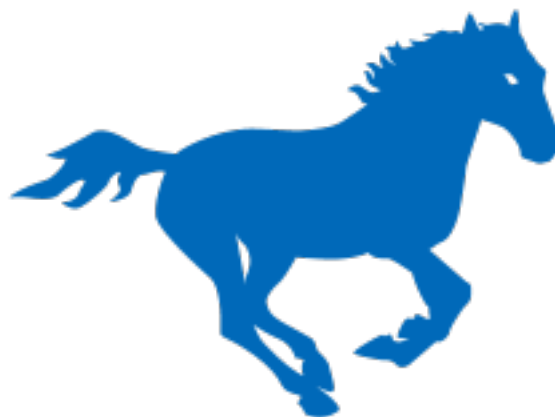


ZAVALA EL

Zavala Elementary Campus Improvement Plan 2021/2022

Including a Targeted Improvement Plan



ZAVALA
ELEMENTARY SCHOOL
AUSTIN Independent School District

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Campus Mission

The mission of Zavala Elementary is to develop responsible citizens who are respectful, have integrity, self-discipline, and empathy. The Zavala staff, parents, and community will provide a safe environment where the students can achieve academic and life-long success.

Texas Public Education Mission Statement

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child. (TEC Title 2, Ch 4, Sec.4.001)

Austin Independent School District Mission

Austin ISD educates more than 80,000 students and embraces 129 diverse school communities in one of the fastest-growing metroplexes in the country. In partnership with our families and our community, AISD's mission is to provide a comprehensive educational experience that is high-quality, challenging and inspires all students to make a positive contribution to society. We partner with world-class universities, innovative businesses, nonprofit organizations and engaged community leaders to prepare our students for college, career and life.

Every Student Succeeds Act (ESSA)
Title I, Part A Schoolwide Program (SWP) Implementation Statutory Requirements

Element 1: The Comprehensive Needs Assessment (CNA) is included as an attachment for all campuses. The 2021-22 CIP/TIP Development and Review Timeline is attached to this plan. It includes dates that the data was analyzed, the CIP/TIP was developed/revised, and the CIP/TIP will be evaluated.

Element 2: CIP/TIP Requirements are identified as Strategies. Once published, a living draft of this plan can be found on the campus' school page at www.austinisd.org/schools. The list of individuals and their roles who assisted with the development of the CIP is included in this plan.

Element 3: Parent and Family Engagement Requirements, including the Parent/Family Engagement written policy, can be found within the Title I compliance packet, which is available upon request from the campus principal. The signed Principal Confirmation checklist is attached to this plan.

Instructions for Campuses

Ensure each strategy is aligned with Title 1 SW Elements and TEA Priorities.

Ensure all portions of the Title 1 Compliance Packet have been uploaded as attachments (in PlanWorks):

#1 - The Title I Compliance Packet Principal Confirmation - Signed and uploaded with packet.

#2 - #9 See packet for details

#10 - The CIP Developers List has been filled out using PlanWorks (preferred)

Once you have completed these steps, mark this page COMPLETE (green completion check).

If you have questions about these requirements, please contact your Title 1 Compliance Coordinator.

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Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 1. (CSH Implementation) SMART Goal: By the end of SY 21-22, the campus will achieve at least a 70% (Acceptable) rating on each of the 11 areas of the Coordinated School Health Survey. (7 conditions #2,3,4,5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Create a Whole Child, Every Child committee that meets monthly to monitor CSH campus goals. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 3,4)	CATCH Team	October 1		Criteria: Monthly meeting agendas and meeting minutes with list of attendees and clear next steps. 11/01/21 - On Track 09/06/21 - Some Progress
2. Add Whole Child, Every Child placeholder to faculty meeting agendas to discuss current/continuous activities and progress on CSH goals. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 1,4)	CATCH Team	Sep.-May		Criteria: Minutes from Faculty Meetings. 11/01/21 - Significant Progress 09/19/21 - Some Progress
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.2,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CATCH Team, Parent Support Specialist	Sep.- May		Criteria: CSH goals and initiatives promoted and discussed at meetings and on school flyers and media posts. 11/01/21 - Some Progress 09/19/21 - Some Progress

