

Austin Independent School District
Reilly Elementary
2024-2025 Performance Objectives



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.

Core Beliefs

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.

Table of Contents

Goals 5

 Goal 1: Student Well-Being & Achievement 5

 Goal 2: Teacher & Employee Well-Being 6

 Goal 3: Culture of Respect / Customer Service 7

 Goal 4: Fiscal Stewardship & Prioritization 8

 Goal 5: AISD Board Scorecard Item: [Caregiver Engagement] The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in June 2025 to Y(goal has not yet been determined) by May of 20XX. 9

Goals

Goal 1: Student Well-Being & Achievement

Performance Objective 1: By Spring 2025, based on the 2024 EOY/Spring MAPGrowth student achievement data for Math, we will reduce the percentage of Hispanic students in the 1st-20th percentile category from 23% to 13%. This goal will be achieved through targeted interventions, culturally responsive teaching practices, and equitable resource allocation to ensure all students have the support they need to succeed. Progress will be monitored quarterly to ensure we stay on track.

HB3 Goal

Performance Objective 2: By Spring 2025, we will reduce the percentage of chronic absences among students in Kindergarten through 2nd grade from 45% to 30%. This goal will be achieved through targeted interventions, family engagement initiatives, and improved support systems to address the root causes of absenteeism. Progress will be monitored monthly to ensure we stay on track and make necessary adjustments.

Performance Objective 3: By Spring 2025, we will reduce the percentage of Hispanic students identified as chronically absent at Reilly Elementary from 80% to 50%. This goal will be achieved through targeted interventions, enhanced communication strategies, culturally inclusive support systems, and active family engagement. Progress will be monitored monthly to ensure we stay on track and make necessary adjustments.

Goal 2: Teacher & Employee Well-Being

Performance Objective 1: By Spring 2025, based on the Spring 2024 Panorama survey results, we will increase the percentage of staff who report feeling like they belong to our school from 76% to 86%. This goal will be achieved through targeted initiatives that foster a supportive and inclusive school culture, promote staff engagement, and provide opportunities for meaningful connections among staff members. Progress will be monitored quarterly to ensure we stay on track.

Performance Objective 2: By Spring 2025, based on the Spring 2024 Panorama survey results, we will increase the percentage of staff who respond favorably to school leaders' knowledge of classroom activities from 62% to 75%. This will be achieved through targeted initiatives that enhance leadership visibility, improve communication channels, and foster regular, structured feedback mechanisms. Progress will be monitored quarterly to ensure we stay on track.

Performance Objective 3: By Spring 2025, based on the Spring 2024 Panorama survey results, we will increase the percentage of staff who respond favorably to receiving feedback on their teaching from 57% to 70%. This will be achieved through a systematic approach, including structured walkthrough protocols, a robust feedback mechanism, and a walkthrough schedule that ensures classrooms are visited regularly and equitably.

Goal 3: Culture of Respect / Customer Service

Performance Objective 1: By Spring 2025, based on the Spring 2024 Panorama survey results, we will increase the percentage of staff who respond favorably to how positive the tone on campus is set by school leaders from 71% to 85%. This goal will be achieved through intentional leadership practices that promote positivity, transparent communication, and supportive interactions. Progress will be monitored quarterly to ensure we stay on track.

Goal 4: Fiscal Stewardship & Prioritization

Goal 5: AISD Board Scorecard Item: [Caregiver Engagement] The number of campuses that develop and meet a goal in their Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships will increase from BASELINE in June 2025 to Y(goal has not yet been determined) by May of 20XX.

Performance Objective 1: By May of 2026, Reilly Elementary will develop and meet a goal in the Campus Improvement Plan (CIP) based on the Dual Capacity Building Framework for Family-School Partnerships. We aim to increase caregiver engagement by at least 20% from the baseline measured in June 2025. This will be achieved through targeted family engagement initiatives, culturally responsive communication strategies, and regular progress monitoring. Success will be evaluated quarterly through feedback surveys, caregiver participation data, and ongoing collaboration between staff and families, ensuring that all actions promote inclusivity, equity, and the involvement of diverse caregivers.