Austin Independent School District
Allison Elementary
2026-2027 Turnaround Plan

Needs Assessment and Stakeholder Engagement

I assure that the campus named in this plan has conducted an on-site needs assessment in accordance with Texas Education Code (TEC) §39A.053 to determine the factors contributing to low performance and lack of progress. Examples of aligned diagnostics used may include, but are not limited to, the Effective Schools Framework (ESF) Diagnostic, the Effective District Framework Diagnostic, Texas Strategic Leadership (TSL) Landscape Analysis, or a locally developed needs assessment.

Yes

I assure that the locally conducted needs assessment met the requirements in Section §39A.053 of the Texas Education Code, and that the documentation of the needs assessment and supporting analyses is maintained locally and available upon request.

Yes

I assure that I will opt into joining the Texas Exchange for use of the Instructional Insights App and use it as the campus observation and feedback system for school year 26-27. Warning: If your campus does not plan to join the Exchange, then there must be a robust observation and feedback system in place or the TAP is likely to be denied.

Yes

I assure that the Campus Intervention Team (CIT) has conducted a public meeting for this campus required to submit a Turnaround Plan, in accordance with Texas Education Code (TEC) §39A.104, with the campus principal, members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members residing in the district to review the campus performance rating and solicit input for the development of the Turnaround Plan.

Yes

I assure that written notice of the required public meeting was provided to the parents of students attending the campus and posted on the campus website, in accordance with Texas Education Code (TEC) §39A.104, and that the notice included the date, time, and place of the meeting.

Yes

I assure that the board conducted a public hearing for this campus identified for school improvement, in accordance with Texas Education Code (TEC) §39A.103 and §39A.104, to notify the public of the campus's insufficient performance, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if performance does not improve. I further assure that the board solicited public comment on the plan and that the plan was posted on the district website prior to the hearing.

Yes

Please select the date of board approval for this plan:

October 29, 2026

As part of the Turnaround Plan (TAP) submission, in accordance with Texas Education Code (TEC) §39A.104, the LEA must upload documentation of stakeholder feedback or the stakeholder engagement process. If no comments were received, the LEA must upload a document explaining the public comment process conducted and the reason stakeholder comments were not submitted. Please upload a copy of public comments or additional documents explaining the lack of public comments:

Allison Community Feedback - Google Docs.pdf

SI Strategy

Please select the option that best describes your overall school improvement strategy for this campus for the 2026-2027 school year.

Intensive Curriculum & Instruction Improvements

Which, if any, program is this campus engaged with for the 26-27 school year?

Other

Please specify the other program:

TNTP Learning Lab

Which, if any, program is your school system interested in to support this strategy?

Our campus is not engaged in a TEA program

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

TNTP, Other, District Staff

Please specify the other organization:

Solutions Tree

How many district staff members will be responsible for capacity building with this campus?

2

What are the names and roles of district staff members responsible for capacity building, and what percentage of their role is dedicated to supporting implementation of the school improvement strategy? Please include Name, Role, and Percent for each staff member.

Dr. Gerardo Medina, Executive Director of Elementary Schools: 50%
Dr. Joe Garza, Assistant Superintendent of Elementary Schools: 50%

Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).

Dr. Joe Garza
Assistant Superintendent of Elementary Schools is an accomplished educational leader with over two decades of experience driving successful school turnarounds across campus, district, and regional levels. Beginning his administrative career as a principal from 2002 to 2018, he transformed three elementary schools from struggling Focus and PEG designations into high-performing Exemplary, A-rated, and National Blue Ribbon institutions. As an Executive Director of Schools, he scaled this impact district-wide by elevating every C- and D-rated campus under his supervision to A and B status. He subsequently expanded his work at the Regional Service Center, guiding complex improvement initiatives and facilitating innovative SB 1882 partnerships, before stepping into his current role as Assistant Superintendent.

