Austin Independent School District

Pickle Elementary

2025-2026 Campus Improvement Plan

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Mission Statement

Campus Mission

Through engaging academic rigor and collaboration in a learning-focused, and a culturally and linguistically enriched environment, J.J. Pickle Elementary students will be empowered with the confidence, and cultural pride to experience academic, personal, and social/emotional success.

Vision

Campus Vision

A stellar & inclusive environment promoting safety, independence, empathy, and collaboration which leads to academic ownership and personal success, enabling students to become contributing citizens of society.

Value Statement

Campus Values

Students experience success when they feel safe at school and are engaged in a positive, supportive and challenging learning environment. J.J. Pickle Elementary is an academically rigorous community that promotes opportunities for all stakeholders to work together while modeling appropriate behavior and respect for self and others.

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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**

(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 20% during SY 24-25 to 10% by July 2026.

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 14% 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

☑ **High Priority** ☑ **HB3 Goal**

(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 50% 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 0.33 in June 2025 to [?] 0.80 by June 2026. (33% of AA students identified GT / 2.05% 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 Instruction, Cultural Responsiveness) on the SEL and CP&I implementation measurement tool will increase from 85% in June 2025 to 100% 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 (English or Spanish) will increase from 11% in June 2025 to 30% by June 2026 through targeted reading interventions, small-group instruction, and the use of high-quality, culturally relevant literacy materials.

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 4% in June 2025 to 30% by the end of the 2025-2026 school year through targeted math interventions, data-driven small-group instruction, and increased student engagement with rigorous problem-solving tasks.

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 ☑ High Priority

(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 85% in June 2025 to 100% by June 2026.

Evaluation Data Source: PPfT Appraisal System

Special Education Initiative

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.

Performance Objective 1

☑ **High Priority**

By June 2026, 100% of IEPs, student records, and special education documentation (including ARDs on time) will meet TEA compliance standards as outlined in the TEA Agreed Order, and all required procedures and processes from the AISD Special Education Strategic Plan will be fully implemented and monitored at the campus level.

Evaluation Data Source: Special Education dashboard, SpEd Coordinator Reports, District Reports

Student Progress Initiative

Goal 4

Pickle Elementary will ensure all students demonstrate measurable growth in Reading and Math through targeted, data-driven instruction, differentiated interventions, and the use of high-quality instructional materials and digital resources.

Performance Objective 1

☑ High Priority ☑ HB3 Goal

By June 2026, 60% of English Learner students in grades 1-5 will advance at least one proficiency level on the TELPAS assessment, increasing from 33% in June 2025, through consistent, structured language instruction and targeted use of Summit K-12 aligned to the language of the day.

Evaluation Data Source: Summit K-12 Reports and Benchmark assessments

Performance Objective 2

☑ High Priority ☑ HB3 Goal

By June 2026, the percentage of students in grades 4-5 meeting or exceeding GROWTH expectation on STAAR Reading and Math will increase from 60% to 80%, with growth reflected in both .5 and 1-point gains. In addition, the percentage of students in grades K-5 demonstrating overall growth on MAP Reading and Math assessments will increase from 59% to 80% through targeted instruction, data-driven interventions, and consistent progress monitoring.

Evaluation Data Source: MAP Growth, STAAR practice, and Common Assessment, as well as progress reports from Summit K-12, Intervention Programs, EduSmart, IXL, Writeable, Bridges, El Proximo Paso, and Camino al Exito--

Addendums

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 analys 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	Pickle Elementary
First and Last Names of CIT Members (eg. Mary Smith,Paul Rodriguez)	Rosa Waters, Wendy Mills

