Austin Independent School District Turnaround Plan
Burnet Middle School

TAP STRUCTURE

School Improvement Strategy	Stakeholder Engagement	Milestones & Performance Management	Resources

SCHOOL IMPROVEMENT STRATEGY

Goal: Reason identified and what improvements need to be made to achieve a C.
Upon the release of the 2023 State Accountability Ratings, Burnet Middle School has two consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan (19 Tex. Admin. Code § 97.1064 (a)).

What campuses need to do in school years 2025-26 and 2026-27 to achieve an acceptable rating (C):
1. 72% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and>
2. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and>
3. All students earn 50% of points or more on every STAAR assessment they take. (Optional, yet highly recommended)

In year one and two of the implementation of the campus turnaround plan campuses will leverage student growth, Domain 2A and Domain 3, in order to achieve a C rating. By year three campuses should start growing students significantly enough so that student achievement in Domains 1 and 2B is at a C level in those Domains. Starting with SY 2027-28 the Domain 1 goal for Burnet Middle School across all grades and subject areas would be 70% of tests at Approaches and Above, 30% of tests at Meets and above and 15% of tests at Masters.

Special Education Goal: The percentage of students receiving special education services in Grades 6-8 who approach Grade Level on the STAAR and STAAR ALT Assessments will increase by 10%.

Multi-Tiered Systems of Support Goal: 100% of students identified by the campus Child Study Team (CST) for Tier 2 and Tier 3 interventions will be documented with intervention plans in eCST that adhere to the eCST Intervention Plan Rubric. For each student, plans and progress monitoring will include specific

areas of need for intervention, intervention SMART goal, high-quality intervention resource used, and regular progress monitoring that indicates level of progress toward reaching the goal. Plans will also include evidence of CST meetings that discuss progress monitoring results and take appropriate actions based on outcomes of interventions.

District Improvement Strategy: District-Managed Restart with an 1882 Contingency
Austin ISD is implementing a district-managed restart plan aligned to the Accelerating Campus Excellence (ACE) Model at Burnet Middle School. A campus that has received an unacceptable rating for the school year following the development of the campus turnaround plan must implement its commissioner-approved campus turnaround plan with fidelity until the campus operates for two consecutive school years without an unacceptable rating (19 Tex. Admin. Code § 97.1064 (k)).

- **District-Managed Restart:** Significant changes to staff and leadership that involves replacing school leadership and a large portion of the instructional staff.
  - Technical Partner: Steady State

- **1882 Contingency:** Austin ISD has proactively established a contingency plan that involves a mid-year review of student performance data in reading and math. This analysis will help determine whether campuses are on track to meet their target performance goals by May 2026. If the data indicates insufficient progress, the district will implement the 1882 contingency as a safeguard. This option involves a partnership between the school district and an external entity—such as a charter school, nonprofit organization, or higher education institution—to operate a campus. If needed, the 1882 contingency would take effect for the 2026–2027 school year.
  - Timeline:
    - Develop & Release RFP 1882 Partnership: August 2025
    - Submit letter of intent to TEA for 1882: December 5, 2025
    - Board approval of 1882 Partnership: December 12, 2025
      - Irrevocable
    - Priority 2 Deadline for 1882: January 30, 2026
    - Final 1882 deadline: March 31, 2026

STAKEHOLDER ENGAGEMENT

District Notifies public: May 1, 2025

District develops TAP: May 2, 2025 - May 22, 2025

Stakeholders review TAP: May 23, 2025

Public Notice: June 23, 2025

Public Hearing: June 26, 2025

Summary of Community Feedback:

Over the past several months, district leadership led an extensive engagement process to inform the development of the Burnet Middle School Turnaround Plan (TAP), as required by the Texas Education Agency (TEA). This process began with a Superintendent Community Meeting and included targeted

opportunities for input such as parent forums, Coffee with the Principal sessions, Parent Teacher Association (PTA) meetings, campus office hours, and Campus Advisory Council meetings. To broaden participation, the district distributed surveys to gather written feedback from staff and community members. These efforts ensured that a wide range of perspectives directly shaped the proposed strategies and adjustments reflected in the Turnaround Plan.

- [Solicitation of Public Feedback](#)

MILESTONES AND PERFORMANCE MANAGEMENT: MPM (SY 25/26 - 26/27) Weekly Cycle

Milestone	Aligned Effective Schools Framework (ESF) Lever	Aligned Accelerating Campus Excellence Pillar (ACE)	Person(s)/Department Responsible	Deadline
Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM June 2025
Complete hiring for all staff positions	Lever 2: Strategic Staffing	Effective Principals and Teachers	Campus Leadership District Leadership Talent Strategy	EOM July 2025
Identify key data points to be tracked throughout the implementation year	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM July 2025
Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners	Lever 3: Positive School Culture	Parent and Community Partnerships	Office of School Improvement Campus Leadership Department of Communications and Community Engagement (DCCE)	EOM July 2025
Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM August 2025

implementation				
Ensure a system and tools for observation of and feedback for classroom teachers are in place	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Academics	EOM August 2025
Establish school-wide routines for students that are clear, action-oriented, and easy to remember	Lever 3: Positive School Culture	Social and Emotional Support	Campus Leadership Office of School Improvement Student Support Services	EOM August 2025
Finalize after-school enrichment schedule and implement	Lever 5: Effective Instruction	Extended Day and Out-of-School Time Programs (OST)	Campus Leadership Office of School Improvement Academics	EOM September 2025
Review student and teacher data from the first quarter	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership Office of School Improvement Academics Campus and District Accountability (CDA)	EOM October 2025
Create plans for teacher coaching and support, and student support informed by the data	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Talent Strategy	EOM November 2025
Review MOY student and teacher data	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership Office of School Improvement Academics Campus and District Accountability (CDA)	EOM December 2025
Review student data from the third quarter	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership	EOM March 2026