Dr. Gerardo Medina
Executive Director of Elementary Schools
During his tenure as principal of Almeda Elementary, Gerardo Medina successfully led a comprehensive turnaround effort that elevated the campus from a low C rating to an A rating. This transformation was driven by a clear, data-informed improvement plan focused on building instructional excellence and a strong school culture. Under his leadership, Domain 2 (School Progress) rose from 72 to 93, and Domain 3 (Closing the Gaps) increased from 68 to 80, reflecting significant gains in student growth and equity.
Dr. Medina prioritized strategic hiring to cultivate a cohesive and high-performing team aligned with the school's mission and values. He strengthened PLCs to promote collaborative lesson planning, data analysis, and instructional alignment. To address the whole child, he implemented robust social-emotional learning (SEL) programs that improved school climate and student engagement. Through targeted interventions, acceleration opportunities, and a relentless focus on excellence and accountability, Gerardo transformed Almeda Elementary into a model of academic achievement and collective efficacy.
Mr. Jose Salazar-Salas
Interim Principal
Mr. Salazar-Salas is a dedicated Texas elementary principal with a proven track record of driving rapid, sustainable campus improvement. Grounded in data-driven instruction, targeted intervention systems, and the Texas Accountability System framework, Mr. Salazar-Salas specializes in transforming school culture and elevating academic outcomes. Throughout his administrative career, Mr. Salazar-Salas has led instructional teams to achieve measurable gains on state assessments and foster high-performance professional learning communities (PLCs) focused on student growth.

Please outline the projected costs required to implement the plan, including expenses for materials and staffing needed to support the strategy. Be sure to clearly specify the anticipated funding sources for each cost.

Unless otherwise indicated, the funding source is from the local budget.

TNTP Lighthouse & Learning Lab (49.5% District Commitment, 50.5% Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation): $138,877

District Commitment to Hold Harmless During Staff Reduction Process ahead of the 2026-27 SY when Student to Teacher Ratio was Increased District Wide: $213,481.00

Parent Support Team Member for Family Engagement and Support (50% City of Austin Grant + 25% District Commitment + 25% Federal grant): $56,000

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

Local and Title funds will be allocated to prioritize complete fidelity of implementation of the school improvement strategy.

How will the campus or district redistribute talent and resources to proportionately support this campus's needs?

The district has a Support and Resource Index that it uses to prioritize campuses in the way they are resourced and supported by the district. All campuses with a Turnaround Plan are in the highest band. This means that these campuses will be given extensive consideration when considering budget cuts, changing staffing formulas, and leveling. It also means that campuses with Turnaround Plans will be given first priority when it comes to operational support, like resolving tickets for maintenance, so that all barriers to student learning are removed with the greatest urgency. When it comes to staffing for vacancies, campuses with Turnaround Plans will be given the greatest consideration by staffing partners in Talent Strategy, especially to place certified teachers with TIA designation and 2+ years of teaching experience. Campus leadership will receive ongoing coaching and consultation to ensure the most effective teachers are placed to critical grade levels and foundation curriculum subjects on the campus.

The district reduced caseloads for Executive Directors assigned to Turnaround campuses, enabling them to provide frequent, embedded coaching and administrative oversight.

Curriculum and Instruction

Please select the adopted curriculum for: K-5 Math

STEMscopes Texas Math

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

Yes

How many instructional minutes per week are in the master schedule for K-5 Math curriculum delivery?

425

Does the amount of minutes meet the required/recommended number of minutes for the K-5 Math curriculum?

Yes

Please select the adopted curriculum for: K-5 RLA

HMH Into Reading Texas/ HMH ¡Arriba la lectura! Texas

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

Yes

How many instructional minutes per week are in the master schedule for K-5 RLA curriculum delivery?

550

Does the amount of minutes meet the required/recommended number of minutes for the K-5 RLA curriculum?

Yes

Please select the adopted curriculum for: 6-8 Math

Not applicable

Please select the adopted curriculum for: 6-8 RLA

Not applicable

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

Not applicable

Please select the adopted curriculum for: 9-12 RLA

Not applicable

How many instructional days are included in the 2026-2027 calendar?

171

Use the provided table to describe the campus's assessment plan, including the specific assessment tools that will be used, whether it is a district or campus assessment, frequency, and how the results of the assessment will be used.

