

**SUNSET VALLEY EL**  
**Sunset Valley Elementary School**  
**2022/2023**

*"We are Cheetah Strong"*

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# SUNSET VALLEY EL

## **Mission**

### *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.*

## **Vision**

### *Campus Mission*

# Vision Continued

*We believe that students have a fundamental right to the Whole Child tenets, so the Sunset Valley community inspires lifelong 21st century learners to be academically successful and socially responsible citizens.*

## *Campus Vision*

*Sunset Valley Cheetahs are at the forefront of progression in Whole Child Education.*

## *Campus Values*

### **WHOLE CHILD TENETS**

- 1. Each student enters school healthy and learns about and practices a healthy lifestyle.*
- 2. Each student learns in an environment that is physically and emotionally safe for students and adults.*
- 3. Each student is actively engaged in learning and is connected to the school and broader community.*
- 4. Each student has access to personalized learning and is supported by qualified, caring adults.*
- 5. Each student is challenged academically and prepared for success in college or further study and for employment and participation in a global environment.*

#### Nondiscrimination Notice

SUNSET VALLEY 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 Strengths

List your campus strengths here:

Restorative Practices  
Social Emotional Learning Practices  
Developing Relationships  
Clear Expectations- Explicit Campus Culture Plan  
School Wide PRIDE Expectations  
CST Support to address behavioral and SEL student needs

### Demographics Weaknesses

List areas you would like to grow here:

Conscious Discipline Training  
Follow up training for restorative practices  
Teacher training for creating specific discipline plans

### Demographics Needs

Continual support for teachers from the MTSS about the CST process and specific student plans.

### 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,   0  % of the students within the African American/ Black population had one or more discipline events.

# Comprehensive Needs Assessment

## Demographics Summary (Continued)

2.) In 2021-22, 4% 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? This is not a problem at our school at this time.
- 2.) What systems will you have in place to decrease the discipline disparities among your students receiving Special Education services? Work with SPED teachers to ensure that all SPED students who require social behavioral skills supports have accommodations and a behavior plan.

## Student Achievement

### Student Achievement Strengths

List your campus strengths here:

Overall academic score is at 90%  
Overall student progress is at 88%

### Student Achievement Weaknesses

List areas you would like to grow here:

Economically Disadvantaged and Emergent Bilingual Student Groups did not meet all targets in reading and math  
TELPAS targets were not met for emergent bilingual students

### Student Achievement Needs

Need to provide more specific interventions to target the needs of Emergent bilingual and Economically Disadvantaged students groups

# Comprehensive Needs Assessment

## Student Achievement Summary

Reflection Questions:

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

- Reading: In all students section we increased in all grade levels when compared to 2019 with 3rd Grade @ 73% with gain of 15 points; 4th grade 69% with 31 point gain; 5th Grade 56% with a 3 point gain. Hispanic Students all had gains when compared to 2019, 3rd 53% with 8 point gain, 4th 47% with 18%, 5th 46 % with 2 point gain; White student group 3rd grade 91% with 15 point gain, 4th grade greater than 99% with 44 point gain, 5th grade 80% with 8 point gain; 3rd grade made growth in 4 of 5 student group categories, 4th 6 of 6 student groups made growth, 5th made growth in 4 of 6 student groups.
- Math: In all student section and each student group, we increased in 3rd grade and 5th grade when compared to 2019, ALL STUDENTS: 3rd grade 61% with 18 point gain and 5th grade 58% with 23 point gain; HISPANIC STs GROUP: 3rd grade 37% with 8 point gain and 5th grade 49% with 25 point gain, WHITE STS Group: 3rd grade 83% with 21 point gain and 5th grade 90% with 26 point gain; 3rd grade increased in 6 of 6 student categories;

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

- Math: Economically Disadvantaged students 29% and Emergent Bilingual Students 35%
- Reading: Economically Disadvantaged students 38% and Emergent Bilingual Students 33%

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

- Overall students are performing better in English than Spanish in Reading: EOY English 53% and Spanish 43% Met growth Targets
- Overall in Math a higher percentage of Emergent Bilingual and Economically Disadvantage students meeting growth targets at higher rates than other student groups.

