

# **Austin Independent School District**

## **Davis Elementary**

**2025-2026**

**Accountability Rating: C**



# Mission Statement

Prepare every student with the knowledge and skills to thrive in college, career, and life.

## Vision

Together we cultivate curious, creative, and resilient learners and leaders in an inclusive community that celebrates diversity and inspires excellence.

## Value Statement

**Joyful Learning:** We believe that learning should be a joyful and engaging experience for all, fostering a love for education that lasts a lifetime.

**Teaching the Whole Child:** We are committed to nurturing the physical, emotional, and social well-being of every student, recognizing that education extends beyond academics.

**Flexible, Accessible, and Adaptive Learning:** We provide flexible and adaptive learning spaces and curricula, encouraging collaboration and creativity, accommodating the diverse needs of our students.

**Fostering Relationships:** We value and prioritize the development of strong relationships among students, staff, and families, fostering a sense of community and support.

**Setting Authentic and Meaningful Goals:** We empower students to take ownership in their learning and set measurable goals that are relevant to their growth and aspirations, ensuring they are motivated to achieve their objectives.

**Real-World Connections:** We provide students with the opportunity to engage in real-world experiences, connecting classroom lessons to practical applications and cultivating leadership skills.

**Evidence Based Practices:** We use data to inform and drive our goals, ensuring that our decisions are based on evidence and aimed at improving student learning and outcomes.

**Student Leadership for All:** We believe in developing leadership skills in all students, regardless of age, empowering them to make a positive impact in their school and community.

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# Goals

## **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**

**HB3 Goal**

**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 14% 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 30% in June 2025 to 20% by June 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 6:** (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 .16 in June 2025 to .2 by June 2026.

**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 7:** Not Applicable- (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 XX in June 2025 to XX% by BOY.

**Evaluation Data Sources:** SEL and CP&I implementation measurement 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 8:** Not applicable- (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 XX% in June 2025 to XX% at June 2026.

## **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 in English or Spanish will increase from 54% in June 2025 to 60% by June 2026.

**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 40% in June 2025 to 50% by June, 2026.

**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:** (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 67% in June 2025 to 80% by June 2026.

**Evaluation Data Sources:** PPfT Appraisal System

**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:** Not applicable- (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.

**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:** 100% of initial, annual and reevaluation ARD meetings will be held within timeline.

**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 2:** 100% of case managers will provide an introduction back to school letter to families of children they serve.

**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 3:** 100% of Special Education progress reports will be sent on time.

**Goal 4:** Campus Specific Goals/Performance Objectives (Optional)

**Performance Objective 1:** Sustainability. Schools are invited and encouraged to incorporate sustainability into your Campus Improvement Plan this year. There are many simple actions to create a healthier learning and work environment, reduce your building's negative impact on the environment and community, encourage energy efficiency and resource conservation, and foster student problem based learning through sustainability. See the CIP Sustainability Recommendations in the resources to create your own goals and objectives.

**Evaluation Data Sources:** Resources: [https://docs.google.com/document/d/1\\_hjhZWdJ7Uh98U7iAwLdNu03YJLQGC3Z0SfekS6WOg/edit?tab=t.0](https://docs.google.com/document/d/1_hjhZWdJ7Uh98U7iAwLdNu03YJLQGC3Z0SfekS6WOg/edit?tab=t.0)

**Goal 5:** Local Improvement Plan: Additional Targeted Support Label, Economically Disadvantaged Students.

**Performance Objective 1:** In school year 2025-26 will have 32% of Economically Disadvantaged students achieve Meets Grade Level and above on the STAAR reading assessments, and 27% of Economically Disadvantaged students achieve Meets Grade Level and above on the STAAR math assessments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Data Tracker

**Goal 5:** Local Improvement Plan: Additional Targeted Support Label, Economically Disadvantaged Students.

**Performance Objective 2:** Data Goals for Academic Growth in reading and math that were set in the meeting.

In school year 2025-26 we will have 60% of Economically Disadvantaged students achieve academic growth (2A methodology) on the STAAR reading assessments, and 49% of Economically Disadvantaged students achieve academic growth (2A methodology) on the STAAR math assessments.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** Data Tracker

**Goal 5:** Local Improvement Plan: Additional Targeted Support Label, Economically Disadvantaged Students.

**Performance Objective 3:** Campus will monitor the implementation and progress of the Local Improvement Plan through regular data reviews and leadership meetings. If the plan does not show sufficient progress, the team will adjust strategies, provide targeted support, and reallocate resources (time, funding, or staffing) as needed to ensure improvement in student outcomes.

We will monitor academic achievement, attendance, and discipline data on a monthly basis.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** MTSS Data Tracker