

Austin Independent School District

Rosedale

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:

Rosedale 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.

Improve Graduation Rate

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

Our campus is not engaged in a TEA program

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.

Region 13, District Staff

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

5

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. Jonathan Smith - Executive Director Secondary Schools - 30%
Dillon Finan - Director, Campus and District Accountability - 15%
Melinda Marquez - Region XIII Director of Accountability, Assessment, and Learning Systems - 10%
Charlie Campbell - Applied Learning Skills - 20%
Dr. Kimberley Pollard - Director of Transition Services - 25%

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).

Jonathan Smith, Executive Director, Office of Teaching, Leading, and Learning: Jonathan Smith began his career working in turnaround campuses as both a teacher and an instructional coach. In these capacities, his leadership supported the successful turnaround efforts of three different campuses—two within Richmond Public Schools and one in Austin ISD. Leveraging this experience, Dr. Smith transitioned into campus leadership, leading a middle school campus from a D rating to an A rating in three years, achieving six state distinctions. Following this success, Mr. Smith was assigned the principal role of a large, C-rated 6A high school campus and guided it to an A rating in just two years.
Dillon Finan has worked in school improvement in a large urban district for over five years. In that time he has worked collaboratively with campuses, community stakeholders and state agencies to improve campus performance and student academic achievement. In this time he has helped guide 6 campuses out of Federal CSI labels, and numerous campuses out of Targeted Support and Additional Targeted Support labels.
Kimberly Pollard, Director of Dyslexia, 504, and Transition Services: With over 15 years of progressive educational leadership spanning district administration, campus-level operations, and instructional coaching, my approach to school turnaround centers on strategic systems

redesign, compliance alignment, and evidence-based instructional management. Holding an Ed.D. in Organizational Leadership, state Superintendent credentials, and background from the Region 13 Teacher Leader Turnaround Program, I specialize in moving underperforming programs toward sustainable compliance and academic excellence. In my district administrative roles, I have restructured multi-campus Section 504, dyslexia, and special education transition frameworks—implementing standardized data protocols, targeted staff coaching pipelines, and rigorous monitoring tools to resolve systemic gaps and ensure campuses meet state performance indicators. By combining data-driven instructional support with adult learning principles and clear administrative accountability, I equip campus teams with the operational structure and coaching needed to elevate student outcomes and maintain long-term success.
Charlie Campbell, Applied Learning Skills Coordinator: School turnaround requires elevating instruction and outcomes across every student population, particularly for students receiving special education services with significant cognitive disabilities. For the past 16 years, my work has focused on closing the achievement gap and driving measurable growth for students with significant cognitive disabilities by supporting Life Skills teachers in implementing rigorous, standards-aligned instruction. This approach contributed to Dobie Middle School breaking a cycle of F ratings over four consecutive years. To build teacher capacity and improve student outcomes across targeted and low-performing campuses, I support curriculum management, implementation guidance, professional development, and coaching focused on high-quality curriculum implementation, data-driven progress monitoring and growth tracking and targeted instruction for STAAR Alternate 2 assessment participation. As exemplified by Dobie Middle Schools success, this approach leads to increased academic growth, alignment and equity across AISD schools and assessment readiness for STAAR Alternate 2.

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.

The Rosedale Turnaround Plan is expected to be implemented with the support of existing internal staff (counselor, admin, VAC, case managers) and district staff (special education Transition Services team, Campus and District Accountability team). Other resources, such as the campus-developed resources and agency connection data tracker have been developed through existing tech platforms within the district. Therefore, no additional funding sources are required.

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

Other

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?

150

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

Other

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?

150

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 Math?

Yes

How many instructional minutes per week are in the master schedule for 6-8 Math curriculum delivery?

150

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 Math curriculum?

Yes

Please select the adopted curriculum for: 6-8 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 6-8 RLA?

Yes

How many instructional minutes per week are in the master schedule for 6-8 RLA curriculum delivery?

150

Does the amount of minutes meet the required/recommended number of minutes for the 6-8 RLA curriculum?

Yes

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

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 Math (Algebra 1, Algebra 2, Geometry)?

Yes

How many instructional minutes per week are in the master schedule for 9-12 Math curriculum delivery?

150

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 Math curriculum?

Yes

Please select the adopted curriculum for: 9-12 RLA

Other

Is this the curriculum that will be implemented for the duration of the plan for: 9-12 RLA?

Yes

How many instructional minutes per week are in the master schedule for 9-12 RLA curriculum delivery?

150

Does the amount of minutes meet the required/recommended number of minutes for the 9-12 RLA curriculum?

Yes

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

167

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	Campus or District	Frequency	Purpose (how will these results be used)
Benchmark	District	BOY/MOY/ EOY	The benchmarks used are provided through the district purchased Life Skills curriculum, Unique Learning System. This data is used to track performance level for individual students, to inform present levels for student IEPs, and is also used to determine teacher TIA eligibility.

