Austin Independent School District

Rosedale

Accountability Rating: Not Rated

2025-2026 Campus Improvement Plan

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Mission Statement

The mission of The Rosedale School is to meet its students' unique needs and provide a positive environment that prepares students to live, work and enjoy life in their community.

Vision

We are Austin’s home for inclusive learning: high expectations for all children; high outcomes for every student.

Value Statement

Independence taught here.

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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 ☑ Dual Capacity/Caregiver Engagement Goal

Increase the use of whole child and whole family supports through the use intentional strategies to help create a community with families, staff, and students.

Evaluation Data Source: staff and family surveys
meeting minutes
ARD meetings and IEP paperwork
transition assessments

Performance Objective 2 ☑ High Priority

By 03/2026, 100% of teachers will integrate prerequisite skills into their lesson plans to support grade-level standards.

Evaluation Data Source: Lesson planning documentation
PLC discussion and meeting minutes
classroom observation

Performance Objective 3 ☑ High Priority

(Social and Emotional School Climate) Increase positive responses on staff climate survey (Upbeat) in the following areas: staff/principal trust (63% to 70%) and professional development (67% to 73%).

Evaluation Data Source: BOY and EOY staff Upbeat survey
Informal assessments and conversation
staff surveys

Performance Objective 4 ☑ High Priority

Improve student outcomes through the use of data-drive effective instruction.

Evaluation Data Source: Student IEP progress reporting
Progress on IEP goals
PLC meeting discussions and minutes

Performance Objective 5 ☑ High Priority

Improve teacher retention rates to Rosedale by 90% and paraprofessional retention rates to 85% by 06/2025.

Evaluation Data Source: Campus position and organization chart in ERP
Campus staffing documents

Performance Objective 6 ☑ High Priority

(Social and Emotional School Climate) Increase positive responses on staff climate survey (Upbeat) in the following areas: staff appreciation (61% to 68%)

Evaluation Data Source: BOY and EOY staff Upbeat survey
Informal assessments and conversation
staff surveys

Performance Objective 7 ☑ High Priority

By 05/2026, increase family engagement in school activities to 40% by creating opportunities for families to connect with the school community.

Evaluation Data Source: Event attendance documentation
Newsletter engagement analytics

Special Education Initiative

Goal 2

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.

Goal 3 Campus Specific Goals/Performance Objectives (Optional)

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	Rosedale School
First and Last Names of CIT Members (eg. Mary Smith,Paul Rodriguez)	Dominic Infante, Marlo Malott, DIllon Finan, Melinda Marquez, Matias Segura

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 Rosedale teachers have a special ed and/or generalist content certification (for K-12 teachers). 2 Rosedale teachers are teaching on an "Intern" certification.
1b - An assessment of the staff to determine the percentage of teachers who are certified;	AISD Teacher Certifications - 9-17-25.pdf	100% of Rosedale teachers are certified.
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	The majority of teachers on campus are in the early stages of their careers. Nearly 40% of teachers have between one and five years of experience, representing the largest group on staff. Another 21.7% have been teaching for six to ten years, while 18.1% bring eleven to twenty years of experience to their classrooms.
1d - An assessment of the staff to determine the rate of teacher retention.	20250922_2024-25 Teacher Retention by Campus.pdf	Overall Retention Rate: 63.3% Attrition Rate (Resigned or Retired): 20% Transfers to Another Campus: 3.3% Transfers to Non-Teaching Roles: 13.3% Rosedale retained just over six out of ten teachers into the 2024–25 school year, which is below the district average of 7 The 20% attrition rate—driven entirely by resignations rather than retirements—suggests that workload, specialized stud Only 3.3% of Rosedale teachers transferred to other AISD campuses, which indicates relatively limited movement betwe
2 - A determination of compliance with the appropriate class-size rules and the number of class-size waivers received;	20250918_AISD Class Size Waiver	At the more experienced end of the spectrum, 5.8% of teachers have been in the profession for twenty-one to thirty years, and 3.6% have taught for more than thirty years. Finally, 10.9% of the staff are beginning teachers, entering their first year in education.
3 - An assessment of the quality, quantity, and appropriateness of instructional materials, including the availability of technology-based instructional materials;	Instructional Materials list - MTSS Manual	not applicable due to specialize campus instruction
4 - A report on the parental involvement strategies and the effectiveness of the strategies;	Local Data	Overall, the data reflect a healthy mix of new energy and developing expertise, with a strong concentration of teachers in their first decade of practice—an important factor for mentoring, retention, and long-term growth.
5a - An assessment of the extent and quality of the mentoring program provided for new teachers on the campus;	AISD Mentor Program (site)	We have 4 1st/2nd year staff who qualify for a mentor teacher under the district mentoring program, which is coordinated at Rosedale by our Vocational Adjustment Coordinator (VAC), who acts are our mentor teacher coordinator. Our staff meet with their mentor on a weekly or bi-weekly basis to discuss areas of need, work on IEP paperwork, and support each other in lesson planning and case management tasks.

