



# Austin Independent School District Turnaround Plan

## Bedichek Middle School

### I. District Information

School System Name	Austin ISD (227901)
School Name	Bedichek Middle School
Name of the staff member employed by the school system completing this plan submission	Joshua Jeon
Email	joshua.jeon@austinisd.org
What role applies to the person completing this submission?	Executive Director of Governance, Accountability & Board Services

### II. Needs Assessment

<b>2.1 Please indicate the type of needs assessment conducted</b>	<p><b>I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (e.g. Texas Strategic Leadership Landscape Analysis, ESF Diagnostic, or an LNA.)</b></p> <p><b>If LNA: I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.</b></p>
<a href="#">OSNA - Bedichek</a>	<b>Yes</b>

### III. Stakeholder Engagement

**Guiding Question:** Did the LEA meet statutory requirements for stakeholder engagement, and has the board approved the plan?

Campus Intervention Team (CIT) Members	Principal Bedichek: Sarah Atkinson Principal Covington: Cedric Maddox DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra Dr. LaTonia Amerson, Assistant Superintendent of School Improvement Kori Manor, Executive Director
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	<p>Dr. Angel Wilson, Assistant Superintendent of Secondary Schools          John Heaney, Assistant Principal          Anthony Lotspeich, Assistant Principal          Melanie Hartman, Counselor          Gaylene Waite, Counselor          Marian Stamman, Project Specialist          Lauren Smith, Teacher          April Mendoza, Teacher          Kaylynn Parker, Teacher          Rachel Pacheco, Teacher          Andrea Ramos, Teacher          Rachel Gregory, Assistant Principal          Jason Summerville, Assistant Principal          Jenna Garcia, Instructional Coach          Adrienne Rothermel, Science Department Chair          Heather Bristol, Math Department Chair          Victoria Morales, ELA Department Chair          Chelsea Aceves, Social Studies Department Chair</p>
<p>Date(s) of written notice to all public meetings</p> <p><i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i></p>	<p>Bedichek</p> <ul style="list-style-type: none"> <li>● September 3, 2025 - District Communication</li> <li>● September 8, 2025 - Principal Coffee</li> <li>● September 9, 2025 - CAC Meeting</li> <li>● September 16, 2025 - Staff Meeting</li> <li>● September 16, 2025 - Community Meeting</li> <li>● October 9, 2025 - Principal Coffee</li> <li>● October 7, 2025 - CAC Meeting</li> <li>● October 8, 2025 - Campus ILT</li> <li>● November 3rd, 2025 - Principal Coffee with Superintendent Segura</li> </ul> <p>Covington</p> <ul style="list-style-type: none"> <li>● October 8, 2025 - Principal Coffee</li> <li>● October 16, 2025 - CAC Meeting</li> <li>● October 17, 2025 - TAP Community Meeting</li> <li>● October 21, 2025 - Campus ILT</li> <li>● October 29, 2025 - Staff Meeting</li> </ul> <p><i>I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).</i></p>
<p>Initial date of TAP being posted to the district website</p>	<p>October 6, 2025</p>



Date of public hearing	November 20, 2025  <i>I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.</i>
Date of board approval	November 20, 2025
Written Comments from stakeholders	<a href="#">Round 1 Bedichek Survey Responses</a> <a href="#">Round 2 &amp; 3 Bedichek Survey Responses</a> <ul style="list-style-type: none"> <li>• <a href="#">Bedichek Summary Rounds</a></li> </ul> <a href="#">Round 2 &amp; 3 Covington Survey Responses</a> <ul style="list-style-type: none"> <li>• <a href="#">Covington Summary Rounds</a></li> </ul>

#### IV. Student Outcome Goals

I assure that the campus included in this plan has set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.	Yes
Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	<p>The Domain 1 goal across all grades and subject areas would be 70% of tests at Approaches and Above, 30% of tests at Meets and above and 15% of tests at Masters.</p> <p>Below is a path to achieve an acceptable (C) rating in school years SY 26-28:</p> <ul style="list-style-type: none"> <li>• 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. &lt;and&gt;</li> <li>• 35% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. &lt;and&gt;</li> <li>• All students earn 50% of points or more on every STAAR assessment they take.</li> </ul> <p>For SY 26-28, Covington Middle School will focus on the student growth metrics, outlined above</p>



Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	<p>Campus-wide goal for reading meets and above is 30%.</p> <p>Campus-wide goal for math meets and above is 30%.</p>
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show at least minimal growth towards the interim target in both reading and math.</p> <p>Component points: 4 ELA, 4 Math - 8/32, 25%</p>
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will meet the 2025-26 target in both reading and math.</p> <p>Component points: 12 ELA, 12 Math - 24/32, 75%</p>
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	<p>30% or more of students taking the TELPAS assessment will achieve composite growth.</p> <p>Component points: 3/4, 75%</p>
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	<p>Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show at least minimal growth towards the interim target in both reading and math.</p> <p>Component score: 4/16, 25%</p>

## V. School Improvement Strategy

**Guiding Question:** Is the proposed strategy likely to move the campus to a C or better OR CSI exit in two years or less?

