



# Austin Independent School District

## Turnaround Plans

*Burnet, Dobie, and Webb Middle Schools*

### TAP STRUCTURE



### STAKEHOLDER ENGAGEMENT

Burnet	Dobie	Webb
<p><b>Staff Meeting:</b> May 6, 2025</p> <p><b>Community Meeting</b></p> <ul style="list-style-type: none"><li>Burnet Community Conversation: May 13, 2025</li></ul> <p><b>Campus Advisory Council</b></p> <p><b>Coffee with the Principal:</b> May 9, 2025</p> <p><b>Community Letters</b></p> <ul style="list-style-type: none"><li>Burnet and Feeder Community Letter: TBD</li></ul>	<p><b>Superintendent Community Meeting:</b> December 17, 2024</p> <p><b>Coffee with the Principal, Campus Advisory Council, Parent Teacher Association Meetings:</b></p> <ul style="list-style-type: none"><li>February 4, 2025</li><li>March 4, 2025</li><li>April 1, 2025</li></ul> <p><b>Campus Staff Meeting:</b> April 1, 2025</p> <p><b>Dobie Turnaround Plan Community Letter and Survey:</b> April 3, 2025 (<a href="#">Letter</a>)</p>	<p><b>Staff Meeting:</b> May 6, 2025</p> <p><b>Community Meetings</b></p> <ul style="list-style-type: none"><li>Webb Community Conversation: May 12, 2025</li></ul> <p><b>Campus Advisory Council</b></p> <p><b>Coffee with the Principal:</b> May 12, 2025</p> <p><b>Community Letters</b></p> <ul style="list-style-type: none"><li>Burnet and Feeder Community Letter: TBD</li></ul>



<p><b>Collaborative TAP Planning Meeting with Burnet Community:</b> May 22, 2025</p> <p><b>Draft Turnaround Plan and feedback form shared electronically and printed at campus:</b> Friday, May 23</p> <p><b>Public Hearing:</b> Thursday, June 12</p>	<p><b>District Staff Meeting:</b> April 14, 2025</p> <p><b>Dobie Community Meeting:</b> April 14, 2025</p> <p><b>Lamar Staff Meeting:</b> April 17, 2025</p> <p><b>Collaborative TAP Planning Meeting with Dobie Community:</b> May 20, 2025</p> <p><b>Draft Turnaround Plan and feedback form shared electronically and printed at campus:</b> Friday, May 23</p> <p><b>Public Hearing:</b> Thursday, June 12</p>	<p><b>Collaborative TAP Planning Meeting with Webb Community:</b> May 20, 2025</p> <p><b>Draft Turnaround Plan and feedback form shared electronically and printed at campus:</b> Friday, May 23</p> <p><b>Public Hearing:</b> Thursday, June 12</p>
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## SCHOOL IMPROVEMENT STRATEGY

Burnet	Dobie	Webb
<p>Upon the release of the 2023 State Accountability Ratings Burnet MS has two consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan.</p>	<p>Domain 3 Score in the bottom 5% of Middle Schools across the state.</p> <p>Strategies alignment to identification: Dobie MS will improve student growth in reading, math, and ELPs growth on TELPAS to achieve a C in Domain 3.</p>	<p>Upon the release of the 2023 State Accountability Ratings Webb MS has two consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan.</p>
<p><b>District Improvement Strategy:</b> District-managed Restart Plan / 1882 Contingency</p>	<p><b>District Improvement Strategy:</b> District-managed Restart Plan / 1882 Contingency</p>	<p><b>District Improvement Strategy:</b> District-managed Restart Plan / 1882 Contingency</p>