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;		In terms of teacher retention, 15/29 teachers on campus are in their first or second year at Rosedale. While 7 of those 15 teachers have other experience outside of Rosedale at other campuses, due to the unique nature of the campus many of these staff members still require significant support in onboarding and navigating campus procedures. While we do have many opportunities for mentorship on campus, such as our department chair, our VAC, and paired mentor teachers, we are looking for ways to continue to refine and formalize these supports morving forward, for teachers and classified staff. This has looked like: 1:1 check ins, cohort meetings, and frequent opportunities for cooperative planning and support.
6 - An assessment of the type and quality of the professional development provided to the staff;	20250926_OSNA_Austin ISD Professional Development Resources	In the previous year's staff survey, only 60% of respondents stated that campus-specific PD supported "ongoing professional growth." As a response to this, campus leadership has focused on providing a combination of higher-level, foundational strategies to support students (to address new/novice staff) and role-specific learning opportunities tailored to the different programs on campus (medically-focused, behaviorally-focused, and transition). An additional focus for ongoing learning has been an increased cadence of faculty/teacher meetings as well as weekly PLC meetings held outside of class time, which are led by program lead-teachers and designated admin. These meetings allow a cobmination of focused information sharing, discussion of teaching practices, problem-solving, and data review. In addition to campus-specific offerings, campus teaching staff are participating in monthly special education learning labs, and role-specific monthly meetings, while TAs are participating in ReThink Ed instructional modulesfocused on student support and some are completing an ABA-based instructional pathway. All staff supporting students with challenging behaviors take CPI to support crisis intervention (including student restraints).
7 - A demographic analysis of the student population, including student demographics, at-risk populations, and special education percentages;	20250918_Accessing txschools.gov for OSNA	As of April 2025, the campus serves a total enrollment of 144 students, representing a richly diverse student body. The largest demographic group is Hispanic students (46.5%), followed by White students (33.3%) and African American students (12.5%). Smaller populations include Asian students (5.6%) and students identifying with two or more races (2.1%). There are currently no students identifying as American Indian or Pacific Islander. A significant portion of the student population faces additional educational challenges and opportunities for support. Eighty-six point eight percent (86.8%) of students are identified as At-Risk, while 34.7% are Economically Disadvantaged, reflecting a range of socioeconomic backgrounds. Additionally, 18.1% of students are English Language Learners, and 72.9% receive Special Education services, underscoring the school's commitment to individualized instruction and inclusive practices. This demographic profile illustrates a small, diverse learning community with a strong emphasis on equity, differentiation, and responsive support systems to meet the varied academic and social-emotional needs of all learners.
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	Discipline data not available.
9 - Financial and accounting practices;	Local Data	Bookkeeper and principal meet weekly to ensure coordination and consistency in accounting/budgeting. The school is allotted the following funding amounts for this school year: $6,260, 989.99 total; personnel (admin and office) - $894,064.25, personnel (campus teachers) - $2, 165, 699.50, personnel (teaching assistants) - $3,073,063.23; discretionary - $86,899.00; program funds - $11,264.00. In addition to district funds, we are supported by the fundraising efforts of the Rosedale Foundation, who support with campus programming needs, specialized equipment (that is not covered through special education), and supports for staff/families/campus wellness.
10 - An assessment of the appropriateness of the curriculum and teaching strategies;	Local Data	All K-12 students on campus take STAAR-ALT as their state assessment, or are exempted for medical or disability-related conditions. All of our students receive Life Skills programming, so the major emphasis is on transition and vocational skills. Academic instructions is addressed at the prerequisite skills level and is most often used as a conduit to support communication skills, positive behaviors, independence, and success with functional routines. The district provided curriculum - ULS, supplemented with Vizzle - meets the needs of the vast majority of our students, although additional modification, differentiation, adaptation, and incorporation of teacher created resources is still needed to meet the needs of all students. Supplementary curriculum, such as ReThink Ed and Character Strong, which mainly addresses SEL competencies, is in general not at a developmentally apropriate level for our students without wholesale modification.

