

**Austin Independent School
District**

Allison Elementary

**2025-2026
Campus
Improvement Plan**

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Goals

Goal 1

Austin ISD Stronger Together

By fostering a culture of high expectations and collective ownership, Austin ISD can create an environment where every student and staff member thrives.

Performance Objective 1 High Priority Dual Capacity/Caregiver Engagement Goal

(CPM 2.1) Enhance community collaboration by developing strategies to implement the Dual Capacity Building Framework for Family-School Partnerships.

Evaluation Data Source: Plan4Learning

Performance Objective 2 High Priority HB3 Goal

(TEC) Campuses will implement the required coordinated school health activities, using data to demonstrate measurable gains in student and staff well-being, directly contributing to campus improvement goals.

Evaluation Data Source: Coordinated School Health Survey

Resources: <https://drive.google.com/file/d/1VGjS7cB8AxChWm5DoMS-O1wc3vEHa6T5/view?usp=sharing>

Performance Objective 3 High Priority

(TEC) 100% of campuses will conduct discipline review meetings with Student Discipline Office and document strategies and methods for violence prevention. Campuses will implement, at minimum, one violence prevention strategy before the end of the 2025-2026 academic year.

Evaluation Data Source: Resources: Character Strong Frontline SIS

Performance Objective 4 High Priority

(CPM 1.1) The percentage of students experiencing chronic absenteeism will decrease from 28% during SY 24-25 to 20% by July 2026. This is data taken from Forcast5 for 2024-2025.

Evaluation Data Source: Frontline SIS

Performance Objective 5 High Priority

(CPM 5.2) The percent disproportionality in discipline for African American students will decrease from 0% in June 2025 to 0% by June 2026. (Alternate: Develop a performance objective to reduce one of the top offenses accounting for a significant number of removals, or develop a performance objective to maintain the currently low number of discipline events on campus.)

Evaluation Data Source: Frontline SIS.

Performance Objective 6

(CPM 3.2) The number of walkthroughs scoring on track in the language of instruction domain of the

locally developed Dual Language Data Collection Tool Rubric will increase from 71% in June 2025 to 100% at June 2026.

Evaluation Data Source: Dual Language Data Collection Tool

Performance Objective 7

(CPM 3.3) The representation index between African American students identified as gifted and talented and the total African American student enrollment will increase from 9.6% in June 2025 to 11% by June 2026. (% of AA students identified GT / % of AA students on campus. Greater than or equal to 0.08 - minimum goal)

Evaluation Data Source: Gifted and Talented Office

Performance Objective 8

(CPM 5.1)The average campus score on indicators 4, 8, and 9 (Professional Learning to Strengthen Staff Expertise, Transformative SEL-Integrated Implementation measurement tool will increase from 3 in indicator 4, 8, and 9 in June 2025 to 50% improvement by BOY.

Evaluation Data Source: SEL and CP&I implementation measurement tool

Goal 2

Early Learning

The Early Learning District Initiative positions Austin ISD as a leader in early childhood education by ensuring equitable, high-quality learning experiences for children from birth to grade 2. This initiative addresses foundational literacy and numeracy to close achievement gaps and prepare students for long-term academic success.

Performance Objective 1 High Priority HB3 Goal

(SC 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 6% in June 2025 to 12% by June 2026.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Reading STAAR Assessment

Performance Objective 2 High Priority HB3 Goal

(SC 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 23.07% in June 2024 to 30% by EOY.

Evaluation Data Source: Progress Monitoring: NWEA MAP assessment STAAR projected proficiency values.
Source data: 3rd Grade Math STAAR Assessment.

Performance Objective 3 High Priority

(GPM 5.1) The percentage of 5th-grade students enrolled in dual language who earn a proficiency level equivalent to level 1 high school credit in the TEKS on the Avant STAMP4S dual language proficiency assessment for partnered language will increase from 76.2% in June 2025 to 84.0% by June 2026.

Evaluation Data Source: Elevation

Performance Objective 4

(CPM 4.1) The percentage of early education (PK-2) teachers averaging at least a 3.5 overall observation score on formal observation portion of the Instructional Practices (aligned to developmentally appropriate practices) section of the Professional Pathways for Teachers (PPfT) Appraisal System will increase from 4 out of 6 in June 2025 to 7 out of 9 (3 new teachers in PK-2nd) by June 2026.