What strategy or strategies will you implement for this campus?	<p>Closure and reassignment to address persistent low academic growth and limited instructional capacity by moving students to campuses with proven systems of leadership stability, instructional coherence, and higher performance. This strategy ensures immediate access to effective teacher and monitoring systems, which positions the district to improve student outcomes and prevent escalation under TEC 39A.111.</p> <p><b>Summer Learning Experience</b> Summer school plays a vital role in supporting student learning by providing</p>
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additional time for academic growth, enrichment, and intervention. It allows educators to address unfinished learning, reinforce key skills, and offer targeted support that prepares students for success in the upcoming school year. Because effective summer programs require thoughtful coordination of staffing, curriculum, scheduling, and logistics, intentional planning time is essential to ensure a high-quality experience for both students and staff. To streamline this process, the district will build upon the existing summer school framework used in previous years, using it as a foundation to guide planning, maintain consistency, and ensure timely implementation of all program components.

### **Systemic Family Engagement**

- The Dual Capacity-Building Framework for Family-School Partnerships is a research-based model developed by Dr. Karen Mapp and the U.S. Department of Education to strengthen collaboration between families and schools. The framework emphasizes that both educators and families need opportunities to build their knowledge, skills, confidence, and relationships in order to work together effectively to support student success.
- It identifies four key components of effective family engagement:
  - Building Capabilities – Developing the skills and confidence of both educators and families to engage meaningfully.
  - Building Connections – Strengthening relationships and trust between home, school, and community.
  - Building Cognition – Promoting shared beliefs and understanding about the roles families and schools play in student learning.
  - Building Confidence – Empowering all stakeholders to take active roles in decision-making and student support.
- The framework also highlights the importance of creating family engagement initiatives that are linked to learning, relational, collaborative, developmental, and culturally responsive. Ultimately, the Dual Capacity-Building Framework aims to shift family engagement from isolated activities to ongoing partnerships that enhance student achievement and school improvement. Training specifically related to Academic Parent Teacher Teams (APTTs) will be provided to teachers and leaders.

### **Transition/Bridge Team**

- Student transitions within the school environment are critical periods that can directly impact engagement, attendance, and overall academic and social-emotional outcomes. To ensure continuity of support and maintain students' sense of connection and belonging, the district has established The Bridge Team.
- The Bridge Team is a multidisciplinary group composed of professionals specializing in counseling, mental health, social-emotional wellness, behavior intervention, and restorative practices. This team has



	<p>developed a comprehensive set of evidence-informed resources and tools designed to strengthen campus systems of support.</p> <ul style="list-style-type: none"> <li>• These resources assist campuses in cultivating safe, inclusive, and relationally connected learning environments. They include adaptable frameworks, protocols, and strategies that campuses can tailor to align with their local context and implementation timelines. Furthermore, Bridge Team members are available to provide direct, campus-based consultation and intervention to support both students and staff during periods of transition or elevated need.</li> </ul>
<p>Which, if any, grants has your school system been awarded to support this strategy?</p>	<p>Our school system has not been awarded a grant to support this strategy.</p>
<p>Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?</p>	<p>Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation.</p>
<p>Please name any organizations you are working with to build capacity and support strategy implementation</p>	<p>The New Teacher Project - TNTP</p> <ul style="list-style-type: none"> <li>• District Partner</li> </ul> <p>Austin ISD Office Teaching, Learning, and Leading</p> <ul style="list-style-type: none"> <li>• Office of School Improvement</li> <li>• Office of Secondary Leadership</li> <li>• Office of Academics</li> </ul> <p>Austin ISD - Talent Strategy Department</p> <ul style="list-style-type: none"> <li>• Recruitment and Staffing</li> <li>• Talent Development</li> <li>• Instructional Coaching</li> </ul> <p>Region 13 Service Center</p>
<p>How many district staff members will you be reporting capacity building information for?</p>	<p>Three staff members will support this plan</p>
<p><b>If the row above is District or Campus Staff:</b> What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to</p>	<p><b>Dr. LaTonia Amerson</b> Assistant Superintendent of School Improvement - 100%</p> <p><b>Dr. Angel Wilson</b> Assistant Superintendent of Secondary Schools - 100%</p> <p><b>Kori Manor</b> Executive Director of Secondary Schools - 100%</p>