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	All certified teachers at Pickle Elementary are teaching in their certified field, ensuring instructional alignment and subject expertise. This full match supports high-quality instruction and consistency across grade levels. Continued recruitment and retention of certified staff will be essential to maintaining instructional quality.
1b - An assessment of the staff to determine the percentage of teachers who are certified;	AISD Teacher Certifications - 9-17-25.pdf	Currently, 90% of teachers at Pickle Elementary hold full certification. While this is a strong rate, increasing full certification remains a priority. Continued support through district certification pathways and targeted mentoring will help ensure all teachers meet state standards and sustain instructional excellence.
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	Eighty-nine percent (32 of 36) of Pickle's teachers have more than three years of classroom experience. This strong foundation of experienced educators enhances instructional quality and student outcomes. Retaining this experienced staff through professional growth opportunities and morale supports is critical for continued success.
1d - An assessment of the staff to determine the rate of teacher retention.	20250922_2024-25 Teacher Retention by Campus.pdf	Pickle Elementary's teacher retention rate is 65.6%, reflecting moderate stability compared to similar campuses. Strengthening retention through increased coaching, recognition, and support for early-career teachers will help sustain instructional consistency and school culture.
2 - A determination of compliance with the appropriate class-size rules and the number of class-size waivers received;	20250918_AISD Class Size Waiver	Four classrooms currently exceed the state-recommended class size, requiring approved waivers. These larger class sizes impact individualized instruction and small-group learning. Additional staffing allocations and flexible scheduling would support equitable student-to-teacher ratios and maximize learning opportunities.
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)	Pickle Elementary implements Austin ISD's High-Quality Instructional Materials (HQIM)—HMH Into Reading, STEMscopes Math, McGraw Hill Science, and Studies Weekly—aligned to TEKS with embedded supports for diverse learners. Continued investment in digital tools, progress monitoring, and teacher training will ensure effective implementation and student access.
4 - A report on the parental involvement strategies and the effectiveness of the strategies;	Local Data	Pickle fosters family engagement through cultural events, literacy nights, and "Coffee with the Principal." While participation is strong, barriers such as scheduling and transportation remain. Expanding virtual options, bilingual communication, and flexible event times will help strengthen family-school partnerships.
5a - An assessment of the extent and quality of the mentoring program provided for new teachers on the campus;	AISD Mentor Program (site)	All new teachers are paired with experienced mentors and receive consistent coaching through monthly meetings and modeled lessons. The system effectively builds confidence and instructional skill. Increasing protected time for collaboration would further enhance program impact.
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;		Experienced teachers new to a grade level receive tailored coaching from administrators and the instructional coach, supported by feedback and PLC collaboration. Expanding this model with structured peer observation cycles would deepen content expertise and consistency.
6 - An assessment of the type and quality of the professional development provided to the staff;	20250926_OSNA_Austin ISD Professional Development Resources	Eighty-seven percent of staff rate professional development as valuable, citing growth in collaboration and instructional practice. Continued alignment of PD to data-identified needs and enhanced opportunities for teacher-led sessions will strengthen instructional impact and ownership.
7 - A demographic analysis of the student population, including student demographics, at-risk populations, and special education percentages;	20250918_Accessing txschools.gov for OSNA	Pickle serves 406 students—93% Hispanic, 4% African American—with 95% economically disadvantaged, 82% emergent bilingual, and 18% receiving special education services. High mobility (26%) and linguistic diversity require strong bilingual supports, consistent interventions, and family engagement to ensure equity and progress.