			Office of School Improvement Academics Campus and District Accountability (CDA)	
Complete hiring for Year 2 vacancies	Lever 2: Strategic Staffing	Effective Principals and Teachers	Campus Leadership District Leadership Talent Strategy	EOM April 2026
Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population	Lever 3: Positive School Culture	Social and Emotional Support	District Leadership Campus Leadership Office of School Improvement Student Support Services	EOM May 2026
Review EOY student outcome data by teacher, as well as EOY observation data	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Academics	EOM May 2026
Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population	Lever 3: Positive School Culture	Parent and Community Partnerships	Campus Leadership Office of School Improvement Department of Communications and Community Engagement (DCCE)	EOM May 2026
Create data-informed plans for summer PD	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Academics	EOM June 2026
Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM June 2026

Identify key data points to be tracked throughout the implementation year	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM June 2026
Adjust family engagement plan based on feedback	Lever 3: Positive School Culture	Parent and Community Partnerships	Campus Leadership Office of School Improvement Department of Communications and Community Engagement (DCCE)	EOM July 2026
Adjust after-school enrichment schedule based on feedback	Lever 5: Effective Instruction	Extended Day and Out-of-School Time Programs (OST)	Campus Leadership Office of School Improvement Academics	EOM July 2026
Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners	Lever 3: Positive School Culture	Parent and Community Partnerships	Office of School Improvement Campus Leadership Department of Communications and Community Engagement (DCCE)	EOM July 2026
Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM implementation	Lever 5: Effective Instruction	Instructional Excellence	Office of School Improvement Academics	EOM August 2026
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Review student and teacher data from the first quarter	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership Office of School Improvement Academics Campus and District Accountability (CDA)	EOM October 2026
Create plans for teacher coaching and support, and student support informed by the data	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Talent Strategy	EOM November 2026
Review MOY student and teacher data	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership Office of School Improvement Academics Campus and District Accountability (CDA)	EOM December 2026
Review student data from the third quarter	Lever 5: Effective Instruction	Instructional Excellence	District Leadership Campus Leadership Office of School Improvement Academics Campus and District Accountability (CDA)	EOM March 2027
Complete hiring for Year 2 vacancies	Lever 2: Strategic Staffing	Effective Principals and Teachers	Campus Leadership District Leadership Talent Strategy	EOM April 2027
Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-	Lever 3: Positive School Culture	Social and Emotional Support	District Leadership Campus Leadership Office of School Improvement Student Support Services	EOM May 2027

population				
Review EOY student outcome data by teacher, as well as EOY observation data	Lever 5: Effective Instruction	Instructional Excellence	Campus Leadership Office of School Improvement Academics	EOM May 2027
Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population	Lever 3: Positive School Culture	Parent and Community Partnerships	Campus Leadership Office of School Improvement Department of Communications and Community Engagement (DCCE)	EOM May 2027

Talent Strategy - Staffing and Talent

Principals selected to lead restart campuses are chosen based on a demonstrated record of improving student outcomes and cultivating a strong, positive school culture.

Effective teachers are identified using a combination of student growth data and administrator evaluations. Highly qualified educators from across the district are invited to apply, with no more than two teachers allowed to transfer from any one Austin ISD campus to ensure district-wide stability. In alignment with the strategic staffing pillar of ACE, all core teaching staff were asked to reapply for their positions. Candidates from outside the district undergo a rigorous screening process that considers their qualifications, instructional experience, and potential to accelerate student growth.

To support successful implementation, all administrative and instructional staff at Burnet Middle School will receive stipends in addition to their base salary (See Table 1). Both principals and teachers will also participate in enhanced professional development at the start of the school year, along with continuous, targeted coaching and support throughout the year.

- Principals selection resources include:
  - Austin ISD Restart Principal Competencies (Framework/Restart Competency Crosswalk), Austin ISD Restart Principal Interview Questions, Austin ISD Restart AP Interview Questions
- Teachers are identified as effective based on a statistical analysis of student assessment growth data along with administrator observations.
  - Teachers demonstrating student growth in the top 20% district-wide are eligible to apply for restart teacher positions (SAS EVAAS).
  - All certified teachers who have at least three years of experience, hold a TIA Designation, or have a proven track record of success working in high-needs schools will be invited to apply as a restart teacher.
  - Resources include: Austin ISD Teacher Restart Interview Questions, Austin Restart Teacher Interview Rubric, Austin ISD Teacher Classroom Observation Tool, Teacher Incentive Allotment (TIA) Distinction, Austin ISD School-wide Value-Added Data Reports

Table 1

Position	Stipend Total Sum	Funding Source
Principal	$25,000	199 - General Fund
Asst. Principal	$15,000	199 - General Fund
CORE Teacher	$15,000 plus an additional $5,000 if TIA-designated.	199 - General Fund
Non-CORE Teacher	$8,000	199 - General Fund
Counselor	$8,000	199 - General Fund
Instructional Coach	$10,000	199 - General Fund
Content Interventionist	$10,000	199 - General Fund
Librarian	$8,000	199 - General Fund

Administrator Development (Experience)

The chart below outlines professional learning sessions designed to support campus administrators. These sessions include topics such as the Foundational Leadership Instructional Practices and Systems (FLIPS) and the encompassing milestones: establishing a Campus

Leadership Team, strong systems for planning, establishment of CLT calendar and systems, alignment of rigor, assessment calendar, and goal, and long-term planning. Our Executive Directors will support follow-up implementation.