Type of Assessment	Please specify other assessment type:	Campus or District	Frequency	Purpose (how will these results be used)
Other	MAP Growth Elem - Math and RDG	District	BOY/MOY/ EOY	Screener - measures what students know and can do independently - literacy and numeracy
Curriculum Based Assessment		District	BOY/MOY/ EOY	Assessing curriculum attainment and student proficiency of standards
Other	MAP Reading Fluency K-5	District	BOY/MOY/ EOY	Assesses foundational literacy skills - oral and written reading fluency

Describe the campus system for monitoring student growth data, including how student growth data will be tracked and monitored.

AISD BOY and MOY Student Data Trackers: Using NWEA MAP STAAR Projected Proficiency Levels. Teachers and students will track if students are meeting their personal Academic Growth goals.

What is the campus plan for student intervention and supporting students below grade level and in special populations?

Campus has developed a comprehensive MTSS plan. Using multiple sources of data campuses will provide Tier 2 & 3 intervention using district approved interventions and document all progress monitoring in eCST. Meetings will be held to place students into intervention and then convene again to review progress monitoring data to make data informed decisions regarding student responsiveness to the interventions provided.

Will the campus implement a PLC structure?

Yes

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

PLCs are designed by grade level and content areas.

How frequently will PLCs occur?

PLCs meet twice weekly, once for lesson internalization and once for data analysis.

Who will facilitate PLCs?

One per week is led by administrators (principal and AP) and one per week is led by teacher leaders.

Who is required to attend PLCs?

All general education K-5, ESL teachers, as well as Special Education teachers who are serving students in those grade levels attend PLCs.

Please describe the PLC protocol used at the campus. You may upload your PLC agenda as additional evidence to ensure clarity.

There are three types of Professional Learning Communities (PLC) protocols to be used, each designed to strengthen instruction and student outcomes.

The first is the Lesson Internalization PLC. It is a collaborative planning process that helps teachers deeply understand upcoming lessons, align instruction to grade-level standards, and anticipate student needs. Each session includes time to connect, celebrate instructional successes, analyze assessments to clarify expectations, and internalize lessons using HQIM through guided practice and planning. The goal is for every teacher to leave with a clear vision of what success looks like for students and how to deliver instruction with rigor and consistency. This process allows educators to refine delivery and anticipate challenges through a structured cycle of preparation and debriefing.

Data Analysis PLCs center on the ongoing examination of student work and assessment data to inform timely instructional decisions. Each session begins with a brief Connection and Data Celebration, creating space to acknowledge progress and share effective instructional practices. During the Data Analysis PLC, teachers analyze performance to identify which students are approaching, meeting, or mastering standards, noting common errors and misconceptions. Teams identify patterns of understanding and determine whether learning gaps stem from content knowledge, student needs, or instructional practices. In the Student Work Analysis, teachers collaboratively review written work or problem sets to evaluate.
The third type is the Summative Assessment Analysis PLC, where teachers analyze results from unit or summative assessments or BOY, MOY, EOY MAP data. This structure emphasizes identifying performance levels, and noting trends across student groups. Based on these findings, the PLC designs tiered supports such as targeted interventions for students with significant gaps.

Upload PLC agenda (optional):

—

Capacity Building

Please describe your planned training/PD sessions for each role, including who delivers and who attends.

Role	Training/PD Description	Delivered By	Attended By
Principal Manager	Principal supervisors will receive specialized training to strengthen their ability to coach and support campus leaders. This learning will include developing consistency in instructional expectations, deepening understanding of the district's curriculum, and conducting classroom walk-throughs using common observation and feedback protocols.	TNTP	Principal Managers
Principal	Principals will engage in monthly professional learning sessions designed to enhance their instructional leadership. These sessions will focus on observing and facilitating Professional Learning Communities (PLCs), providing meaningful feedback to teachers, and supporting effective curriculum implementation across all content areas.	TNTP	Principals
Teacher	Teachers will begin the year with districtwide professional development tailored by content area, equipping them to effectively use district-adopted materials for Tier 1, Tier 2, and Tier 3 instruction. Throughout the year, teachers will attend quarterly curriculum sessions to deepen their understanding of AISD curriculum documents, analyze student data, and plan for reteaching based on student needs. In addition, district professional learning days will focus on strengthening MTSS practices, where ELA and math teachers will receive training on intervention strategies, district-approved resources, and systems for monitoring student progress. Together, these professional learning structures ensure that every educator in Austin ISD is supported to deliver rigorous, aligned, and responsive instruction for all students.	TNTP	Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	TNTP will provide school leaders with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.	TNTP	Other Campus Admin