8 - A report of disciplinary incidents and school safety information;	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	Pickle Elementary reported only two discipline incidents during SY 2024–25, well below district averages. Continued emphasis on restorative practices, SEL instruction, and positive campus culture will sustain this safe, inclusive learning environment.
9 - Financial and accounting practices;	Local Data	All financial processes follow district and state guidelines. Title I funds primarily support interventionists and instructional coaches. Continued focus on transparent budgeting and alignment of funds to instructional priorities ensures equitable student outcomes.
10 - An assessment of the appropriateness of the curriculum and teaching strategies;	Local Data	Pickle implements district-adopted curricula with fidelity, differentiated for diverse learners. Ongoing coaching, data-driven PLCs, and intervention supports help ensure curriculum alignment with TEKS. Additional support is needed to strengthen consistent Tier 1 instruction and deepen teacher capacity in bilingual and small-group strategies.
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).		
Subdivision	**Resources**	**CIT Analsis and Assessment Information**
11 - A comparison of the findings from Subdivisions 1 through 10 to other campuses serving the same grade levels in the school district;	CIT Assessment of this document and a "comparable" campus. 2025-26 Campus OSNA Folders	Pickle Elementary demonstrates staffing stability and steady academic performance compared to similar campuses. With 92% of teachers certified and 66% having more than three years of experience, the campus benefits from a well-balanced staff with both seasoned and early-career educators. The teacher retention rate of 65.6% mirrors the district average, reflecting moderate workforce continuity that supports instructional consistency. Academically, STAAR performance—69% (2023), 50% (2024), and 56% (2025)—shows initial high achievement followed by a decline and gradual recovery. These trends underscore the need to strengthen Tier 1 instruction and provide differentiated supports for emergent bilingual and at-risk learners. Prioritizing teacher coaching, consistent data-driven planning, and continued investment in staff development will be key to sustaining improvement and closing achievement gaps across grade levels.
Item 12a and 12b are optional.		
Subdivision	**Resources**	**CIT Analsis and Assessment Information**
12a - Any other research-based data or informatin obtained from ta data collection process that would assist the campus intervention team in recommending an action under Section 39A.054	https://statutes.capitol.texas.gov/Docs/ED/htm/ED.39a.htm#:~:text=(b)%20The%20commissioner%20may%20impose,with%20high%20dropout%20rates;%20and	Current data at Pickle Elementary reflect targeted efforts toward improving instructional quality and student achievement. Four teachers have qualified for the Teacher Incentive Allotment, demonstrating measurable student progress on state assessments. Primary literacy and math data show growth across kindergarten through second grade, particularly in foundational reading and numeracy. However, **first nine weeks averages—35% in math and 40% in reading—**indicate that consistent Tier 1 instruction and intervention support remain key priorities. To accelerate growth, Pickle will continue strengthening instructional coaching, ensuring alignment to High-Quality Instructional Materials (HQIM), and refining small-group practices. Ongoing data analysis, professional development, and focused intervention systems will be essential to closing learning gaps and supporting sustained academic improvement across all grade levels.
12b - Any other research-based data or information obtained fdrom a data collection process that would assist the campus intervention team in executing a targeted improvement plan under Section 39A.059.		To effectively implement the Targeted Improvement Plan (TAP), Pickle Elementary will focus on four research-based priorities. Strengthening instructional leadership and coaching cycles will enhance the fidelity of High-Quality Instructional Materials (HQIM) and deepen teacher practice. Consistent implementation of the Multi-Tiered Systems of Support (MTSS) will ensure early identification of learning gaps and improved academic outcomes. Embedding sheltered instruction and differentiated strategies will better serve emergent bilinguals and students with disabilities. Finally, expanding family and community engagement through bilingual communication, academic workshops, and cultural events will strengthen trust and collaboration. These strategies, paired with strong staff commitment and data-driven decision-making, will guide sustainable and equitable improvement in student achievement.

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 submission confirmation of your Targeted Improvement Plan or Turnaround Plan responses. 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?

- Turnaround Plan (TAP)

1. School System Information

Before you continue, please ensure that all statutory requirements for on-site needs assessment, stakeholder engagement, and board approval are complete for the campus included in this plan.

1.1TAP. Please select the campus for this submission:

Region	13
District	13 ~ AUSTIN ISD-227901
Campus	13 ~ AUSTIN ISD-227901 ~ PICKLE EL-227901164

1.1aTAP. If the campus you are completing this submission for is not available in the list above, please enter the campus(es) CDCN number in the field below.
Please, ensure the CDCN number is complete with leading zeros when applicable.
Example: Campus 235467 should be entered as 00235467
N/A

1.2. Please enter your first and last name.
Joshua Jeon

1.3. Please enter your email.
joshua.jeon@austinisd.org

1.4. Please select your role:
- Other:
  Executive Director of Governance, Accountability and Board Services

2. Needs Assessment and Stakeholder Engagement

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. Needs Assessment and Stakeholder Engagement

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. Needs Assessment and Stakeholder Engagement

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. Needs Assessment and Stakeholder Engagement

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. Needs Assessment and Stakeholder Engagement

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

- Yes

2. Needs Assessment and Stakeholder Engagement

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

Please Select:	November

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

Please Select:	20

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

Please Select:	2025

2.8. As part of the TAP submission, all campuses must upload stakeholder comments. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted.

Please upload a copy of public comments or additional documents explaining the lack of public comments: [Click here]

3. Student Outcome Goals

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. School Improvement Strategy

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?

- Other (must enter grant into text box):
  Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation.

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?

- 2

4. School Improvement Strategy and District Staff

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	Jennifer Pace
Role	Assistant Superintendent of Elementary Schools
Percent	50

4. School Improvement Strategy and District Staff

2_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	Wendy Mills
Role	Executive Director, Elementary Schools
Percent	50

5. Curriculum and Instruction

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?

350

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?

350

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

- Other:
  HMH Into Reading and Arriba la Lectura

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?

169

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).

