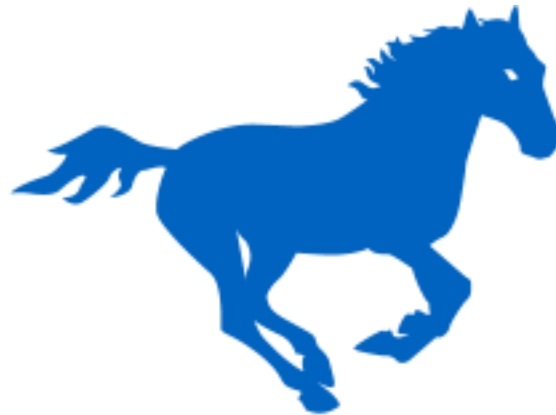


ZAVALA EL
Zavala Elementary
2022/2023

Viva Zavala



ZAVALA
ELEMENTARY SCHOOL
AUSTIN Independent School District

Samantha Hill
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ZAVALA EL

Mission

Campus Mission

The mission of Zavala Elementary is to develop responsible citizens who are respectful, have integrity, self-discipline, and empathy.

Vision

The Zavala staff, parents, and community will provide a safe environment where the students can achieve academic and life-long success.

Nondiscrimination Notice

ZAVALA EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Referral data disaggregated by student group
SEL Implementation Survey results

Demographics Strengths

List your campus strengths here:

We are very proud of the fact that we had less than 5 discipline events that resulted in a deeds referral for the 21-22 School Year. We will continue to implement our SEL strategies and take a full campus-wide approach to meeting the needs of all students.

Demographics Weaknesses

List areas you would like to grow here:

The majority of our office visits for negative behaviors are sent by less than 3% of our staff. We need to continue to build up those staff members using restorative practice training along with our school-wide book study using the PBIS strategies book.

Demographics Summary

Access your Discipline dashboard in Forecast5, under Guided Analysis, you will click on "Discipline Analysis" to see your campus discipline data from the 2021-22 school year.

- 1.) In 2021-22, less than 1% of the students within the African American/ Black population had one or more discipline events.
- 2.) In 2021-22, less than 1% of the students receiving Special Education services had one or more discipline events.

Student Discipline Reflection Question:

- 1.) How do you plan to address the overall % of disciplinary actions among your African American/Black student population?

Comprehensive Needs Assessment

Demographics Summary (Continued)

Although we had less than 5 discipline referrals for the 2021-2022 school year, we plan to continue to implement cultural proficient and relevant best practices. Additionally, we are going to continue the high expectation campus-wide of establishing positive student relationships.

2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services?

We had only 2 discipline referrals for special education students, we will continue to implement best practices in regards to building relationships with our students and restorative practices.

We will continue to ensure that our students' IEP and 504 plans are being shared and discussed among all teachers and staff that interact with each student.

Student Achievement

Student Achievement Data Sources

TELPAS disaggregated by grade & prof. lvl.

Student Achievement Strengths

List your campus strengths here:

We met our growth target in all areas with 93% of our students showing academic growth on all tests. We also exceeded all of the state expected targets on our ELA/Reading scores except for continuously enrolled students.

Student Achievement Weaknesses

List areas you would like to grow here:

We did not meet the minimum expected state targets on Math STAAR in any of our student groups for academic achievement.

Student Achievement Summary

Comprehensive Needs Assessment

Access your STAAR, MAP Growth, and TELPAS Reports here: (in the purple Performance Reporting section): https://docs.google.com/presentation/d/1uNcqEWI6GvQ3oIIZCR-OzCgTQsHBYCfEiqwa_zM21Qo/preview?slide=id.p7

Reflection Questions:

1.) What trends do you observe in mastery (% MEETS) for your students from historically underserved student groups? Use Campus Bar Charts (Gap Charts)

Our AA students are 8% behind our Hispanic students, at 35% and 43% in percent of students that MET the standard at the MEETS level.

2.) Using your 2021-22 STAAR data, what are your TWO lowest performing students groups (% MEETS)?