Upfront Training for School Year 2025-2026		
Date	**Content**	**Audience**
July 23, 2025 - AISD Leadership Institute	Upfront and targeted professional learning plan and support (including HQIM) for middle school campuses; understanding the state and federal accountability systems; multilingual education training; middle school initiative training HQIM are: Savvas, *My Perspectives* (ELA), Newsela (SS), McGraw-Hill Science Texas (Science), STEMscopes Math (6 - 8), OpenStax HS Algebra I	Middle school campus administrators and instructional coaches
July 15, 2025 - New AP and Principal, PPfT and CAPR Training ● Professional Pathways for Teachers ● Campus Administrator Performance Review	Performance Review for restart training with a focus on progress monitoring and instructional practices tied to high-leverage indicators.	Restart middle school administrators
Upfront Training for School Year 2026-2027		
Date	**Content**	**Audience**
July 2026 - AISD Leadership Institute	[AISD Principal Restart Framework](#) and [AISD Leadership Framework](#) ([Crosswalk](#)) (Instructional Leader, Talent Developer, Executive Leader, Talent Developer); successful implementation of HQIM and high-impact instructional strategies.	Middle school campus administrators and instructional coaches
Ongoing Professional Learning Cohorts for School Year 2025-2026		
Date	**Content**	**Audience**
Ongoing 2025-2026 monthly Assistant Principal Leadership	Best practices in observation & feedback, HQIM, MTSS, PLC	Secondary assistant principals (APs), including a Just in Time

Series (APLS)	processes and coaching; deep dive in data analysis and high leverage instructional practices (focus on language acquisition); and just in time training, development and support specifically for Restart Assistant Principals.	professional learning track for Restart Assistant Principals
Ongoing 2025-2026 instructional coach (IC) cohort	Planning systems, coaching protocols, and developing look-fors to support HQIM implementation within PLCs and individual classrooms; monthly observation and feedback cycles from Talent Growth and Development and Academics for Restart ICs.	Instructional coaches
Ongoing 2025-2026 monthly new assistant principals (APs) cohort	Refinement of utilization of PPfT and MTSS walkthrough forms with a specific focus on identified high-leverage indicators and the development of coaching stance to support ongoing cycles of feedback for teachers at Restart campuses. Monthly observation and feedback cycles from Leadership Development for Restart Assistant Principals.	Restart Campus Assistant Principals

Ongoing Professional Learning Cohorts for School Year 2026-2027		
Date	**Content**	**Audience**
Ongoing 2026-2027 monthly assistant principals (APs) cohort	Best practices in observation & feedback, HQIM, MTSS, PLC processes and coaching; deep dive in data analysis and high leverage instructional practices (focus on language acquisition); and just in time training, development and support specifically for Restart Assistant Principals.	Secondary Assistant Principals (APs)
Ongoing 2025-2026 instructional coach (IC) cohort	Planning systems, coaching protocols, and developing look-fors to support HQIM implementation within PLCs and individual classrooms; monthly observation and feedback cycles from Talent	Instructional coaches

	Growth and Development and Academics for Restart ICs.	

Secondary Office for Teaching, Leading and Learning Supports for School Year 2025-2026		
Date	**Content**	**Audience**
Ongoing 2025-2026 bi-weekly coaching sessions with executive directors	Craft campus criteria for success (CFS) to ensure alignment to the aspirations and expectations of the enabling systems Communicate and clarify campus-based leadership roles and responsibilities related to the key enabling systems Discuss challenges schools are facing and brainstorm solutions Analyze academic data, testing results, attendance trends, and other performance indicators Set targets or action plans for improvement	Principals, Assistant Principals, Campus ILTs
Ongoing 2025-2026 monthly principal meetings	Offer training or workshops to strengthen leadership, management, and instructional skills Introduce new tools, programs, or educational strategies Share best practices among schools	Principals

Secondary Office for Teaching, Leading, and Learning Supports for School Year 2026-2027		
Date	**Content**	**Audience**
Ongoing 2026-2027 bi-weekly coaching sessions with executive directors	Review and refine campus-based improvement plans based on SY25-26 outcomes. Deep dive into specific school-wide	Principals, Assistant Principals, Campus ILTs

	instructional initiatives and their impact. Analyze progress towards established targets and identify necessary adjustments. Explore innovative staffing models and their connection to student achievement. Problem-solve complex campus-level challenges related to implementation and sustainability.	
Ongoing 2026-2027 monthly principal meetings	Focus on data analysis protocols and their effective application at the campus level. Showcase successful implementation of new tools, programs, or educational strategies from the previous year. Engage in collaborative problem-solving around common instructional or leadership challenges. Introduce research-based best practices for specific areas of identified need (e.g., literacy interventions, STEM integration). Plan for and share resources related to upcoming district initiatives.	Principals

Teacher Development (Experience)

The chart below outlines professional learning opportunities for AISD middle school staff. The content of the sessions reflects specific needs such as teacher readiness/awareness of district-adopted High Quality Instructional Materials (HQIM), lesson planning and delivery, including the use of research-based, high impact instructional strategies, and differentiation to support all learners.

