improved collaboration and communication skills, as well as deepen understanding of the topic being taught. Additionally, an explicit vocabulary routine helps students build their vocabulary and improve their reading and writing skills.

An intervention for emergent bilinguals is the implementation of a language lab, which is available to all grade levels. Students experience thematic units which foster vocabulary development and enhance listening, speaking, reading, and writing. Students are provided a hands-on approach to strengthen receptive and expressive language.

Collaboration between bilingual certified teachers and regular classroom teachers has been essential for promoting oral language development in students. Bilingual certified teachers bring their expertise in teaching content and language while providing instruction in the target language. English as a second language teachers support and provide additional resources and strategies to support language development in all classrooms. This collaboration results in improved academic outcomes, increased language proficiency, and greater cultural awareness. Through this approach, students are empowered to develop strong oral language skills and succeed in their academic and personal lives while closing the gaps.

Assessments for EB students include the Language Assessment Scales (LAS) Links placement test for all students entering school who speak a language other than English. EB students participate in all campus and district assessments the same as all students. EB students are also assessed yearly using the Texas English

Language Proficiency Assessment System (TELPAS). This state-mandated assessment provides data for administrators and teachers to determine accommodations and instruction.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Student engagement, motivation, and a positive environment are essential at Sunset Elementary for supporting academic, social, and emotional growth in students. Sunset administration and staff incorporate multicultural awareness throughout all school activities to celebrate the diversity of the student population.

Building positive relationships with students is a strength at Sunset Elementary. Getting to know students on a personal level has helped to build trust and create a safe environment for learning. Teachers learn about students' interests, strengths, and challenges to help personalize their instruction. The campus morning routine of greeting all students and classroom check-ins allows for more personalization of relationships.

Students learn best when they are actively engaged in the learning process, so teachers at Sunset have made it a priority to create engaging lessons. Sunset teachers use a variety of strategies such as hands-on activities, group work, and discussions to encourage student participation.

Sunset teachers also set high expectations for all students and provide the necessary support to help them meet those expectations. Every student has goal folders setting their academic goals and steps to achieve them which creates collaboration between teachers and students. Celebrating student success and providing constructive feedback has helped students celebrate big and small accomplishments while still having a growth mindset.

Sunset teachers create a positive classroom culture by promoting kindness, respect, and empathy. All Sunset students feel safe and secure because they feel comfortable communicating with their teachers.

Students who feel emotionally supported are more likely to be engaged and motivated learners. Teachers provide emotional support by building positive relationships with students, providing opportunities for social and emotional learning, and offering resources for students who need additional support. Sunset takes pride in the collaboration among teachers in providing tailored support, both academic and emotional for each student. This is evident during Professional Learning Communities (PLCs) that focus on the whole student not just on academics.

To help promote career readiness development, Fourth grade students each year complete a research project around a career that interests them. Student academic levels are set at the mastery level which supports college readiness.

By implementing these strategies, teachers can create a positive learning environment that supports academic, social, and emotional growth for all students. Strategies revolving around achievement, social-emotional growth, and academic growth resulted in 100% performance on all Closing the Gaps indicators. Teachers are purposeful about capitalizing on students' strengths, building their self-efficacy, and strengthening gaps to elevate all learners.

2. Engaging Families and Community:

Parent engagement is a critical component of a child's academic success, and it is a priority for Sunset Elementary School. The school recognizes that engaged parents play a vital role in their child's education, so they have implemented a range of strategies to promote parent engagement. These strategies include cultural awareness, partnerships with families, and addressing the unique needs of families. Most importantly, the school regularly communicates with parents in their native language to support their child's learning.

Sunset Elementary recognizes that the community they serve is diverse, so staff makes a conscious effort to celebrate the different cultures and backgrounds of their families. For example, Christmas around the World, celebrating all holidays from our different populations, decorating the school to represent different cultures, inviting students to Back to School night, and providing food specific to their culture.

Partnerships with families are another key strategy that Sunset Elementary uses to promote parent engagement. We recognize that families play a critical role in their child's academic success, so we work to build strong relationships with parents. This is achieved through open communication channels, regular parent-teacher conferences, and other events that encourage parent participation such as Fall Festival, Sweetheart Dance, Night at the Museum, and Pastries with Parents. These partnerships allow the school to understand the needs of each family, and to work collaboratively to meet those needs. Different modes of communication are used including social media platforms, Thursday folders, and Class Dojo.