ZAVALA EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 2. (Physical Environment/Sustainability) The campus will engage in activities to build student awareness of their relationship with nature and their responsibility as environmental stewards. (7 conditions #7,2)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Ensure the Green Team establishes a school patrol program to find energy waste utilizing the Watt Watchers of Texas guidance and resources. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 4)	Green Committee	September to May		Criteria: Green Team will conduct energy audits monthly using the WATT watchers of Texas resources. 09/06/21 - Some Progress
2. Establish a Green Team in alignment with NWF Green Flag Eco-team guidelines: The Green Team consists of at least 50% students, and also includes, teachers, staff, and community members. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Green Committee	Sep.-June		Criteria: We will have agendas minutes from the Green Team Meetings. 11/01/21 - Some Progress 09/19/21 - No Progress
3. identify a Green Team Lead or Campus Sustainability Champion to review artifacts in the CIP, identify recommended strategies, and organize any green team activities at the school. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 4)	Administrators	Sep-June		Criteria: Green Team Lead will develop agendas used during green team meetings. 11/01/21 - Some Progress 09/19/21 - No Progress

ZAVALA EL

Goal 1. (Coordinated School Health) Coordinated School Health (CSH) is a cooperative approach to improve the physical, mental, and emotional health of all students, staff, and members of the educational community. A Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children. A whole child is healthy, safe, engaged, supported, and challenged every day in every environment.

Objective 3. (Community Engagement) For SY 2021-2022, Zavala will maintain the minimum membership requirements (6 parents, 6 professional staff, 1 classified staff, 1 business rep, and 1 community rep) that reflects campus geographic, ethnic, gender, and economic diversity of the school community on our Campus Advisory Council.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members	September-May	(L)Campus BTO	Criteria: Minutes from CAC meetings 11/01/21 - On Track 09/06/21 - No Progress
2. Have a standing Campus Advisory Council agenda item for reports from District Advisory Council members or members from other district-wide committees. (Title I SW Elements: 1.1,2.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, CAC Members	Sep.-May		Criteria: Agendas from monthly CAC meetings 11/01/21 - On Track 09/19/21 - Some Progress
3. October agenda to include time for analysis of current membership representation in relation to campus demographics. If there are gaps, a goal will be co-created to better align with campus demographic representation. (Title I SW Elements: 2.1,2.2,3.2) (Target Group: All) (Strategic Priorities: 4)	Administrators, CAC Members	Oct.-Dec.		Criteria: Changes in CAC membership that reflect the demographics of our campus. 11/01/21 - Some Progress 09/19/21 - No Progress

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Goal 2. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 216 to 230 by December 15, 2021 (refer to 21-22 projection). SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Set monthly targets in the spring to hit registration goals and create multiple registration opportunities during that time. (Title I SW Elements: 1.1,2.2,2.6) (Target Group: All) (Strategic Priorities: 4)	Administrators, Parent Support Specialist, Registrar	September-May		11/01/21 - Some Progress 09/06/21 - No Progress
2. Utilize \$1500 marketing budget to provide stipend to a staff member to update website monthly and maintain (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 1,3,4)	Teachers	September-May		09/06/21 - Some Progress
3. Monthly Open Houses and Tours for the Community (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 4)	Principal	Sep-Dec		Criteria: Enrollment will increase by 5% by the end of the Fall 2021 semester. 09/19/21 - Some Progress

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Goal 3. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 21-22, the campus will move from Developing to Meets Expectations on the Customer service prioritization section of the Campus Assessment Rubric. (7 conditions #1,4,5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prioritize CARES Customer Service Standards and best practices to ensure exceptional customer service and equitable experiences that cultivate a culture of respect. (Title I SW Elements: 1.1,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Bookkeeper, Registrar	August-June		09/19/21 - Some Progress 09/06/21 - No Progress
2. Promote CARES customer service professional learning opportunities with all staff, including substitutes. (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1)	Administrators	Sep.-May		Criteria: Proof of Attendance from HCP. 09/19/21 - Some Progress
3. Collect data from staff, families, and students to identify where additional customer service support is needed and use that information to determine what additional customer service professional learning and resources are needed. (Title I SW Elements: 1.1,2.2,2.4,3.1) (Target Group: All) (Strategic Priorities: 1,4)	Administrators, Assistant Principal, Parent Support Specialist	Sep.-May		Criteria: A list of areas in which to improve campus wide customer service. 11/01/21 - Some Progress 09/19/21 - No Progress