Upfront Training for School Year 2025-2026

Date	Content	Audience
July 28 - July 31, 2025 - Restart Campuses	Introduction to AISD HQIM* and lesson plan internalization in core content areas; Restart campus programming and instructional models HQIM are: Savvas, *My Perspectives* (ELA), Newsela (SS), Mcgraw Hill Science Texas (Science), STEMscopes Math (6 - 8), OpenStax HS Algebra I	Restart teachers at Burnet
August 6, 2025 - AISD Teacher Induction Program	Restart campus cohorts of new to AISD teachers introduction to AISD systems, supports, process, and HQIM	New to AISD Restart teachers
August 13, 2025 - AISD Role Specific Staff Development Day	HQIM professional learning identifying resources and planning for structured implementation	AISD core content area teachers and ICs
September 22, 2025 - AISD Staff Development Day	Level 1 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction; tailored Restart campus sessions with data analysis	AISD core content area teachers and ICs
November 4, 2025 - AISD Staff Development Day	Level 2 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction; tailored Restart campus sessions with data analysis	AISD core content area teachers and IC
Upfront Training for School Year 2026-2027		
Date	Content	Audience
August 12, 2026 - AISD Role Specific Staff Development Day	HQIM professional learning identifying resources and planning for structured implementation	AISD core content area teachers and ICs
September 21, 2026 - AISD Staff Development Day	Differentiated professional learning on HQIM: Level 1 of HQIM	AISD core content area teachers and ICs

	professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction, Level 2 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction, Level 3 of HQIM professional learning focusing on communities of practices and best practices across the district	
November 2, 2026 - AISD Staff Development Day	Differentiated professional learning on HQIM: Level 1 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction, Level 2 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and differentiated instruction, Level 3 of HQIM professional learning focusing on communities of practices and best practices across the district	AISD core content area teachers and ICs

Job-Embedded Coaching for School Year 2025-2026		
Date	**Content**	**Audience**
September - October 2025	Monthly observation, coaching, and PLC support from Academics and Talent Growth and Development for HQIM planning, implementation, and fidelity	Austin ISD Middle School core content teachers, including teachers from Burnet.
November 2025 - May 2026	Monthly observation, coaching, and PLC support from Academics and Talent Growth and Development for HQIM and research-based and high impact instructional strategies and differentiated instruction	Austin ISD Middle School and core content teachers, including Burnet teachers.
Job-Embedded Coaching for School Year 2026-2027		

Date	Content	Audience
September - October 2026	Monthly observation, coaching, and PLC support from Academics and Talent Growth and Development for HQIM planning, implementation, and fidelity	Austin ISD Middle School core content teachers,including teachers from Burnet, but not limited to.
November 2026 - May 2027	Monthly observation, coaching, and PLC support from Academics and Talent Growth and Development for HQIM and research-based and high impact instructional strategies and differentiated instruction	Austin ISD Middle School and core content teachers, including Burnet teachers but not limited to.

Ongoing Professional Learning Cohorts for School Year 2025-2026

Date	Content	Audience
Ongoing 2025-2026 quarterly Just in Time curriculum training	Deep dive into upcoming curriculum, including HQIM and research-based and high impact instructional strategies	AISD core content area teachers and ICs, including Burnet teachers and ICs.

Ongoing Professional Learning Cohorts for School Year 2026-2027

Date	Content	Audience
Ongoing 2026-2027 quarterly Just in Time curriculum training	Deep dive into upcoming curriculum, including HQIM and research-based and high impact instructional strategies	AISD core content area teachers and ICs, including Burnet teachers and ICs.
Ongoing 2026-2027 monthly ICs cohort	Planning systems, coaching protocols, and developing look-fors to support HQIM implementation within PLCs and individual classrooms; monthly observation and feedback cycles with ICs on campuses with retained Burnet core content teachers from Talent Growth and Development	Instructional Coaches (ICs), including Burnet teachers and ICs.
Ongoing 2026-2027 monthly assistant principals (APs) cohort	Best practices in observation & feedback, HQIM, MTSS, PLC processes and coaching; deep dive in data analysis and high leverage instructional practices (focus on language acquisition); and just in	Secondary Assistant Principals (APs), including Burnet teachers and ICs.

	time training, development and support specifically for Restart Assistant Principals.	

Secondary Academics

Academic Coaching Specialists: The district will leverage Academic Coaching Specialists to support the implementation of the turnaround plan. The roles of these specialists will include providing strategic and aligned support within Professional Learning Communities and offering content-based professional learning, including:

- ○ Rigorous Curriculum Design and utilizing the AISD curriculum documents
- ○ Research-Based Instructional Strategies (RBIS) for literacy and numeracy
- ○ Understanding the AISD Literacy and Numeracy Frameworks
- ○ Direction on how to access, implement, plan and differentiate instruction using the AISD adopted HQIM.

The chart below outlines actions taken by Academics and School Leadership. These actions align to the Texas Effective Schools Framework and the Instructional Excellence pillar of ACE. Our goal is to provide support and training to campus leaders, teachers, and instructional support staff, empowering them to implement changes in their beliefs and behaviors.