Our two lowest performance groups at Meets for Reading were AA at 35% and SPED at 22%, for Math it was Hispanic at 30% and SPED at 25%

3.) For MAP Growth, what trends do you observe in mastery for your students across grade levels and languages from BOY to EOY? Use STAAR Projected Proficiency Report

Our percent mastery was low across all performance groups. Our dyslexia group had the highest percentage at mastery at 20%, our African American Performance Group was the lowest at 0%.

4.) For TELPAS, what trends do you observe in progress for your students across grade levels and TELPAS components? Use All Campuses Report

We were happy to have met our state target on our TELPAS results for the 21-22 school year, we still need to make significant gains in the speaking and listening portions of the assessment.

School Culture and Climate

School Culture and Climate Strengths

List your campus strengths here:

We have improved on our school wide SEL implementation each year and as a result we have had fewer negative office referrals and more positive office RISE referrals.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses

List areas you would like to grow here:

We need to make an urgent effort to be able to engage our community in diverse ways. We are looking forward to growing in this area this school year. We have reached out to a variety of community members to volunteer in our school and serve on our CAC.

School Culture and Climate Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- CSH Implementation
- Health Education
- Physical Education/Physical Activity
- Food Services
- Employee Wellness
- SEL
- Community Engagement
- Counseling/Mental Health/Social Services
- Health Services

Reflection Questions:

- 1.) In 2021-22, using the CSH list, 4 of the 11 areas did not reach 70% implementation.
- 2.) Which CSH areas do you feel something needs to change at the campus in order for the implementation score to reach 70%? We need to improve with our community involvement and family engagement and our over score will increase.

(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.)

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

62 percent of our teachers have 11 or more years of experience.

Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

62 percent of our teachers are Hispanic which mirrors our population of hispanic students pretty closely, but only 4% of our teachers are AA which is significantly lower than our student population.

Staff Quality, Recruitment and Retention Summary

Access your Panorama Survey Dashboard here:

<https://secure.panoramaed.com/austinisd/understand/19295098/summary>

Staff Climate Survey

- Cultural Awareness and Action (Adult Focus)
- Austin ISD Custom Content
- Belonging
- School Leadership
- School Climate
- Professional Learning
- Feedback and Coaching
- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year?
Collaborating with the staff on important campus decisions.

2.) Why did you select this/these area(s)?
I scored the lowest in that section of the survey.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Campus Communication Goals & Practices

- Campus Communication Strategies
- Campus Website
- Phone/Voicemail/Email Practices
- Language Line for Preferred Language

Campus Culture of Respect Goals

- Campus culture of respect practices and goals
- Customer service prioritization

Customer Service Reflection Questions:

1.) What strategies and/or best practices will you implement to strengthen the employee experience in order to foster a sense of inclusivity, belonging and sustainability?

2.) What are your customer service celebrations/strengths?

We have a weekly efolder that goes out to all families. It is linked on our school website and is also sent out weekly in a school messenger.

3.) What are your areas of growth?

We need to continue to practice positive customer service at all times, especially during stressful situations.

4.) What will be your priority for customer service this year?

Training for all that help in the front office on best customer service practices.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

We continue to promote and encourage our parents to have their students GT tested. We are implementing Dual language on our campus and now offer the program from Kinder through 2nd.

Curriculum, Instruction and Assessment Weaknesses

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses (Continued)

List areas you would like to grow here:

We need to provide more support to our dual language teachers.

Curriculum, Instruction and Assessment Summary

Access your GT CAMP data here: <https://docs.google.com/spreadsheets/d/1ubmlCopfZl5uJIIFMxuP6L7HY2A1IJB2glMXy-BOvbk/edit?usp=sharing>

Advanced Academics Areas of Compliance

- STUDENT ASSESSMENT
- SERVICE DESIGN
- CURRICULUM & INSTRUCTION
- PROFESSIONAL LEARNING
- FAMILY & COMMUNITY

Using your GT CAMP data, complete the sentence stem:

1.) Based on the 21-22 GT CAMP, 0 of the 5 areas were out of compliance. In 2022-23 __ (N/A) of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

- 1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? We cluster group our GT students.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? We communicate through our GT lead and fliers. This is an area we can improve upon.
- 3.) How do you support a culture that provides advanced learning opportunities to all students? As part of our learning environment we expect teachers to teach in a manner that promotes higher level thinking for all students.