The academic year at the elementary level begins in September with MAP Growth assessments in reading and math for all students in grades K–5 (September 2–29). In addition, Curriculum-Based Assessments (CBAs) are administered throughout the year in alignment with curriculum pacing to provide multiple data points for monitoring student progress and adjusting instruction. For math, CBAs are given to Grade 3 students in September, November, December, February, and March; Grade 4 students in September, November, January, February, and March; and Grade 5 students in September, October, December, and February. In ELA, Grades 3–5 complete CBAs in October, November, January, and March, while Grade 5 Science CBAs occur in October, November, January, February, and March.

Midyear, students participate in the winter MAP Growth testing window (December 1–19), followed by STAAR Interim Assessments for math and reading in February (February 2–13) and for science in March (March 2–13). The spring testing season includes STAAR Reading (April 7–14), Science (April 14–21), and Math (April 21–28), with TELPAS assessments running from February 16 through March 13. This comprehensive and strategically sequenced assessment system ensures timely, actionable data across the year to inform targeted interventions, guide instructional planning, and accelerate student learning across all elementary campuses.

This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.

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

- Yes

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

PLCs are designed by grade level and content areas.

5.42. How frequently will PLCs occur?

PLCs occur twice per week for grades K-5.

5.43. Who will facilitate PLCs?

Govalle Elementary has identified PLC leads for each PLC group (grade level or content area). PLC Leads consist of school leaders, instructional specialists, content interventions, and/or teacher leaders. PLC Leads have been trained on the lesson internalization PLC protocol.

5.44. Who is required to attend PLCs?

Instructional Coaches, Administrators, general education teachers, ESL teachers, and special education teachers are required to attend PLCs.

5.45. Please describe the PLC protocol to be used.

There are three distinct types of Professional Learning Communities (PLCs), each designed to strengthen instruction and student outcomes. The first is the Rehearsal and Internalization PLC. It is a collaborative planning process that helps teachers deeply understand upcoming lessons, align instruction to grade-level standards, and anticipate student needs. Each session includes time to connect, celebrate instructional successes, analyze assessments to clarify expectations, and internalize lessons using HQIM through guided practice and planning. The goal is for every teacher to leave with a clear vision of what success looks like for students and how to deliver instruction with rigor and consistency. During this PLC, teachers collaboratively practice key portions of upcoming lessons without students present. This process allows educators to refine delivery, anticipate challenges, and receive peer feedback through a structured cycle of reparation, rehearsal, and debriefing. The goal is to sharpen instructional moves so that classroom teaching is more effective and engaging.

The second type, our Formative Assessment Analysis PLC centers on the ongoing examination of student work and assessment data to inform timely instructional decisions. Each session begins with a brief Connection and Data Celebration, creating space to acknowledge progress and share effective instructional practices. During the Data Review, teachers analyze performance trends to identify which students are approaching, meeting, or mastering standards, noting common errors and misconceptions. Using strategies such as HALO sorting (high, average, low responses), teams identify patterns of understanding and determine whether learning gaps stem from content knowledge, student needs, or instructional practices. In the Student Work Analysis, teachers collaboratively review written work or problem sets to evaluate alignment to standards and discuss next steps for reteaching or enrichment. The session concludes by outlining Action Items—including adjustments to instruction, formation of flexible intervention groups, and the development of progress-monitoring plans to assess the impact of supports. This structured process ensures that every PLC leads to concrete actions that strengthen instruction and accelerate student growth.

The third type is the Summative Assessment Analysis PLC, where teachers analyze results from unit or summative assessments. This structure emphasizes identifying mastery of priority TEKS, categorizing performance levels, and noting trends across student groups. Based on these findings, the PLC designs tiered supports such as enrichment for students who have mastered content, small-group reteaching for those partially meeting expectations, and targeted

interventions for students with significant gaps. Plans are then developed for reteaching, reassessment, and adjustments to future instruction to ensure improved outcomes. The central objective of analyzing CBA data using "Quick Views" is to move beyond overall test scores and focus on individual learning standards (Priority TEKS/SEs). This disaggregated data is vital because it precisely identifies the content students have mastered versus what they have missed. By pinpointing these specific learning gaps, educators can design truly targeted instruction, ensuring that time is not wasted reteaching content students already know. This precision maximizes instructional efficiency, directing intervention efforts exactly where students need them most.