ZAVALA EL

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attachment #1. Principal Attestation Form: Qualifications for Teachers and Paraprofessionals. (Sign and attach the form.) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Principal Attestation Form 11/01/21 - Completed 09/06/21 - No Progress
2. Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. (Attach copy of Parent/Family Involvement Policy on your campus stationery.) (Title I SW Elements: 3.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family Involvement Policy on your campus stationery 09/19/21 - Some Progress
3. Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. (Attach copy of Parent/Family School Compact.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: Parent/Family School Compact 09/19/21 - Some Progress
4. Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements and initiatives, and informing them of their right to be involved. (Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.) (Title I SW Elements: 2.1,3.2) (Target Group: ECD)	Principal	Due 9/17		Criteria: agenda, sign in sheets, meeting notice, and meeting minutes 09/19/21 - Completed
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in languages other than English must be	Principal	Due 9/17		Criteria: Sample communications in languages other than English 09/19/21 - On Track

ZAVALA EL

Goal 4. (Title 1 Compliance Packet) Complete and upload all documentation within to confirm and ensure all following Title I Compliance Requirements have been met.

Objective 1. (Principal Confirmation - Documents Due Oct. 30, 2020) All documentation should be uploaded at the Plan level using Attachments.**Do not attach any documents with student or staff records as they will be published online with the CIP/TIP.**

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
attached.) (Title I SW Elements: 2.3) (Target Group: ECD)				
6. Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. (Documentation of notice on school letterhead is attached.) (Title I SW Elements: 2.3) (Target Group: ECD) (Strategic Priorities: 1)	Principal	Due 9/17		Criteria: Documentation of notice on school letterhead 09/19/21 - Some Progress
7. Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the Value and Contributions of Parents for staff. (Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.) (Title I SW Elements: 2.1) (Target Group: ECD)	Principal	Due 9/17		Criteria: agendas, sign in sheets, minutes or records of meetings 09/19/21 - Some Progress
8. Attachment #8. Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Target Group: All)				09/19/21 - On Track
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		Criteria: Homeless documentation sheet 09/19/21 - On Track
10. Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached. Go to Plan Level of CIP and click on "CIP/TIP Developers List". List the name & position of the developers of the 2021-2022 Campus Improvement Plan (CIP). No need to upload. (Original CIP Developers List may be used & uploaded with packet.) (Target Group: All)	Principal	Due 9/17		Criteria: CIP/TIP Developers List 09/19/21 - On Track

ZAVALA EL

Goal 5. (ESF Lever 2: Effective, Culturally-Proficient Teachers (STRATEGIC STAFFING)) Campus leadership retains effective, well-supported teachers by strategically recruiting, selecting, assigning and inducting teachers so that all students have access to high-quality educators. Teachers and principals are provided ongoing coaching to foster reflection, analyze disaggregated student data, and continuously improve culturally-responsive, rigorous, and relationship-centered instruction.

Objective 1. (ESF Essential Action 2.2) Building teacher capacity through observation and feedback cycles. 100% of K-5 classrooms will be observed once per week. 90% of classrooms will demonstrate effective classroom routines and instructional strategies. (7 conditions #1,2,3,4,6)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Observation debrief conversations occur within 48 hours of observation and include high-leverage, bite-sized, clear, actionable feedback with clear models and opportunities to practice. (Title I SW Elements: 1.1,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2,3,4)	Administrators	September to May		11/01/21 - Significant Progress 09/06/21 - No Progress
2. 100% of K-5 classrooms will be observed once per week. 90% of classrooms will demonstrate effective classroom routines and instructional strategies (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,2,4)	Administrators	Sep-May		Criteria: Walkthrough forms with clearly articulated expectations for routines and instructional strategies. 09/19/21 - Some Progress
3. Campus instructional leaders determine the frequency of observations based on teacher needs and student results on formative assessments. (Title I SW Elements: 1.1,2.4,2.5) (Strategic Priorities: 1,4)	Administrators	Sep.-May		Criteria: Data Analysis of Formative Assessments. 09/19/21 - Some Progress

1st 9 weeks report - due October 22

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 1st 9 weeks Actual Results from SCA 1.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 1st 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

2nd 9 weeks report - due January 7

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 2nd 9 weeks Actual Results from SCA 2.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 2nd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

3rd 9 weeks report - due March 25

Step 1.) In your AISD Data Tracker (in Google Sheets), fill in 3rd 9 weeks Actual Results from SCA 3.