Category	Items

HQ PLCs that Focus on Results
Aligns with:
 	
ESF Lever 3
3.1.1, 3.1.2, 3.3.2, 3.3.4
 	
ESF Lever 4
4.1.1, 4.1.2, 4.2.3, 4.2.5
 	
ESF Lever 5
5.1.1, 5.1.2, 5.1.3
5.2.1, 5.2.2, 5.2.3, 5.2.4, 5.2.5
	Year 1: 2025-26
	.3+++3+3
	● Summer 2025: Campus leaders, the campus executive director, and representatives from Academics will collaborate to plan the launch of High-Quality Professional Learning Communities (PLCs) for SY 2025-26.
	● Campus leaders, the Executive Director, and representatives from Academics will attend the PLC Coaching Academy (provided by Solution Tree) during SY 25-26. With district leaders, campus administrators will have:
	  ○ Defined expectations for the focus of PLC (Questions 1 and 2 of PLC), and to plan for the delivery of high-quality instruction each day in every classroom, include lesson internalization
	  ○ Action plans for:
	    ■ August (roll out),
	    ■ September (defining systems),
	    ■ October (implementation),
	    ■ November (tightening systems),
	    ■ December (reflection and planning forward)

- - January - April (full implementation with cycles for reflection and continuous improvement by campus leadership)
  - Campuses become learner-centered institutions that focus on student learning and increased achievement outcomes for every child
  - Plan for PLC Survey by 9 weeks that addresses how time is spent focusing on instruction and student support
  - Progress Monitoring Planning the addresses:
    - What will we do for students who have not learned it yet?
      - Tiered Intervention
    - What will we do for students who would benefit from extension/enrichment?
      - Tiered Enrichment
  - On-going training and support for campus leadership, department chairs
- Creation of Instructional Support Team
  - Identify students currently performing below grade level in reading and math
  - Create master schedule that allows for identified students to receive small group support for at least half hour/day: addresses academic needs and fosters secure connection at school
  - Weekly CST meeting to track student progress - attendance, performance, interventions, new strategies

Year 2 - 2026 - 27
- Summer 2026: Plan for PLC Implementation for Year 2 - Campus Leadership, School Leadership, Academics
- Analyze PLC Surveys for patterns and trends - successes and challenges
- Designate PLC Lead by Department (not necessarily department chair - someone who can lead the development of a culture of collaboration, focus on results on the campus)
- Plan for PLC Lead training - PLC Academy/MRL
- Back to School - Recommit to campus as a high-functioning PLC that focuses on results
- Improve upon systems from Y1

	○ Continue Surveys at the end of 9-weeks ○ IST for students at Risk

Implementation of Written Curriculum & Adopted HQIM and RBIS
 	
Aligns with:
ESF Lever 4
4.1.1, 4.1.2, 4.2.3
 	
ESF Lever 5
5.2.2, 5.2.3, 5.2.4, 5.2.
	● Provide ongoing learning experiences for teachers on:
	  ○ Unpacking TEKS and utilizing vertical alignment documents to plan for high-quality instruction for all students
	  ○ Internalizing unit guides and planning coherent and differentiated daily lessons.
	  ○ Identify misconceptions and scaffolds during planning.
	  ○ Incorporating high-impact instructional strategies aligned
	  ○ Support ICs/Campus Admin and PLC Leads on strategies to embed curriculum study protocols into weekly PLC meetings.
	  ○ Examining student work and formative assessment data to adjust instruction within and after the lesson
	● Share Austin ISD's Curriculum Management Plan that clearly outlines:
	  ○ The adopted High-Quality Instructional Materials (HQIM) by content area and grade level.
	  ○ The process and cadence for curriculum development and revision
	  ○ The purpose and function of each curriculum document (scope and sequence, unit guides, assessments, etc.)
	  ○ How feedback can be submitted (e.g., digital feedback form, QR codes in PLCs, periodic surveys)
	  ○ Create structured opportunities for teachers to provide input on both written curriculum and HQIM.
	● Conduct regular instructional observations focused on fidelity of curriculum and HQIM implementation.
	● Align walkthrough tools with HQIM instructional routines and TEKS alignment.
	● Provide tailored coaching to campuses or departments based on observed needs.
	● Share monthly implementation reports with principals and

	district leaders, highlighting successes and next steps.
Iterative Cycle for Reviewing Assessment Data Aligns with: Lever 4 4.2.4, 4.2.5	Summer 2025 Map out suggested pacing of assessment cycle by content area (include required assessments - MAP, Interims, etc) - care to not overload assessment days - Plan PLC data review structure - Overall performance - Performance by SE - Benchmarking Team - What now? - Identify by name and by need (e.g. Math 7, Bob Smith, Unit 5, success: has basic algebraic thinking, needs: support with 7.3b, 7.4c, - may include 6.3a) - use readiness standards at grade level, may include supporting at grade level and prior grade level - use Lead4Ward scaffold) - Includes Instructional Support Team in data process (if available) and findings SY 2025-26 - Implement plan - Gather feedback from teachers along the way - how's it going? What can we tweak? - Utilizing Eduphoria - monitor student performance, attendance - Mid September - Begin intervention groups - On-going through the year - monitor student performance/attendance/needs - adjust intervention groups - September - December - Meetings every two to 3 weeks with IST on student performance/well-being IST - January - April - weekly meetings with IST - December & May - Utilize PLC Survey data to assess efficacy of this portion of plan, adjust as necessary SY 2026-27 - Summer - Adjust plan/calendar based on feedback from