To maximize the efficiency of the Summative Assessment Analysis PLC, teachers must conduct Pre-PLC Planning by using student proficiency percentages to determine the appropriate instructional response for each standard. If a Priority TEKS/SE shows less than 40% proficiency, it necessitates a Whole Class Reteach using a novel approach, with the standard identified prior to the PLC and the reteach plan finalized collaboratively during the meeting. However, if proficiency falls between 40% and 50%, the gap calls for targeted Small Group Instruction focused only on the non-proficient students; in both scenarios, the standard and its data are identified beforehand. The planning also requires designing Extensions for proficient students. Furthermore, the process integrates an accountability component through progress monitoring students needing growth points: teachers track their static goals before the PLC and update the plan after each CBA with the student's actual proficiency score and the specific intervention strategies used, ensuring continuous tracking and reinforcement of high-leverage practices to improve performance and accountability ratings.

11. Capacity Building

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

	Principal supervisors will receive specialized training to strengthen their ability to

Principal Manager	coach and support campus leaders. This learning will include developing consistency in instructional expectations, deepening understanding of the district's curriculum, and conducting classroom walk-throughs using common observation and feedback protocols. TNTP proposes a comprehensive approach to developing executive directors through monthly professional learning sessions and ongoing wraparound support. These sessions will focus on equipping executive directors to lead consistent cycles of support for their principals, grounded in data-driven coaching conversations, frequent instructional observations, and accountability for student outcomes. By building skills that are applicable across all content areas and grade levels, this learning will strengthen executive directors' ability to drive instructional leadership, support principal growth, and ensure every school maintains a clear focus on improving teaching and learning.
Principal	As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community's unique priorities. By engaging leaders in practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work. TNTP will provide school leaders (principal, assistant principal, instructional coach) with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model. Principals will engage in monthly professional learning sessions designed to enhance their instructional leadership. These sessions will focus on observing and facilitating Professional Learning Communities (PLCs), providing meaningful feedback to teachers, and supporting effective curriculum implementation across all content areas.
Other Campus Admin (assistant principal, instructional coaches)	TNTP will provide school leaders (principal, assistant principal, instructional coach) with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.
Teachers	Teachers will begin the year with districtwide professional development tailored by content area, equipping them to effectively use district-adopted materials for Tier 1, Tier 2, and Tier 3 instruction. Throughout the year, teachers will attend quarterly curriculum sessions to deepen their understanding of AISD curriculum documents, analyze student data, and plan for reteaching based on student needs. In addition, district professional learning days will focus on strengthening MTSS practices, where ELA and math teachers will receive training on intervention strategies, district-approved resources, and systems for monitoring student progress. Teachers participate in professional learning sessions delivered by the academics department based on HQIM and the district adopted instructional resources in language arts and math. 6-8 teachers began attending content area sessions in September, where they received in-person learning on using HQIM, RBIS, and had opportunities to lesson prep and lesson practice with their teams. These sessions will be ongoing during district and campus designated professional learning days per the AISD calendar (November, January, and April). In November, teachers will also be offered various sessions regarding Tier 2 and Tier 3 district adopted instructional materials for

	reading and math, including refreshers on the MTSS process for identifying students for interventions and progress monitoring students who are receiving interventions. Together, these professional learning structures ensure that every educator in Austin ISD is supported to deliver rigorous, aligned, and responsive instruction for all students.

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

Austin ISD implements a tiered professional learning system that tailors training and coaching to educators' experience and areas for growth. This approach ensures every teacher and leader receives the right level of support to strengthen instruction, leadership, and student outcomes.

Support for New and Emerging Educators

Educators with fewer than two years of experience participate in the New Teacher and New Leader Academy, which provides foundational training in lesson planning, classroom management, differentiation, and data-driven instruction. Each new educator is paired with a mentor who offers weekly coaching, model lessons, and real-time feedback. Guided PLCs and monthly "New Educator Seminars" reinforce effective instructional practices and build confidence in implementing the district curriculum.

Support for Educators Needing Targeted Growth

Educators identified for additional support receive an individualized growth plan aligned to the district's PPfT framework. These plans include bi-weekly coaching cycles, targeted professional learning modules, and peer observations to strengthen rigor, engagement, and classroom culture. Progress is reviewed regularly to ensure growth and sustained improvement.

Whole-Staff Alignment

To maintain consistency across all experience levels, recurring professional learning focuses on student engagement, literacy and numeracy strategies, and effective classroom expectations. PLCs serve as collaborative spaces for practice, reflection, and data analysis, while leaders calibrate feedback weekly using shared tools.

Through this differentiated approach, we will foster high-quality instruction, consistent professional growth, and a culture of excellence that supports both educators and students.

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?