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

- Not available

## School Culture and Climate

### School Culture and Climate Strengths

List your campus strengths here:

**Student Wellness**  
**Outdoor Learning**

# Comprehensive Needs Assessment

## School Culture and Climate Strengths (Continued)

Food Services  
Counseling Services

## School Culture and Climate Weaknesses

List areas you would like to grow here:

Employee Wellness  
Community Engagement

## School Culture and Climate Summary

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, 2 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%? Community Engagement

## Staff Quality, Recruitment and Retention

# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Strengths

List your campus strengths here:

Staff survey indicated most areas are at or above district average.

Staff Circles at least once a 9 weeks

Calendar of Staff Fellowship events.

Parent Communication

Families opportunities to get involved.

## Staff Quality, Recruitment and Retention Weaknesses

List areas you would like to grow here:

Feedback and Coaching

Cultural Awareness (specifically conversations about race)

## Staff Quality, Recruitment and Retention Needs

Identifying staff wellness resources.

## Staff Quality, Recruitment and Retention Summary

Staff Climate Survey

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



# Comprehensive Needs Assessment

## Staff Quality, Recruitment and Retention Summary (Continued)

- District Support

Staff Climate Reflection Questions:

1.) Which area(s) will you focus on strengthening this school year? Feedback and Coaching

2.) Why did you select this/these area(s)? It was the lowest area next to Leadership and the areas related within leadership that were low are directly impacted by the influence that leaders have in teachers' classrooms.

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?

3.) What are your areas of growth?

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

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Strengths

List your campus strengths here:

**Campus Wide Two Dual Language Program**

**Implementation of Cheetah Time Small Group Teaching**

**Data Driven Instruction**

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

### GT Projects

## Curriculum, Instruction and Assessment Weaknesses

List areas you would like to grow here:

### Differentiated Instruction

### Deep Implementation of CLI Student Engagement Strategies

## Curriculum, Instruction and Assessment Needs

ACS support for new teachers

## Curriculum, Instruction and Assessment Summary

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   0   of the areas out of compliance will have a strategy associated in my new CIP/TIP plan.

Advanced Academics Reflection Questions:

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Summary (Continued)

- 1.) How do you ensure GT and high-ability students are scheduled correctly (Elementary- cluster grouping and secondary- advanced course placement)? Students are clustered in groups of 4-5 in a class.
- 2.) How are you communicating with all families about GT and/or advanced learning opportunities? Weekly Principal message to families via Smore
- 3.) How do you support a culture that provides advanced learning opportunities to all students? Weekly PLC planning meetings and discuss differentiation

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
- 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? AP collaborates with registrar. Built a system that anytime a student with a language other than English registers a copy of the home language survey is provided to the AP
- 2.) What kinds of support and/or acceleration are available for multilingual students with varying needs such as SIFE? Interventionist funded by Title 1.
- 3.) How is the campus monitoring language acquisition? Be sure to consider both languages in Dual Language programs. We use MAP at BOY-MOY-EOY
- 4.) How does the campus welcome families and students that are new to the country? Provide a school tour

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) Each grade level selects a Creative Learning strategy to present to staff and it becomes the strategy of the month across the school.
- 2.) intentional community arts partner experiences during school time, on and off campus (every grade level participating in at least two community arts partnerships twice/school year) Team leaders collaborate to identify the two arts experiences they will provide their grade level students that don't overlap with other grade levels.
- 3.) arts learning (every student receiving state-mandated instruction in visual arts, music, and drama; students learning dance through CLI's Dance Across Austin (DAA) implemented through PE lessons.) All students on our campus are participating in at least 180 minutes of art and music every 3 weeks.

## Family and Community Involvement

# Comprehensive Needs Assessment

## Family and Community Involvement Strengths

List your campus strengths here:

CAC Monthly Meetings  
Family Engagement Calendar  
Active PTA  
Campus Wide volunteers  
Mentors

## Family and Community Involvement Weaknesses

List areas you would like to grow here:

Improve Parent/Family Survey Results

## Family and Community Involvement Needs

Resources for parent classes

## Family and Community Involvement Summary

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)? Further engaging families in CATCH and living healthy activities.
- 2.) Why did you select this/these area(s)? Community engagement in Coordinated School Health Activities was the lowest in our CHS survey.