	Year 1
	- Fall - Implement Phase II of plan with identified adjustments - Monitor implementation - Continue tracking student progress - by name and by need - Reflect on progress and necessary changes to process
Professional Learning for MTSS, Literacy & Biliteracy, Advanced Math Pathways Aligns with: Lever 3 3.1.1, 3.1.2, 3.1.3, 3.3.1, 3.3.2, 3.3.4 Lever 4 4.1.1, 4.1.2, 4.1.4, 4.2.3, 4.2.4, 4.2.5	- Establish clear protocols and structures for providing academic interventions to students in need of interventions across all middle school campuses, including AISD MS - Monitor the effectiveness of intervention strategies and make adjustments as needed. - Roll-out plan for intervention resources for math and reading - Collaborate with the Multilingual Team to provide ongoing professional learning on high-impact literacy strategies to support emergent bilingual students for all core content middle school teachers. - Provide professional learning on Research-Based Instructional Strategies (RBIS) for Literacy for all core content middle school teachers. - Provide professional learning for RLA teachers on Readers and Writers Workshop. - Collaborate with Professional Learning to design and launch a Leadership Pathway focused on Sheltered Instruction strategies. - Ensure special education case managers have access and receive training on all tiered resources.
Professional Learning for Content & Pedagogy Aligns with: Lever 5 5.2.2, 5.2.3, 5.2.4, 5.2.5	**Just in Time Trainings -** Deep dive into upcoming curriculum, including HQIM and research-based and high impact instructional strategies (August 2025 - May 2027) **Content & Pedagogy** training for teachers new to a subject (August - October 2025) **Assistant principals (APs) Cohor**t - HQIM, MTSS processes and resource deep dive, PLC support, and coaching practice **Principal Meetings** - HQIM implementation, look-fors, research-based and high impact instructional strategies, and coaching practice

	Instructional Coaches cohort - Planning systems, coaching protocols, and developing look-fors to support HQIM implementation within PLCs and individual classrooms **Humanities + MET Strategies to Support Literacy**- Ongoing professional learning focused on strategies that support language domains across all content areas **Campus Leadership Team Training: (Ongoing)** - PLC Academy - Content Area PD for subjects supervised (includes high-quality pedagogy related to content)
Academic Coaching Support Aligns with: ESF Lever 5, 5.1.1	- AISD MS will have a dedicated math and RLA ACS that supports the campus four days a week. - Academic Coaching Specialists (ACSs) strategically support teachers within Professional Learning Communities (PLCs). - ACSs support the content instructional coaches and campus leadership in curriculum and HQIM implementation. - Academic Coaching Specialists frequently visit classrooms to monitor implementation of the curriculum and to provide targeted support to teachers - Campus support is aligned with campus and district goals.
Multilingual Supports Aligns with: ESF Lever 5, 5.2.3, 5.2.4, 5.3.5	Year 1: 2025 - 26 - Content Based Language Instruction (Sheltered Instruction) Training for all staff - Dual Language (DL) at Middle School Implementation Plan - what is taught in English, what is taught in Spanish. Training and resources to ensure cross-linguistic connections that will help students transfer their knowledge and skills into English. - Create DL and World Handbook for campus - What do we believe about DL and language acquisition - How will we know that we are working in a way that is aligned with our values and beliefs - What are key metrics we expect to see for our bilingual students - What does tiered intervention mean and look like for our EB students (aligned with belief that all students deserve a path to bilingualism if they want - Training for campus admin - HQ DL Classrooms, HQ ESL Classrooms - Professional learning on high-impact literacy strategies to support emergent bilingual students for all core content

	middle school teachers.
	
	Year 2: 2026 - 27
	● Schedule adjustments aligned with HQ programming for DL and ESL students
	● Implementation of HQ programming for students
	● Monitor implementation
	● Continue PL for DL and ESL teachers
	    ○ Tiered Interventions are part of the programming for all students
	    ○ Bilingualism as an asset
	    ○ Supporting students with best and promising practices

Special Education	**School Year 2025-2026**
	● Principals will ensure:
	    ○ Biweekly collaborative planning sessions are calendared for core content teachers and Special Education case managers to co-plan Tier 1 instruction, adapt curriculum materials to meet IEP goals, and integrate assistive technology for students with disabilities.
	    ○ All teachers have access to digital dashboards (MAP Growth, Eduphoria) to support academic data tracking, monitoring, analysis, and the development of high-quality, PLAAFPS and measurable academic IEP goals.
	    ○ Biweekly monitoring of special education
	● Special Education campus support coordinators, assistive technologists, and behavior specialists team will:
	    ○ Require special education teachers who provide specialized academic (e.g., resource math, reading, and writing), behavior, and lifeskills services to use district-approved curriculum.
	        ■ Provide follow-up and coaching to improve fidelity of implementation.
	        ■ Verify special education case managers who support students with behavior goals attend and implement ReThink Ed.
	        ■ Monitor usage of the ReThink Ed platform and provide quarterly check-ins and coaching and training.
	    ○ Provide training and follow up on the development of high-quality Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
	    ○ Provide general and special education teachers training on assistive technology integration, including Learning Ally and Google Accessibility features.

	School Year 2026-2027
	● Principals will continue to ensure that biweekly collaborative planning sessions for core content teachers and Special Education case managers are calendared.
	● The special education team will:
	    ○ Ensure special education case managers receive training, attend and implement district-approved curriculum.
	    ○ Continue to provide training on high-quality FBAs and BIPs.
	    ○ Continue to provide ongoing training on assistive technology integration and accommodation implementation.

Section 504	**School Year 25-26**
	
	● **Conduct Needs Assessment**
	    ○ Review 504 Plans: Ensure all current 504 plans at Burnet Middle School are up-to-date and thoroughly address the unique academic, environmental, and emotional needs of each student.
	● **Professional Development**
	    ○ Provide Section 504 Training to the designated campus 504 coordinator to include but not limited to district wide training and 1:1 in-person training to ensure understanding of the legal requirements of 504 and understanding of the new Frontline platform
	    ○ Assist with the training and roll out plan of Section 504 with campus staff (i.e. appropriate accommodations, case studies, scenarios, etc.).
	● **Family Engagement and Partnership**
	    ○ Co-facilitate and partner with Burnet Middle School at family engagement events, dedicating these sessions to discussing Section 504 and bringing awareness to effective strategies for supporting students with disabilities.