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

Milestone	Priority Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Data
Observation/Monitoring calendar for each admin indicating which class will be observed on which day and what will be monitored (ex: RtI, exit ticket routine, daily objective alignment, lesson plan delivery)	5.2	Week of 8/19/2025	Observation Calendar; Feedback Rubric	Admin	Observation Calendar; Feedback Rubric Completed	Bi-Weekly
Calendar to push in/pull out students with low mastery for small intervention groups with our instructional coaches	5.4	Week of 9/2/2025	Push In/Pull-Out Schedule	Principal Instructional Coach	Pull-Out Attendance of Students	Monthly
Common assessments include retest of retaught standards	4.1	Week of 9/15/2025	data trackers; sample test questions; released STAAR questions	Academic Coaching Specialists, Instructional Coaches	Copies of common assessments w/ retested standards	4 weeks 9 weeks
Weekly PLC meetings	5.3	Week of 8/19/2025	PLC meetings on the calendar; PLC weekly agendas	Administration Instructional Coaches	PLC agenda and sign-in sheets	Weekly
Student data tracking for ELA and Math	1.3	Week of	Data tracking tool	Assistant	Data tool tracking	4 weeks





## MPM: Talent Strategy - Staffing and Talent

Principals for restart campuses are selected based on their proven track record of student success and fostering a positive campus culture. Effective teachers are identified through statistical analysis of student growth data, administrator observations, and are invited to apply, with a limit of four teachers per existing campus moving to a restart campus unless waived by the principal. Teachers hired from outside the district undergo a similar evaluation process focusing on their experience, qualifications, and potential to drive student growth. To compensate for the extended school day and challenging environment, restart campus staff receive significant stipends in addition to their base pay. Both principals and teachers benefit from additional professional development at the beginning of the year and ongoing targeted support.

- Principals are selected based on a track record of student success and positive campus culture.
  - Resources: [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, and subsequently invited to apply to teach at a restart campus.
  - 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: [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](#)
- To minimize the negative impact on campuses contributing their teachers to this initiative, no more than 2 teachers per campus will be allowed to move to a restart campus.
- Understanding new staff members will face additional challenges and professional responsibilities such as an extended school day, school enrichment, a generally more challenging environment, educators are offered stipends in addition to their base pay per the following table.
  - Both teachers and principals are provided with additional days of professional development at the beginning of the year and targeted and differentiated PD opportunities during the year.

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



Librarian	\$8,000
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### MPM: 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	Middle school campus administrators and instructional coaches
July 15, 2025 - New AP and Principal, PPfT and CAPR Training	PPfT and CAPR 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	<a href="#">AISD Principal Restart Framework</a> and <a href="#">AISD Leadership Framework (Crosswalk)</a> (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 Series (APLS)	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), including a Just in Time 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 Growth and Development and Academics for Restart ICs.	Instructional coaches
<b>Secondary Office for Teaching, Leading and Learning Supports for School Year 2025-2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
Ongoing 2025-2026 bi-weekly coaching sessions with executive directors	<p>Craft campus criteria for success (CFS) to ensure alignment to the aspirations and expectations of the enabling systems</p> <p>Communicate and clarify campus-based leadership roles and responsibilities related to the key enabling systems</p> <p>Discuss challenges schools are facing and brainstorm solutions</p> <p>Analyze academic data, testing results, attendance trends, and other performance indicators</p> <p>Set targets or action plans for improvement</p>	Principals, Assistant Principals, Campus ILTs
Ongoing 2025-2026 monthly principal meetings	<p>Offer training or workshops to strengthen leadership, management, and instructional skills</p> <p>Introduce new tools, programs, or educational strategies</p> <p>Share best practices among schools</p>	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	<p>Review and refine campus-based improvement plans based on SY25-26 outcomes.</p> <p>Deep dive into specific school-wide instructional initiatives and their impact.</p> <p>Analyze progress towards established targets and identify necessary adjustments.</p> <p>Explore innovative staffing models and their connection to student achievement.</p> <p>Problem-solve complex campus-level challenges related to implementation and sustainability.</p>	Principals, Assistant Principals, Campus ILTs
Ongoing 2026-2027 monthly principal meetings	<p>Focus on data analysis protocols and their effective application at the campus level.</p> <p>Showcase successful implementation of new tools, programs, or educational strategies from the previous year.</p> <p>Engage in collaborative problem-solving around common instructional or leadership challenges. Introduce research-based best practices for specific areas of identified need (e.g.,</p>	Principals



	literacy interventions, STEM integration).	
	Plan for and share resources related to upcoming district initiatives.	