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

NA

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

NA

Will the campus implement a PLC structure?

Yes

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

Campus PLCs are organized by campus program: behaviorally-focused, medically-focused, and transition-focused (18+ programming - divided into to program-specific groups).

How frequently will PLCs occur?

Weekly

Who will facilitate PLCs?

PLCs are facilitated with a designated administrator and program-specific team leads.

Who is required to attend PLCs?

All campus special education classroom teachers in the 3 programs. In addition, admin, special ed dept. chair, and campus vocational adjustment coordinator all attend with designated groups.

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

Campus data review and discussion protocol, including collaborative lesson planning and tuning. PLCs meet to support and collaborate regarding classroom instructional practices, IEP compliance, and for sharing strategies for effective case management, including connections to public agencies and organizations which support students after graduation.

Upload PLC agenda (optional):

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Grad Rate

Please describe the overall strategy to improve the graduation rate at this campus.

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

In addition to these strategies, we will utilize a variety of other methods to increase engagement and involvement from the wider school community. We will host quarterly community events that are open to Rosedale families and the wider community. At these meetings, various agencies and organizations will also be invited to share resources, information, and networking ideas. All students 18-22 will participate in a “Life Planning” meeting with relevant stakeholders to design an individualized plan to support students after graduation, thereby ensuring that students will have a smooth transition into life after AISD, having been set up with appropriate supports before their exit.

Through existing community connections, Rosedale campus leadership will participate in increased conversations and information-sharing with local community and business leaders, increasing post-school employment options and opportunities for work-ready students. Through these coordinated supports, Rosedale will increase timely access to appropriate services and transition to adult life after AISD.

What student level data points will the campus track?

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

In addition, a campus-developed resource and agency tracker will be utilized for all campus students to provide in-depth information for all students, allowing timely case management support.

Campus attendance administrator reviews monthly district-provided information on students meeting the criteria for chronic absenteeism. As part of the CST process, campus leadership supports individual case managers to develop individual truancy response plans to promote attendance, including, as appropriate, connection to resources, parent and family support, and attendance contracts.

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

This will be reviewed by the campus team each 9 weeks, and supported by campus administration, special ed department chair, Vocational Adjustment Coordinator, and AISD transition support staff, as appropriate.

What training will campus staff or mentors receive?

Campus staff will receive training from campus and/or district staff in the following area: graduation coding; county and state agency supports for adults with disabilities; campus-level data tracking systems. Campus registrar will receive training from PEIMS department.

What is the attendance rate at the campus?

92.8% (9/21/26)

What strategies will the district implement to improve student attendance?

Teaching staff will receive training on proper attendance coding from the campus registrar. Campus will utilize multi-modal, muti-lingual communication strategies (email, text, letter) to create relationships with families and stress the importance of consistent attendance.

The campus will engage in parent outreach through: ongoing communication from campus case-managers; bi-weekly parent/family newsletter in English and Spanish; as-needed communication of important announcements through text and email in English and Spanish; regularly occurring community events and engagement opportunities on campus; close collaboration with Rosedale School PTA.

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	PD will include a review of parameters for designation of TAP status and implementation of the Effective Schools Framework. Also participated in full review and discussion of On-Site Needs Assessment.	These are delivered by: ESC Region XIII; AISD Campus District Accountability; 1:1 session with director of accountability, leadership, and school systems for Region XIII	Principal Manager, Principals, and Campus Admin
Principal	PD will include a review of parameters for designation of TAP status and implementation of the Effective Schools Framework. Also participated in full review and discussion of On-Site Needs Assessment.	These are delivered by: AISD Campus District Accountability; 1:1 session with director of accountability, leadership, and school systems for Region XIII	Principal Manager, Principals, and Campus Admin
Teacher	Training will be focused on providing information and support for: appropriate graduation coding, alignment of transition services with graduation options, services coordination, and attendance outreach and coding.	These will be delivered by: AISD Transition Services team, campus leadership, campus admin, campus attendance specialist, and department chairs.	Teachers
Other Campus Admin (Assistant Principals, Instructional Coaches)	PD will include a review of parameters for designation of TAP status and implementation of the Effective Schools Framework.	These are delivered by: AISD Campus District Accountability; 1:1 session with director of accountability, leadership, and school systems for Region XIII	Principal Manager, Principals, and Campus Admin

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

New/novice teachers will receive additional support though standing 1:1, bi-weekly meetings with the campus department chair or vocational adjustment coordinator. Our new and novice staff meet with their mentor 12 hours per semester to discuss areas of need, work on IEP paperwork, and support each other in lesson planning and case management tasks. In addition, new and novice teachers will meet with their mentors and the LTMC 3 times per year in a whole group setting to collaborate and support.