Advanced Academics	**Professional Learning-** The Advanced Academics will ensure all teachers providing GT Services complete annual training- either the 30-hour Foundations or 6-hour GT Update. There are both in-person and virtual, asynchronous opportunities. Counselors and Administrators will complete annual required training. **Quarterly Meetings-** Advanced Academics will hold a

	meeting with principal, counselor, and GT Advocate to review their Austin ISD GT Accountability Ratings. We will co-develop an Action Plan to move the campus from Approaching to Met Accountability for the following areas: Curriculum & Instruction, Professional Learning, and Family and Community Involvement. We will continue to meet during the year to monitor progress and collaboratively address any barriers. **Family Outreach:** In collaboration with our Javits GT Specialist, we will provide opportunities to learn more about GT identification and services. **GT Identification:** The GT Referral window will be open from August 19 to October 7. We will coach the campus to look at Beginning of Year MAP scores for students that may have been overlooked and should be referred. We will provide a short presentation to the faculty to increase the number of staff referrals. **AVID:** An AVID Specialist will provide AVID implementation support such as providing AVID Curriculum, supporting AVID Site Team developing goals and strategies for the year, and ensuring the campus is on track to meet all indicators of the AVID CCI.
Fine Arts	● **Training and Support** - The Fine Arts department will ensure all teachers receive professional learning and equipment necessary to provide equal access to Fine Arts offerings. We will ensure all teachers and students have whatever they need to be successful including covering extra costs/fees for participation. ● **Opportunities and Auditions** - All students will be given an equal opportunity to audition for band, choir, theatre, and all fine arts programming.

Returning Staff Information
- July 28: First day back for professional staff
  - Introduction to AISD HQIM and lesson plan internalization in core content areas;
  - Restart campus programming and instructional models
- August 4-6: New teacher District orientation
  - Restart campus cohorts of new to AISD teachers introduction to AISD systems, supports, process, and HQIM
- August 7, 11 & 15: Campus-level staff development
- August 12-14: District-level staff development

Structural Changes - Aligned to the Extended Day/Out of School Time pillar of ACE
- Campus hours: open daily 7:30am - 5:30pm
- Instructional school day: 8:20am to 3:50 pm

- Extended Day: extra hour of instruction, primarily focused on reading and math
  - Instructional school day: 8:20am to 4:50 pm
  - Intervention hour: Wednesdays, 1:05 pm to 2:05 pm
- 5-period days, rotating A/B block
  - Double block math
  - Double block reading/ELA
  - No loss of electives; programming on campus remains consistent
- Class-load for all teaching staff will be 8:10
- Daily, tracked short formative assessment (e.g. exit-ticket)
- Increased classroom visits by IC, AP, Principal and District School Improvement team

	Current	SY 2025-26
Schedules	4 Blocks/day - 90 minutes	5 Blocks/day - 70 minutes 1 day/week - Extended Day* Summer Opportunities
Content	Literacy & Math - every other day	Literacy & Math every day
Support for Students	Tier 3 as Advisory in schedule Students may lose an elective if they need Tier 3	Tier 3 built into course schedule All students have 2 electives Extended Day - 1x/week Summer Programming
Support for Teachers	Support from ACS - serves multiple campuses Support from 2 ICs - dedicated Reading/Math Access to district level Professional Learning HQIM Training available at Just In Time Trainings MTSS Training & Support	Additional PD Days Focused Calendar in Content Areas PLC: Increased Support & Structure Model Lessons - Math, Reading, 8th Grade Sci & SS Dedicated Academic Coaching Specialist Additional Instructional Coaches Summer Learning Opportunities Additional Planning Time Assessments built in Aware
Support for Administrators	Monthly Principal Meetings Executive Director Support HQIM Overview MTSS Training & Support	Additional Training Days in ESF Job-Embedded PL with Assistant Superintendent Weekly Coaching Cycles Development of Leadership Plan

		TAP Resource Hub - designated supports Explicit HQIM Support

Educator Course Correct

Ensuring Teacher Effectiveness aligned to the Instructional Excellence pillar of ACE:
- Classroom Observations: Administrators will conduct formal and informal observations for each teacher using the Austin ISD classroom observation tool.
- Performance Data: Student performance data will be closely monitored to evaluate the impact of instruction. This includes analyzing both formative assessments—such as classroom-based quizzes and exit tickets—and summative assessments like district benchmarks and state assessments. Emphasis will also be placed on measuring individual student growth to better understand teacher impact over time.
- Upbeat Data: This feedback will inform professional development planning and help teachers adapt instruction to meet student needs. Teachers will also engage in regular self-assessment and goal-setting to promote reflection and continuous improvement, supported by coaching and mentoring as needed.
- Student Focus Groups: Student voice will be incorporated into the evaluation process through structured surveys and classroom feedback forms.

Course Corrections:
- Professional development, through high quality external providers.
- Teachers will be expected to apply newly acquired strategies in their classrooms, with follow-up support provided by instructional leaders.
- Lesson plans, student work samples, and grading practices will be reviewed to ensure alignment with curriculum standards and rigor.
- Weekly visits from the executive director, instructional coach and academic coaches to provide monitoring, coaching, planning, and instructional modeling.
- Individual support plans will be implemented if teacher practice remains unchanged.