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

Austin ISD implements a tiered professional learning system that tailors training for inexperienced and coaching to educators' experience and areas for growth. This approach (less than 2 years in role) ensures every teacher and leader receives the right level of support to and/or ineffective strengthen instruction, leadership, and student outcomes. teachers/ leaders

Support for New and Emerging Educators Educators with fewer than two years of experience participate in the New Teacher and New Leader Academy, which provides foundational training in lesson planning, classroom management, differentiation, and data-driven instruction. Each new educator is paired with a mentor who offers regular coaching, model lessons, and real-time feedback. Guided PLCs and monthly "Mentor/Mentee Meet Ups" reinforce effective instructional practices and build confidence in implementing the district curriculum. Additionally, Menchaca is partnering with University of Texas by engaging in the THRIVE program to further develop our mentors.

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

Whole-Staff Alignment:
To maintain consistency across all experience levels, recurring professional learning focuses on student engagement, literacy and numeracy strategies, and effective classroom expectations. PLCs serve as collaborative spaces for lesson review, reflection, and data analysis, while leaders calibrate feedback weekly using shared tools. Through this differentiated approach, we will foster high-quality instruction, consistent professional growth, and a culture of excellence that supports both educators and students.

In addition to weekly PLC meetings and district provided Professional Development days, we provide two faculty meetings per month where teachers meet after school for differentiated professional learning sessions.

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

The PLC Leader Feedback Tool is used to plan, observe and provide feedback on PLC meetings to ensure they are well organized, grounded in clear learning goals, and focused on instruction, collaboration, and data analysis.

Observation look-fors include evidence that teams use structured agendas, pre-work, and protocols to guide meaningful discussion and that teachers engage in lesson internalization, modeling, and analysis of student work and data. Effective PLCs foster trust, shared accountability, and active participation, concluding with actionable next steps aligned to student learning and guided by the core questions: What do we want students to learn? How will we know they've learned it? How will we respond if they haven't?

Walkthrough forms, including LIFT form and Coaching Case Load Tracker:
These forms will be used to track campus progress on key instructional leadership deliverables such as core calendars, PLC planning, coaching caseloads, and instructional rounds and to provide targeted feedback with a clear high-leverage action step and next steps to ensure consistent implementation and improved teaching and learning outcomes.

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

Other

Please describe the observation frequency:

Teachers will be observed by an administrator a bi-weekly basis (every two weeks), with priority for weekly observations for new teachers (less than two years of experience) or those identified as needing additional support.

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

Our SpEd case managers attend grade level PLC meetings in addition to bimonthly after school Special Education professional development. Additionally, our Special Education Dept. Chair provides regular feedback to case managers on goal setting and progress monitoring.

Milestones

List 16-20 key milestones your campus will complete to implement this strategy (8-10 per year). Milestones must represent specific, actionable implementation steps, not broad

goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027, December 2027, May 2028, August 2028.

Milestone 1

Description – What specific action or deliverable will be completed?

Establish protected weekly PLC schedules and train all instructional staff on HQIM lesson internalization and standard deconstruction protocols.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Instructional Leadership Teams (ILTs)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Finalized campus master schedule, signed PLC training attendance logs, standardized PLC agendas

Support Needed – What training, coaching, resources, or tools are required?

HQIM internalization templates, PLC agenda frameworks, district leadership coaching on PLC facilitation

Milestone 2

Description – What specific action or deliverable will be completed?

Complete BOY MAP and assessment windows with 100% student participation; disaggregate baseline data to identify student learning gaps and special population cohorts.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Campus Testing Coordinators, ILTs

Evidence of Completion – What artifact, data, or observable action will verify completion?