### MPM: 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
<b>July 28 - July 31, 2025</b> - Restart Campuses	Introduction to AISD HQIM and lesson plan internalization in core content areas; Restart campus programming and instructional models	Restart teachers@ Dobie, Webb and Burnet
<b>August 6, 2025</b> - 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
<b>August 13, 2025</b> - AISD Role Specific Staff Development Day	HQIM professional learning identifying resources and planning for structured implementation	AISD core content area teachers and ICs
<b>September 22, 2025</b> - 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
<b>November 4, 2025</b> - AISD Staff Development Day	Level 2 of HQIM professional learning focusing on effective team planning, research-based and high impact instructional strategies, and	AISD core content area teachers and IC



	differentiated instruction; tailored Restart campus sessions with data analysis	
Upfront Training for School Year 2026-2027		
Date	Content	Audience
<b>August 12, 2026</b> - AISD Role Specific Staff Development Day	HQIM professional learning identifying resources and planning for structured implementation	AISD core content area teachers and ICs
<b>September 21, 2026</b> - 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
<b>November 2, 2026</b> - 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	AISD core content area teachers and ICs



	practices across the district	
<b>Job-Embedded Coaching for School Year 2025-2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
<b>September - October 2025</b>	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 Dobie MS, Webb, and Burnet.
<b>November 2025 - May 2026</b>	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 Dobie MS, Webb, and Burnet teachers.
<b>Job-Embedded Coaching for School Year 2026-2027</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
<b>September - October 2026</b>	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 Dobie MS, Webb, and Burnet, but not limited to.
<b>November 2026 - May 2027</b>	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 Dobie MS, Webb, and Burnet teachers but not limited to.
<b>Ongoing Professional Learning Cohorts for School Year 2025-2026</b>		
<b>Date</b>	<b>Content</b>	<b>Audience</b>
<b>Ongoing 2025-2026 quarterly Just in Time curriculum training</b>	Deep dive into upcoming curriculum, including HQIM and research-based and high impact instructional	AISD core content area teachers and ICs, including Dobie MS, Webb, and Burnet teachers and ICs.



	strategies	
Ongoing Professional Learning Cohorts for School Year 2026-2027		
Date	Content	Audience
<b>Ongoing</b> 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 Dobie MS, Webb, and Burnet teachers and ICs.
<b>Ongoing</b> 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 Dobie core content teachers from Talent Growth and Development	Instructional Coaches (ICs), including Dobie MS, Webb, and Burnet teachers and ICs.
<b>Ongoing</b> 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), including Dobie MS, Webb, and Burnet teachers and ICs.

### MPM: 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 District Framework. 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
<b>HQ PLCs that Focus on Results</b> Aligns with:  DSF Lever 3 3.1.1, 3.1.2, 3.3.2, 3.3.4  DSF Lever 4 4.1.1, 4.1.2, 4.2.3, 4.2.5  DSF 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	<b>Year 1: 2025-26</b> <ul style="list-style-type: none"><li>● 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.</li><li>● 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:<ul style="list-style-type: none"><li>○ 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</li><li>○ Action plans for:<ul style="list-style-type: none"><li>■ August (roll out),</li><li>■ September (defining systems),</li><li>■ October (implementation),</li><li>■ November (tightening systems),</li><li>■ December (reflection and planning forward)</li><li>■ January - April (full implementation with cycles for reflection and continuous improvement by campus leadership)</li></ul></li><li>○ Campuses become learner-centered institutions that focus on student learning and increased achievement outcomes for every child</li><li>○ Plan for PLC Survey by 9 weeks that addresses how time is spent focusing on instruction and student support</li><li>○ Progress Monitoring Planning the addresses:<ul style="list-style-type: none"><li>■ What will we do for students who have not learned it yet?</li></ul></li></ul></li></ul>