Evaluation Data Source: PPfT Appraisal System

Goal 3 Austin ISD will ensure compliance with all requirements as identified in the TEA Agreed Order, including the Strategic Plan for Special Education (English, Spanish). All referenced documents are included in the Policies section.

2025-26 AISD Campus On-Site Needs Assessment Requirement

Under Texas Education Code (TEC) Section 39A.053, an on-site needs assessment is a formal evaluation conducted by a Campus Intervention Team (CIT) to “determine the factors resulting in the campus’s low performance and lack of progress, including the contributing education-related factors.”

[For more information, please click here.](#)

For assistance with this document or the data elements requested in the subdivisions please contact Christopher Hanson

Directions:

Complete assessment items 1-10 with your CIT.

Column A is pre-filled with Subdivision guidance.

Column B are resource links (if available).

Column C is where you will enter your analysis based on the prompt. Yellow cells indicate that a response is needed. All information should be in text format (no images, but can include links).

Enter Campus Name	Laura Allison Elementary School	
First and Last Names of CIT Members (eg. Mary Smith, Paul Rodriguez)	Lupe Molina, Rosemary Miranda, Gerardo Medina	
Subdivision	Resources	CIT Analysis and Assessment Information
1a - An assessment of the staff to determine the percentage of certified teachers who are teaching in their field;	20250916_EmployeeCertificationAISD	Approximately 90% of teachers at Allison are certified and teaching within their assigned field, reflecting strong instructional alignment across the campus. While this demonstrates a solid foundation of qualified educators, continued support is needed to ensure consistency and growth among all staff. To sustain and strengthen instructional quality, the campus should prioritize ongoing professional learning focused on high-quality instructional materials (HQIM), data-driven instruction, and classroom management.
1b - An assessment of the staff to determine the percentage of teachers who are certified;	AISD Teacher Certifications - 9-17-25.pdf	At Allison Elementary, 76% of teachers are fully certified, while 8.3% are currently serving without certification. This indicates a mostly qualified staff with a small but impactful gap in certification coverage. To ensure instructional consistency and compliance, the campus will continue to prioritize targeted mentoring, professional development, and certification pathway support for non-certified teachers. Strengthening recruitment and retention of certified teachers remains a key need to sustain high-quality instruction and reduce reliance on temporary or uncertified staff.
1c - An assessment of the staff to determine the number of teachers with more than three years of experience;	20250918_Accessing txschools.gov for OSNA	Currently, 27.8% of Allison Elementary teachers have between one and five years of experience, reflecting a relatively novice teaching staff. While these educators bring energy and innovation, they require consistent coaching and structured professional learning to build capacity. Continued investment in instructional coaching, PLC facilitation, and peer mentoring will be essential to accelerate teacher growth, promote retention, and strengthen instructional quality across grade levels.
1d - An assessment of the staff to determine the rate of teacher retention.	20250922_2024-25 Teacher Retention by Campus.pdf	Allison Elementary reports a teacher retention rate of 64.7%, with 23.5% attrition. This turnover impacts instructional continuity and student relationships. To stabilize staffing, the school will focus on strengthening professional culture, providing mentorship for early-career teachers, and recognizing teacher contributions. Additional district-level support for recruitment, onboarding, and career development could further improve retention and sustain instructional momentum.
2 - A determination of compliance with the appropriate class-size rules and the number of class-size waivers received;	20250918_AISD Class Size Waiver	Allison Elementary received three class-size waivers for 2025–2026 in kindergarten, prekindergarten, and second grade due to staffing vacancies. While all other classes meet state ratios, these waivers reflect ongoing staffing challenges that affect individualized attention and instructional differentiation. Continued monitoring, targeted recruitment, and early hiring efforts are needed to reduce the need for waivers and ensure equitable class sizes across all grade levels.
3 - An assessment of the quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials;	Austin ISD Elementary High-Quality Instructional Materials (HQIM)	The campus utilizes district-adopted High-Quality Instructional Materials (HQIM), including HMH Into Reading, STEMscopes Math, McGraw Hill Science, and Studies Weekly for Social Studies. These materials are fully aligned to TEKS and include embedded assessments and supports for diverse learners. While instructional materials are high in quality and appropriate for grade-level rigor, continued focus on consistent implementation, integration of technology-based resources, and ongoing teacher development is needed to ensure equitable and effective use across classrooms.
4 - A report on the parental involvement strategies and the effectiveness of the strategies;	Local Data	Allison Elementary promotes strong family partnerships through monthly Principal Coffees, PTA meetings, and classes led by the Parent Support Specialist. Families also participate in the Campus Advisory Council (CAC) and Campus Architectural Team (CAT), contributing to campus planning and decision-making. While family participation is steady, engagement fluctuates due to barriers such as work schedules, childcare, and transportation. To strengthen consistent involvement, the campus will expand flexible meeting options, provide virtual participation opportunities, and collaborate with community partners to reduce access barriers and increase equitable family participation in student learning and school improvement efforts.