# SUNSET VALLEY 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. (Conditions 4,5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Establish an expanded Coordinated School Health Team to include more teacher input and collaboration in CSH initiatives and activities. (Target Group: All) (Strategic Priorities: 1,2) (ESF: 1,1.1,2,2.1,3,3.1,3.4) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administrators, CATCH Team, Counselor, PE Teacher, Teachers	August 2022-May 2022		Criteria: CSH Team meeting agendas and minutes Teacher participation data for CSH events and initiatives
2. Participate as a campus in CSH Kickoff Week, School Breakfast Week, and Healthy Heart Week. (Target Group: All) (Strategic Priorities: 2) (ESF: 3,3.1) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	CATCH Team	August 2022-May 2022		Criteria: Friday Assembly announcements Digital communications Posted signs to publicize focus of each week
3. Add Whole Child, Every Child to communication opportunities such as PTA meetings, newsletters, websites, and family nights. (Title I SW Elements: 1.1,2.1,2.2,2.3,3.1) (Target Group: All) (Strategic Priorities: 4) (ESF: 1,3,3.2,3.4) (Title I SW Elements: 2.3,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Assistant Principal, CATCH Team, Counselor, Principal, PTA	Aug 2022-May 2023		Criteria: Evidence of communication: Agendas, Monthly newsletters, Messenger records, Website, Principal Weekly Message Smore, PTA Newsletters

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**Objective 2.** (Health Education) SMART Goal: Insert Fitnessgram SMART goal here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 3.** (Physical Education and Physical Activity) SMART Goal: Insert SMART goal for physical education and physical safety here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 4.** (Food Services) SMART Goal: Insert SMART goal about food services here.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



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**Objective 5.** (Employee Wellness) SMART Goal: Insert SMART goal here for Employee Wellness

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 6.** (Social and Emotional School Climate) SMART Goal: By the end of SY 22-23, the campus will improve students' SEL competencies, as measured on student report cards, through daily implementation of SEL strategies. (Conditions 1, 2, 4, 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Engage campus community in No Place for Hate activities annually (Title I SW Elements: 2.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	CATCH Team, Counselor, SEL Campus Coordinator, SEL Committee	Aug 2022-May 2023		Criteria: Calendar of No Place Activities
2. Implement "Peace Areas" throughout the campus and construct a model in a parent room/office to share what is being used in the classroom and can be used at home. (Title I SW Elements: 1.1,2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.2)	Counselor, SEL Campus Coordinator, SEL Committee	Aug 2022-May 2023		Criteria: Walkthrough forms Counselor feedback Physical set up- A corner, a container with manipulatives for student use
3. Implement Zones of Regulation during morning meeting in every classroom. Lessons will be aligned with Teaching students how to use the Zones of Regulation chart to identify their emotions, identify a strategy to help regulate the emotion, and implement the strategy. Zones of Regulation chart and strategies will be available in the Peace Corner for students to use. (Title I SW Elements: 2.6) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.3)	Administrators, Counselor, SEL Campus Coordinator, SEL Committee, Teachers	Aug 2022-May 2023		Criteria: Weekly SEL lesson plans Classroom observations

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**Objective 7.** (Physical Environment/Sustainability) SMART Goal: Insert SMART goal here re: Sustainability. Insert strategies in this area for Food, Nature, Waste, Procurement, Transportation, Air Quality, Energy, and/or Water.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 8.** (Family Engagement) SMART Goal: Insert SMART goal here about Family Engagement

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 9.** (Community Engagement) SMART Goal: By the end of the 22-23 school year, Sunset Valley community would have met in at least 8 CAC meetings. (Condition 5)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Keep Campus Advisory Council meeting minutes available and accessible upon request. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	CAC Members, Principal, PTA President	Aug 2022-2023		Criteria: Agenda & Minutes in Google Drive, Messenger
2. Recruit parents and community members to meet the minimum requirement of CAC parent and community members. (Title I SW Elements: 2.1) (Strategic Priorities: 1) (ESF: 3.4)	CAC Members, Principal	Aug 2022-May 2023		Criteria: Communications to recruit participants Meeting agendas and minutes
3. Create a Campus Advisory Council webpage (post agendas and minutes, meeting schedule, announcements. etc.) (Title I SW Elements: 2.1,2.3) (Strategic Priorities: 1) (ESF: 3.4)	CAC Members, Principal, Technology Team	Aug 2022-Dec 2022		Criteria: SVE CAC Webpage

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**Objective 10.** (Counseling, Mental Health & Social Services) SMART Goal: Insert SMART goal here about Counseling, etc.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Objective 11.** (Health Services) SMART Goal: Insert SMART goal here about health services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 1.** (ESF Essential Action 1.1) Insert SMART Goal here re: developing campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# SUNSET VALLEY EL

**Goal 2.** (ESF Lever 1: Strong, Culturally Proficient Leadership) Effective, culturally-proficient campus instructional leaders with clear roles and responsibilities develop, implement, and monitor focused improvement plans that address the causes of low performance.