MTSS Literacy Walkthrough Tool

The AISD Literacy Classroom Walk Through tool is designed to support instruction in both Tier I and Tiers II & III to align with AISD's definition of excellent (bi)literacy instruction. Instructional leaders should use this form when observing in K-5 literacy classrooms and intervention. Note that there are separate indicators for Foundational Skills and Reading Comprehension as instruction should look very different in these settings.

Literacy observation look-fors include evidence of systematic and explicit instruction in foundational reading skills, with guided practice, timely feedback, and opportunities for mastery. In bilingual settings, observers look for intentional cross-linguistic connections that help students transfer learning across languages. During reading and comprehension, teachers use high-quality, complex texts to build vocabulary and knowledge, with students actively reading, writing, and discussing to deepen understanding. Across all lessons, effective instruction is evident through differentiation, purposeful pacing, flexible grouping, consistent routines, and high levels of student Engagement.

MTSS Math Walkthrough Tool

The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 & 3 to align with AISD's definition of excellent math instruction. Instructional leaders should use this form when observing in K-5 math classrooms and intervention. Note that there are separate indicators for Numeracy Skills and Core Math Instruction as instruction should look different in these settings.

Math observation look-fors include evidence of lessons that promote deep conceptual understanding and flexible mathematical thinking. Teachers act as facilitators, guiding discourse through questioning rather than providing answers, while students engage in problem solving, explanation, and justification of their thinking. Instruction highlights multiple solution strategies, encourages the use of mathematical language, and provides access to appropriate tools and manipulatives to support learning. In bilingual settings, teachers make cross-linguistic connections that help students transfer mathematical concepts across languages. Lessons are aligned to standards, grounded in real-world, rigorous tasks, and emphasize relationships among mathematical ideas. Across all classrooms, effective instruction is evident through explicit modeling, systematic scaffolding, appropriate pacing, timely feedback, flexible grouping, and active student engagement, ensuring every learner can reason, communicate, and apply mathematics with confidence.

The PLC Leader Feedback Tool is used to plan, observe, and provide feedback on PLC meetings to ensure they are well-organized, grounded in clear learning goals, and focused on instruction, collaboration, and data analysis. Observation look-fors include evidence that teams use structured agendas, pre-work, and protocols to guide meaningful discussion and that teachers engage in lesson internalization, modeling, and analysis of student work and data. Effective PLCs foster trust, shared accountability, and active participation, concluding with actionable next steps aligned to student learning and guided by the core questions: What do we want students to learn? How will we know they've learned it? How will we respond if they haven't?

Critical Deliverables Review and Feedback

This form is used to track campus progress on key instructional leadership deliverables such as core calendars, PLC planning, coaching caseloads, and instructional rounds and to provide targeted feedback and next steps to ensure consistent implementation and improved teaching and learning outcomes.

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

- Bi-Weekly

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

Administrator and Teacher Training and Support

Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including Emergent Bilinguals (EBs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language support for EBs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and culturally responsive teaching practices to ensure lessons are accessible and inclusive for all learners.

In addition, teachers will receive coaching on data-driven decision-making, learning how to analyze student progress monitoring data, disaggregate results by subgroup, and use that information to plan interventions. Administrators will be trained in compliance and program monitoring, including ARD/IEP implementation, 504 supports, and requirements under federal and state law, while also developing their capacity to provide effective feedback to teachers around inclusive practices.

Both teachers and leaders will also participate in collaborative planning sessions with specialists such as interventionists, special education teachers, and ESL coordinators to ensure consistency of all supports and shared