<p>5a - An assessment of the extent and quality of the mentoring program provided for new teachers on the campus;</p>	<p>AISD Mentor Program (site)</p>	<p>Allison Elementary implements the AISD Mentoring Program, supported by a campus lead mentor and aligned with the district's Novice Teacher Framework. Mentors provide content-specific coaching, model instructional practices, and guide teachers in using High-Quality Instructional Materials (HQIM). Collaboration with university-based mentoring programs further strengthens support. To improve retention and instructional consistency, mentors need additional time for in-class modeling and collaboration. Strengthening family engagement skills—especially for teachers new to the community—will also help build stronger home-school connections and support student learning.</p>
<p>5b - An assessment of the extent and quality of the mentoring program provided for experienced teachers on the campus who have less than two years of teaching experience in the subject or grade level to which the teacher is assigned;</p>		<p>Experienced teachers new to a grade level or subject receive targeted support through coaching, PLCs, and feedback cycles. Mentoring effectiveness depends on strong mentor-mentee relationships and consistent collaboration. While these structures build instructional capacity, they could be enhanced by expanding peer observation and structured planning time. Additionally, professional learning that connects instructional practices with family engagement strategies will help teachers address barriers such as limited parent availability due to work or transportation, fostering stronger communication and student support networks.</p>
<p>6 - An assessment of the type and quality of the professional development provided to the staff;</p>	<p>20250926_OSNA_Austin ISD Professional Development Resources</p>	<p>An assessment of professional development shows overall positive engagement, with 67% of staff and 75% of faculty reporting positive perceptions of PD quality. However, limited district-designated PD days and competing mandatory trainings restrict opportunities for deeper learning. Continued focus on targeted, job-embedded professional development aligned with campus priorities is needed to support teacher growth and strengthen instructional quality.</p>
<p>7 - A demographic analysis of the student population, including student demographics, at-risk populations, and special education percentages;</p>	<p>20250918_Accessing txschools.gov for OSNA</p>	<p>Allison Elementary serves a diverse and high-need student population. The school's demographics include 89.2% Hispanic, 6.4% African American, and 3.9% White students, with 93% identified as at risk and 26.3% receiving special education services. This reflects a strong need for differentiated instruction, bilingual supports, and inclusive practices. To meet the needs of all learners, the campus will continue strengthening MTSS structures, co-teaching models, and early intervention strategies. Additional supports in family engagement and wraparound services are needed to address barriers linked to economic disadvantage and mobility, ensuring equitable access to learning opportunities.</p>
<p>8 - A report of disciplinary incidents and school safety information;</p>	<p>Click to access a folder of discipline reports from 24-25. If a campus does not have a file then the data was not available. 24-25 Discipline Incidents OSNA Campuses</p>	<p>During the 2024–25 school year, Allison Elementary reported three disciplinary incidents: two involving physical aggression and one for possession of a controlled substance. While the number of incidents remains low, the school recognizes the importance of proactive behavior supports. Continued implementation of SEL lessons, restorative practices, and trauma-informed strategies—along with increased family engagement—will help reduce behavioral incidents and maintain a safe, inclusive learning environment.</p>
<p>9 - Financial and accounting practices;</p>	<p>Local Data</p>	<p>Allison Elementary follows financial and accounting practices as indicated by our district. Funds are used for general supplies, equipment, tutoring, purchase of approved Tier III materials, books and special programs.</p>
<p>10 - An assessment of the appropriateness of the curriculum and teaching strategies;</p>	<p>Local Data</p>	<p>The campus implements state-approved High-Quality Instructional Materials (HQIM) across all core content areas, ensuring alignment to grade-level standards and district expectations. Teachers receive support through professional development, coaching, and observation tools that promote effective, research-based instruction. While curriculum use is consistent, student outcomes indicate a need to deepen the quality of Tier 1 instruction. Continued focus on lesson internalization, differentiation, and rigorous questioning will help ensure all students access grade-level learning. Targeted coaching, data-driven PLCs, and ongoing professional learning remain essential to improving instructional precision and accelerating academic achievement.</p>
<p>Items 1-10 are to be completed by October 14, 2025. Item 11 (below) is to be completed by the CIT by October 22, 2025. Use the 2025-26 Campus OSNA Folders to compare to other campus(es).</p>		
<p>Subdivision</p>	<p>Resources</p>	<p>CIT Analsis and Assessment Information</p>
<p>11 - A comparison of the findings from Subdivisions 1 through 10 to other campuses serving the same grade levels in the school district;</p>	<p>CIT Assessment of this document and a "comparable" campus. 2025-26 Campus OSNA Folders</p>	<p>Allison Elementary's 58% experienced teachers and 64.7% retention rate indicate moderate staff stability—stronger than several peers but below high-retention campuses like Campbell (94%) and Perez (84%). Certification levels align with district norms, supporting consistent instructional quality. STAAR results (64, 69, 64) reflect steady performance with room for growth in rigor and consistency. To improve, Allison should focus on strengthening Tier 1 instruction, deepening coaching cycles, and enhancing retention supports for early-career teachers. Targeted family engagement and consistent data use will further accelerate progress and promote sustained student achievement across grade levels.</p>
<p>Item 12a and 12b are optional.</p>		
<p>Subdivision</p>	<p>Resources</p>	<p>CIT Analsis and Assessment Information</p>

