

Austin Independent School District

Padron Elementary

2026-2027 Performance Objectives



Mission Statement

At Jaime D. Padrón Elementary, all students will receive an equitable, holistic education, and will be critical thinkers who are prepared for a world which demands literacy, technological, and social-emotional skills.

Vision

All Jaime Padron Students will graduate college, career and life ready to be productive citizens in a global society.

Table of Contents

Goals 4

Goal 1: Systemic Support & Opportunity: Ensuring district-level alignment to meet the diverse needs of every learner. 4

Goal 2: Primary Academic Foundations: Developing the core competencies required for sustained academic achievement. 6

Goal 3: Optional 7

Goal 4: Local Improvement Plan: TSI for Special Education (current) 8

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-ab4-1ZHGQqLPakz-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: (Not State Mandated) The percentage of students experiencing chronic absenteeism will decrease from 23.8% in July 2026 to 20.8% 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 100% in August 2024 to 85% 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 86% in June 2025 to 100% 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 49% 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 29% to 32% (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 33.93% 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 19.65% in June 2026 to 25% 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 5.56% in June 2026 to 15% 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 22.34% in June 2026 to 30% 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: TSI for Special Education (current)

Performance Objective 1: (Reading Achievement): By May 2027, the percentage of special education (current) students performing at or above the Meets Grade Level on the STAAR Reading assessment will increase from 13% to 26%.

Performance Objective 2: (Math Achievement): By May 2027, the percentage of special education (current) students performing at or above the Meets Grade Level on the STAAR Math assessment will increase from 15% to 29%.

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

Weekly & Bi-Weekly 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.

Intervention implementation: Percentage of students demonstrating expected skill growth and graduating out of a given intervention.

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., MAP, Imagine Learning, Summit K-12).

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.