Step 2.) Create a PDF of your AISD Data Tracker (tab titled AISD Data Tracker only).

Step 3.) In PlanWorks on the Attachments page, click Upload Files and add the PDF of your AISD Data Tracker. This ensures it is included when your plan is published online.

Step 4.) Review additional data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal

(PTG) Monitoring Chart.

Step 5.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.). Within the Progress Update, use the Next Steps section, as needed, to make adjustments based on the results of your data review and strategy implementation.

Step 6.) For each section of your plan, are you on track to achieve your desired annual SMARTIE goals? Why or why not?

Step 7.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 3rd 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

4th 9 weeks report - due June 3

Step 1.) Review data points (attendance, discipline, enrollment) as instructed by your Principal Supervisor and as documented in the STAAR Progress Toward Goal (PTG) document.

Step 2.) In PlanWorks on the Framework, Objectives, and Strategies page: Complete a Progress Update for each strategy (Some Progress, On Track, Completed, etc.).

Step 3.) For each section of your plan, did you meet your desired annual SMARTIE goals? Why or why not?

Step 4.) Once the above steps are complete, create a PDF of your entire CIP/TIP and upload it as an assignment in BLEND: CIPs and TIPs. The assignment name is CIP/TIP 4th 9 weeks Report.

For step-by-step instructions on how to navigate PlanWorks, visit the DMAC PlanWorks module in BLEND: CIPs and TIPs.

ZAVALA EL Site Base

Name	Position
Hill, Samantha	Principal
Cortez, Rolando	Sp. Ed. Teacher/Chair
Jorge, Ashley	Teacher
Gibson, Cheryl-Lyn	Teacher
Montoya, Stephanie	Community Member
Jones, Clayton	Teaching Assistant/Parent
Rasberry, Lisa	Teacher
Hernandez, Jennifer	Parent Support Specialist
Peters, Kenn	Counselor

SY 21-22 Campus and Targeted Improvement Plan Development Timeline

Important Monitoring & Due Dates

August 9 and 10: CIP/TIP Overview and Workshop - Required for all Principals

Aug 9-Sept 3: CIP/TIP Development

Aug 24-26: Group TIP Development Workshop

Aug 31-Sept 1: TEA Training

Aug 17-Sept 17: Public Meeting/ CAC feedback

Sept 3: CIPs/TIPs first drafts due in BLEND

Sept 7-10: DCSI/EDs review of first drafts

Sept 13-17: Revise plan based on DCSI/EDs feedback

Sept 13-24: (SEP) Recommended monitoring visit window

Sept 17: CIP/TIP final drafts due in BLEND

Sept 20-24: DCSI/EDs review of final drafts

Sept 27: CIP/TIPs to Supe

Sept 27-30: TIL Lesson Alignment

Oct 4-6: TIL Observation and Feedback

Oct 4-8: (OCT) Recommended monitoring visit window

Oct 18-Nov 20: ESF Diagnostic Survey Window

Oct 18-22: SCA 1 data analysis and Cycle 1 reports

Oct 22: 1st 9 Weeks CIP/TIP Report Submitted to BLEND

Oct 25-29: DCSI/EDs review of Cycle 1 submissions

Oct 25-27: TIL DDI

Nov 8-12: (NOV) Recommended monitoring visit window

Nov 16-19: TIL Formative Assessment

Nov 30: TIL Cohort: Lesson Alignment

Dec 6-10: (DEC) Recommended monitoring visit window

Dec 18: Schedule ESF Diagnostic for Spring

Jan 4-7: SCA 2 data analysis and Cycle 2 reports

Jan 7: 2nd 9 Weeks CIP/TIP Report Submitted to BLEND

Jan 10-14: DCSI/EDs review of Cycle 2 submissions

Jan 12: TIL DDI

Jan 18: TIL Observation and Feedback

Jan 24-28: (JAN) Recommended monitoring visit window

Feb 1-April 29: ESF pre-work (including analysis of ESF diagnostic surveys), ESF pre-visit, ESF full-day visit, and ESF