Assessments

The Burnet Middle School Instructional Leadership Team (ILT) will be responsible for the ongoing review of assessment data, including:

- **Frequency:** Data will be reviewed at least three times per year following the administration of Fall MAP (BOY), Winter MAP (MOY), and STAAR assessments. TEA Interim assessment data will also be reviewed upon availability.
- **Data Collection:** Student performance data from MAP assessments and STAAR will be collected and analyzed using the Austin ISD Accountability Data Tracker. This tracker will also be leveraged to generate student intervention lists specifically aligned with the Domain 2A cut point for a C rating and the Domain 3 growth targets for all students, the high-focus group, and the two lowest-performing racial groups.
- **Review Process:** The ILT will analyze the data to identify trends in student growth, the effectiveness of implemented interventions, and progress towards the established milestones and overall Domain 2A and Domain 3 targets.
- **Reporting and Communication:** Progress data and analysis will be shared with:
  - **Campus Leadership:** Regularly (at least monthly) to inform instructional adjustments and resource allocation.
  - **Superintendent and Key District Leadership:** On a semesterly cadence, providing an

overview of progress towards milestones and overall performance goals. This will include a review of MAP BOY and MOY data, as well as interim and summative STAAR results.

Assessment Strategy

- Unit assessments for grades 6-8 will be created for Math and ELA, 8th grade science and 8th grade social studies.
- Unit assessments will cover approximately 4 weeks of content and will include 10-15 items.
- Assessment items will be Released STAAR and will include
  - ELA: revising and editing, SCR, ECR (once/9 weeks), reading passages with MC items, and technology enhanced items
  - Math: multiple choice and technology enhanced items
  - Science: multiple choice, technology enhanced items, and short constructed response items
  - Social Studies: multiple choice, technology enhanced items, and short constructed response items
- Unit assessments for grades 6–8 Mathematics, Language Arts, and for 8th grade Science and Social Studies will be accessible in Eduphoria.
- Assessments are collaboratively developed by classroom teachers, instructional coaches, and district curriculum specialists.
- Each unit assessment will evaluate content covered in the current instructional unit and will also include spiraled, high-leverage TEKS to reinforce ongoing learning and mastery.
- At least two formative checks/units for grades 6–8 Mathematics, Language Arts, and for 8th grade Science and Social Studies.
- Adjusted NWEA MAP windows to allow for MOY data to be available prior to December and before STAAR testing.

Student Experience

Austin ISD MS staff will engage in professional development to reflect on their perceptions of emergent bilingual students and adopt asset-based teaching approaches. To enrich student life, the district will assess interests and establish new after-school clubs, creating a comprehensive program for broader engagement. Arts-based activities will be strategically implemented to foster community among students, faculty, and families, with partnerships enhancing these experiences. Furthermore, all staff will receive training on diverse student needs and inclusivity, supported by the hiring of additional, preferably bilingual, counseling staff in alignment with the Wraparound Supports pillar of ACE. These interconnected initiatives aim to create a welcoming, supportive, and enriching environment for all students.

Category	Items
Provide Reflective Work or Training on Emergent Bilingual Perceptions and Mindsets:	- Offer professional development for Austin ISD MS staff focused on understanding and effectively supporting emergent bilingual students. - Encourage reflection on existing perceptions and promote asset-based approaches to language learners.
Create Additional Clubs and	Assess student interests and needs at the combined school

Organizations for Students - After School Program:	• to identify gaps in extracurricular offerings. • Establish new clubs and organizations to cater to a wider range of interests and provide opportunities for students to connect outside of the classroom. • Develop a comprehensive and engaging after-school program.
Implement Strategic Community Building Through Arts-Based Experiences:	• Design and facilitate arts-based activities (visual arts, music, drama, dance, digital media) that provide linguistic and nonlinguistic avenues for students, faculty, and families from both schools to process, connect and express themselves. • Partner with community arts organizations to enhance these experiences.
Ensure Campus and Educators are Prepared to Welcome and Support Students:	• Provide additional professional development for all staff on academic, social, emotional and behavioral needs of all students. • Offer resources and training on creating a welcoming and inclusive environment. • Hire additional counseling staff (preferably bilingual).
School Identities Remain	• AVID Courses • Fine Arts • Extra curriculars • After school programs • Wraparound supports • Key electives instructors • Classified staff including front office, custodians, food service workers, etc.

RESOURCES

Office of School Improvement

AISD is demonstrating its dedication to students and the community by establishing an Office of School Improvement aimed at providing intensive support to campuses with the greatest needs. This commitment includes the strategic allocation of teacher and staffing resources, along with dedicated curriculum and monitoring/evaluation tools. Furthermore, a comprehensive professional development push-in model will empower teachers, complemented by the on-site support of a Counselor, Wellness Counselor, Parent Support

Specialist, Instructional Coach, and Content Interventionist. To further incentivize and facilitate student success, the district is also offering professional stipends and opportunities for supplemental hours, overtime, and tutoring.

Direct Student Support Line Items

Office	Item	Cost	Funding Source
Office of School Improvement	Curriculum, monitoring/evaluation resources	$250,000.00	199 - General Fund
Office of School Improvement	Professional development push-in supports	$200,000.00	199 - General Fund

Increased Staffing Support per Campus

Position/Item	Additional FTEs	Cost	Funding Source
Teachers	2.00	$148,426.00	199 - General Fund
Wellness Counselor	1.00	$95,115.00	199 - General Fund
Instructional Coach	2.00	$166,780.00	199 - General Fund
Content Interventionist	4.00	$296,853.00	199 - General Fund
Professional stipends	n/a	$550,000.00	199 - General Fund
Supplemental hours/overtime/tutoring	n/a	$150,000.00	199 - General Fund
Family supports/resources	n/a	$150,000.00	199 - General Fund
Additional discretionary funds	n/a	$50,000.00	199 - General Fund