

Austin Independent School District

Kocurek Elementary

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026
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Mission Statement

It is the mission of Kocurek Elementary School to ensure high levels of learning for each student. Through a foundation of respect within the total school community, our children will grow, create, and learn in a positive, inclusive, and safe environment where faculty, staff, students, and parents are enthusiastic about the teaching and learning process.

Vision

We believe that the most promising strategy for achieving the mission of our school is to develop our capacity to function as a professional learning community. We envision a school in which staff:

- Demonstrate a commitment to the academic success and well-being of each student through an asset-based mindset
- Work together -interdependently - in collaborative teams
- Seek and implement effective strategies to develop student learning and critical thinking
- Monitor each student's progress on a frequent basis

Value Statement

We believe in giving all students an environment that natures students' appreciation for academics, fine arts and physical fitness. This environment is rooted in opportunity, collaboration, equity, and kindness.

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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.

Performance Objective 4: The percentage of students experiencing chronic absenteeism will decrease from 14.8% in July 2026 to 14% 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 80% in August 2024 to 50% 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 2.1(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 57% in June 2026 to 60% 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 65.3% to 75% (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 18% in June 2026 to 40% 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 11.67% in June 2026 to 20% 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 xx% in June 2026 to xx% by June 2027.

Goal 3: Local Improvement Plan: TSI for Hispanic student group

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of [Hispanic/s] students performing at or above the Meets Grade Level on the STAAR Reading assessment will increase from 37% to 39 %.

Performance Objective 2: (Math Achievement): By May 2027, the percentage of Hispanic/s students performing at or above the Meets Grade Level on the STAAR/ Math assessment will increase from 27% to 44%.

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:

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.