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	No other campus similar in AISD, it does not appear that there are similar campuses across the state.
Item 12a and 12b are optional.		
Subdivision	**Resources**	**CIT Analsis and Assessment Information**
12a - Any other research-based data or information 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	Type response here.
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.		Type response here.

Additional Information

Thank you for your submission. You will receive a PDF copy via email of your submitted plan(s).

Texas Education Agency

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.

Additional Information

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)**
- ( ) Turnaround Plan (TAP)

Additional Information

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.

Additional Information

- 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.

Region: 1

District: BROWNSVILLE ISD-031901

Campus (select multiple):

- BRITE EL-031901140
- CANALES EL-031901101
- DEL CASTILLO - MORNINGSIDE EL-031901129
- GARCIA MIDDLE-031901053
- PERKINS MIDDLE-031901046
- PUTEGNAT EL-031901108
- STELL MIDDLE-031901044

Save Selection

Additional Information

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

CDCN 2

CDCN 3

CDCN 4

CDCN 5

CDCN 6

CDCN 7

CDCN 8

CDCN 9

CDCN 10

Additional Information

Dominic Infante

1.3. Please enter your email.

dominic.infante@austinisd.org

1.4. Please select your role:

- ○ Superintendent
- ○ District Coordinator of School Improvement
- ◉ **Other**

Interim Principal

Additional Information

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**
- ( ) No

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**
- ( ) No

Additional Information

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**
- ( ) No

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**
- ( ) No

Additional Information

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**
- ( ) No

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

- (●) **Yes**
- ( ) No

Additional Information

2.7. Please select the date of board approval:

	Month	Day	Year
Please Select:	March	26	2026

Additional Information

'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**
- ( ) No

Additional Information

for the 2025-2026 school year.

- ○ Accelerating Campus Excellence (ACE) Model
- ○ Closure/reassign
- ◉ **Improve Graduation Rate**
- ○ Intensive Curriculum & Instruction Improvements
- ○ School Model Change (excluding ACE)
- ○ Turnaround Partnership (SB 1882)

Additional Information

- [ ] Strong Foundations Implementation (LASO 3)
- [ ] Strong Foundations Implementation School Improvement PLC (LASO 3)
- [ ] Instructional Leadership (LASO 3)
- [ ] ESF- Focus Support Grant 24-26
- [ ] School Action Fund Planning (Restart)
- [ ] School Action Fund Implementation (Restart)
- [ ] School Action Fund Planning (Reassign)
- [ ] School Action Fund Implementation (Reassign)
- [ ] School Action Fund Implementation (Redesign)
- [ ] School Action Fund Planning (Create New)
- [ ] School Action Fund Implementation (Create New)
- [x] **Our school system has not been awarded a grant to support this strategy**
- [ ] Other (must enter grant into text box)

Additional Information

- [ ] LIFT
- [ ] LIFT PLC Support
- [ ] School Improvement Curriculum and Instruction Support Grant
- [ ] School Action Fund Planning (Restart)
- [ ] School Action Fund Implementation (Restart)
- [ ] School Action Fund Planning (Reassign)
- [ ] School Action Fund Implementation (Reassign)
- [ ] School Action Fund Implementation (Redesign)
- [ ] School Action Fund Planning (Create New)
- [ ] School Action Fund Implementation (Create New)
- [x] **Our school system does not intend to apply for a grant to support this strategy**
- [ ] Other (must enter grant into text box)

Additional Information

SAPL List for LASO 3

SAPL List for LASO 4

- [ ] External Vendor on the State Approved Provider (SAPL) list
- [x] **ESCs**
- [x] **District Staff**
- [ ] Other (must include name)

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

4

Additional Information

is dedicated to supporting implementation of the school improvement strategy?

