

Austin Independent School District

Harris Elementary

2026-2027 Performance Objectives



HARRIS
ELEMENTARY SCHOOL
AUSTIN Independent School District

Board Approval Date: October 29, 2026
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Mission Statement

Harris Elementary School's mission is to empower and honor a community of diverse learners through quality teaching and caring relationships, helping to accomplish academic, social, and personal goals.

La misión de Harris Elementary School es empoderar y honrar a una comunidad de estudiantes diversos a través de la enseñanza de calidad y las relaciones afectuosas, ayudando a lograr metas académicas, sociales y personales.

Vision

Thomas G. Harris is a community which inspires the passion to learn, the courage to lead, and the commitment to serve.

La escuela de Thomas G. Harris es una comunidad que inspira la pasión por aprender, el coraje para liderar y el compromiso de servir.

Value Statement

We are Thomas G. Harris We are Honest Achievers Respectful Responsible Inspirational Successful We are Thomas G. Harris Go
BULLDOGS!

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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/1MalsIc8A4Ei0YVvU83MSdM-ab4-1ZHGGqLPakz-uem8/edit?usp=sharing>

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

Performance Objective 4: The percentage of students experiencing chronic absenteeism will decrease from 27% in July 2026 to 20% 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 0% in August 2024 to 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 53% in June 2026 to 58% 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 70% to 80% (by June 2027).

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 meets grade level or above on the STAAR Reading Assessment in English or Spanish will increase from 16% in June 2026 to 26% by June 2027.

(Must have a strategy designed to reduce the number of students needing reading intervention in 2nd grade)

HB3 Goal

Performance Objective 2: (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 11% in June 2026 to 21% by June 2027.

(Must have a strategy designed to reduce the number of students needing math intervention in 2nd grade)

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 27.5% in June 2026 to 40% 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 25% in June 2026 to 35% by June 2027.