

Austin Independent School District

Garcia YMLA Middle School

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026

Mission Statement

Gus Garcia Young Men's Leadership Academy will educate scholars in an academic environment where they will learn to be leaders, provide community service, empathy toward others, develop a strong sense of community, graduate from a four-year college or university and/or pursue a career.

Vision

In an environment of brotherhood, the Gus Garcia Young Men's Leadership Academy will develop scholars who are empathetic, service oriented, problem solvers, life-long learners who are successful in high school, college, career, and life.

Value Statement

Campus Creed:

I am a Young Man

I am my Brother's Keeper

I take responsibility for my actions and the actions of my brothers

I take pride in my community and will work to make it a better place

I pledge to work hard in my classroom as well as in my extracurricular arena

I pledge to be a positive influence and successful in everything that I do

I will be a College Man, a Global Citizen, and a Life-Long Learner

I will be your friend, your brother, and your leader

I look good I feel good I AM a GUS GARCIA MAN!

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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: Enhance campus-community collaboration and increase parental involvement by establishing structured engagement programs, resulting in a 25% increase in active family participation across school events and academic workshops by May 2027.

Dual Capacity/Caregiver Engagement Goal

Performance Objective 2: Implement comprehensive Coordinated School Health (CSH) activities across campus, leveraging health and physical fitness data to demonstrate measurable gains in student physical fitness, behavioral health, and staff wellbeing by May 2027.

Performance Objective 3: Campuses with grades 6 and above must have a strategy to prevent dating violence (state requirement). Leverage campus safety and discipline data to establish comprehensive violence prevention and teen dating violence awareness initiatives, ensuring 100% of students in grades 6-8 receive targeted prevention education to maintain a safe, secure, and supportive learning environment by May 2027.

Performance Objective 4: The percentage of students experiencing chronic absenteeism will decrease from 10% in July 2026 to 5% by July 2027 by implementing multi-tiered attendance interventions, positive incentives, and proactive family outreach.

Performance Objective 5: Implement a comprehensive campus-wide Positive Behavior Interventions and Supports (PBIS) framework that integrates best practices in grief-informed and trauma-informed care, ensuring 100% of staff apply supportive behavioral strategies to cultivate a safe, inclusive, and emotionally responsive learning environment by May 2027.

Performance Objective 6: The percentage of discretionary, exclusionary discipline actions (ISS, OSS, other removals) assigned to students identified as economically disadvantaged over total disciplinary actions will decrease by 5% by May 2027 through equitable discipline practices, restorative justice protocols, and targeted behavioral supports.

Performance Objective 7: The average score in the language of instruction domain of the locally developed Dual Language Data Collection/TELPAS Data during walkthroughs will increase by 5% (On Track for growth on proficiency indicators) by May 2027 through targeted instructional coaching, bilingual scaffold implementation, and structured language allocation monitoring.

Performance Objective 8: The percentage of Emergent Bilingual (EB) students earning Approaches Grade Level or above on the STAAR Mathematics

and Reading Assessments will increase by 10% through targeted language scaffolds, sheltered instruction, and structured data-driven interventions.

Performance Objective 9: Provide 100% of instructional staff with high-quality, differentiated professional learning opportunities to support the effective implementation of district-provided instructional materials, resulting in increased campus STAAR academic growth and acceptable TEA accountability ratings across the district by May 2027.

Performance Objective 10: The percentage of students identified as Gifted and Talented (GT) earning Masters Grade Level across all state assessments will increase by 5% through rigorous, differentiated instruction, depth and complexity frameworks, and targeted extension opportunities.

Goal 2: Intermediate Success & Advancement: Fostering the academic rigor and social-emotional growth essential for future readiness.

Performance Objective 1: The percentage of students (currently enrolled in grades 6-8) earning Meets Grade Level or above on the STAAR Math Assessment will increase by 10% through rigorous core instruction, data-driven reteach cycles, and targeted Tier II math intervention.

Performance Objective 2: The percentage of middle school students (currently enrolled in grades 6-8) earning Meets Grade Level or above on the STAAR Reading Language Arts (RLA) Assessment will increase by 10% through rigorous text-dependent core instruction, structured writing across content areas, and targeted Tier II literacy interventions.

Performance Objective 3: The percentage of middle school students earning Meets Grade Level or above on the STAAR Science Assessment will increase by 5% through hands-on laboratory investigation, cross-curricular literacy integration, and data-driven TEKS review cycles.

Performance Objective 4: The percentage of students earning Approaches Grade Level or above on the Grade 8 STAAR Social Studies Assessment will increase by 10% through primary source analysis, vocabulary acquisition routines, and data-driven TEKS review cycles.

Performance Objective 5: The percentage of students receiving Special Education (SpEd) services earning Approaches Grade Level or above (RDA passing rate) on the STAAR Mathematics and Reading Assessments will increase by 5% by May 2027 through specialized instructional accommodations, co-teaching model fidelity, and IEP-aligned data monitoring using district dashboards.

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.