	<ul style="list-style-type: none"><li>● Tiered Intervention<ul style="list-style-type: none"><li>■ What will we do for students who would benefit from extension/enrichment?</li></ul></li><li>● Tiered Enrichment<ul style="list-style-type: none"><li>○ On-going training and support for campus leadership, department chairs</li></ul></li><li>● Creation of Instructional Support Team<ul style="list-style-type: none"><li>○ Identify students currently performing below grade level in reading and math</li><li>○ 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</li><li>○ Weekly CST meeting to track student progress - attendance, performance, interventions, new strategies</li></ul></li></ul> <p><b>Year 2 - 2026 - 27</b></p> <ul style="list-style-type: none"><li>● Summer 2026: Plan for PLC Implementation for Year 2 - Campus Leadership, School Leadership, Academics</li><li>● Analyze PLC Surveys for patterns and trends - successes and challenges</li><li>● 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)</li><li>● Plan for PLC Lead training - PLC Academy/MRL</li><li>● Back to School - Recommit to campus as a high-functioning PLC that focuses on results</li><li>● Improve upon systems from Y1<ul style="list-style-type: none"><li>○ Continue Surveys at the end of 9-weeks</li><li>○ IST for students at Risk</li></ul></li></ul>
<p><b>Implementation of Written Curriculum &amp; Adopted HQIM and RBIS</b></p> <p>Aligns with:</p>	<ul style="list-style-type: none"><li>● Provide ongoing learning experiences for teachers on:<ul style="list-style-type: none"><li>○ Unpacking TEKS and utilizing vertical alignment documents to plan for high-quality instruction for all</li></ul></li></ul>



<p>EDF Lever 4 4.1.1, 4.1.2, 4.2.3</p> <p>EDF Lever 5 5.2.2, 5.2.3, 5.2.4, 5.2.</p>	<p>students</p> <ul style="list-style-type: none"><li>○ Internalizing unit guides and planning coherent and differentiated daily lessons.</li><li>○ Identify misconceptions and scaffolds during planning.</li><li>○ Incorporating high-impact instructional strategies aligned</li><li>○ Support ICs/Campus Admin and PLC Leads on strategies to embed curriculum study protocols into weekly PLC meetings.</li><li>○ Examining student work and formative assessment data to adjust instruction within and after the lesson</li><li>● Share Austin ISD's Curriculum Management Plan that clearly outlines:<ul style="list-style-type: none"><li>○ The adopted High-Quality Instructional Materials (HQIM) by content area and grade level.</li><li>○ The process and cadence for curriculum development and revision</li><li>○ The purpose and function of each curriculum document (scope and sequence, unit guides, assessments, etc.)</li><li>○ How feedback can be submitted (e.g., digital feedback form, QR codes in PLCs, periodic surveys)</li><li>○ Create structured opportunities for teachers to provide input on both written curriculum and HQIM.</li></ul></li><li>● Conduct regular instructional observations focused on fidelity of curriculum and HQIM implementation.</li><li>● Align walkthrough tools with HQIM instructional routines and TEKS alignment.</li><li>● Provide tailored coaching to campuses or departments based on observed needs.</li><li>● Share monthly implementation reports with principals and district leaders, highlighting successes and next steps.</li></ul>
<p>Iterative Cycle for Reviewing Assessment Data</p>	<p>Summer 2025</p>