Access your MAS Dashboard here: <https://access.austinisd.org/DMMasVueApp/#/>

Think about the following areas as you look at your data:

- Multilingual Programs at your campus
- Students with Interrupted Formal Education (SIFE)
- Refugee/Asylee students population

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

- Emergent Bilingual students participating in Special Education, Advanced Academics, and other programs
- Students in their 1st, 2nd, and 3rd, year in US schools

Multilingual Reflection Questions:

- 1.) How is the campus identifying and addressing the linguistic needs of students and how are they distinguished from other academic needs? We expect our teachers to document all linguistic strategies into their daily lessons.
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE?
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs.
- 4.) How does the campus welcome families and students that are new to the country?

Creative Learning Initiative (CLI)

Reflection Questions: How is my campus systematically ensuring that every student in every classroom experiences the benefits of...

- 1.) rigorous, differentiated Creative Teaching that increases academic achievement, cognitive development, and SEL skills in practice (students learning through Creative Teaching strategies at least twice/weekly) We incorporate all of those strategies into our daily lessons.

Family and Community Involvement

Family and Community Involvement Strengths

List your campus strengths here:

We have hosted fun community events in the past and are looking forward to hosting more now that we have fewer restrictions.

Family and Community Involvement Weaknesses

List areas you would like to grow here:

We would like to increase our on campus school/ community events.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Access your Coordinated School Health Dashboard here: https://austinisd.co1.qualtrics.com/reporting-dashboard/#!/dashboard/5ac4ffbc97d6cb000d5e96c2?pageId=Page_a72c3411-2dfa-495d-ac8e-ed43af1e0533

Coordinated School Health Areas:

- Family Engagement
- Community Engagement

Family and Community Engagement- AISD

Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year (22-23)? We want to strengthen our PTA.

2.) Why did you select this/these area(s)?

Coming out of covid we are excited to build back our school and community events.

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 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: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	CATCH Team	Oct.-May	(O)Other - \$0	Criteria: Meeting Minutes 09/19/22 - 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)	Administrators, CATCH Team	Oct.-May	(O)Other - \$0	Criteria: Faculty Meeting Agendas 09/19/22 - 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) (Target Group: All) (ESF: 3,3.1,3.4)	Administrators, CATCH Team, Parent Support Specialist	Oct. -May	(O)Other - \$0	Criteria: Fliers and proof of updates to websites and social media 09/19/22 - 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. (Social and Emotional School Climate) Our campus will provide at least 2 professional learning opportunities for all staff to develop their restorative practices. As a result, the percentage of office referrals with punitive consequences will drop by 50% from last year. (7 Conditions #1,#4,#5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Our counselor will conduct a workshop on restorative circles and their benefits during our Oct. 14 staff development day. (7 conditions 1,2,4,5) (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.2,3.3)	Counselor	Oct. 14	(O)Other - \$0	Criteria: Fewer office referrals. 09/19/22 - Some Progress
2. School-wide book study on using The PBIS Tier One handbook aimed at teaching appropriate behavior rather than punishing inappropriate behavior. (7 conditions 1,4,5) (Title I SW Elements: 1.1,2.4,2.6) (Target Group: All) (Strategic Priorities: 1,4) (ESF: 3,3.1,3.2,5,5.1)	Administrators, Counselor	Sept. -May	(L)Campus BTO - \$0	Criteria: Fewer office referrals and more RISE referrals for positive behaviors. 09/19/22 - Some Progress
3. Restorative circles or morning meetings held at least 3 times a week in each classroom. (7 conditions 1,4,5) (Title I SW Elements: 1.1,2.4) (Target Group: All) (Strategic Priorities: 1,3) (ESF: 3.1,3.2,3.3,5.1)	Teachers	Sept. - May	(O)Other - \$0	Criteria: Students are able to talk through issues and solve conflict in a calm supportive manner. 09/19/22 - 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 3. (Community Engagement) For SY 2022-2023, 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. (7 conditions #5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Hold at least 8 regular Campus Advisory Council meetings each year. (Title I SW Elements: 2.1,3.1) (Target Group: All) (ESF: 3,3.1)	Administrators	Sep.-May	(O)Other - \$0	Criteria: Minutes from CAC meetings. 09/19/22 - Some 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: 2.1,2.4) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Administrators, CAC Members	Sep.-May	(O)Other - \$0	Criteria: Agendas from monthly CAC meetings 09/19/22 - 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) (Target Group: All) (Strategic Priorities: 2) (ESF: 3.4)	Administrators, CAC Members	Oct.-January	(O)Other - \$0	Criteria: Changes in CAC membership that reflect the demographics of our campus. 09/19/22 - Some Progress