<p>12a - Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in recommending an action under Section 39A.054</p>	<p>https://statutes.capitol.texas.gov/Docs/ED/htm/ED.39a.htm#:~:text=(b)%20The%20commissioner%20may%20impose.with%20high%20dropout%20rates:%20and</p>	<p>Current data at Govalle Elementary show areas of steady progress alongside continued need for instructional consistency. Three teachers qualify for the Teacher Incentive Allotment, reflecting measurable student growth. Primary literacy and math data show gains in kindergarten and second grade, though first-grade progress remains limited. First nine weeks averages—45% in reading and 45% in math—highlight the need to strengthen Tier 1 instruction and accelerate foundational skill development. Continued focus on data-driven lesson planning, targeted interventions, and coaching cycles will be essential to address learning gaps. Building teacher collaboration through PLCs and maintaining consistent instructional expectations will help sustain growth and improve overall student outcomes.</p>
<p>12b - Any other research-based data or information obtained from a data collection process that would assist the campus intervention team in executing a targeted improvement plan under Section 39A.059.</p>		<p>To support execution of the Targeted Improvement Plan (TAP), Allison Elementary will prioritize strengthening instructional leadership, coaching, and intervention systems to ensure consistent implementation of high-quality instruction. With 76% certified teachers and 58% experienced educators, focused professional development and targeted mentoring will enhance instructional coherence and rigor. Consistent use of MTSS structures will reduce disruptions and increase learning time, while sheltered instruction and co-teaching models will better meet the needs of emergent bilingual and special education students. Finally, increasing family engagement through flexible, bilingual outreach opportunities will help address barriers such as work and transportation, building stronger home-school connections and supporting sustained student growth.</p>

Response Summary:



Targeted Improvement Plan and Turnaround Plan Form 25-26: School Year 2025-26

Before you begin, please ensure:

- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25–26](#) for all campuses required to submit a Targeted Improvement Plan or Turnaround Plan.
- You've completed the [Targeted Improvement Plan and Turnaround Plan Form: Closure/ Reassign Form for School Year 25–26](#) for all campuses that are choosing Closure/Reassign as the school improvement strategy.

Please complete this form by **5 pm on November 21, 2025**. The survey should take approximately **30-90 minutes to complete**. To avoid losing progress, please set aside enough time to complete the submission in one sitting. If you have questions, please contact the School Improvement Division at SIDivision@TEA.Texas.Gov. Thank you for taking the time to engage in this submission and provide the requested information.

Upon submission, you will receive an email containing a PDF of your Targeted Improvement Plan or Turnaround Plan responses for your records. TEA will upload your responses into ISAM on the submissions table for your campus(es).

Reminder:

- Maximize your browser window for the best experience
- Complete the form in one sitting to avoid losing progress.

0.0. Will you be completing a Targeted Improvement Plan (TIP) or a Turnaround Plan (TAP) submission?

- Targeted Improvement Plan (TIP)

Before you continue, please ensure that all statutory requirements for on-site needs assessment are complete for the campus(es) you are submitting the Targeted Improvement Plan (TIP) for.

