

Austin Independent School District

Davis Elementary

2026-2027 Performance Objectives



Board Approval Date: October 29, 2026

Mission Statement

Prepare every student with the knowledge and skills to thrive in college, career, and life.

Vision

Together we cultivate curious, creative, and resilient learners and leaders in an inclusive community that celebrates diversity and inspires excellence.

Value Statement

Joyful Learning: We believe that learning should be a joyful and engaging experience for all, fostering a love for education that lasts a lifetime.

Teaching the Whole Child: We are committed to nurturing the physical, emotional, and social well-being of every student, recognizing that education extends beyond academics.

Flexible, Accessible, and Adaptive Learning: We provide flexible and adaptive learning spaces and curricula, encouraging collaboration and creativity, accommodating the diverse needs of our students.

Fostering Relationships: We value and prioritize the development of strong relationships among students, staff, and families, fostering a sense of community and support.

Setting Authentic and Meaningful Goals: We empower students to take ownership in their learning and set measurable goals that are relevant to their growth and aspirations, ensuring they are motivated to achieve their objectives.

Real-World Connections: We provide students with the opportunity to engage in real-world experiences, connecting classroom lessons to practical applications and cultivating leadership skills.

Evidence Based Practices: We use data to inform and drive our goals, ensuring that our decisions are based on evidence and aimed at improving student learning and outcomes.

Student Leadership for All: We believe in developing leadership skills in all students, regardless of age, empowering them to make a positive impact in their school and community.

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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.

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: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 14.9% in July 2026 to 10% 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 57% in June, 2026 to 50% in June, 2027.

Performance Objective 7: NOT APPLICABLE: (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 xx (developing) in June 2025 to xx (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 44% in June 2026 to 50% 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 77% to 85% from June, 2026 to 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 will increase from 63% in June 2026 to 70% by June 2027.

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 will increase from 52% in June 2026 to 57% by June 2027.

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 68% in June 2026 to 75% 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 53% in June 2026 to 60% by June 2027.

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.

Goal 4: Local Improvement Plan: ATS for Economically Disadvantaged Students

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 30% to 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 16% to 40%.

Performance Objective 3: (Math Growth): By May 2027, the percentage of economically disadvantaged students earning expected annual growth on the STAAR/EOC Math assessment will increase from 39% to 65%.

Performance Objective 4: (Monitoring): Starting October 2026 and continuing bi-weekly through May 2027, campus leadership and PLCs will conduct structured data review cycles. The team will evaluate the following progress metrics:

PLC Re-Teach Tracking: Number/percentage of targeted TEKS re-taught and re-assessed in Tier 1 instruction.

Intervention Attendance: Attendance rate of flagged students assigned to mandatory HB 1416 / MTSS tutoring or acceleration blocks.

Student Chronic Absenteeism: Targeted group students missing more than 10% of instructional days.

Behavior & Discipline Metric: Targeted group students' discipline referrals.

Monthly Metrics

Curriculum Checkpoint / Unit Assessment Performance: Percentage of students scoring at Approaches, Meets, and Masters performance bands disaggregated by subgroup.

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.