accountability for student growth. Finally, the school will prioritize ongoing coaching cycles and peer observations where staff can see effective inclusive practices in action, reinforcing professional learning and building a sustainable culture of support for special populations.
Differentiated Administrator and Teacher Training Support for Special Education Students
Co-Teaching and Inclusion Excellence: The training will emphasize effective co-teaching models to ensure the consistent delivery of high-leverage Specially Designed Instruction and maximize the time students with disabilities spend in the least restrictive environment. Partnerships across general education and special education will be emphasized.
Training will also include a focus on universal design for learning (UDL) principles. (Training will be led by the Special Education Department).
A follow-up coaching session will be provided to special education teachers serving in a co-teaching model.
General Education Curriculum: All special education teachers will have access to and attend training on the general education curriculum prior to the start of school. (Partner with MET, Humanities and STEM for training)
Dyslexia Intervention and Compliance: This training will outline the requirements of HB 3928 and provide actionable instructional support, including assistive technology, for students identified with dyslexia.
Our team will ensure a minimum of two persons on the campus are trained to deliver dyslexia intervention using an approved Austin ISD program prior to the start of school. (Training will be led by the Special Education Department).
Teacher Assistant Capacity: All TAs will complete the RETHINK Ed training series prior to the start of school to support effective management of behavior and social skills and implementation of behavior intervention plans. (Training modules are asynchronous).
Scheduling Services for Students with Disabilities: Review best practices for creating master schedules that prioritize LRE and maximize student access to high-quality Specially Designed Instruction (SDI) within general education settings.
Building and Enhancing Family Engagement: Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.
Federal and State Compliance Requirements: Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.
Additional Focus on Monitoring Results Driven Accountability (RDA): Prioritization of student performance and appropriate placement.
Academic Outcomes: Monitor and analyze data on the academic progress and achievement for students with disabilities, particularly in math, social studies, and science, to ensure continuous improvement and closing of achievement gaps.
Reduction in Out-of-School Placements: Review current placement data and strategies to ensure students are being educated in the Least Restrictive Environment (LRE). Develop and implement strategies to increase inclusion and reduce instances of disciplinary or instructional removals to settings outside the general education campus.
Differentiated Administrator and Teacher Training and Support for Emergent Bilingual Students
Core Instructional & Language Integration Support
This section focuses on direct support for teachers and the integration of language instruction into content classes.
Content-Based Language Instruction (CBLI): Deliver multiple, practical professional learning sessions focused on CBLI, emphasizing strategies for seamlessly integrating language development into core academic instruction.
Individualized CBLI Coaching: Implement personalized coaching cycles to strengthen CBLI and biliteracy practices. This includes classroom observations, co-planning/co-teaching, structured feedback sessions, and explicit instructional support.
Collaborative Planning (PLCs): Attend and facilitate Professional Learning Communities (PLCs) to ensure instructional alignment, share high-leverage strategies, and support collaborative planning specifically for Emergent Bilingual (EB) students.
Student Language Workshops: Organize and/or lead student-focused workshops to actively build confidence and skills in listening, speaking, reading, and writing in preparation for the TELPAS assessment.

12. Milestones

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.

EOM August 2025
Review Turnaround Plan Guidance from TEA and Region 13
Complete summer professional learning for campus leaders
EOM September 2025
Share Turnaround Plan information with stakeholders
Engage with communities and Campus Improvement Teams
Share draft Turnaround Plans
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
EOM October 2025
Share Turnaround Plan information with stakeholders
Engage with communities and Campus Improvement Teams
Share Turnaround Plan revisions and seek feedback
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
EOM November 2025
Share final draft Turnaround Plans and seek feedback
Obtain Board approval on Turnaround plans
Submit Turnaround Plans to Texas Education Agency for approval
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
EOM December 2025
Work with campus and district teams to prepare for TAP implementation and progress monitoring
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
EOM January 2026
Campus staffing begins for all positions; highly-qualified teacher placement
Review MOY student and teacher data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM February 2026
Create individualized coaching plans for teachers; revise and adjust instructional supports
Targeted Recruitment Fairs for Internal Candidates
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM March 2026
Review student data from the third quarter
Complete staffing assignments for 2026-2027
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM April 2026
Traditional hiring for SY 26-27
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM May 2026
Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
MAP Growth
CBA Data
Formative Assessment Data
Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
Review EOY student outcome data by teacher, as well as EOY observation data
Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM June 2026

Create data-informed plans for summer PD
Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and Data-Driven Instruction (DDI) systems.
Identify key data points to be tracked throughout the implementation year
EOM July 2026
Adjust family engagement plan based on feedback
Adjust after-school enrichment schedule based on feedback
Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners
EOM August 2026
Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM implementation
Ensure a system and tools for observation of and feedback for classroom teachers are in place
Establish school-wide routines for students that are clear, action-oriented, and easy to remember
Capacity building: Complete monthly professional learning for campus leadership teams
EOM September 2026
Finalize after-school enrichment activities and confirm schedule
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM October 2026
Review student and teacher data from the first quarter
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM November 2026
Create plans for teacher coaching and support, and student support informed by the data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM December 2026
Review MOY student and teacher data
Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
MAP Growth
CBA Data
Formative Assessment Data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM January 2027
Campus staffing begins for all positions; highly-qualified teacher placement
Review MOY student and teacher data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM February 2027
Create individualized coaching plans for teachers; revise and adjust instructional supports
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM March 2027
Review student data from the third quarter
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM April 2027
Complete hiring for Year 27-28 vacancies
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams

Ongoing dual capacity building family engagement
EOM May 2027
Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
MAP Growth
CBA Data
Formative Assessment Data
Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
Review EOY student outcome data by teacher, as well as EOY observation data
Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM June 2027
Create data-informed plans for summer PD
Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.
Identify key data points to be tracked throughout the implementation year
EOM July 2027
Adjust family engagement plan based on feedback
Adjust after-school enrichment schedule based on feedback
Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners
EOM August 2027
Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM implementation
Ensure a system and tools for observing and providing feedback to classroom teachers are in place
Establish school-wide routines for students that are clear, action-oriented, and easy to remember
Capacity building: Complete monthly professional learning for campus leadership teams
EOM September 2027
Finalize after-school enrichment activities and confirm schedule
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM October 2027
Review student and teacher data from the first quarter
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM November 2027
Create plans for teacher coaching and support, and student support informed by the data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM December 2027
Review MOY student and teacher data
Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
MAP Growth
CBA Data
Formative Assessment Data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM January 2028
Campus staffing begins for all positions; highly-qualified teacher placement
Review MOY student and teacher data
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM February 2028

Create individualized coaching plans for teachers; revise and adjust instructional supports
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM March 2028
Review student data from the third quarter
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM April 2028
Complete hiring for Year 28-29 vacancies
Progress monitoring: Review progress of assessments and critical deliverables
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement
EOM May 2028
Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
MAP Growth
CBA Data
Formative Assessment Data
Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
Review EOY student outcome data by teacher, as well as EOY observation data
Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
Capacity building: Complete monthly professional learning for campus leadership teams
Ongoing dual capacity building family engagement

13. Performance Management

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

District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of universal screeners (MAP Growth, mCLASS, CLI Engage), curriculum-based assessments (CBAs), STAAR Interim results, and formative assessments.
Principal Supervisors (Executive Directors of School Leadership) will conduct weekly campus visits to observe classroom instruction, PLCs, and ILTs, reviewing meeting agendas, data trackers, and observation/feedback logs to ensure alignment with instructional priorities.
Campus Instructional Leadership Teams (ILTs) will monitor fidelity to high-quality instructional materials, data-driven instruction routines, and intervention implementation during weekly PLCs.
District-level Academic leaders will review assessment trends, coaching data, and walkthrough results every six weeks to evaluate progress and determine whether supports are effectively improving student outcomes.

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

Superintendent: Co-leads Mid-Semester and End-of-Semester reviews, sets the vision, holds executive leaders accountable for progress toward milestones, and approves plan adjustments.
Assistant Superintendent of K–12 Academics and Senior Executive of Academics: Analyze assessment and implementation data, identify instructional trends, and recommend adjustments to curriculum implementation, professional learning, and resource allocation.
Executive Directors of School Leadership: Monitor principal performance and supervisor fidelity bi-monthly, using visit trends and feedback quality to inform principal coaching and professional development.
Campus Instructional Leadership Teams: Conduct weekly reviews of classroom data, PLC outcomes, and intervention plans to ensure instructional alignment and responsiveness to student needs.

13.3. How frequently will progress toward milestones be reviewed?

- Bi-Weekly (Meets Expectation)

13.4. How will milestone progress data be collected?

Milestone data will be collected through multiple sources to ensure a comprehensive view of progress. Assessment results from MAP Growth, STAAR Interim, CBAs, TELPAS, and ongoing progress monitoring tools will be analyzed alongside evidence of instructional implementation, including walkthrough summaries, ILT and PLC agendas, and coaching tracker logs. Professional learning participation and application will also be reviewed to gauge the impact of training and coaching on classroom practice. Additionally, engagement data—such as family engagement logs, participation records, and stakeholder surveys—will provide insight into community involvement and support. All data will be compiled into shared dashboards and performance trackers that allow campus and district leaders to evaluate fidelity, monitor trends, and identify campuses in need of targeted support and intervention.

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

Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The Instructional Leadership Team (ILT) will summarize trends from assessment results, walkthrough data, and implementation evidence to inform leadership decisions and resource allocation. Data summaries and key findings will be documented in shared dashboards and written progress reports for transparency and timely district response. In addition, updates will be communicated to stakeholders—including staff, families, and community partners—through School Leadership Team meetings and family engagement events to promote shared ownership of student success.

14. Resources

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

$385,462.56

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?

The district will use local funds for the required costs to implement the plan.

15. Additional Information

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)

[Click here]