<p>supporting implementation of the school improvement strategy?</p>	
<p><b>If the row above is NOT an ESC or on the SAPL:</b> 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).</p>	<p><b>Dr. LaTonia Amerson</b> <b>Assistant Superintendent of School Improvement</b> With more than two decades of experience in public education, Dr. LaTonia Amerson has built a strong record of improving schools, developing leaders, and advancing student achievement. Over the past 16 years, she has specialized in turnaround work, demonstrating a deep commitment to equity, instructional excellence, and sustainable academic growth.</p> <p>Dr. Amerson began her leadership journey as an assistant principal at an elementary campus that earned a “Recognized” rating under the state’s previous accountability system. She was later promoted to high school principal, where she successfully led a historically low-performing campus from “Improvement Required” to “Met Standard” status. Her focus on instructional leadership, data-driven decision making, and positive campus culture earned her recognition as Secondary Principal of the Year.</p> <p>Her success at the campus level led to her promotion to school assistant superintendent, where she supported elementary and middle schools in a large urban district. In her role as an executive leader in Austin ISD, Dr. Amerson continued to drive measurable results. Under her supervision, several secondary campuses demonstrated significant growth within a single year—two improved from a “B” to an “A,” one from a “D” to a “C,” another from an “F” to within one point of a “C,” and one historically underperforming school increased by 13 points. Of the remaining campuses, all maintained or improved their ratings, with one school just one point shy of an “A.”</p> <p>Dr. Amerson’s leadership is rooted in collaboration, continuous improvement, and the belief that all students can succeed when educators are empowered and supported. Her consistent success in building systems that produce meaningful, lasting change led to her appointment as assistant superintendent of School Improvement in the Austin Independent School District.</p> <p>A lifelong learner, Dr. Amerson completed specialized training in school turnaround leadership through Harvard University’s Institute for Urban School Leaders and was awarded the Texas Association of School Administrators (TASA) Johnny S. Velsek Scholarship for her doctoral research focused on educating economically disadvantaged students, an area that reflects her life’s mission and professional purpose.</p> <p><b>Dr. Angel Wilson</b> <b>Assistant Superintendent of Secondary Schools</b> With 19 years in education, Dr. Angel Wilson is a visionary K–12 leader</p>



recognized for her expertise in turnaround leadership, systems transformation, and cultivating exceptional talent to drive student achievement. As assistant superintendent of secondary schools in Austin ISD, she currently oversees 28 middle and high schools. Her leadership has resulted in measurable, districtwide gains: six of nine campuses exited state improvement status, all high schools eliminated F ratings, and student attainment of industry-based certifications reached historic highs.

For the past school year, all middle schools in Austin ISD showed gains in TELPAS growth, and secondary schools whose overall academic performance ratings changed resulted in increase rather than regression. Under Dr. Wilson's leadership, the Office of School Improvement was created to better support secondary campuses with multi-year, consecutive unacceptable academic performance ratings. One-third of current secondary principals and all secondary executive directors were recruited and hired through strategic and visionary staffing.

Before joining Austin ISD, Dr. Wilson served as a highly effective principal in Houston ISD, where she led Cornelius Elementary to an "A" rating with all six distinctions and transformed Gregory-Lincoln Education Center (PreK-8) from a "D" to a projected "B" (Accountability was paused due to COVID). Her work consistently demonstrates her ability to merge data, innovation, and empathy to elevate learning environments and restore community confidence in schools.

Dr. Wilson was recruited as a teacher and principal to work in turnaround school environments in Houston ISD due to outstanding student performance and growth achievements as measured by SAS EVAAS. She was named district-wide Elementary Teacher of the Year for the largest school district in Texas, and she also served as a Lead Principal where she was selected to train and coach other principals through an incentive-based district program. Dr. Wilson also has instructional leadership expertise and has served as a Teacher Development Specialist for the district elementary math team - coaching and supporting school leaders and teachers through on the job training and embedded professional development.

