

Austin Independent School District

Reilly Elementary

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026
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Mission Statement

At Reilly Elementary, our mission is to break barriers and dismantle inequities by providing equitable access and support to a high-quality education for each child. We are committed to fostering strong relationships, promoting dual language proficiency, and creating a safe, joyful learning environment. We honor the racial, linguistic, and cultural backgrounds of our students and families, and we strive to cultivate an inclusive community that celebrates and leverages these talents for the greater good. By viewing our students through an asset-based lens and implementing culturally responsive teaching practices, we aim to equip every student with the academic tools they need to have options in life and achieve economic mobility. Our goal is to ensure that every student feels valued, supported, and empowered to reach their full potential.

Vision

Reilly Elementary envisions a future where every child thrives in a nurturing, inclusive, and culturally responsive environment. We aspire to be a beacon of equity in education, where dual language programs are integral to our approach, and strong relationships are the foundation of our community. By fostering a joyful and safe atmosphere, we ensure that students are excited to learn and grow.

We are dedicated to equipping our students with the academic tools necessary for life options and economic mobility. By consistently reflecting and taking action to dismantle inequities, nurture emotional intelligence, and cultivate empathy, we prepare them for success in a diverse and interconnected world. Through collaboration with families and the community, we strive to provide a comprehensive education that opens doors to endless opportunities and economic independence.

Value Statement

Equity, Access, and Support:

Every child deserves equitable access and support to high-quality education. We are dedicated to dismantling barriers and providing the necessary support for each child to succeed.

Inclusivity:

We honor and celebrate the diverse racial, linguistic, and cultural backgrounds of our students and families. Our inclusive community values and leverages these gifts to enrich the learning experience for everyone.

Academic Excellence:

We are committed to fostering a love of learning and academic excellence. Our goal is to equip students with the knowledge and skills they need to have options in life and achieve economic mobility.

Social and Emotional Development:

We believe in nurturing the whole child, including their social and emotional development. We aim to cultivate emotional intelligence, empathy, and resilience in our students.

Safe and Joyful Learning Environment:

We strive to create a safe, joyful, and dynamic atmosphere where each person is excited to learn and grow. We believe that a positive learning environment is essential for student success.

Community and Collaboration:

We value strong partnerships with families and the community. Collaboration and open communication are key to supporting our students' academic and personal development.

Empowerment and Advocacy:

We empower students to be informed, compassionate citizens and advocate for policies that promote equity, justice, and well-being for all.

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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-ab4-1ZHGGQqLPakz-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 xx% in July 2026 to xx% 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 79.2% in August 2024 to 67.0% 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 xx% in June 2026 to xx% 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 61% to 66% (by 2031).

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 xx% in June 2026 to xx% by June 2027. [The % numbers will be updated once the 2026 data becomes available]

(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 xx% in June 2026 to xx% by June 2027.[The % numbers will be updated once the 2026 data becomes available]

(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 xx% in June 2026 to 70% 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 49% in June 2026 to 51% by June 2027.