**Objective 2.** (ESF Essential Action 1.2) Insert SMART Goal here re: focused plan development and regular monitoring of implementation and outcomes

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 3.** (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 2.1) Insert SMART Goal here re: recruit, select, assign, induct, and retain a full staff of highly qualified, culturally proficient educators that match the demographics of the school community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Goal 3.** (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 2.** (ESF Essential Action 2.2) Insert SMART Goal here re: building teacher capacity through observation and feedback cycles.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 1.** (ESF Essential Action 3.1) Insert SMART Goal here re: compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 2.** (ESF Essential Action 3.2) Insert SMART Goal here re: Explicit behavioral expectations and management systems for students and staff

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 3.** (ESF Essential Action 3.3) Insert SMART Goal here re: Proactive and responsive student support services

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 4.** (ESF Essential Action 3.4) Insert SMART Goal here re: Involving families and community

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

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**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 5.** (Disproportionality in discipline referrals) SMART Goal: Disparity in African-American student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 19% to \_\_\_% (= %pop) by August 2022. - Strategic Plan Goal #7

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# SUNSET VALLEY EL

**Goal 4.** (ESF Lever 3: Positive School Culture) Positive school culture requires a compelling and aligned vision, mission, goals and values, explicit behavioral expectations and management system, proactive and responsive student support services, and involved families and community.

**Objective 6.** (Culturally Responsive Restorative Practices) SMART Goal: Insert CRRP SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 5.** (ESF Lever 4: High Quality, Inclusive Instructional Materials and Assessments) All students engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor. All students are provided a rigorous, relevant and inclusive curriculum centering their language, racial and cultural identities.

**Objective 1.** (ESF Essential Action 4.1) Insert SMART Goal here re: daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 1.** (Objective-driven daily lesson plans with formative assessments (ESF Essential Action 5.1)) Insert SMART goal here re: Objective-driven daily lesson plans with formative assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 2.** (Effective classroom routines and instructional strategies (ESF Essential Action 5.2)) Insert SMART Goal here re: Effective classroom routines and instructional strategies

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement PLCs (Looking Ahead and Looking Back) that support aligned and engaging Tier 1 instruction and assessment and allow for collaborative planning, reflective learning, coaching, and mentoring. (Conditions 1, 6) (Title I SW Elements: 1.1) (Target Group: All,ECD,EB) (Strategic Priorities: 2) (ESF: 4.1)	Administrators, Teachers	Aug 2022-May 2023		Criteria: PLC's Agenda KNOW/SHOW Charts Student data Intervention Plans
2. Track mastery level of individual students for each identified essential standard in math and ELAR/SLA in order to identify students in need of intervention and extension. (Conditions 2, 3) (Title I SW Elements: 1.1) (Target Group: All,ECD,EB) (Strategic Priorities: 2) (ESF: 5.3)		Aug 2022-May 2023		Criteria: Mastery tracking spreadsheets for each grade level
3. Utilize individual student data binder/folder to provide opportunities for students to track their progress, review and reflect on assessment data/mastery level, and set academic goals. (Conditions 2 ,3, 5) (Title I SW Elements: 2.6) (Target Group: All,ECD,EB) (Strategic Priorities: 2) (ESF: 5.1,5.3)	Administrators, Teachers	Aug 2022-May 2023		Criteria: Classroom walkthroughs Student Data Binder/Folder
4. Keep families involved and informed in the process of providing interventions for struggling learners by sharing information when a student is initially referred for intervention and continuing to communicate school progress and home learning support activities. (Conditions 2, 3) (Title I SW Elements: 2.6) (Target Group: All,ECD,EB) (Strategic Priorities: 2) (ESF: 3.4)	Administrators, Intervention Staff, Teachers	Aug 2022-May 2023		Criteria: eCST service tracking, CST meetings, eCST interventions, Mastery tracking, teacher/interventionist/administrators emails or communications

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 3.** (Data-driven instruction (ESF Essential Action 5.3)) Insert SMART Goal here re: Data-driven instruction

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 4.** (RTI for students with learning gaps (ESF Essential Action 5.4)) Insert SMART Goal here re: RTI for students with learning gaps

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 5.** (BLENDED Learning Strategies) Insert SMART Goal here re: BLENDED learning

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 6.** (Support for Emergent Bilingual students) Insert SMART goal here re: Emergent Bilingual students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Curriculum interventionist creates intervention groups for students who are identified as emergent bilingual and economically disadvantaged students to fill learning gaps. (Conditions 2, 3) (Title I SW Elements: 2.6) (Strategic Priorities: 2) (ESF: 5.3,5.4)	Administrators, Intervention Staff	Aug 2022- October 2022		Criteria: Interventionist schedules.



# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 7.** (Support for Students with Special Needs) Insert SpEd SMART Goal here: focus on academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 8.** (Early Childhood) The percent of students in the top two quartiles on EOY MAP Growth Reading (K-2) will increase by 10 percentage points (from 24% to 34%) when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 9.** (Advanced Academics) Insert SMART goal here re: Advanced Academics

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 6.** (ESF Lever 5: Effective, Culturally Relevant and Sustaining Instruction) Campus leaders provide teachers with job-embedded professional development and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students. Teachers implement consistent and culturally relevant instruction that is rigorous and rooted in relationships and the community for every child, every day.

**Objective 10.** (Creative Learning) SMART Goal: Insert SMART goal here re: CLI

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. At each monthly staff meeting, provide professional learning on one CLI strategy and provide time for teachers to plan for implementation. (Conditions 1, 4) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1) (ESF: 4.1)	Administrators, Team Leaders	October 2022-May 2023		Criteria: Staff Meeting Agendas
2. Grade level teams will ensure that all students have been exposed to at least two creative learning experiences. (Conditions 2, 6) (Title I SW Elements: 2.4,2.5) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Administrators, Teachers	Oct 2022-May 2023		Criteria: Each grade level will have either one fieldtrip or creative learning experience per semester.
3. By April 2023, 70% of teachers will use Creative Learning strategies to improve student engagement in their classrooms. (Conditions 5, 6) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 2) (ESF: 4.1)	Administrators, Team Leaders	Oct 2022- May 2023		Criteria: Classroom walkthroughs and teacher reporting survey.

# SUNSET VALLEY EL

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 1.** (Students with 504 services) SMART Goal: Insert 504 SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 2.** (Disproportionality in discipline referrals) SMART Goal: The disparity in special education student disciplinary actions (ISS, OSS, Dis. Removal) will decrease from 30.24% to \_\_\_\_% (= %pop) by August 2022. - Strategic Plan Goal #8

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 3.** (Admission, Review, and Dismissal (ARD) meetings) SMART Goal: Insert ARD SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 7.** (Support for Special Populations) The Special Education team exists to support the Austin ISD mission of ensuring children who receive special education services are provided with access to Free and Appropriate Public Education in the Least Restrictive Environment to ensure they receive a quality education that enables them to achieve their potential and participate fully in future social, economic and educational opportunities.

**Objective 4.** (STAAR Alt 2 Participation) SMART Goal: Insert STAAR Alt2 participation goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				



# SUNSET VALLEY EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 1.** (Attendance and Dropout Prevention) SMART Goal: SY 21-22 attendance rates for African American students (\_\_%), Hispanic students (\_\_%), and Emergent Bilingual students (\_\_%) will increase by \_\_\_ percentage points when compared to SY 20-21.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 2.** (Career and Technical Education (CTE)) Insert SMART CTE goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 3.** (GEAR-UP) Insert GEAR UP smart goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 4.** (Support for Students with Special Needs) Insert SpEd SMART Goal here - focus on graduation

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 8.** (PreK - 12+ College, Career, and Life Readiness) We are focused on ensuring that our students are prepared for a changing and increasingly complex future; to cultivate the knowledge, skills, mindset of a lifelong learner in order to be successful beyond high school.

**Objective 5.** (AVID) Insert AVID SMART goal here

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
No strategies defined.				

# SUNSET VALLEY EL

**Goal 9.** (Increased Enrollment) Insert SMART enrollment goal here

**Objective 1.** (Increased Enrollment) SMART Goal Semester 1: Campus enrollment will increase from \_\_451\_\_ to \_456\_\_ by December 15, 2022 (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. Utilize a spreadsheet tracking system that monitors when students withdraw, why they withdrew, and which school they are going to attend. (Condition 5, 7) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Principal, Registrar	September 2022-May 2023		Criteria: Withdrawals spreadsheet
2. Coordinate and publicize online registration for the 23-24 school year and provide ongoing support and incentives to families to support completion of the registration process. (Conditions 5, 7) (Title I SW Elements: 2.4) (Target Group: All) (Strategic Priorities: 1) (ESF: 3.4)	Principal, PTA	Sept 2022-May 2023		Criteria: Communications regarding registration for 23-24 school year Communications regarding incentives for completing the registration process TEAMS registration reports
3. Offer Dual Language Campus tours for current and prospective families to retain existing families and recruit new families. (Conditions 5, 6, 7) (Title I SW Elements: 2.4) (Target Group: All,ECD,EB) (Strategic Priorities: 1) (ESF: 3.4)	Principal, PTA	October 2022-May 2023		Criteria: Calendar entries for campus tours Registration data for students who enroll over the course of the year