Name	Marlo Malott
Role	Data Coaching and Implementation Support
Percent	20%

Additional Information

is dedicated to supporting implementation of the school improvement strategy?

Name	Dillon Finan
Role	Data Coaching
Percent	25%

Additional Information

is dedicated to supporting implementation of the school improvement strategy?

Name	Melinda Marquez
Role	Data Coaching and Campus Implementation Support
Percent	10%

Additional Information

is dedicated to supporting implementation of the school improvement strategy?

Name	Ashley Binnicker
Role	Data Monitoring and Support
Percent	10%

Additional Information

- [x] **Not applicable**
- [ ] Bluebonnet Learning Math Grades K-5/Aprendizaje Bluebonnet Matemáticas K-5, Edición 1
- [ ] Eureka Math TEKS Edition
- [ ] STEMscopes Texas Math
- [ ] Progressions by Alba Math
- [ ] Texas i-Ready Classroom Mathematics
- [ ] IM360 Texas powered by Kiddom
- [ ] Teacher created
- [ ] District created
- [ ] Other

Additional Information

- [x] **Not applicable**
- [ ] Bluebonnet Learning K-5 Reading Language Arts/Aprendizaje Bluebonnet Artes del lenguaje y lectura K-5, Edición 1
- [ ] Amplify Texas Elementary Literacy Program in English and Spanish
- [ ] Texas myView Literacy
- [ ] 95 Phonics Core Program Classroom Kit
- [ ] Texas Magnetic Reading Foundations
- [ ] SPIRE Program
- [ ] Reading Horizons Discovery
- [ ] IMSE Comprehensive Orton-Gillingham Plus
- [ ] Just Right Reader English Decodables
- [ ] Structured Literacy with E.A.S.E. Second Edition
- [ ] Bridge to Reading
- [ ] Pioneer Valley Educational Press (Stepping Together, Phonics Launch, In Tandem)
- [ ] Ready4Reading
- [ ] From Phonics to Reading
- [ ] Wilson Language Training
- [ ] Teacher created Curriculum
- [ ] District created
- [ ] Other

Additional Information

- [x] **Not applicable**
- [ ] Bluebonnet Learning Math Grades 6-8
- [ ] Carnegie Learning 6–12 Texas Math Solution
- [ ] STEMscopes Texas Math
- [ ] Agile Mind (Texas Mathematics)
- [ ] Cosenza & Associates, LLC
- [ ] Texas i-Ready Classroom Mathematics
- [ ] IM360 Texas Math powered by Kiddom
- [ ] Teacher created
- [ ] District created
- [ ] Other

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

- [x] **Not applicable**
- [ ] Amplify Texas Literacy Program, Grades 6-8
- [ ] Odell Education
- [ ] Teacher created
- [ ] District created
- [ ] Other

Additional Information

- [x] **Not applicable**
- [ ] Bluebonnet Learning, Secondary Mathematics Algebra 1
- [ ] Carnegie Learning 6–12 Texas Math Solution
- [ ] STEMscopes Math Texas
- [ ] Agile Mind (Texas Algebra 1, Texas Algebra 2, Texas Geometry)
- [ ] Bedford, Freeman & Worth Publishing Group LLC (Statistics and Probability with Applications (High School) 4E)
- [ ] Cosenza & Associates, LLC (Algebraic Reasoning)
- [ ] Kiddom (Texas Math: Algebra 1, Algebra 2, Algebra Supports, Geometry)
- [ ] Rice University OpenStax (Algebra 1)
- [ ] Teacher created
- [ ] District created
- [ ] Other

Additional Information

- [x] **Not applicable**
- [ ] Odell Education
- [ ] Teacher created
- [ ] District created
- [ ] Other

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

185

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

Additional Information

n/a; Special Campus

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

- (●) **Yes**
- ( ) No

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

Campus PLCs are organized by campus program: behaviorally-focused, medically-focused, and transition-focused (18+ programming)

5.42. How frequently will PLCs occur?

Weekly

5.43. Who will facilitate PLCs?

Campus admin and program leads

Additional Information

all campus teachers in the 3 programs, admin, dept. chair, vocational adjustment coordinator

5.45. Please describe the PLC protocol to be used.

Campus data review and discussion protocol, including collaborative lesson planning and tuning protocol.