Note: All stakeholder engagement requirements and board-approval for the TIP(s) are due board approval by **March 31, 2026.**

If you intend to submit one plan for multiple campuses, they must all implement the same school improvement strategy. If your district has different school improvement strategies for different grade bands, or for particular campuses, you must submit multiple forms until all required campuses are included.

Please select the campuses to which this strategy will apply:

- Please press and hold the CTRL key to select multiple campuses

- Please ensure, once you have selected all campuses to click the 'Save Selection' button.

1.1aTIP. If one or more campuses that you will be applying this strategy to are not available in the list above, please enter the campus(es) CDCN number in the fields below.

Please, ensure the CDCN number is complete with leading zeros when applicable.

Example: Campus 235467 should be entered as 00235467

CDCN 1	N/A
CDCN 2	N/A
CDCN 3	N/A
CDCN 4	N/A
CDCN 5	N/A
CDCN 6	N/A
CDCN 7	N/A
CDCN 8	N/A
CDCN 9	N/A
CDCN 10	N/A

1.2. Please enter your first and last name.

Patricia De Luna

1.3. Please enter your email.

patricia.deluna@austinisd.org

1.4. Please select your role:

- Other:
Executive Director

NOTICE:

To proceed with this submission, all Needs Assessment and Stakeholder Engagement assurances (items 2.1–2.6) must be marked **"Yes."**

If any of these items are marked **"No,"** you will be redirected to the end of the survey and must restart the submission once assurances 2.1–2.6 can be confirmed as **"Yes."**

2.1. I assure that all campuses named in this plan have conducted an on-site needs assessment that meets the requirements in [Section 39A.053](#) of the Texas Education Code. (For example: Texas Strategic Leadership Landscape Analysis, Effective Schools Framework Diagnostic, or a local needs assessment.)

- Yes

2.2. I assure that all locally conducted needs assessments met the requirements in [Section 39A.053](#) of the Texas Education Code, and the results of the local needs assessment are available upon request.

- Yes

2.3. I assure that the Campus Intervention Team (CIT) conducted a public meeting at each campus required to submit a Targeted Improvement Plan/Turnaround Plan with the campus principal, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the plan.

- Yes

2.4. I assure that written notice of all public meetings was provided to parents and students of each impacted campus, notice of the meeting was posted on each campus website, and this notice included the date, time, and place of the meeting.

- Yes

2.5. I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each plan, and the board posted the plan(s) on the district website prior to the hearing.

- Yes

2.6. Has the board approved this plan(s)?

- Yes

2.7#1. Please select the date of board approval: - Month

Please Select:	March
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2.7#2. Please select the date of board approval: - Day

Please Select:	26
-----------------------	----

2.7#3. Please select the date of board approval: - Year

Please Select:	2026
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NOTICE:

To proceed with this submission, the Student Outcome Goals the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26' must be completed first, so assurance 3.1 can be marked 'Yes'. If you have not completed the 'Targeted Improvement Plan and Turnaround Plan Form: Student Outcome Goal Form for School Year 25-26', please do so before returning to complete the 'Targeted Improvement Plan and Turnaround Plan Form: School Year 25-26'.

If 'No' is marked for item 3.1 you will be redirected to the end of the survey and must restart the submission once assurance item 3.1 can be confirmed as "Yes."

3.1. I assure that all campuses included in this plan have set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.

- Yes

4.1. Please select the option that best describes your overall school improvement strategy for this campus/these campuses for the 2025-2026 school year.

- Intensive Curriculum & Instruction Improvements

4.2. Which, if any, grants has your school system been awarded to support this strategy?

- Our school system has not been awarded a grant to support this strategy

4.3. Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?

- Our school system does not intend to apply for a grant to support this strategy

4.4. Please name any organizations you are currently working with to build capacity and support strategy implementation.

[SAPL List for LASO 3](#)

[SAPL List for LASO 4](#)

- District Staff

4.5a. How many district staff members will you be reporting capacity building information for?

- 1

1_4.5. What are the names and roles of district staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?