A recipient of the Nolan Estes Leadership Ascension Award and Houston ISD's South Area Principal of the Year honor, Dr. Wilson holds a Doctorate in Education Policy and Leadership from The University of Texas at Austin. Grounded in her belief that every child deserves a champion, she continues to champion equity, excellence, and empowerment across every level of the educational system

**Kori Manor**

**Executive Director of Secondary Schools**

During the 2024-2025 academic school year, Kori Manor successfully orchestrated a turnaround effort at General Marshall Middle School in collaboration with the campus principal, elevating the campus from "Failing to



	<p>Meet Standards" (51 overall score) in SY 23-24 to Meeting State Accountability Expectations (67 overall score) in SY 24-25. This significant 16-point gain was marked by a 41-point jump in Domain 3. This dramatic improvement was achieved through a comprehensive, data-driven action plan developed and implemented collaboratively with school and district leadership. The core strategy centered on strengthening instructional practices via frequent classroom walk-throughs, providing targeted teacher feedback, and conducting ongoing data analysis.</p>
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### VIII. Closure and Reassignment

**Guiding Question:** Does the plan ensure that students are assigned to a higher performing campus?

<p>Sending Campus</p> <p>Please indicate the number of campuses that will be assigned students from the closing campus:</p>	<p>Students currently assigned to Bedichek will be reassigned to three different campuses.</p>
<p>Receiving Campus(es) Data</p> <ul style="list-style-type: none"> <li>● Campus Name</li> <li>● CDCN</li> <li>● Most recent state accountability rating</li> <li>● Current enrollment</li> <li>● Max enrollment</li> <li>● Distance from closing campus</li> <li>● % of students from the closing campus that will be assigned to this campus</li> <li>● % of teachers from the closing campus that will be assigned to this campus</li> <li>● % of administrators from the closing campus that will</li> </ul>	<p>Campus 1: <b>Covington Middle School</b></p> <ul style="list-style-type: none"> <li>● CDCN #227901057</li> <li>● <b>C Rating</b></li> <li>● Current Enrollment <b>629</b></li> <li>● Max Enrollment: <b>1,284</b></li> <li>● Distance from closing campus: <b>3.6 miles</b></li> <li>● % of students from the closing campus to be assigned: <b>58%</b></li> <li>● % of teachers from the closing campus that will be assigned to this campus - 4%</li> <li>● % of administrators from the closing campus that will be assigned to this campus - 0%</li> </ul> <p>Campus 2: <b>Paredes Middle School</b></p> <ul style="list-style-type: none"> <li>● CDCN #227901061</li> <li>● <b>F Rating</b></li> <li>● Current Enrollment <b>605</b></li> <li>● Max Enrollment: <b>1,158</b></li> <li>● Distance from closing campus: <b>3.4 miles</b></li> <li>● % of students from the closing campus to be assigned: <b>23%</b></li> <li>● % of teachers from the closing campus that will be assigned to this campus - 0%</li> <li>● % of administrators from the closing campus that will be assigned to this campus - 0%</li> </ul> <p>Campus 3: <b>Mendez Middle School</b></p> <ul style="list-style-type: none"> <li>● CDCN #227901058</li> <li>● <b>B Rating</b></li> </ul>



<p>be assigned to this campus</p>	<ul style="list-style-type: none"> <li>● Current Enrollment <b>293</b></li> <li>● Max Enrollment: <b>1,074</b></li> <li>● Distance from closing campus: <b>3.8 miles</b></li> <li>● % of students from the closing campus to be assigned: <b>13%</b></li> <li>● % of teachers from the closing campus that will be assigned to this campus - 0%</li> <li>● % of administrators from the closing campus that will be assigned to this campus - 0%</li> </ul>
<p>Were A/B campuses considered for receiving students?</p>	<p>Yes</p>
<p>Please select the adopted curriculum for each receiving campus.</p> <p>Is this the curriculum that will be implemented for the duration of the plan?</p>	<p>Campus 1: Covington Middle School</p> <ul style="list-style-type: none"> <li>● 6-8 ELA: Savvas My Perspectives</li> <li>● 6-8 Math: STEMscopes Math</li> <li>● 6-8 Science: McGraw Hill Texas Science</li> <li>● 6-12 Social Studies: Newsela</li> <li>● English 1&amp;2: McGraw Hill StudySync</li> <li>● Algebra 1: Maneuvering the Middle (SY 25-26)</li> <li>● Geometry: McGraw Hill Texas Geometry (SY 25-26)</li> </ul> <p>Yes, for all except Algebra I and Geometry</p> <p>Campus 2: Paredes Middle School</p> <ul style="list-style-type: none"> <li>● 6-8 ELA: Savvas My Perspectives</li> <li>● 6-8 Math: STEMscopes Math</li> <li>● 6-8 Science: McGraw Hill Texas Science</li> <li>● 6-12 Social Studies: Newsela</li> <li>● English 1&amp;2: McGraw Hill StudySync</li> <li>● Algebra 1: Maneuvering the Middle</li> <li>● Geometry: McGraw Hill Texas Geometry (SY 25-26)</li> </ul> <p>Yes, for all except Algebra I and Geometry</p> <p>Campus 3: Mendez Middle School - Third Future 1882 Partner</p> <ul style="list-style-type: none"> <li>● The campus currently uses the TFS curriculum provided by Third Future.</li> </ul> <p>Yes</p>
<p><b>If No above</b>, what new curriculum will be adopted?</p>	<p>STEMScopes for Algebra 1 Geometry - pending committee review</p>
<p>When will the district adopt the new curriculum?</p>	<p>August 18, 2026</p>



