Austin Independent School District
Andrews Elementary
2026-2027 Targeted Improvement Plan

Needs Assessment, Stakeholder Engagement, and Additional Assurances

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 TIP 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 Targeted Improvement Plan, in accordance with Texas Education Code (TEC) §39A.055(2), 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 Targeted Improvement 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.056, 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.055 and §39A.057, 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

Please upload a copy of public comments or additional documents explaining the lack of public comments: (Optional)

Andrews Community Feedback.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, District Staff

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.

Courtney Colvin-Crawford, 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.

Courtney Colvin
Executive Director of Secondary Schools
Courtney Colvin has a proven record of leading successful school turnarounds across multiple campuses within Austin ISD. She began her leadership journey as Assistant Principal at Winn Elementary (2009–2012), where she helped move the campus from an Unacceptable (F) rating to a Recognized (B) rating. Building on that success, she served as Principal of Volma Overton Elementary (2012–2023), where her leadership advanced the campus from Acceptable to Recognized status. Under her tenure, Overton earned multiple TEA Distinction Designations, including Academic Achievement in Science (2014, 2016), Top 25% Student Progress (2015), and Closing the Achievement Gaps (2019). From 2019 to 2022, Overton sustained a B rating under the new accountability system. As an Executive Director, Ms. Colvin-Crawford has continued to drive improvement by guiding campuses through transformational change—most notably supporting Odom Elementary in moving from an F to a C rating in 2023–2024 and Galindo Elementary achieving the same growth in 2024–2025. Her career reflects a steadfast commitment to building strong instructional systems, developing effective leaders, and fostering academic excellence across all schools she serves.

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.

Approximately $1M to hire additional support staff, implement strategic staffing through stipends, enhance academic programs, and strengthen family engagement initiatives. In addition, District Set Aside of Title I Funds for Instructional Coaches: $95,000

TNTP Learning Lab (49.5% District Commitment, 50.5% Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation): $27,775

District Commitment to Hold Harmless During Staff Reduction Process ahead of the 2026-27 SY when Student to Teacher Ratio was Increased District Wide: $130,744.00

Parent Support Team Member for Family Engagement and Support (50% City of Austin Grant + 50% District Commitment): $50,429

Content Interventionists: $82,578 (1.0 FTE)

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?

Our campus currently receives funding from the closure/reassign strategy of Winn Montessori. These funds support one additional assistant principal for a total of three administrators, one bilingual content interventionist, and four general education teacher assistants.

The supplemented staffing allows the campus to maintain a master schedule where intervention is prioritized to continue to close gaps in learning. Additionally, Andrews is able to provide coverage for both special education and general education teachers to attend PLCs together to align instruction and plan for co-teaching opportunities.

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 Targeted Improvement Plans 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 Targeted Improvement 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 Targeted Improvement 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 School Improvement 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 - K-5	District	BOY/MOY/ EOY	Screener - measures what students know and can do independently - literacy and numeracy
Other	MAP Reading Fluency - Elementary	District	BOY/MOY/ EOY	Assesses foundational literacy skills - oral and written reading fluency
Curriculum Based Assessment		District	BOY/MOY/ EOY	Assessing curriculum attainment and student proficiency of standards
Other	Formative Assessments	District	Daily	These assessments inform daily tier one small group to close learning gaps quickly.
Other	Common grade assessments	Campus	Bi-Monthly	Assess student learning over a discrete piece of a learning unit. Inform intervention flexible grouping.

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?

We utilize MAP data to identify all students below the 30th %ile in Reading and Math for Tier 2 and 3 interventions. Students in those Tiers work with Interventionists, trained TAs or the classroom teacher using AISD Approved interventions (Camino, UFLI, HMH, TEMI, Estar)

Will the campus implement a PLC structure?

Yes

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

PLCs are organized by grade level. Vertical team content area work takes place after school in Staff Meeting.

How frequently will PLCs occur?

PLCs occur weekly

Who will facilitate PLCs?

AP Ms. Carrizales facilitates 1st and 2nd.
Instructional Coach, Ms. Verkerk, facilitates Kinder, 3, 4, & 5.

Who is required to attend PLCs?