ZAVALA EL

Goal 2. (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 will 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: 2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 4,4.1,5,5.2)	Administrators	Sept.-Oct	(O)Other - \$0	Criteria: Teachers lessons and observational feedback will improve. 09/19/22 - Some Progress
2. 100% of PreK-6 classrooms will be observed once per week. 90% of classrooms will demonstrate effective classroom routines and instructional strategies. (Title I SW Elements: 2.2,2.4,2.5) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 5.2)	Administrators	Sep.-May	(O)Other - \$0	Criteria: Walkthrough forms with clearly articulated expectations for routines and instructional strategies. 09/19/22 - 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) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,1.2,5,5.2)	Administrators	Sep.-May	(O)Other - \$0	Criteria: Data Analysis of Formative Assessments. 09/19/22 - Some Progress

ZAVALA EL

Goal 3. (Increased Enrollment) Insert SMART enrollment goal here

Objective 1. (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from 255 to 270 by December 15, 2022. SMART Goal Semester 2: 85% of current students will be registered for SY 22-23 by June 1, 2023.

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: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Administrators, Parent Support Specialist, Registrar	Sep.-May	(O)Other - \$0	Criteria: Monthly Registration Logs 09/19/22 - Some Progress
2. Assign a tech savvy staff member to maintain our social media platforms. (Title I SW Elements: 2.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.4)	Administrators, Parent Support Specialist, Registrar	Sept.-May	(O)Other - \$0	Criteria: Social Media Platforms are always updated. 09/19/22 - Some Progress
3. Monthly Open Houses and Tours for the Community (Title I SW Elements: 3.2) (Target Group: All) (Strategic Priorities: 1,2) (ESF: 3,3.4)	Administrators, Attendance Clerk, Parent Support Specialist	Sep.-May	(O)Other - \$0	Criteria: Enrollment will increase by 5% by the end of the Fall 2021 semester. 09/19/22 - Some Progress

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Goal 4. (Exemplary Customer Service) Insert description of CARES here

Objective 1. (Exemplary Customer Service) SMART Goal: By the end of SY 22-23, the campus will move from 70% satisfaction on how positive of a tone that school leaders set for the campus to 85% on the school survey.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Embrace opportunities to recognize staff and share successful customer service practices using the RAVE pins. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Administrators	Sep.-Oct.	(O)Other - \$0	Criteria: Increased number of staff recognitions. 09/19/22 - Some Progress
2. Monthly staff treats and notes of gratitude. (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3)	Administrators	Sept.-May	(O)Other - \$0	Criteria: Higher teacher satisfaction on end-of-year surveys. 09/19/22 - Some Progress
3. Staff nominated teacher of the month. The staff that has been picked as the most helpful staff member will be featured on our Mustang of the month board. (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3,3.1)	Administrators, Teachers	Sept.-May	(O)Other - \$0	Criteria: Mustang board recognizing our outstanding teachers. 09/19/22 - Some Progress

ZAVALA EL

Goal 5. (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) (ESF: 2,2.1,3.4,5.2)	Parent Support Specialist, Principal	Due 9/17	(O)Other - \$0	Criteria: Principal Attestation Form
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	(O)Other - \$0	Criteria: Parent/Family Involvement Policy on your campus stationery
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	(O)Other - \$0	Criteria: Parent/Family School Compact
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	(O)Other - \$0	Criteria: agenda, sign in sheets, meeting notice, and meeting minutes
5. Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. (Sample communications in	Principal	Due 9/17	(O)Other - \$0	Criteria: Sample communications in languages other than English

