

Austin Independent School District

Pickle Elementary

2025-2026



PICKLE
ELEMENTARY SCHOOL
AUSTIN Independent School District

Mission Statement

Campus Mission

Through engaging academic rigor and collaboration in a learning-focused, and a culturally and linguistically enriched environment, J.J. Pickle Elementary students will be empowered with the confidence, and cultural pride to experience academic, personal, and social/emotional success.

Vision

Campus Vision

A stellar & inclusive environment promoting safety, independence, empathy, and collaboration which leads to academic ownership and personal success, enabling students to become contributing citizens of society.

Value Statement

Campus Values

Students experience success when they feel safe at school and are engaged in a positive, supportive and challenging learning environment. J.J. Pickle Elementary is an academically rigorous community that promotes opportunities for all stakeholders to work together while modeling appropriate behavior and respect for self and others.

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Goals

Revised/Approved: October 2, 2025

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1: (CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

High Priority

Dual Capacity/Caregiver Engagement Goal

Evaluation Data Sources: Plan4Learning

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

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

High Priority

Evaluation Data Sources: Coordinated School Health Survey

Resources: <https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing>

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 3: (TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

High Priority

Evaluation Data Sources: Resources: Character Strong
Frontline SIS

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 4: (CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 20% during SY 24-25 to 10% by July 2026.

High Priority

Evaluation Data Sources: Frontline SIS

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 5: (CPM 5.2) The percent disproportionality in discipline for African American students will decrease from 14% in June 2025 to 0% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

High Priority

Evaluation Data Sources: Frontline SIS.

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 6: (CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the locally developed Dual Language Data Collection Tool Rubric will increase from 50% in June 2025 to 100% at June 2026.

High Priority

HB3 Goal

Evaluation Data Sources: Dual Language Data Collection Tool

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 7: (CPM 3.3) The representation index between African American students identified as gifted and talented and the total African

American student enrollment will increase from 0.33 in June 2025 to [?] 0.80 by June 2026. (33% of AA students identified GT / 2.05% of AA students on campus. Greater than or equal to 0.08 - minimum goal)

Evaluation Data Sources: Gifted and Talented Office

Goal 1: Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 8: (CPM 5.1) The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 85% in June 2025 to 100% by BOY.

Evaluation Data Sources: SEL and CP&I implementation measurement tool

Goal 2: Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1: (SC Goal 1) The percentage of 3rd-grade students earning Meets Grade Level or above on the STAAR Reading Assessment (English or Spanish) will increase from 11% in June 2025 to 30% by June 2026 through targeted reading interventions, small-group instruction, and the use of high-quality, culturally relevant literacy materials.

High Priority

HB3 Goal

Evaluation Data Sources: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Reading STAAR Assessment

Goal 2: Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 2: (SC Goal 2) The percentage of 3rd-grade students earning Meets Grade Level or above on the STAAR Mathematics Assessment in English or Spanish will increase from 4% in June 2025 to 30% by the end of the 2025-2026 school year through targeted math interventions, data-driven small-group instruction, and increased student engagement with rigorous problem-solving tasks.

High Priority

HB3 Goal

Evaluation Data Sources: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Math STAAR Assessment.

Goal 2: Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 3: (GPM 5.1) The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

High Priority

Evaluation Data Sources: Elevation

Goal 2: Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 4: (CPM 4.1) The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 85% in June 2025 to 100% by June 2026.

High Priority

Evaluation Data Sources: PPfT Appraisal System

Goal 3: Special Education Initiative

Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

Performance Objective 1: By June 2026, 100% of IEPs, student records, and special education documentation (including ARDs on time) will meet TEA

compliance standards as outlined in the TEA Agreed Order, and all required procedures and processes from the AISD Special Education Strategic Plan will be fully implemented and monitored at the campus level.

High Priority

Evaluation Data Sources: Special Education dashboard, SpEd Coordinator Reports, District Reports

Goal 4: Student Progress Initiative

Pickle Elementary will ensure all students demonstrate measurable growth in Reading and Math through targeted, data-driven instruction, differentiated interventions, and the use of high-quality instructional materials and digital resources.

Performance Objective 1: By June 2026, 60% of English Learner students in grades 1-5 will advance at least one proficiency level on the TELPAS assessment, increasing from 33% in June 2025, through consistent, structured language instruction and targeted use of Summit K-12 aligned to the language of the day.

High Priority

HB3 Goal

Evaluation Data Sources: Summit K-12 Reports and Benchmark assessments

Goal 4: Student Progress Initiative

Pickle Elementary will ensure all students demonstrate measurable growth in Reading and Math through targeted, data-driven instruction, differentiated interventions, and the use of high-quality instructional materials and digital resources.

Performance Objective 2: By June 2026, the percentage of students in grades 4-5 meeting or exceeding GROWTH expectation on STAAR Reading and Math will increase from 60% to 80%, with growth reflected in both .5 and 1-point gains. In addition, the percentage of students in grades K-5 demonstrating overall growth on MAP Reading and Math assessments will increase from 59% to 80% through targeted instruction, data-driven interventions, and consistent progress monitoring.

High Priority

HB3 Goal

Evaluation Data Sources: MAP Growth, STAAR practice, and Common Assessment, as well as progress reports from Summit K-12, Intervention Programs, EduSmart, IXL, Writeable, Bridges, El Proximo Paso, and Camino al Exito--