Classroom teachers in the grade band, IC, CI, Special Education teacher

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

Norms
Warm Welcome
ILT celebrations/observations
Data & Student work analysis
Lesson Internalization (one lesson per week)
Next Steps
Pre-work for following week

Upload PLC agenda (optional):

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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?

Differentiated training will be offered small group or 1:1 with Principal or Instructional Coach

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?

We will use ILT instructional walks and debriefs to evaluate the implementation of the trainings.

LIFT Walkthrough Tools and Observation and Feedback forms will be used to evaluate implementation.

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

Weekly

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

Trainings during weekly Staff Meetings

Milestones

List 8-10 key milestones your campus will complete to implement this strategy. Milestones should span one year (August 2026 - August 2027). Milestones must represent specific, actionable implementation steps, not broad goals or general activities. Align milestones to key checkpoints: December 2026, May 2027, August 2027.

Milestone 1

Description – What specific action or deliverable will be completed?

Detailed schedules and leadership roles finalized (Aug)

Begin regular Engagement & Communication (Newsletters, PTA/CAC Nights)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

Schedules posted, families on Class Dojo, Newsletter on Thrillshare

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

Job-embedded professional learning, access to Thrillshare, Teacher dissemination of Class Dojo codes

Milestone 2

Description – What specific action or deliverable will be completed?

Implement BOY MAP Testing

Campus CFAs and bi-weekly District CBAs

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Principal

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

MAP completion rates

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

NA

Milestone 3

Description – What specific action or deliverable will be completed?

Administer STAAR Interim Assessment 2026 December

Continued weekly Engagement & Communication and Progress Monitoring.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Administration, IC, District Team

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

STAAR results, Thrillshare communication

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

Support from school improvement team on setting goals based on interim data

Milestone 4

Description – What specific action or deliverable will be completed?

Conduct MOY MAP Testing

Superintendent and Senior Leadership team conducts mid-year data review (MAP Growth, CBA, Formative Data)

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Administration, IC, District Team

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

MAP results, Data on CDA website

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

Support from school improvement team on setting goals based on interim data

Milestone 5

Description – What specific action or deliverable will be completed?

State Testing Preparation March 2027

Continued weekly Engagement & Communication and Progress Monitoring.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School administration, IC, Teachers

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

NAEP completion rates, TELPAS completion rates, Thrillshare communication,

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

District slide deck and training for state test administration

Milestone 6

Description – What specific action or deliverable will be completed?

Administer NAEP and TELPAS

Implement STAAR Interim (Science & Social Studies)

STAAR + TELPAS professional learning
Adjust scheduling for student groups and review TELPAS writing exemplars

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School administration, IC, Teachers

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

PL sign in for STAAR and TELPAS trainings

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

NA

Milestone 7

Description – What specific action or deliverable will be completed?

EOY Assessments & Review: Administer STAAR 2026 state assessment

Continued weekly Engagement & Communication.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

School Administration, IC, Teachers

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

STAAR completion rates, Thrillshare communication

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

None

Milestone 8

Description – What specific action or deliverable will be completed?

Refinement & Relaunch: Refine and post Detailed schedules, Leadership roles, and Professional learning plans

Begin regular Engagement & Communication and Progress Monitoring.

Implement BOY MAP Testing

Begin weekly Campus CBAs and bi-weekly District CBAs

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

School administration, IC

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

Schedules, roles document, PL plan, Thrillshare communication

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

Job-embedded professional learning, access to Thrillshare

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 Senior Executive of Academics: Analyze assessment and implementation data, identify instructional trends, and recommend adjustments to curriculum implementation, professional learning, and resource allocation.

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

Campus Instructional Leadership Teams: Conduct weekly reviews of classroom data, PLC outcomes, and intervention plans to ensure instructional alignment and responsiveness to student needs.
Weekly: Executive Directors conduct on-site coaching visits with classroom observations, PLC participation, and ILT check-ins.

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 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.

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

Did your school 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

Additional Info

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

Our special education master schedule was designed around intervention time and small group support time built into our general education schedule. This prevents any student from being pulled out for resource services during core instruction in reading or math.

Upload additional documents (optional):

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