ZAVALA EL

Goal 5. (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
languages other than English must be 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	(O)Other - \$0	Criteria: Documentation of notice on school letterhead
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	(O)Other - \$0	Criteria: agendas, sign in sheets, minutes or records of meetings
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)	Assistant Principal	Ongoing	(O)Other - \$0	Criteria: Completed time and effort reports
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17	(O)Other - \$0	Criteria: Homeless documentation sheet
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	(O)Other - \$0	Criteria: CIP/TIP Developers List

ZAVALA EL Site Base

Name	Position
Hill, Samantha	Coordinator
Jorge, Ashley	Co-Chair
Peters, Janet	Parent Co-Chair
Sanchez, Amanda	Parent
Gamez, Roxanne	Classified Staff
Lowery, Melanie	Professional Staff/ Secretary
Gibson, Cheryl	Professional Staff
Hernandez, Jennifer	Classified Staff
Garza, Nanette	Professional Staff
Rasberry, Lisa	Professional Staff
Williams, Mia	Community Member
Alvides, Mary	School Executive Director

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.

2022 - 23 A-F Estimator Longitudinal Worksheet

STUDENT ACHIEVEMENT DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	67				90
Grade	NR*	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	63				90
STAAR Performance Meets	38				60
STAAR Performance Masters	15				30
STAAR Performance Raw Score	39				60
STAAR Performance Scaled Score	67				90

Instructions:

- 1.) Click on the campus name below to select your campus from the drop-down menu.
- 2.) Fill in the remaining yellow cells with your 2023 Accountability Goals. The corresponding scaled scores will automatically be calculated.
- 3.) After each SCA, fill in student level data on the grade/subject tabs and campus level data in the Key in Campus-Level Data Tab. Your SCA estimated accountability projections will automatically be calculated on this page.

Note: NR* = Not Rated: Senate Bill 1365

Campus Name: **Zavala**

Campus Number: **227901145**

Template by Campus & District Accountability

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	93				94
Grade	A	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	88				90
Academic Growth Scaled Score	93				94
Academic Growth Grade	A	--	--	--	A
Economically Disadvantaged %	83	83	83	83	83
Economically Disadvantaged % Grouping	82.1 to 83	82.1 to 83	82.1 to 83	82.1 to 83	82.1 to 83
Relative Performance Raw Score	39				60
Relative Performance Scaled Score	72				91
Relative Performance Grade	C	--	--	--	A

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	88				93
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	77				90
Grade	C	--	--	--	A

Closing the Gaps Components

Academic Achievement			Growth		
2022 Values:	6	out of 12	2022 Values:	8	out of 8
SCA 1:		out of 0	SCA 1:	0	out of 0
SCA 2:		out of 0	SCA 2:	0	out of 0
SCA 3:		out of 0	SCA 3:	0	out of 0
2023 Goals:	10	out of 12	2023 Goals:	8	out of 8

English Language Proficiency			Student Success		
2022 Values:	1	out of 1	2022 Values:	1	out of 8
SCA 1:	--	out of 1	SCA 1:	0	out of 0
SCA 2:	--	out of 1	SCA 2:	0	out of 0
SCA 3:	--	out of 1	SCA 3:	0	out of 0
2023 Goals:	1	out of 1	2023 Goals:	8	out of 8

ZAVALA EL Site Base

Name	Position
Hill, Samantha	Coordinator
Jorge, Ashley	Co-Chair
Peters, Janet	Parent Co-Chair
Sanchez, Amanda	Parent
Gamez, Roxanne	Classified Staff
Lowery, Melanie	Professional Staff/ Secretary
Gibson, Cheryl	Professional Staff
Hernandez, Jennifer	Classified Staff
Garza, Nanette	Professional Staff
Rasberry, Lisa	Professional Staff
Williams, Mia	Community Member
Alvides, Mary	School Executive Director