For staff who are not demonstrating appropriate instructional proficiency, the assigned campus appraiser will schedule additional walkthroughs, as needed, tied to specific action steps/ instructional strategies and improvements.

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?

Walkthrough data is documented on the district-designated instructional learning platform, Perform Powerschool. This tool is aligned with the district-developed instructional practice rubric, and includes specific look-fors aligned for special education instruction in self-contained settings.

Data regarding appropriate graduation coding will be evaluated through periodic IEP reviews for accurate graduation code and appropriate connection to public agencies and services using a campus-developed resource tracker. In addition, IEP annual reviews will be conducted to align graduation codes in the IEP and district data management system.

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?

Staff will receive training in instructional strategies and curriculum resources and implementation from district staff and/or campus leadership team. In addition, training will also be provided within the PLC framework on individualization and data collection/monitoring. Ongoing support will be provided through ongoing on-campus professional development sessions facilitated by members of community resource organizations serving adults with disabilities.

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?

Creation of campus-developed data tracker with information on student connections to outside agencies and supports

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin and counselor

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

Data tracker spreadsheet

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

Feedback from previous meetings to determine appropriate information to include on the data tracker

Milestone 2

Description – What specific action or deliverable will be completed?

Train staff on student-level data tracker. Implementation and monitoring of campus-developed data tracker

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, counselor, and VAC

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

Professional development attendance records; data tracker completion

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

Professional development supporting knowledge of community resources and supports; campus-developed script to guide family conversations

Milestone 3

Description – What specific action or deliverable will be completed?

Create individualized student plans to prioritize and implement next steps to ensure appropriate connection to outside agencies and community supports.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Counselor, VAC, and case managers

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

Student-level plan documentation using data tracker

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

Case manager collaboration with leadership team during PLC and conference time

Milestone 4

Description – What specific action or deliverable will be completed?

Complete first quarter review of graduation coding, attendance, and agency connections. Document progress on student-level plans using campus-developed data tracker.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, registrar, counselor, and VAC, case managers

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

eCST documentation (attendance); edits and updates added to data tracker

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 5

Description – What specific action or deliverable will be completed?

Complete training for campus staff to ensure alignment of services to graduation coding

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus admin, VAC, department chairs

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

Training agenda, sign in, training materials

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

Graduation coding reports run by campus registrar; time to address grad code requirements in PLC

Milestone 6

Description – What specific action or deliverable will be completed?

Review student grad codes and chronic absenteeism reports and identify students needing coding correction, additional review, or truancy prevention measures.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus attendance admin, registrar, case managers

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

eCST documentation (attendance); graduation code alignment across district systems

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 7

Description – What specific action or deliverable will be completed?

Collect documentation regarding parent/community attendance and involvement at the two fall semester community engagement events on campus to assist in making any needed adjustments to format, communication, and family resources offered.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Designated school staff attending events, admin, counselor, VAC, classroom staff

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

Sign in sheets, event planning meeting minutes

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

Coordination to ensure appropriate staff dedicated to collecting attendance records at events

Milestone 8

Description – What specific action or deliverable will be completed?

Ensure that all Life Planning/Person Centered Plan meetings have taken place for students who will be graduating this school year.

Timeline – By what checkpoint will this milestone be completed?

December 2026 (BOY → MOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, VAC, AISD Transition Services team, case managers

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

Campus developed data tracker; Life Planning meeting records/notes

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

Facilitation support from district Transition Services team for Life Planning meetings, as needed

Milestone 9

Description – What specific action or deliverable will be completed?

Complete third quarter review of graduation coding, agency connections, and truancy prevention measures. Edit or create student-specific plans, as needed.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Campus attendance admin, registrar, case managers

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

eCST documentation (attendance); edits and updates added to data tracker

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 10

Description – What specific action or deliverable will be completed?

Ensure that all Life Planning/Person Centered Plan meetings have taken place for students who are participating in transition programming.

Timeline – By what checkpoint will this milestone be completed?

May 2027 (MOY → EOY Year 1)

Responsible Roles – Who is accountable for this milestone?

Admin, VAC, AISD Transition Services team, case managers

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

Campus developed data tracker; Life Planning meeting records/notes

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

Facilitation support from district Transition Services team for Life Planning meetings, as needed

Milestone 11

Description – What specific action or deliverable will be completed?

Review planning tool year 1 implementation and student level data (connections to resources and attendance) to determine adjustments to data tracking or case manager supports.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin and counselor

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

Meeting records and campus professional development plan; adjustments made to data trackers

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

District professional development calendar; campus data tracker; attendance data

Milestone 12

Description – What specific action or deliverable will be completed?