<p>How will the district ensure that each campus will meet the minimum instructional minutes required to implement the curriculum?</p>	<p>The district has established a rigorous, multi-faceted system to ensure compliance with instructional expectations, starting with the mandate that all campuses strictly adhere to the 2025–26 Master Schedule Guidelines when developing their schedules. To solidify this implementation, professional development was provided during summer 2025, detailing the requirements for creating and posting schedules. These schedules must allocate specific instructional time for core subjects every two weeks: 360 minutes each for ELAR, Math, Science, and Social Studies. Critically, students who have not met the criteria for the STAAR assessment must be double-blocked in ELAR and Math, receiving 360 minutes of instruction <i>every week</i>. Ongoing monitoring is handled by principal supervisors and campus instructional leadership teams, who perform classroom observations and instructional rounds to verify adherence to these minute requirements, providing necessary support and feedback for any required schedule adjustments.</p> <ul style="list-style-type: none"><li>• ELAR - 360 minutes every 2 weeks</li><li>• Math - 360 minutes every 2 weeks</li><li>• Science - 360 minutes every 2 weeks</li><li>• Social Studies - 360 minutes every 2 weeks</li></ul> <p>Students who have not met criteria for the STAAR will be double blocked for ELA/Math (360 minutes every week)</p>
<p>If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?</p>	<p>Not applicable</p>
<p>Please describe the assessment plan for the impacted campus(es).</p>	<p><b>Mendez</b> The required campus and district assessments include the Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY) MAP Growth assessments, in addition to the mandated state assessment, STAAR (State of Texas Assessments of Academic Readiness).</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>Throughout the year, a total of 6 to 8 CBAs are strategically administered in alignment with curriculum pacing in Grades 6-8 for the four core content areas of Math, ELA, Science and Social Studies. These assessments will be paced to provide timely information for targeted intervention and instructional adjustments periodically throughout the year.</p>



	<p>The academic year starts off in September with widespread MAP Growth testing in both reading and math for all students, in addition to District Curriculum Based Assessments (CBA) testing. CBAs continue in the fall in addition to the administration of fall post-assessments. As the calendar year concludes in December, students again participate in the winter session of MAP Growth tests, along with the Integrated Performance Assessment (IPA) and CBAs. CBA testing windows resume in January. During the following months students participate in the administration of STAAR Interim Assessments for math and RLA, final rounds of CBA testing, and additional post-assessments. The end of year assessment for MAP for Reading and Math is administered in May.</p> <p><b>Curriculum-Based Assessments (CBAs)</b> will be given throughout the year in alignment with curriculum pacing to include Grade 6-8 assessments in the following areas:</p> <ul style="list-style-type: none"><li>• <b>Math</b></li><li>• <b>ELA</b></li><li>• <b>Science</b></li><li>• <b>Social Studies</b></li></ul> <p>The assessment schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.</p>
Will the campus(es) implement a PLC structure?	<p><b>Mendez</b> Yes, the campus(es) will implement a Professional Learning Community (PLC) structure guided by established Core Values and regular Celebrations, focusing meetings on an Action Item driven by weekly data and instructional "polishes." For example, if SPOT data shows low instructional time (LSAE), administrators will quickly review expectations, followed by a teach and critique session to ensure consistent implementation across all staff.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>The Professional Learning Communities (PLC) structure will be built into the master schedule and include internalization and lesson rehearsals.</p>
How will PLCs be organized (by grade level, content area, etc.)?	<p><b>Mendez</b> The entire campus will participate in the PLC structure, which begins with a campus-wide session. During this time, the team will either break off into content-specific groups for teach and critiques or focus on reviewing Action Items derived from the prior week's data. All meetings will be guided by the established Core Values and include specific time for Celebrations to acknowledge achievements. The primary focus will be an Action Item determined by weekly instructional "polishes"; for instance, if SPOT data</p>