MAP participation reports, disaggregated BOY data binders, initial tiered student rosters

Support Needed – What training, coaching, resources, or tools are required?

Data disaggregation protocols, MAP system training, ILT data debrief guide (Follow MAP Protocol)

Milestone 3

Description – What specific action or deliverable will be completed?

Verify 100% Writable log-in access and launch the STAAR Acceleration Plan (October 13th) with fully aligned PLC planning and intervention schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Reading/Math Instructional Coaches, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student Writable login verification logs, Accelerated Learning Plan (ALP) lesson plans, daily intervention rosters

Support Needed – What training, coaching, resources, or tools are required?

Tech troubleshooting support for Writable, ALP curriculum materials, district STAAR acceleration guidance

Milestone 4

Description – What specific action or deliverable will be completed?

Conduct side-by-side instructional rounds to monitor Tier-1 HQIM instruction, ALP execution fidelity, and small-group intervention quality.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

District Executive Leadership, Principals, ILTs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Instructional walkthrough debrief notes, See-It/Name-It/Do-It feedback logs, coaching tracking tools

Support Needed – What training, coaching, resources, or tools are required?

Executive coaching on side-by-side observation protocols and bite-sized feedback delivery

Milestone 5

Description – What specific action or deliverable will be completed?

Complete MOY diagnostic/interim assessments (CDAs/CBAs), conduct comprehensive data reviews, and evaluate initial ALP/intervention progress.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, Classroom Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Data Tracker, CDA student item-analysis matrices, updated flexible intervention regrouping logs

Support Needed – What training, coaching, resources, or tools are required?

District data dashboard access, MOY analysis protocols, assessment calibration tools

Milestone 6

Description – What specific action or deliverable will be completed?

Re-align campus intervention rosters and refine PLC lesson internalization based on MOY growth trends and hard-to-staff grade level needs.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, Grade-Level/Department Chairs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated intervention schedules, modified ALP tracking rosters, PLC agendas reflecting adjusted focus

Support Needed – What training, coaching, resources, or tools are required?

Targeted professional development on small-group differentiation for Special Education and EBs

Milestone 7

Description – What specific action or deliverable will be completed?

Execute Spring Benchmark assessments, calibrate scoring across campuses, and initiate targeted spring STAAR acceleration countdown interventions.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, District Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY MAP/STAAR preliminary reports, staff exit/stay interview summary, campus retention scorecard

Support Needed – What training, coaching, resources, or tools are required?

Retention audit tool, stay-interview templates, district data reporting systems

Milestone 8

Description – What specific action or deliverable will be completed?

Facilitate leadership end-of-year review retreat to evaluate annual scorecard performance, refine principal coaching frameworks, and draft Year 2 staffing pipelines.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Executive Leadership, Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

Finalized Principal Scorecard reflections, Year 2 Campus Improvement Plans, 2027-2028 recruitment pipeline log

Support Needed – What training, coaching, resources, or tools are required?

Executive retreat space, leadership self-assessment tools, strategic backward-mapping templates

Milestone 9

Description – What specific action or deliverable will be completed?

Establish protected weekly PLC schedules and train all instructional staff on HQIM lesson internalization and standard deconstruction protocols.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Instructional Leadership Teams (ILTs)

Evidence of Completion – What artifact, data, or observable action will verify completion?

Finalized campus master schedule, signed PLC training attendance logs, standardized PLC agendas

Support Needed – What training, coaching, resources, or tools are required?

HQIM internalization templates, PLC agenda frameworks, district leadership coaching on PLC facilitation

Milestone 10

Description – What specific action or deliverable will be completed?

Complete BOY MAP and assessment windows with 100% student participation; disaggregate baseline data to identify student learning gaps and special population cohorts.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Campus Testing Coordinators, ILTs

Evidence of Completion – What artifact, data, or observable action will verify completion?

MAP participation reports, disaggregated BOY data binders, initial tiered student rosters

Support Needed – What training, coaching, resources, or tools are required?