Review documentation regarding parent/community attendance and involvement SY 26-27 community engagement events. Communicate with families who have not attended to determine barriers to attendance and what specific format and supports would be valuable to them.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin and counselor

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

Attendance records for campus community engagement events; notes/records from parent conversations and feedback opportunities

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

Contact information for families; assistance with communication in home language of families; dedicated time for parent feedback sessions or creation of electronic feedback forms, as needed

Milestone 13

Description – What specific action or deliverable will be completed?

Complete case manager training on student data tracker, process for gathering information from families, agency options and supports, and implementation.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, counselor, department chairs, and VAC

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

Professional development attendance records; data tracker completion

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

Professional development supporting knowledge of community resources and supports; campus-developed script to guide family conversations

Milestone 14

Description – What specific action or deliverable will be completed?

BOY graduation coding and proactive attendance support measures based on end of year documentation.

Timeline – By what checkpoint will this milestone be completed?

August 2027 (EOY → BOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, registrar, counselor, and VAC, case managers

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

Admin, registrar, counselor, and VAC, case managers

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

Student level data: attendance, community resource connections, Life Planning meeting records

Milestone 15

Description – What specific action or deliverable will be completed?

Complete first quarter review of graduation coding, attendance, and agency connections. Make adjustments to individual student support plans, as needed.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, registrar, counselor, and VAC, case managers

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

eCST documentation (attendance); edits and updates added to data tracker

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 16

Description – What specific action or deliverable will be completed?

Review student grad codes, agency connections, and chronic absenteeism reports and identify students needing coding correction, additional review, or truancy prevention measures.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus attendance admin, registrar, case managers

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

eCST documentation (attendance); graduation code alignment across district systems

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 17

Description – What specific action or deliverable will be completed?

Ensure that all Life Planning/Person Centered Plan meetings have taken place for students who will be graduating this school year.

Timeline – By what checkpoint will this milestone be completed?

December 2027 (BOY → MOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, VAC, AISD Transition Services team, case managers

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

Campus developed data tracker; Life Planning meeting records/notes

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

Facilitation support from district Transition Services team for Life Planning meetings, as needed

Milestone 18

Description – What specific action or deliverable will be completed?

Complete third quarter review of graduation coding, attendance, and agency connections. Make adjustments to individual student support plans, as needed.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Campus attendance admin, registrar, case managers

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

eCST documentation (attendance); edits and updates added to data tracker

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

Dedicated meeting time to review documentation between stakeholders, including PLC and CST meetings

Milestone 19

Description – What specific action or deliverable will be completed?

Ensure that all Life Planning/Person Centered Plan meetings have taken place for all high school students, as well as those who are participating in transition programming.

Timeline – By what checkpoint will this milestone be completed?

May 2028 (MOY → EOY Year 2)

Responsible Roles – Who is accountable for this milestone?

Admin, VAC, AISD Transition Services team, case managers

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

Campus developed data tracker; Life Planning meeting records/notes

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

Facilitation support from district Transition Services team for Life Planning meetings, as needed

Milestone 20

Description – What specific action or deliverable will be completed?

Complete holistic review of strategy implementation and milestones with CIT, including campus, district, and ESC XIII staff.

Timeline – By what checkpoint will this milestone be completed?

August 2028 (EOY → BOY Year 3)

Responsible Roles – Who is accountable for this milestone?

Campus leadership and CIT

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

Graduation rate data; attendance data; data on community participation and engagement

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

Graduation percentages and coding records, campus developed data tracker, community event participation records

Performance Management

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

Formal monitoring will be conducted as part of student change of placement ARD meetings and for Rosedale students' annual review IEP meetings.

Ongoing informal assessment will occur through utilization of campus-developed resource tracker to monitor student access to appropriate services.

Milestones identified in the TAP will be monitored by the designated campus and district staff.

Successful implementation will ultimately be determined as part of the IEP team's determination of the student's readiness to graduate with access to vocational opportunities and access to services.

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

Principal manager; principal; campus administrators; case managers

How frequently will progress toward milestones be reviewed?

Monthly

How will milestone progress data be collected?

Ongoing review of campus-developed resource tracker.

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

Regular meetings with the principal supervisor.

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	90
Meets Grade Level	90
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	90
Meets Grade Level	90
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	90
Meets Grade Level	90
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?

75

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

No

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

Yes

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

Performance Level	EOY Goal (%)
Approaches Grade Level	90
Meets Grade Level	90
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	90
Meets Grade Level	90
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	90
Meets Grade Level	90
Masters Grade Level	10

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

No

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

Yes

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

Yes

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

Yes

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

75

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

75

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

75

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

75

What was your CCMR percentage for your 2025 graduation class?

72

We did not have a 2025 graduating class

No

What was your graduation rate percentage for your 2025 graduating class?

0

We did not have a 2025 graduating class

No

Additional Info

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

AISD is working with TEA to determine if Rosedale meets eligibility for exemption from Federal Accountability under HB 8 rules.

Rosedale is not rated through the state accountability system.

Upload additional documents (optional):

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