	<p>indicates low instructional time (LSAE), the administration will deliver a quick presentation on expectations, followed by a collaborative teach and critique session to ensure consistent implementation across all classrooms.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>PLCs are designed by grade level and content areas.</p>
How frequently will PLCs occur?	<p><b>Mendez</b> PLCs occur weekly on Thursday.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>PLCs occur twice per week for grades 6-8.</p>
Who will facilitate PLCs?	<p><b>Mendez</b> The individuals leading these sessions will include Administrators and, if applicable, designated Teacher Leaders.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>All schools have identified PLC leads for each PLC group (grade level or content area). PLC Leads consist of school leaders, instructional specialists, content interventions, and/or teacher leaders. PLC Leads have been trained on the lesson internalization PLC protocol.</p>
Who is required to attend PLCs?	<p><b>Mendez</b> All Mendez staff are required to attend the PLC.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>Instructional Coaches, Administrators, general education teachers, ESL teachers, and special education teachers are required to attend PLCs.</p>
Please describe the PLC protocol to be used.	<p><b>Mendez</b> Teachers are required to make positive phone calls to students and meticulously document these interactions; furthermore, they must upload all lessons at least three days in advance. Once the official PLC time begins every Thursday the structure will focus on reinforcing Core Values and celebrating successes. The core of the meeting will be the Action Item determined by weekly instructional "polishes," data prompts administrators to lead a quick presentation on expectations followed by a teach and critique session to ensure consistency.</p> <p><b>Covington and Paredes will follow the plan below.</b></p> <p>There are three distinct types of Professional Learning Communities (PLCs), each designed to strengthen instruction and student outcomes. The first is the</p>



Rehearsal and Internalization PLC, where teachers collaboratively practice key portions of upcoming lessons without students present. This process allows educators to refine delivery, anticipate challenges, and receive peer feedback through a structured cycle of preparation, rehearsal, and debriefing. The goal is to sharpen instructional moves so that classroom teaching is more effective and engaging.

The second type is the Formative Assessment Analysis PLC, which centers on the examination of ongoing student work and assessment data. Teachers use strategies such as sorting responses into high, average, and low (HALO) to identify patterns of understanding and misconceptions. The team then works together to determine whether gaps are due to content, student needs, or instructional approaches, making adjustments to instruction as necessary. Flexible intervention groups are created based on student needs, and progress-monitoring plans are developed to ensure the effectiveness of these supports.

The third type is the Summative Assessment Analysis PLC, where teachers analyze results from unit or summative assessments. This structure emphasizes identifying mastery of priority TEKS, categorizing performance levels, and noting trends across student groups. Based on these findings, the PLC designs tiered supports such as enrichment for students who have mastered content, small-group reteaching for those partially meeting expectations, and targeted interventions for students with significant gaps. Plans are then developed for reteaching, reassessment, and adjustments to future instruction to ensure improved outcomes. The central objective of analyzing CBA data using "Quick Views" is to move beyond overall test scores and focus on individual learning standards (Priority TEKS/SEs). This disaggregated data is vital because it precisely identifies the content students have mastered versus what they have missed. By pinpointing these specific learning gaps, educators can design truly targeted instruction, ensuring that time is not wasted reteaching content students already know. This precision maximizes instructional efficiency, directing intervention efforts exactly where students need them most.

To maximize the efficiency of the Summative Assessment Analysis PLC, teachers must conduct Pre-PLC Planning by using student proficiency percentages to determine the appropriate instructional response for each standard. If a Priority TEKS/SE shows less than 40% proficiency, it necessitates a Whole Class Reteach using a novel approach, with the standard identified prior to the PLC and the reteach plan finalized collaboratively during the meeting. However, if proficiency falls between 40% and 50%, the gap calls for targeted Small Group Instruction focused only on the non-proficient students; in both scenarios, the standard and its data are identified beforehand. The planning also requires designing Extensions for proficient students. Furthermore, the process integrates an accountability component through progress monitoring students needing growth points: teachers track their static goals before the PLC and update the plan after each CBA with the student's



	actual proficiency score and the specific intervention strategies used, ensuring continuous tracking and reinforcement of high-leverage practices to improve performance and accountability ratings.
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**XII. Capacity Building**