Data disaggregation protocols, MAP system training, ILT data debrief guide (Follow MAP Protocol)

Milestone 11

Description – What specific action or deliverable will be completed?

Verify 100% Writable log-in access and launch the STAAR Acceleration Plan (October 13th) with fully aligned PLC planning and intervention schedules.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Reading/Math Instructional Coaches, Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

Student Writable login verification logs, Accelerated Learning Plan (ALP) lesson plans, daily intervention rosters

Support Needed – What training, coaching, resources, or tools are required?

Tech troubleshooting support for Writable, ALP curriculum materials, district STAAR acceleration guidance

Milestone 12

Description – What specific action or deliverable will be completed?

Conduct side-by-side instructional rounds to monitor Tier-1 HQIM instruction, ALP execution fidelity, and small-group intervention quality.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

District Executive Leadership, Principals, ILTs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Instructional walkthrough debrief notes, See-It/Name-It/Do-It feedback logs, coaching tracking tools

Support Needed – What training, coaching, resources, or tools are required?

Executive coaching on side-by-side observation protocols and bite-sized feedback delivery

Milestone 13

Description – What specific action or deliverable will be completed?

Complete MOY diagnostic/interim assessments (CDAs/CBAs), conduct comprehensive data reviews, and evaluate initial ALP/intervention progress.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, Classroom Teachers

Evidence of Completion – What artifact, data, or observable action will verify completion?

MOY Data Tracker, CDA student item-analysis matrices, updated flexible intervention regrouping logs

Support Needed – What training, coaching, resources, or tools are required?

District data dashboard access, MOY analysis protocols, assessment calibration tools

Milestone 14

Description – What specific action or deliverable will be completed?

Re-align campus intervention rosters and refine PLC lesson internalization based on MOY growth trends and hard-to-staff grade level needs.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, Grade-Level/Department Chairs

Evidence of Completion – What artifact, data, or observable action will verify completion?

Updated intervention schedules, modified ALP tracking rosters, PLC agendas reflecting adjusted focus

Support Needed – What training, coaching, resources, or tools are required?

Targeted professional development on small-group differentiation for Special Education and EBs

Milestone 15

Description – What specific action or deliverable will be completed?

Execute Spring Benchmark assessments, calibrate scoring across campuses, and initiate targeted spring STAAR acceleration countdown interventions.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, Testing Coordinators

Evidence of Completion – What artifact, data, or observable action will verify completion?

Spring Benchmark data summary, cross-campus calibration artifacts, high-priority student support plans

Support Needed – What training, coaching, resources, or tools are required?

Benchmark release materials, exemplar response rubrics, cross-campus calibration facilitation

Milestone 16

Description – What specific action or deliverable will be completed?

Administer EOY assessments and STAAR, complete end-of-year data disaggregation, and conduct campus culture/retention audits.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Principals, ILTs, District Leadership

Evidence of Completion – What artifact, data, or observable action will verify completion?

EOY MAP/STAAR preliminary reports, staff exit/stay interview summary, campus retention scorecard

Support Needed – What training, coaching, resources, or tools are required?

Retention audit tool, stay-interview templates, district data reporting systems

Milestone 17

Description – What specific action or deliverable will be completed?

Facilitate leadership end-of-year review retreat to evaluate annual scorecard performance, refine principal coaching frameworks, and draft Year 2 staffing pipelines.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

District Executive Leadership, Principals

Evidence of Completion – What artifact, data, or observable action will verify completion?

Finalized Principal Scorecard reflections, Year 2 Campus Improvement Plans, 2027-2028 recruitment pipeline log

Support Needed – What training, coaching, resources, or tools are required?

Executive retreat space, leadership self-assessment tools, strategic backward-mapping templates

Performance Management

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

District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of universal screeners, curriculum-based assessments (CBAs), STAAR Interim results, and formative assessments.

Principal Supervisors (Executive Directors of School Leadership) will conduct weekly campus visits to observe classroom instruction, PLCs, and ILTs, reviewing meeting agendas, data trackers, and observation/feedback logs to ensure alignment with instructional priorities.