Name	Christopher
Role	Hanson
Percent	25%

5.1. Please select the adopted curriculum for: K-5 Math

- STEMscopes Texas Math

5.2. Is this the curriculum that will be implemented for the duration of the plan for: K-5 Math?

- Yes

5.5. How many instructional minutes per week are required/recommended for implementation of this curriculum?

375

5.6. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

375

5.7. Please select the adopted curriculum: K-5 RLA

- Other:
HMH

5.8. Is this the curriculum that will be implemented for the duration of the plan for: K-5 RLA?

- Yes

5.11. How many instructional minutes per week are required/recommended for implementation of this curriculum?

550

5.12. How many instructional minutes per week are in master the schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?

550

5.13. Please select the adopted curriculum for: 6-8 Math

- Not applicable

5.19. Please select the adopted curriculum for: 6-8 RLA

- Not applicable

5.25. Please select the adopted curriculum for: 9-12 Math (Algebra 1, Algebra 2, Geometry)

- Not applicable

5.31. Please select the adopted curriculum for: 9-12 RLA

- Not applicable

5.37. How many instructional days are included in the 2025-2026 calendar?

187

5.38. If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?

N/A

5.39. Please describe the assessment plan for the impacted campus(es).

Campus will be implementing MAP Growth assessments as well Campus Based Assessments and Unit assessments and weekly assessments.

5.40. Will the campus(es) implement a PLC structure?

- Yes

5.41. How will PLCs be organized (by grade level, content area, etc.)?

Grade Level

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Campus administration and grade level lead teachers

5.44. Who is required to attend PLCs?

All teachers and administration to include special education teachers

5.45. Please describe the PLC protocol to be used.

Intensive curricular and instructional improvement would ensure that teaching practices and materials are fully aligned to the new school model, creating coherence across classrooms. By focusing on high-quality instruction and rigorous, standards-based curriculum, teachers are better equipped to meet the needs of all learners within the new framework. This targeted improvement builds teacher capacity, strengthens instructional consistency, and supports a smooth, sustainable transition to the new school model.

11.1. Please describe your planned training/PD sessions (and who delivers and attends) for:

Principal Manager	Patricia De Luna
Principal	Lupe Molina
Other Campus Admin (assistant principal, instructional coaches)	Rosemary Miranda
Teachers	Content Interventionist

11.2. How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?

New teachers will be given a teacher mentor and will also be given walkthroughs on a weekly basis. Teachers will be in a cohort to be given additional guidance and support.

11.3. What tool will be used to evaluate implementation of the training (for example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

Tools to evaluate implementation will be classroom walkthroughs, leadership coaching tools. To see if coaching and mentoring strategies have been implemented such as classroom management, teaching strategies and delivery of curriculum.

11.4. How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?

- Weekly

11.5. What capacity building supports related to supporting students in special populations will teachers and administrators receive?

Capacity building supports for teachers and administrators focus on professional development, collaboration, and creating supportive school environments to meet the needs of students in special populations. These populations can include students with disabilities, those from economically disadvantaged families, homeless individuals, and youth in foster care.

12.1. Please share the key milestones for this strategy from August 2025 to August 2026 for TIP, key milestones from August 2026 to August 2028 for TAP Development, and key milestones from August 2025 to August 2027 for TAP Development AND Implementation. Be sure to include milestones related to capacity building efforts, resources/tool deployment, implementation checkpoints, coaching touchpoints, and assessment cycles.

Student Progress in MAP and CBA assessments. Continue to review data during PLCs weekly.

13.1. Please describe how district and campus leaders will monitor the successful implementation of this plan.

Weekly walkthroughs by campus leaders and Principal manager. District learning walkthroughs as needed.

13.2. Who will be responsible for reviewing progress towards the milestones described in the previous section?

The campus administrators and Instructional coach will be responsible for reviewing progress.

13.3. How frequently will progress toward milestones be reviewed?

- Weekly

13.4. How will milestone progress data be collected?

The data will be recorded in their data checker and reviewed during their PLCs.

13.5. How will milestone progress data be shared with district leadership and other relevant stakeholders?

During the Principal Managers visit the administrator will share the teachers data checker and review the data.

14.1. Please share the required costs to implement plan and source of funds:

N/A

14.2. If the strategy is contingent on a grant funding source, what is your alternative funding or implementation plan if you do not receive the grant? How would your district still support and execute this strategy?

N/A

15.1. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

15.2. Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents. (Optional)

N/A

Embedded Data:

<i>SelectedCampuses</i>	ALLISON EL-227901101
<i>SelectedDistrict</i>	AUSTIN ISD-227901
<i>SelectedRegion</i>	13