Austin Independent School District

Oak Hill Elementary

2026-2027 Performance Objectives



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Mission Statement

Oak Hill Elementary is a safe and empowering environment where students learn, lead and contribute.

La escuela primaria Oak Hill es un entorno seguro y estimulante en el que los alumnos aprenden, lideran y contribuyen.

Vision

Oak Hill Elementary will provide a nurturing, inclusive environment that encourages all students to explore, learn and succeed.

La escuela primaria Oak Hill proporcionará un entorno enriquecedor e integrador que anime a todos los alumnos a explorar, aprender y triunfar.

Value Statement

In order to achieve the shared vision of our school, we are committed to:

- Creating an environment where every individual feels valued, respected, and empowered to contribute their unique perspectives.
- Approaching each day with optimism, grace, enthusiasm, and a growth mindset.
- Implementing PBIS strategies to promote a positive and safe learning environment.
- Delivering meaningful, rigorous, and differentiated curriculum that prepares all students for the next level of learning.
- Working as collaborative team to continually increase our knowledge and use of research supported strategies to support students academically and behaviorally.
- Systematically assessing student learning to drive instruction and set appropriate learning goals.

Para lograr la visión compartida de nuestra escuela, nos comprometemos a:

- Crear un entorno en el que cada individuo se sienta valorado, respetado y capacitado para contribuir con sus perspectivas únicas.
- Afrontar cada día con optimismo, gracia, entusiasmo y una mentalidad de crecimiento.
- Implementar estrategias de PBIS para promover un entorno de aprendizaje positivo y seguro.
- Impartir un plan de estudios significativo, riguroso y diferenciado que prepare a todos los estudiantes para el siguiente nivel de aprendizaje.
- Trabajar como un equipo de colaboración para aumentar continuamente nuestro conocimiento y el uso de estrategias apoyadas por la investigación para apoyar a los estudiantes académicamente y conductualmente.
- Evaluar sistemáticamente el aprendizaje de los estudiantes para dirigir la instrucción y establecer objetivos de aprendizaje adecuados.

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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 17.9% in July 2026 to 15% 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 39.14% in June 2026 to 42% 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 43.56% in June 2026 to 50% 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 41.78% in June 2026 to 48% 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 59% 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 38% in June 2026 to 42% by June 2027.

Goal 3: Local Improvement Plan: ATS for Economically Disadvantaged.

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of Economically Disadvantaged students performing at or above the Meets Grade Level on the STAAR/EOC Reading assessment will increase from 21% o 35%.

Performance Objective 2: (Math Achievement): By May 2027, the percentage of Economically Disadvantaged students performing at or above the Meets Grade Level on the STAAR/EOC Math assessment will increase from 10% to 40 %.

Performance Objective 3: (Monitoring): Starting October 2026 and continuing monthly through May 2027, campus leadership and PLCs will conduct structured data review cycles. The team will evaluate the following progress metrics:

Student Data Trackers
Agendas for PLC

Monthly Metrics
Curriculum Checkpoint / Unit Assessment Performance: CBA, Exit Tickets
Growth Tracking on Adaptive Programs: Student progress, time on task, and skill mastery levels on supplemental learning software- SummitK12, Imagine Math, Imagine Learning.
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.