Campus Instructional Leadership Teams (ILTs) will monitor fidelity to high-quality instructional materials, data-driven instruction routines, and intervention implementation during weekly PLCs.

District-level Academic leaders will review assessment trends, coaching data, and walkthrough results every six weeks to evaluate progress and determine whether supports are effectively improving student outcomes.

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

Superintendent: Co-leads Mid-Semester and End-of-Semester reviews, sets the vision, holds executive leaders accountable for progress toward milestones, and approves plan adjustments.

Assistant Superintendent of K–12 Academics and Chief of Academics: Analyze assessment and implementation data, identify instructional trends, and recommend adjustments to curriculum implementation, professional learning, and resource allocation.

Executive Director of School Leadership: Monitor principal performance and supervisor fidelity bi-monthly, using visit trends and feedback quality to inform principal coaching and professional development.

Campus Instructional Leadership Teams: Conduct weekly reviews of classroom data, PLC outcomes, and intervention plans to ensure instructional alignment and responsiveness to student needs.

How frequently will progress toward milestones be reviewed?

Other

Please describe the review frequency:

Weekly: Exec Directors conduct on-site coaching visits with classroom observations, PLC participation, and ILT check-ins. Biweekly: ILTs review assessment results, walkthrough data, and intervention progress, updating campus trackers and dashboards. Every 6 Weeks: District Academic teams review assessment data & implementation evidence to adjust PD/resources/ supports. Mid & End of Semester: Superintendent reviews milestone completion, evaluate effectiveness of supports, and determine next steps.

How will milestone progress data be collected?

Milestone data will be collected through multiple sources to ensure a comprehensive view of progress. Assessment results from MAP Growth, STAAR Release, CBAs, TELPAS, and ongoing progress monitoring tools will be analyzed alongside evidence of instructional implementation, including walkthrough summaries, ILT and PLC agendas, and coaching tracker logs. Professional learning participation and application will also be reviewed to gauge the impact of training and coaching on classroom practice.

Additionally, engagement data—such as family engagement logs, participation records, and stakeholder surveys—will provide insight into community involvement and support. All data will be compiled into shared dashboards and performance trackers that allow campus and district leaders to evaluate fidelity, monitor trends, and identify campuses in need of targeted support and intervention.

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

Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The Instructional Leadership Team (ILT) will summarize trends from assessment results, walkthrough data, and implementation evidence to inform leadership decisions and resource allocation. Data summaries and key findings will be documented in shared dashboards and written progress reports for transparency and timely district response.

In addition, updates will be communicated to stakeholders—including staff, families, and community partners—through School Leadership Team meetings and family engagement events to promote shared ownership of student success.

Student Outcome Goals

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: RLA STAAR goals (SY 26-27)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 26-27)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 26-27.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: overall STAAR goals (SY 26-27)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 26-27?

25

Not applicable: Academic Achievement goal (SY 26-27)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 26-27?

75

Not applicable: ELP Component goal (SY 26-27)

No

Enter the campus goal for RLA Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: RLA STAAR goals (SY 27-28)

No

Enter the campus goal for Math Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: Math STAAR goals (SY 27-28)

No

Enter your overall goal for Approaches, Meets, and Masters on STAAR in SY 27-28.

Performance Level	EOY Goal (%)
Approaches Grade Level	85
Meets Grade Level	30
Masters Grade Level	10

Not applicable: overall STAAR goals (SY 27-28)

No

Using Component Points, what is your campus goal for Academic Achievement in Domain III in SY 27-28?

25

Not applicable: Academic Achievement goal (SY 27-28)

No

Using Component Points, what is your campus goal for the ELP Component of Domain III in SY 27-28?

75

Not applicable: ELP Component goal (SY 27-28)

No

Will this campus have a graduation class for the 2025-2026 school year?

No

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 26-27?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 26-27?

25

Using Component Points, what is the campus goal for the Growth Component of Domain III in SY 27-28?

75

Using Component Points, what is the campus goal for the Student Success Component of Domain III in SY 27-28?

25

Additional Info

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

—

Upload additional documents (optional):

—