Feb 7-11: (FEB) Recommended monitoring visit window

Feb 22: TIL Lesson Alignment and Formative Assessment

Feb 28- March 4: (MAR) Recommended monitoring visit window

March 21-25: SCA 3 data analysis and Cycle 3 reports

March 22: TIL Observation and Feedback

March 25: 3rd 9 Weeks CIP/TIP Report Submitted to BLEND

March 28-April 1: DCSI/EDs review of Cycle 3 submissions

March 30: TIL DDI

April 25-29: (APR) Recommended monitoring visit window

May 31-June 3: MAP Growth data analysis and EOY reports

June 3: EOY reports submitted to BLEND

June 6-9: DCSI/EDs review of EOY submissions

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

Instructions for the Comprehensive Needs Assessment (CNA):

1. Locate the data source for each section and fill in the data. All CNA sections are required.
2. Answer reflection questions associated with each section.
3. Follow steps 3 and 4 at the end of the CNA.

Open Qualtrics using your portal tile, and click on the “Coordinated School Health Reporting, 2021” dashboard. Add your implementation subscale scores to the table below.

	Overall Average	*CSH Implementation	*Health Education	*Physical Education/Physical Activity	*Food Services	Employee Wellness	SEL	Physical Environment	*Family Engagement	Community Engagement	Counseling/Mental Health/Social Services	Health Services
SY 20-21	66%	57%	100%	87%	100%	75%	100%	47%	50%	25%	0%	88%
SY 21-22 Goal	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%	70%

*A score of <70% is considered Unacceptable. An Unacceptable score in any of the state required components (Coordinated School Health Implementation, Health Education, Physical Education/Physical Activity, Food Services, or Family Engagement) will result in the overall score also being Unacceptable.

Coordinated School Health reflection question: Some of your campus implementation scores will go up by returning to both in-person instruction and “business as usual.” In which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? (Note: These are the areas to focus on in your CIP/TIP this year. At a minimum, each campus must address CSH Implementation, SEL, and Family or Community Engagement.)

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

Longitudinal Discipline Data Report

Number of Disciplinary Actions by Student Group																					
		African American					Hispanic					White					Female				
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP
2017-2018	334	49					266		17		1	8					158				
2018-2019	323	49					256		6			9					158				
**2019-2020	279	50		5			214				1	6					117		1		
		Male					Economically Disadvantaged					Special Education									
School Year	All Students	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsion	Home Suspension	In-School Suspension	Removal to DAEP	Total Students	Expulsions	Home Suspension	In-School Suspension	Removal to DAEP					
2017-2018		176		12		1	314		12		1	82		8							
2018-2019		165		6			313		6			92		3							
**2019-2020		142		11		1	257		12		1	79		11		1					

*Remote instruction March 13-May 28, 2020, due to COVID 19

Discipline Data Reflection Questions: What trends do you observe in discipline dispositions for your students from [historically underserved student groups](#)?

What are the top 3 reasons students get referrals?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

SY 20-21 MAP Growth BOY to EOY

Grd	English									Spanish								
	BOY				EOY				Change	BOY				EOY				Change
	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY	# Tsts	Below Avg	Average	Above Avg	# Tsts	Below Avg	Average	Above Avg	Above Average BOY-EOY
1	43	40	14	47	37	68	16	16	-31									
2	27				26	42	15	42										
3	36	44	19	36														
4	25	60	8	32														
5	35	31	20	49														
All	139	42	16	42	63	57	16	27	-15									

MAP Growth Reflection Question: What trends do you observe in mastery for your students across grade levels and languages?