<p>Aligns with: Lever 4 4.2.4, 4.2.5</p>	<p>Map out suggested pacing of assessment cycle by content area (include required assessments - MAP, Interims, etc) - care to not overload assessment days</p> <ul style="list-style-type: none"><li>● Plan PLC data review structure<ul style="list-style-type: none"><li>○ Overall performance</li><li>○ Performance by SE</li><li>○ Benchmarking Team</li><li>○ What now?</li><li>○ 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)</li><li>○ Includes Instructional Support Team in data process (if available) and findings</li></ul></li></ul> <p>SY 2025-26</p> <ul style="list-style-type: none"><li>● Implement plan</li><li>● Gather feedback from teachers along the way - how's it going? What can we tweak?</li><li>● Utilizing Eduphoria - monitor student performance, attendance</li><li>● Mid September - Begin intervention groups</li><li>● On-going through the year - monitor student performance/attendance/needs - adjust intervention groups</li><li>● September - December - Meetings every two to 3 weeks with IST on student performance/well-being IST</li><li>● January - April - weekly meetings with IST</li><li>● December &amp; May - Utilize PLC Survey data to assess efficacy of this portion of plan, adjust as necessary</li></ul> <p>SY 2026-27</p> <ul style="list-style-type: none"><li>● Summer - Adjust plan/calendar based on feedback from Year 1</li></ul>
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	<ul style="list-style-type: none"><li>● Fall - Implement Phase II of plan with identified adjustments</li><li>● Monitor implementation</li><li>● Continue tracking student progress - by name and by need</li><li>● Reflect on progress and necessary changes to process</li></ul>
<b>Professional Learning for MTSS, Literacy &amp; Biliteracy, Advanced Math Pathways</b> 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	<ul style="list-style-type: none"><li>● Establish clear protocols and structures for providing academic interventions to students in need of interventions across all middle school campuses, including AISD MS</li><li>● Monitor the effectiveness of intervention strategies and make adjustments as needed.</li><li>● Roll-out plan for intervention resources for math and reading</li><li>● 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.</li><li>● Provide professional learning on Research-Based Instructional Strategies (RBIS) for Literacy for all core content middle school teachers.</li><li>● Provide professional learning for RLA teachers on Readers and Writers Workshop.</li><li>● Collaborate with Professional Learning to design and launch a Leadership Pathway focused on Sheltered Instruction strategies.</li></ul>
<b>Professional Learning for Content &amp; Pedagogy</b> Aligns with:  Lever 5 5.2.2, 5.2.3, 5.2.4, 5.2.5	<ul style="list-style-type: none"><li>● <b>Just in Time Trainings</b> - Deep dive into upcoming curriculum, including HQIM and research-based and high impact instructional strategies (August 2025 - May 2027)</li><li>● <b>Content &amp; Pedagogy</b> training for teachers new to a subject (August - October 2025)</li><li>● <b>Assistant principals (APs) Cohort</b> - HQIM, MTSS processes and resource deep dive, PLC support, and coaching practice</li><li>● <b>Principal Meetings</b> - HQIM implementation, look-fors, research-based and high impact instructional strategies, and coaching practice</li><li>● <b>Instructional Coaches cohort</b> - Planning systems, coaching protocols, and developing look-fors to support HQIM implementation within PLCs and individual classrooms</li></ul>



	<ul style="list-style-type: none"><li>● <b>Humanities + MET Strategies to Support Literacy</b>- Ongoing professional learning focused on strategies that support language domains across all content areas</li><li>● <b>Campus Leadership Team Training: (Ongoing)</b><ul style="list-style-type: none"><li>○ PLC Academy</li><li>○ Content Area PD for subjects supervised (includes high-quality pedagogy related to content)</li></ul></li></ul>
<b>Academic Coaching Support</b> Aligns with: EDF Lever 5, 5.1.1	<ul style="list-style-type: none"><li>● AISD MS will have a dedicated math and RLA ACS that supports the campus four days a week.</li><li>● Academic Coaching Specialists (ACSs) strategically support teachers within Professional Learning Communities (PLCs).</li><li>● ACSs support the content instructional coaches and campus leadership in curriculum and HQIM implementation.</li><li>● Academic Coaching Specialists frequently visit classrooms to monitor implementation of the curriculum and to provide targeted support to teachers</li><li>● Campus support is aligned with campus and district goals.</li></ul>
<b>Multilingual Supports</b> Aligns with: EDF Lever 5, 5.2.3, 5.2.4, 5.3.5	<p>Year 1: 2025 - 26</p> <ul style="list-style-type: none"><li>● Content Based Language Instruction (Sheltered Instruction) Training for all staff</li><li>● 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.</li><li>● Create DL and World Handbook for campus<ul style="list-style-type: none"><li>○ What do we believe about DL and language acquisition</li><li>○ How will we know that we are working in a way that is aligned with our values and beliefs</li><li>○ What are key metrics we expect to see for our bilingual students</li><li>○ 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</li></ul></li><li>● Training for campus admin - HQ DL Classrooms, HQ ESL Classrooms</li><li>● Professional learning on high-impact literacy strategies to support emergent bilingual students for all core content middle school teachers.</li></ul>