Sunset Elementary also recognizes that families have unique needs, and so we make a concerted effort to address those needs. This includes providing resources to families, such as information on community services, and offering programs and activities that cater to the interests of families. For example, the school hosts family nights, which provide an opportunity for families to come together, socialize, and learn about their child's education.

Sunset Elementary recognizes that parent engagement is critical to their students' academic success, and has implemented a range of strategies to promote engagement. These strategies include multicultural awareness, partnerships with families, and addressing the unique needs of families. By creating a welcoming and inclusive environment that values the unique backgrounds and cultures of their families, Sunset Elementary School is able to build strong relationships with parents and work collaboratively to meet the needs of each family. Ultimately, this approach helps to ensure that all students at Sunset Elementary School have the support they need to achieve academic success.

3. Creating Professional Culture:

Sunset Elementary has created an environment where teachers feel valued and supported through a variety of measures that prioritize teacher professional development, collaboration, and recognition. This approach has a positive impact on the capacity of teachers and administrators, as well as the overall culture of the school.

First and foremost, Sunset Elementary places a strong emphasis on professional development for its teachers. Teachers are provided with ongoing opportunities to improve their skills and knowledge, both through in-house training and external workshops and conferences. This professional development approach enables teachers to stay current with best practices in teaching and learning and to continue to grow and develop in their roles. By investing in professional development, Sunset Elementary demonstrates that we value our teachers and are committed to supporting their ongoing growth and development.

Sunset Elementary also fosters a culture of collaboration among its teachers through the Professional Learning Community (PLC) process. Teachers are encouraged to work together, share ideas, and learn from each other. This collaborative approach allows teachers to tap into the collective knowledge and expertise of their colleagues, and to develop new strategies and approaches that benefit their students. By facilitating collaboration, Sunset Elementary creates a sense of community among teachers and helps to prevent feelings of isolation or burnout.

Sunset Elementary also recognizes and rewards the hard work and dedication of teachers. Teachers are regularly praised for their accomplishments and contributions and are given opportunities to showcase their work and share their successes with their colleagues. This recognition helps to build morale and motivation among teachers and reinforces the message that their work is valued and appreciated.

Sunset Elementary provides additional support to its teachers and other school staff as needed. This may include resources such as technology or instructional materials, as well as counseling or wellness programs to support teachers' mental and emotional well-being. By providing these additional supports, Sunset Elementary acknowledges the challenges that teachers may face in their roles and demonstrates its commitment to supporting them in any way possible.

development approach, collaborative culture, recognition and rewards, and additional support. This approach has a positive impact on the capacity of teachers and administrators, as well as the overall culture of the school. By prioritizing the well-being and professional growth of its teachers, Sunset Elementary is able to create a positive and productive learning environment for all students.

4. School Leadership:

Sunset's leadership philosophy is focused on creating a positive school culture, where all stakeholders feel valued and supported. The leadership team is committed to creating a safe, respectful, and inclusive environment where students can thrive academically and personally. Sunset encourages a strong sense of family. Staff and students all know that someone in the building is available to help support them in their instruction or social-emotional well-being. The campus leadership team is composed of the campus principal, campus assistant principal, campus counselor, and instructional coaches.

One of the key characteristics of positive school leadership is the ability to build relationships which is very apparent in Sunset Elementary. The administration takes the time to listen, communicate, and collaborate with all stakeholders to build trust and create a sense of shared ownership of the school's vision and goals. Every morning the school vision "Keep Climbing", is reiterated which encourages staff and students to keep striving to do their best. Academically and emotionally, staff and students feel encouraged by these words.

Another important characteristic of Sunset Elementary is the ability to inspire and motivate. Campus leaders are passionate about education and have a clear vision for the school's future. They communicate this vision to all stakeholders and inspire them to work together toward achieving common goals. They motivate students and staff to do their best, and they recognize and celebrate their achievements.

Campus leaders are also committed to creating a safe and supportive learning environment. They recognize that students' academic success is closely linked to their social and emotional well-being. Sunset staff works to create a school culture where all students feel accepted, valued, and supported. They also ensure that teachers have the resources and support they need to meet the diverse needs of their students. The campus principal focuses state, local and federal funds allocated to the campus on identified needs of students and staff.