8.1. Please describe the overall strategy to improve the graduation rate at this campus/these campuses.

Rosedale serves students who are IEP continuers as the supervising campus for transition-based programming in AISD; all students are IEP continuers who have not graduated with their 4 year cohort. While these students are not expected to graduate with their cohort, we will work to support accurate coding of graduation codes in the students' IEPs as well as holding graduation requirements when students have met their IEP-determined requirements for graduation with access to vocation and/or services (as determined by the IEP team).

Additional Information

The campus will track information on the number, and percentage, of students who have the following graduation codes in their IEP - 54, 55, 56, as well as the percentage of students who graduate earning CCMR credit.

8.3. How frequently will student level data be reviewed and who will review the data?

This will be reviewed each 9 weeks, supported by campus admin, dept. chair, AISD transition specialist, and AISD CCMR dept.

8.4. What training will campus staff or mentors receive?

Campus staff will receive training from AISD transition specialists on graduation codes. Campus registrar will receive training from PEIMS dept.

8.5. What is the attendance rate at the campus?

93%

Additional Information

Campus will receive training on proper attendance coding. Campus will utilize multi-modal, muti-lingual communication strategies (email, text, letter) to create relationships with families and stress the importance of consistent attendance. We will also engage in parent outreach through campus case-managers.

Additional Information

Principal Manager	PD will include a review of parameters for designation of TIP status and implementation of the Effective Schools Framework. Also participated in full review and discussion of On-Site Needs Assessment. These are delivered by: ESC Region XIII; AISD Campus District Accountability; 1:1 session with director of accountability, leadership, and school systems for Region XIII
Principal	PD will include a review of parameters for designation of TIP status and implementation of the Effective Schools Framework. Also participated in full review and discussion of On-Site Needs Assessment. These are delivered by: AISD Campus District Accountability; 1:1 session with director of accountability, leadership, and school systems for Region XIII
Other Campus Admin (assistant principal, instructional coaches)	PD will include a review of parameters for designation of TIP status and implementation of the Effective Schools Framework. These are delivered by: AISD Campus District Accountability; campus principal
Teachers	Training will be focused on providing information and support for graduation coding and services coordination. These are delivered by: District transition specialist, AISD special education coordinator, campus admin and department chair.

Additional Information

New/novice teachers will receive additional support though standing 1:1, bi-weekly meetings with the campus department chair.

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?

This will be evaluated through periodic IEP reviews for accurate graduation code, as well as annual reviews to align graduation codes in the IEP and district data management system.

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

- ○ Weekly
- ○ Bi-Weekly
- ○ Monthly
- ◉ **Other (please explain)**

Specific feedback based on observations will be provided at least 5x per school year.

Additional Information

receive?

Staff will receive training on instructional strategies and curriculum resources and implementation from district staff, campus admin, and campus department chair. In addition, training will also be provided within the PLC framework on differentiation and data collection

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.

An initial milestone for this strategy will be when students change placement from a general education campus to Rosedale to audit IEPs and ensure compliance and accuracy. We will also review graduation coding annually as part of our students' annual review ARD. We are also monitoring progress of HB8 to determine how Rosedale may be impacted by this legislation.

Additional Information

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

Monitoring will be conducted as part of student change of placement ARD meetings and for Rosedale students' annual review IEP meetings. Successful implementation will ultimately be determined as part of the IEP team's determination of the student's readiness to graduate with access to vocational opportunities and access to services.

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

Campus admin, campus case managers

13.3. How frequently will progress toward milestones be reviewed?

- ○ Weekly
- ○ Bi-Weekly (Meets Expectation)
- ○ Monthly (Does not Meet Expectation)
- ◉ **Other (Please Explain)**

Additional Information

Data will be reviewed bi-annually. This will occur through campus IEP reviews and SPP-13 transition audits conducted by district staff

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

Bi-weekly meetings with principal supervisor

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

This is not expected to require additional funds

Additional Information

receive the grant? How would your district still support and execute this strategy?

This is not expected to require additional funds

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

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

Drop files or click here to upload

Powered by Qualtrics

Additional Information