SY 20-21 TELPAS Progress

Grade	Composite Progress for 2020 Cohort					Listening Progress	Speaking Progress	Reading Progress	Writing Progress
	2020		2021			2021			
	# Matched Stdts	% Progressed 1+ Prof Lvl	# Matched Stdts	% Progressed 1+ Prof Lvl	2020 to 2021 Change	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl	% Progressed 1+ Prof Lvl
K									
1						100	40	40	40
2						40	0	20	60
3						50	13	13	9
4						0	38	75	43
5									71
All									

TELPAS Reflection Question: What trends do you observe in progress for your students across grade levels and TELPAS components?

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

SY 20-21 STAAR Results ([Reading](#), [Math](#), [Writing](#), and [Science](#)).

		All Students					African American					Hispanic					White				
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	26	62	27	15	1	6	100	<1	<1	<1	18	56	28	17	1	1	50	*	*	*
Math	04	21	84	29	14	5	2	100	*	*	*	17	81	24	12	6	2	100	*	*	*
Math	05	19	56	42	26	5	1	17	*	*	*	14	78	36	21	7	2	33	*	*	*
Math	All	66	65	32	18	3	9	64	*	*	*	49	69	29	16	4	5	50	*	*	*
Reading	03	26	62	31	15	<1	6	100	<1	<1	<1	18	56	33	11	<1	1	50	80	60	1
	04	21	84	38	24	19	2	100	*	*	*	17	*	*	*	*	2	100	*	*	*
Reading Reading	05	19	56	63	32	26	1	17	*	*	*	14	*	*	*	*	2	33	*	*	*
Reading	All	66	65	42	23	14	9	64	22	22	22	49	69	39	16	8	5	50	>99	80	60
Writing	04	20	80	55	20	15	2	100	*	*	*	16	76	15	13	6	2	100	*	*	*
Science	05	18	53	61	22	11	1	17	*	*	*	13	72	54	15	8	2	33	*	*	*
		Econ Disadvantaged					Emergent Bilingual					Special Ed Services					Dyslexia Services				
	Test Grade	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters	# Scored Tests	% Participation	% Approaches	% Meets	% Masters
2021 STAAR																					
Math	03	24	71	25	13	1	11	73	18	18	1	10	77	20	10	1	3	60	*	*	*
Math	04	18	86	28	11	6	9	90	11	11	1	11	92	18	9	1	6	100	1	1	1

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

Math	05	16	67	31	25	6	7	78	29	29	14	8	89	50	38	13	3	60	*	*	*
Math	All	58	73	28	16	3	27	79	19	19	4	29	85	28	17	3	12	75	8	1	1
Reading																<1					
	03	24	71	29	13	<1	11	73	36	18	<1	10	77	30	20		3	60	*	*	*
	04	18	86	33	22	17	9	90	22	11	1	11	92	18	$\frac{1}{8}$	9	6	100	*	*	*
	05	16	67	63	25	19	7	78	43	29	14	8	89	38	38	25	3	60	<1	<1	<1
Reading	All	58	73	40	19	10	27	79	33	19	4	29	85	28	24	10	12	75	*	*	*
Writing	04	17	81	53	18	12	9	90	33	11	1	10	83	30	10	1	6	100	1	1	1
Science	05	15	63	53	13	7	6	67	67	33	17	8	89	63	25	13	3	60	*	*	*

STAAR/EOC reflection question: What trends do you observe in mastery for your students from [historically underserved student groups](#)?

Advanced Academics

Data Points Reviewed	Data Source	2018-19	2019-20	2020-21
% African American (SIBAA) students enrolled in Gifted/Talented (GT) programs ²	Forecast 5		8%	8%
% Hispanic students enrolled in Gifted/Talented (GT) programs	Forecast 5		7%	14%
Advanced Academics reflection questions:				

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping)?

How are you communicating with all families about GT and/or advanced learning opportunities?

How do you support a culture that provides advanced learning opportunities to all students?

² Includes African American students who are within the "Two or more races" category.

GT Campus Accountability Monitoring Plan

	STUDENT ASSESSMENT				SERVICE DESIGN				CURRICULUM & INSTRUCTION				PROFESSIONAL LEARNING				FAMILY & COMMUNITY			
	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022	2019	2020	2021	2022
CAMPUS	R	O	E		E	R	R		E	R	E		E	E	E		E	E	E	

KEY: E=Exemplary; R= Recognized; C= Compliance; O= Out of Compliance
 If any of the 5 areas are Compliance or Out of Compliance, the campus is required to add at least 3 strategies to the Advanced Academics section (Under Effective, Culturally Relevant and Sustaining Instruction).