The campus principal has a growth mindset and is always looking for ways to improve the campus. The campus principal ensures all teachers are up to date on and are utilizing best practices regarding curriculum, instruction, and assessment. The importance of commitment to ongoing learning and improvement is a top priority for the principal and staff. They recognize that the education landscape is constantly evolving, and they are always looking for ways to improve their own skills and knowledge.

5. Culturally Responsive Teaching and Learning:

Sunset Elementary is dedicated to meeting the diverse needs and backgrounds of students, families, and staff. The school believes in creating an inclusive environment where all students feel valued, respected, and supported. Sunset Elementary has taken several steps to ensure equity, cultural awareness, and respect in the classroom and the school.

One of the ways Sunset Elementary addresses diversity is by providing a curriculum that includes multicultural education. This includes teaching students about different cultures, traditions, and histories. The school also encourages teachers to incorporate diverse perspectives into their lessons and to create a welcoming classroom environment where all students feel included. One example of these lessons includes "Christmas Around the World."

Sunset Elementary also provides professional development opportunities for staff to increase their cultural awareness and competency. The school believes that it is essential for teachers and staff to be knowledgeable about cultural differences, and to provide a supportive and inclusive learning environment for all students. Bilingual teachers receive professional development at the Teachers Association of Bilingual Education State Conference every other year. They are taught culturally responsive strategies to

ensure student growth and language development.

To ensure equity, Sunset Elementary provides additional support and resources to students who need it. This includes individualized instruction, tutoring, and counseling services. The school also offers a variety of programs, such as after-school programs, clubs, and enrichment activities, to provide opportunities for students to explore their interests and talents.

The school also recognizes that families play a crucial role in their children's education. Sunset Elementary encourages family involvement and provides resources and support to families. The school also holds events, such as parent-teacher conferences, family nights, and cultural celebrations, to encourage family involvement.

Sunset Elementary is committed to creating a safe and supportive environment for all students, staff, and families. The school has a zero-tolerance policy for discrimination, harassment, or bullying. The school also has a diversity and inclusion mindset, which works to promote equity, cultural awareness, and respect in the school community.

Sunset Elementary is dedicated to meeting the diverse needs and backgrounds of students, families, and staff. The school takes steps to ensure equity, cultural awareness, and respect in the classroom and the school. Support is provided to students, staff, and families to create a safe and inclusive learning environment. Sunset Elementary's commitment to diversity and inclusion ensures that all students have the opportunity to succeed and thrive.

PART VI - STRATEGY FOR EXCELLENCE

Consistency in education requires a certain level of commitment and perseverance. Consistency is the most instrumental practice of excellence that incorporates all levels of instruction and education at Sunset Elementary. This strategy for excellence has led to the continued success of Sunset Elementary.

Learning can be challenging, and setbacks and obstacles are inevitable. However, teachers who are consistent in their efforts are better equipped to overcome these challenges and continue making progress toward student achievement. This is apparent at Sunset. It is the consistency in lesson planning, collaboration, and data analysis that has been an essential component of effective teaching at Sunset.

Being consistent in lesson planning has been crucial for student learning at Sunset. It ensures that each lesson builds upon the previous one and that students have a clear understanding of the concepts being taught. A consistent approach also ensures that students can develop the skills and knowledge required to meet academic standards. Teachers who plan their lessons with consistency in mind ensure that students are engaged in meaningful and relevant activities, which promotes deeper learning.

Through consistently collaborating amongst peers and instructional support, student achievement has become the forefront of conversations. Sunset teachers work together to share ideas and feedback, which can help them improve their teaching practices. This knowledge can be used to improve lesson planning and teaching practices, ultimately benefiting students.

In order to achieve consistency in lesson planning, collaboration, and support, Sunset prioritizes these components. Sunset supports consistency by establishing clear standards and expectations for lesson planning and providing teachers with tools and resources to help them plan and implement effective lessons. Collaboration can be fostered through professional learning communities and other collaborative opportunities, which allow teachers to work together to improve their teaching practices. Sunset provides consistent support to teachers through professional development opportunities, mentorship, and access to resources.

Consistency in teaching refers to the regular and systematic approach to delivering content, providing feedback, and assessing students' progress. Sunset's use of consistency in teaching also helps to ensure that all students receive a similar level of instruction.

When the teachers at Sunset maintain consistent approaches to teaching, they can be confident that they are providing a high-quality education to all students, regardless of external factors that may impact learning. Consistency in lesson planning, collaborating, and analyzing data with fidelity is what has led to the success at Sunset Elementary.