# SUNSET VALLEY EL

**Goal 10.** (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 \_\_\_\_\_ section of the Campus Assessment Rubric.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Collaborate with AISD web support team to learn navigation and development process of new campus website (Conditions 5, 7) (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Librarian, Principal	October 2022-December 202		Criteria: Updated website with events, CAC agendas, principal Smore, etc..
2. Ensure the campus website is systematically reviewed and actively maintained with accurate information. (Conditions 5, 6, 7) (Title I SW Elements: 2.1) (Target Group: All) (ESF: 3.4)	Librarian, Principal	October 2022-May 2023		Criteria: Updated website Emails from Principal/Librarian to webmaster
3. Ensure campus culture of respect practices and goals are systematically prioritized and actively maintained to ensure an identity-safe, welcoming, and inclusive school community that supports all students, families, and staff. (Conditions 1, 4, 5) (Title I SW Elements: 1.1) (Target Group: All,ECD,EB) (Strategic Priorities: 1) (ESF: 3.1,3.3,3.4)	Administrators, CAC Members, Campus Leadership Team, PTA	Aug 2022-2023		Criteria: Principal weekly Message via Smore, PTA weekly newsletter, grade level teachers weekly newsletter, event flyers, Staff Meeting agendas, professional learning days agenda

# SUNSET VALLEY EL

**Goal 11.** (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
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
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
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
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



# SUNSET VALLEY EL

**Goal 11.** (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
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
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.				
9. Attachment #9. Homeless Documentation (Complete and submit sheet attached.) (Target Group: AtRisk)	Principal	Due 9/17		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		Criteria: CIP/TIP Developers List

# SUNSET VALLEY EL Site Base

Name	Position
Delgado, Alba	Co-Chair Staff
Goewey Ruiz, Julia	Co-Chair Parent
Shudic, Claudia	AP
Hernandez, Stephanie	K Teacher
Vazquez, Monica	SPED Teacher
Diaz, Wanda	Teacher
Moncus, Kim	Art Teacher
Trieff, Zoe	Parent
McKinley, Gena	Parent
Franco, Michael	Parent
Amps, Emily	Parent
Browning, Nelley	Teacher
Mercado, Christina	Teacher

**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](http://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	90				91
Grade	A	--	--	--	A

Student Achievement Components	2022 Value	SCA 1	SCA 2	SCA 3	2023 Goal
STAAR Performance Approaches	80				85
STAAR Performance Meets	61				63
STAAR Performance Masters	38				38
STAAR Performance Raw Score	60				62
STAAR Performance Scaled Score	90				91

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: **Sunset Valley**  
 Campus Number: **227901158**

SCHOOL PROGRESS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	89				91
Grade	B	--	--	--	A

School Progress Components	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Academic Growth Raw Score	81				83
Academic Growth Scaled Score	89				91
Academic Growth Grade	B	--	--	--	A
Economically Disadvantaged %	31.9	31.9	31.9	31.9	31.9
Economically Disadvantaged % Grouping	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32	31.1 to 32
Relative Performance Raw Score	60				62
Relative Performance Scaled Score	79				81
Relative Performance Grade	C	--	--	--	B

OVERALL

SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	86				90
Grade	B	--	--	--	A

CLOSING THE GAPS DOMAIN



SCALED SCORE AND GRADE

	2022 Actual	SCA 1	SCA 2	SCA 3	2023 Goal
Scaled Score	78				89
Grade	C	--	--	--	B

Closing the Gaps Components					
Academic Achievement			Growth		
2022 Values:	11	out of	14	2022 Values:	10 out of 10
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:	12	out of	14	2023 Goals:	10 out of 10

English Language Proficiency			Student Success		
2022 Values:	0	out of	1	2022 Values:	6 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:	7 out of 8

Template by Campus & District Accountability