Supporting Special Populations

<i>Data Points Reviewed</i>	<i>Data Source</i>	<i>2018-19</i>	<i>2019-20</i>	<i>2020-21</i>
% of campus enrollment identified as 504	504 Dept.			
% 504 Annual and Re-Evaluation meetings held on time	504 Dept.			
% of African American SpEd students	SEEDS			
% of Initial, Transfer, and Annual ARDs held on time	CRTE			
% parent participation for ARD meetings	CRTE			
% of students in grades 3-9 served in special education who test on STAAR Alternate 2 in all subjects applicable to the student's grade level	CRTE			
Special Populations reflection:				

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Domain 3 Campus Reports

Growth 50%	All Stud ents	Afr Amer	Hisp	Whit e	Amer Ind	Asian	Pac Isl	Two +	ECD	EL*	SpEd	Former SpEd	Cont Enr	Not Cont Enr	Tota l Met	Total Eligibl e	% of Eligible Met
College, Career, and Military Readiness Performance (High Schools and K-12)																	
Reading #PM Tests	18	1	13	2	0	1	0	1	15	6	7	<25	15	3			
Growth Score	47%																
Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Met Target	N		N												0	1	0

Math #PM Tests	18	1	13	2	0	1	0	1	15	6	7	<25	15	3			
Growth Score	36																
Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Met Target	N														0	1	
Total															0	2	0

*EL Current and Former

Student Progress reflection question: What trends do you observe in growth for your students from [historically underserved student groups](#)?

*EL Current and Former

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

Longitudinal Enrollment, Utilizations, and Transfers Report

		17-18	18-19	19-20	20-21
Enrollment & Utilization	Enrollment				
	Students in enrollment area				
Transfers	Transfers to other AISD schools				
TELL Survey	General School Climate				
	Managing Student Conduct				
	Principal Leadership				

Reflection Questions: Why do you think families are transferring to other AISD schools?

What trends do you see in your enrollment since SY17-18? To what do you attribute the increases or decreases?

Self-assess your current level of customer service using the [AISD CARES Customer Service Rubric](#). Place an X to indicate the campus's current level.

	<i>1-Support Needed</i>	<i>2-Developing</i>	<i>3- Meets Expectations</i>	<i>4-Exceeds Expectations</i>
Campus Communication Goals & Practices				
Campus Communication Strategies			X	
Campus Website		X		

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

Phone/Voicemail/Email Practices		X		
Language Line for Preferred Language		X		
Campus Culture of Respect Goals				
Campus culture of respect practices and goals				X
Customer service prioritization		X		
Facility & Operations				
Grounds		X		
Safety Protocols			X	
Signage		X		
Reflection Questions: Which area/s will you focus on strengthening this school year? Why did you select this/these area/s?				

3. All campuses will be required to address certain framework components (see below). Based on the results of the Comprehensive Needs Assessment, identify the additional framework components the campus will address in the CIP/TIP as focus areas of improvement.

REQUIRED Framework Components:

Coordinated School Health

- CSH Implementation
- Social and Emotional School Climate
- Either Family Engagement or Community Engagement

Essential Schools Framework: Two ESF Levers for TIPs and One ESF Lever for CIPs

Increased Enrollment

Exemplary Customer Service

SY 21-22 CIP/TIP Comprehensive Needs Assessment - Zavala Elementary

ADDITIONAL Framework Components:

Coordinated School Health

- Health Education
- Physical Education and Physical Activity
- Food Services
- Employee Wellness
- Physical Environment/Sustainability
- Counseling, Mental Health, & Social Services
- Health Services

Positive School Culture

- Disproportionate Discipline Practices

Effective, Culturally Relevant and Sustaining Instruction

- BLENDED Learning
- Support for Emergent Bilingual Students
- Support for Students with Special Needs (Academics)
- Early Childhood
- Advanced Academics
- Creative Learning

Support for Special Populations

- Students with 504 Services
- Disproportionate Discipline Practices
- ARDs
- STAAR Alt2

PreK-12+ College, Career, and Life Readiness

- Attendance and Dropout Prevention
- CTE
- GEAR-Up
- Support for Students with Special Needs (Graduation)
- AVID

4. Ensure that all components the campus is not working on are deleted out of the plan template in PlanWorks. The Framework, Objectives, and Strategies page should only show framework components the campus is actually working on.