	<p>Year 2: 2026 - 27</p> <ul style="list-style-type: none"> <li>• Schedule adjustments aligned with HQ programming for DL and ESL students</li> <li>• Implementation of HQ programming for students</li> <li>• Monitor implementation</li> <li>• Continue PL for DL and ESL teachers <ul style="list-style-type: none"> <li>○ Tiered Interventions are part of the programming for all students</li> <li>○ Bilingualism as an asset</li> <li>○ Supporting students with best and promising practices</li> </ul> </li> </ul>
<b>Fine Arts</b>	<ul style="list-style-type: none"> <li>• <b>Training and Support</b> - 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.</li> <li>• <b>Opportunities and Auditions</b> - All students will be given an equal opportunity to audition for band, choir, theatre, and all fine arts programming.</li> </ul>

	<b>Current</b>	<b>SY 2025-26</b>
<b>Schedules</b>	4 Blocks/day - 90 minutes	5 Blocks/day - 70 minutes 1 day/week - Extended Day* Summer Opportunities
<b>Content</b>	Literacy & Math - every other day	Literacy & Math every day
<b>Support for Students</b>	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
<b>Support for Teachers</b>	Support from ACS - serves multiple campuses Support from 2 ICs - dedicated	Additional PD Days Focused Calendar in Content Areas PLC: Increased Support & Structure



	Reading/Math Access to district level Professional Learning HQIM Training available at Just In Time Trainings MTSS Training & Support	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
<b>Support for Administrators</b>	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

### MPM: Educator Course Correct

#### Ensuring Teacher Effectiveness

- 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.



### MPM: Assessments

The Dobie, Webb, and Burnet Middle School Instructional Leadership Teams (ILTs) 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/unit 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.

### MPM: 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. 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:	<ul style="list-style-type: none"><li>● Offer professional development for Austin ISD MS staff focused on understanding and effectively supporting emergent bilingual students.</li><li>● Encourage reflection on existing perceptions and promote asset-based approaches to language learners.</li></ul>
Create Additional Clubs and Organizations for Students - After School Program:	<ul style="list-style-type: none"><li>● Assess student interests and needs at the combined school to identify gaps in extracurricular offerings.</li><li>● Establish new clubs and organizations to cater to a wider range of interests and provide opportunities for students to connect outside of the classroom.</li><li>● Develop a comprehensive and engaging after-school program.</li></ul>
Implement Strategic Community Building Through Arts-Based Experiences:	<ul style="list-style-type: none"><li>● 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.</li><li>● Partner with community arts organizations to enhance these</li></ul>



	experiences.
Ensure Campus and Educators are Prepared to Welcome and Support Students:	<ul style="list-style-type: none"> <li>• Provide additional professional development for all staff on academic, social, emotional and behavioral needs of all students.</li> <li>• Offer resources and training on creating a welcoming and inclusive environment.</li> <li>• Hire additional counseling staff (preferably bilingual).</li> </ul>
School Identities Remain	<ul style="list-style-type: none"> <li>• AVID Courses - Dobie MS</li> <li>• Fine Arts</li> <li>• Extra curriculars</li> <li>• After school programs</li> <li>• Wraparound supports</li> <li>• Key electives instructors</li> <li>• Classified staff including front office, custodians, food service workers, etc.</li> </ul>

## RESOURCES

### Office of School Improvement

AIISD 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
Office of School Improvement	Curriculum, monitoring/evaluation resources	\$250,000.00
Office of School Improvement	Professional development push-in supports	\$200,000.00

### Increased Staffing Support per Campus

*Austin ISD Turnaround Plans 2025/2026*





Position/Item	Additional FTEs	Cost
Teachers	2.00	\$148,426.78
Counselor	1.00	\$95,115.31
Wellness Counselor	1.00	\$95,115.31
Instructional Coach	2.00	\$166,780.54
Content Interventionist	4.00	\$296,853.56
Professional stipends	n/a	\$550,000.00
Supplemental hours/overtime/tutoring	n/a	\$150,000.00
Family supports/resources	n/a	\$150,000.00
Additional discretionary funds	n/a	\$50,000.00
		<b>\$1,702,291.50</b>