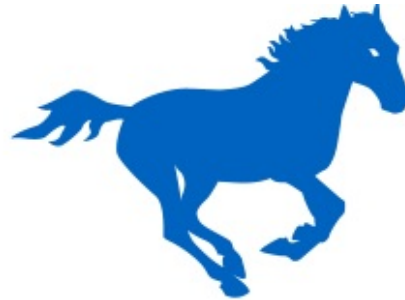


Austin Independent School District

Zavala Elementary

2026-2027 Performance Objectives



ZAVALA
ELEMENTARY SCHOOL
AUSTIN Independent School District

Board Approval Date: October 29, 2026
Public Presentation Date: September 22, 2026

Mission Statement

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.

Value Statement

Zavala Elementary School expresses its core values through three central beliefs driving its educational goals: that knowledge is power, education is a community effort, and all children deserve to be challenged to learn at their highest levels. Grounded in these values, the school focuses on inspiring and motivating students to become lifelong learners while actively uniting families and neighborhood partners to support the success of every child.

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Goals

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner.

Performance Objective 1: (TEC) 100% of campuses will develop a program or initiative to enhance community collaboration and facilitate parental involvement at the school

Dual Capacity/Caregiver Engagement Goal

Performance Objective 2: (TEC) 100% of campuses will implement coordinated school health (CSH) activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

-Must have a strategy related to fitnessgram-

CSH Resources: <https://docs.google.com/document/d/1MalsIc8A4Ei0YVmU83MSdM-ab4-1ZHGGQqLPakz-uem8/edit?usp=sharing>

Performance Objective 3: (TEC) 100% of campuses will review their campus data to create, at minimum, one violence prevention strategy in their Campus Improvement Plans.

Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement).

Performance Objective 4: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 42% in July 2026 to 30% or better by July 2027.

Performance Objective 5: (TEC) Each Campus will implement positive behavior interventions and supports that integrate best practices on grief-informed and trauma-informed care.

Performance Objective 6: (CPM 1.2) The discretionary, exclusionary discipline actions (ISS, OSS, other removal) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease from 79.2% in August 2024 to 67.0% in August 2029.

Performance Objective 7: (CPM2.1) The average score in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric during walkthroughs will increase from 1.9 (developing) in June 2025 to 2.5 (on track) in June 2029.

Performance Objective 8: (TEC) The percentage of Emergent Bilingual (EB) students earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments will increase from 60% in June 2026 to 75% by June 2027.

Performance Objective 9: (TEC) 100% of instructional staff will be provided the opportunity to engage in high-quality, differentiated professional learning opportunities in support of the implementation of district provided instructional materials in order to increase acceptable accountability ratings at all campuses across the district as measured by district professional learning attendance records and TEA accountability ratings.

Performance Objective 10: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 61% to 66% (by 2031).

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement.

Performance Objective 1: (Goal 1) The percentage of 3rd-grade students earning approaches grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 51% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 2: (Goal 2) The percentage of 3rd-grade students earning approaches grade level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 47% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 3: (TEC) The percentage of 5th-grade students earning approaches grade level or above on the STAAR Science Assessment in English or Spanish will increase from 54% in June 2026 to 70% by June 2027.

HB3 Goal

Performance Objective 4: (TEC) The percentage of students receiving special education services (SpEd) in 3rd-5th earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR Mathematics and Reading Assessments in English or Spanish will increase from 22% in June 2026 to 25% by June 2027.

Goal 3: Local Improvement Plan: D Rating

Performance Objective 1: (Reading Growth): By May 2027, the percentage of students earning expected annual growth on the STAAR Reading assessment will increase to meet the following targets: All Students will grow from 57% to 64%, African American students will increase from 50% to 59%, Hispanic students will increase from 58% to 62%, and the High Focus students will increase from 55% to 61%.

Performance Objective 2: (Math Growth): By May 2027, the percentage of [student Group/s] students earning expected annual growth on the STAAR Math assessment will increase from to meet the following targets: All students will increase from 59% to 69%, African American students will maintain 69%, Hispanic students will grow from 56% to 68%, and high focus students will increase from 55% to 66%.

Performance Objective 3: Monitoring: Starting October 2026 and continuing bi-weekly through May 2027, campus leadership and PLCs will conduct structured data review cycles. The team will evaluate the following progress metrics:

Weekly & Bi-Weekly Metrics

Weekly Common Assessments: Teachers update the data tracker to show student assessments with targeted students highlighted.

Intervention Tier 2: Progress Monitoring of students.

Student Chronic Absenteeism: Targeted group students missing more than 10% of instructional days.

Monthly Metrics

Curriculum Based Assessments / Unit Assessment Performance: Percentage of students scoring at Approaches, Meets, and Masters performance bands with targeted students highlighted based on focus groups.

Intervention Efficacy Rate: Percentage of Tier 2/3 students demonstrating expected skill growth and graduating out of intervention tiers.

Instructional Coaching Cycles: Number of coaching observations and feedback meetings completed targeting high-yield instructional strategies.

Benchmark & System Progress

STAAR Progress Measure Projections: Percentage of targeted students currently on track to maintain or increase their year-over-year growth measure.