TITLE I COMPLIANCE PACKET

2021-2022

Principal Confirmation

Documents uploaded in PlanWorks no later than September 17, 2021

- ☒ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals. (Sign and attach the form)*
- ☒ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach documentation of Parent/Family Involvement Policy on your campus stationary)*
- ☒ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach documentation of Parent/Family School Compact)*
- ☒ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held within the first 6th weeks of school informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Attach documentation: MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. A SEPARATE MEETING **MUST BE HELD**; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE **NOT** ACCEPTABLE)*
- ☒ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Attach documentation and submit at least 2 sample communications of languages other than English)*
- ☒ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Attach documentation for notice on school letterhead)*
- ☒ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Attach documentation: agendas, sign in sheets, minutes or records of meetings)*
- ☒ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of training and submission of Time & Effort Reports to SAFA no later than the 5th of the month. (Maintain copies of all signed and submitted Time and Effort Reports to be available upon request)*
- ☒ Attachment #9. *Homeless Documentation (Maintain list of Homeless Student Services provided and evidence of provisions)*
- ☒ Attachment #10. CIP Developer Page (Attach Documentation: Signature page of CIP developers is completed)

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation. (Upload ALL documents in PlanWorks)

ZAVALA ELEM.

Campus Name



Principal's Signature

9/17/21

Date



Austin ISD Data Tracker - SY 21-22

Campus Name: Zavala

	Grade Level	Student Group	Subject Tested	Performance Level	2019 or 2021 Results	1st 9 weeks			2nd 9 weeks			3rd 9 weeks			2022 STAAR/EOC	
						Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Summative Goal
TEA Data Tracker Elements	All	All	Reading	App.	78%	SCA 1	90%	59%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Reading	Meets	44%	SCA 1	60%	28%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Reading	Masters	21%	SCA 1	30%	20%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Math	App.	85%	SCA 1	90%	86%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Math	Meets	51%	SCA 1	60%	61%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Math	Masters	32%	SCA 1	30%	47%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	All	Science	App.	75%	SCA 1	90%	87%	SCA 2	90%		SCA 3	90%		STAAR	90%
	All	All	Science	Meets	45%	SCA 1	60%	74%	SCA 2	60%		SCA 3	60%		STAAR	60%
	All	All	Science	Masters	20%	SCA 1	30%	52%	SCA 2	30%		SCA 3	30%		STAAR	30%
	All	Emer. Bilingual	Reading	Meets	26%	SCA 1	60%	40%	SCA 2	90%		SCA 3	90%		TELPAS	36%
Strategic Plan Scorecard Elements	All	African American	All	Meets	44%	SCA 1	60%	35%	SCA 2	60%		SCA 3	60%		STAAR	36%
	All	Hispanic	All	Meets	49%	SCA 1	60%	47%	SCA 2	60%		SCA 3	60%		STAAR	41%
	All	Emer. Bilingual	All	Meets	34%	SCA 1	60%	40%	SCA 2	60%		SCA 3	60%		STAAR	37%
	All	Special Education	All	Meets	59%	SCA 1	60%	32%	SCA 2	60%		SCA 3	60%		STAAR	29%
	3rd	All	Reading	Meets	29%	SCA 1	60%	17%	SCA 2	60%		SCA 3	60%		STAAR	60%
	3rd	All	Math	Meets	68%	SCA 1	60%	64%	SCA 2	60%		SCA 3	60%		STAAR	60%

Based on the 2022 Summative Goals selected, the campus is aiming for a Domain 1 scaled score and rating of:			The Raw, Scaled, and Grades shown to the left will automatically populate on the A-F Estimator Worksheet, Student Achievement Domain (column I).
Raw	Scaled	Grade	
60	90	A	