**Guiding Question:** Does the plan ensure that administrators and teachers receive appropriate job-embedded training?

<p>Please describe your planned training/PD sessions (and who delivers and attends) for:</p> <ul style="list-style-type: none"> <li>-Principal manager</li> <li>-Principal</li> <li>-Other campus admin (assistant principals, instructional coaches)</li> <li>-Teachers</li> </ul>	<p><b>The New Teacher Project (TNTP) Professional Development Series: SY 25-26</b></p> <p><b>School Leader Professional Learning and Embedded Coaching Supports:</b>          TNTP will provide school leaders (principal, assistant principal, instructional coach) 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 &amp; feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model.</p> <p><b>Progress Monitoring:</b>          TNTP will support the district in monitoring progress toward literacy and math goals through formal classroom observations. TNTP will collect and analyze the progress monitoring data and facilitate two continuous improvement sessions to identify trends, guide strategy, and strengthen (Bi)Literacy instruction and math across the district and facilitate Continuous Improvement sessions for district leaders.</p> <p><b>Learning Labs:</b>          As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community’s unique priorities. By engaging leaders in practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work.</p>
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**Executive Director Professional Learning:**

TNTP proposes a comprehensive approach to developing executive directors through monthly professional learning sessions and ongoing wraparound support. These sessions will focus on equipping executive directors to lead consistent cycles of support for their principals, grounded in data-driven coaching conversations, frequent instructional observations, and accountability for student outcomes. By building skills that are applicable across all content areas and grade levels, this learning will strengthen executive directors' ability to drive instructional leadership, support principal growth, and ensure every school maintains a clear focus on improving teaching and learning.

**Curriculum-Based Professional Learning:**

Teachers participate in professional learning sessions delivered by the academics department based on HQIM and the district adopted instructional resources in language arts and math. 6-8 teachers began attending content area sessions in September, where they received in-person learning on using HQIM, RBIS, and had opportunities to lesson prep and lesson practice with their teams. These sessions will be ongoing during district and campus designated professional learning days per the AISD calendar (November, January, and April). In November, teachers will also be offered various sessions regarding Tier 2 and Tier 3 district adopted instructional materials for reading and math, including refreshers on the MTSS process for identifying students for interventions and progress monitoring students who are receiving interventions.

**District-Facilitated Ongoing Professional Development SY 26-27 and SY 27-28**

- Monthly Principal Session: HQIM Implementation and MTSS
- Monthly AP Session: HQIM Implementation and MTSS
- Monthly IC Session: HQIM Implementation and MTSS

**Professional Development for Principal Supervisors**

- Support the development of principal supervisor capacity to implement district-wide protocols and professional learning practices at their assigned campuses
- Deepen leader knowledge and skill related to the curriculum in use at each grade
- Norm on expectations for instruction, including walking classrooms and debriefing using the district observation protocols

**Professional Development for Principals**

- Monthly sessions to provide content-specific professional development at the campus level for campus administrators
- PLC observations, protocols, and/or facilitation
- Teacher observations and feedback structures
- Curriculum implementation support for the leader

**Professional Development for Teachers**



	<ul style="list-style-type: none"><li>● Prior to the start of the school year, teachers attend a district-wide day, designated by content area. Teachers attend sessions to support their use of district-adopted instructional materials for Tier 1, Tier 2, and Tier 3 instruction. Teachers also attend sessions on high impact instructional strategies.</li><li>● During the school year, core content area teachers can attend quarterly curriculum sessions. These sessions review AISD curriculum documents and the accompanying Tier 1 instructional resources. Teachers also analyze data in these sessions and plan for reteaching.</li><li>● District professional learning days focus on MTSS Tier 2 practices. ELA and Math teachers learn about the MTSS process, district-approved MTSS resources, and create monitoring plans for students.</li></ul>
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	<p>We will implement a tiered professional development and support system based on experience level, performance data, and observed needs.</p> <p><b>Support for Inexperienced Staff (0–2 years in role)</b> These educators and leaders will receive foundational development and structured coaching, including:</p> <p><b>New Teacher &amp; New Leader Academy</b> with sessions focused on:</p> <ul style="list-style-type: none"><li>● Lesson planning aligned to TEKS &amp; district curriculum</li><li>● Classroom management systems &amp; routines</li><li>● Differentiation &amp; accommodations for diverse learners</li><li>● Data-driven instruction routines</li><li>● Campus assessment &amp; intervention systems</li></ul> <p><b>Assigned Mentor</b> for weekly support, including:</p> <ul style="list-style-type: none"><li>● Co-planning and model lessons</li><li>● Classroom walkthroughs with real-time coaching</li><li>● Feedback cycles using campus observation tool (e.g., T-TESS or PPfT)</li></ul> <p><b>Increased PLC Support:</b></p> <ul style="list-style-type: none"><li>● Guided planning templates</li><li>● PLC modeling for data meetings, TEKS unpacking, and exemplar lesson design</li><li>● Monthly “New Educator Seminars” reinforcing core instructional priorities</li></ul> <p><b>Support for Identified Ineffective or At-Risk Educators</b> Teachers and leaders needing targeted growth will receive intensive, personalized improvement plans based on data and observation trends:</p> <ul style="list-style-type: none"><li>● Individualized Growth Plan aligned to PPfT indicators</li><li>● Bi-weekly coaching cycles with modeling, guided practice, and observation</li></ul>



