Austin Independent School District

Garza Independence High School

2026-2027 Performance Objectives



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Mission Statement

Gonzalo Garza Independence High School supports student academic excellence through individualization and autonomy, using a solution-focused approach in order for all students to thrive academically by guiding them in identifying their goals, leveraging their strengths, and shaping their educational paths.

Vision

Gonzalo Garza Independence High School serves students seeking a unique, non-traditional educational environment in which we support student individuality and personal growth through inclusivity, celebration of diversity, honoring student success stories, and guiding them as they progress meaningfully towards graduation from high school and beyond.

Value Statement

Garza Independence High School values respect, integrity, inclusiveness, positive relationships, solution-focused problem solving, open communication, optimisim, and honesty.

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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-ab4-1ZHGQqLPakz-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 77% in July 2026 to 67% 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 continue to be below the district goal of 67% in August 2029.

Performance Objective 7: (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 27% in June 2026 to 50% by June 2027.

Performance Objective 8: (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 9: (TEC) The Percentage of students identified as Gifted and Talented (GT) earning Masters across all state assessments will increase from 28% to 75% (by 2031).

Goal 2: College and Career Preparedness: Empowering students to successfully navigate and lead in a global society after graduation.

Performance Objective 1: (TEC) The percentage of high school students earning meets grade level or above on the Algebra I EOC will increase from 71% in June 2026 to 85% by June 2027.

Performance Objective 2: (TEC) The percentage of high school students earning approaches grade level or above on the English I & II EOC Assessments will increase from 58% in June 2026 to 75% by June 2027.

Performance Objective 3: (TEC) The percentage of high school students earning meets grade level or above on the STAAR Biology EOC Assessment will increase from 86% in June 2026 to 100% by June 2027.

Performance Objective 4: (TEC) The percentage of high school students earning meets grade level or above on the STAAR US History EOC Assessment will increase from 98% in June 2026 to 100% by June 2027.

Performance Objective 5: (TEC) The percentage of high school students receiving special education services (SpEd) earning approaches grade level or above (RDA uses passing rate = Approaches) on the STAAR EOC Assessments will increase from 81% in June 2026 to 85% by June 2027.

Performance Objective 6: (GPM 3.1) The percentage of 11th & 12th-grade students who meet the college readiness standard as assessed by TSI test requirements (TSIA, SAT, and/or ACT) in both mathematics and ELAR will increase from 27% in June 2026 to 50% by June 2027.

HB3 Goal

Performance Objective 7: (TEC) Campuses will monitor CCMR performance among all 14 student groups evaluated in Domain 3 of the TEA's accountability system. Campuses will ensure that each group achieves either the most current interim target or expected growth in the School Quality Component of Domain 3.

HB3 Goal

Performance Objective 8: (TEC) Campuses will ensure that 100% of students have opportunities to graduate within 4 years, or in alignment with their personalized graduation plan.

Goal 3: 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 to create your own goals and objectives.

Goal 4: Local Improvement Plan: [Type of LIP] for [Student group/s]

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of [Student Group/s] students performing at or above the Meets Grade Level on the STAAR/EOC Reading assessment will increase from [Baseline %] to [Target %].

Performance Objective 2: (Math Achievement): By May 2027, the percentage of [Student Group/s] students performing at or above the Meets Grade Level on the STAAR/EOC Math assessment will increase from [Baseline %] to [Target %].

Performance Objective 3: (Reading Growth): By May 2027, the percentage of [student Group/s] students earning expected annual growth on the STAAR/EOC Reading assessment will increase from [Baseline %] to [Target %].

Performance Objective 4: (Math Growth): By May 2027, the percentage of [student Group/s] students earning expected annual growth on the STAAR/EOC Math assessment will increase from [Baseline %] to [Target %].

Performance Objective 5: (Student Achievement / Student Success): By June 2027, the campus average raw Student Achievement score (combining Approaches, Meets, and Masters across all STAAR subjects) for [Student Group/s] students will increase from [Baseline %] to [Target %].

Performance Objective 6: (Monitoring): Starting October 2026 and continuing [weekly, bi-weekly, monthly] through May 2027, campus leadership and PLCs will conduct structured data review cycles. The team will evaluate the following progress metrics:

Examples (Delete what you will not use)
Weekly & Bi-Weekly Metrics
Exit Ticket Pass Rates: Percentage of targeted subgroup students demonstrating mastery on daily standards-based exit tickets.
PLC Re-Teach Tracking: Number/percentage of targeted TEKS re-taught and re-assessed in Tier 1 instruction.
Intervention Attendance: Attendance rate of flagged students assigned to mandatory HB 1416 / MTSS tutoring or acceleration blocks.
Student Chronic Absenteeism: Targeted group students missing more than 10% of instructional days.
Behavior & Discipline Metric: Targeted group students' discipline referrals.

Monthly Metrics
Curriculum Checkpoint / Unit Assessment Performance: Percentage of students scoring at Approaches, Meets, and Masters performance bands disaggregated by subgroup.
Growth Tracking on Adaptive Programs: Student progress, time on task, and skill mastery levels on supplemental learning software (e.g., i-Ready, MAP, IXL, Summit).
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.