	<p><b>Focused PD Modules</b> based on areas of need (examples):</p> <ul style="list-style-type: none"><li>● Lesson rigor &amp; TEKS alignment</li><li>● Checks for understanding and monitoring student learning</li><li>● Small-group instruction &amp; intervention routines</li><li>● Classroom culture and student engagement</li><li>● Peer coaching or learning walks to observe exemplar classrooms</li><li>● Progress monitoring checkpoints every 3–6 weeks, with adjustment of supports based on growth data</li></ul> <p><b>Whole-Staff Alignment</b> to maintain consistency across all experience levels:</p> <ul style="list-style-type: none"><li>● Campus PD calendar will embed recurring training on core practices (DOL/CFU routines, structured student talk, literacy strategies, classroom expectations)</li><li>● Leaders will calibrate weekly using a shared feedback tool &amp; look-fors</li><li>● PLC agendas include practice, feedback, and data reflection</li></ul> <p><b>Expected Outcomes</b></p> <p>By differentiating training and support, we will ensure:</p> <ul style="list-style-type: none"><li>● Clear pathways for educator growth</li><li>● Improved instructional quality and consistency</li><li>● Higher student achievement and stronger classroom culture</li><li>● Retention of developing teachers and growth of future instructional leaders</li></ul>
<p>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?</p>	<p><b>MTSS Literacy Walkthrough Tool</b></p> <p>The AISD Literacy Classroom Walk Through tool is designed to support instruction in both Tier I and Tiers II &amp; III to align with AISD’s definition of excellent (bi)literacy instruction. Instructional leaders should use this form when observing in K-5 literacy classrooms and intervention. Note that there are separate indicators for Foundational Skills and Reading Comprehension as instruction should look very different in these settings.</p> <p><b>MTSS Math Walkthrough Tool</b></p> <p>The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 &amp; 3 to align with AISD’s definition of excellent math instruction. Instructional leaders should use this form when observing in K-5 math classrooms and intervention. Note that there are separate indicators for Numeracy Skills and Core Math Instruction as instruction should look different in these settings.</p> <p><b>PLC Leader Feedback Tool</b></p> <p>This form is used to plan, observe, and give feedback on PLC meetings ensuring they are well-organized, focused on learning goals, and centered on instruction, collaboration, and data analysis. It guides reflection, supports actionable next steps, and helps leaders provide feedback that strengthens teaching and improves student outcomes.</p>



	<p><b>Critical Deliverables Review and Feedback</b> This form is 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 and next steps to ensure consistent implementation and improved teaching and learning outcomes.</p> <p><b>Features of Effective Instruction - Looks Fors</b> MTSS Walkthroughs form is designed to provide a consistent framework for observing, supporting, and strengthening instructional practices across classrooms. It serves as a guide for identifying high-quality teaching behaviors that align with research-based best practices and the principles of Multi-Tiered Systems of Support (MTSS). The tool emphasizes the connection between effective instruction, student engagement, and improved learning outcomes.</p> <p>The MTSS Walkthrough Tool supports instructional coherence across classrooms by helping educators identify and strengthen the core features of effective teaching. The focus is on ensuring that every student receives high-quality, research-based instruction that is explicit, systematic, engaging, and responsive to their needs.</p>
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	<p>Each teacher will receive frequent, structured observations paired with timely feedback to ensure consistent growth and alignment to instructional goals. Teachers will be observed by an instructional leader or coach on 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 ineffective. Each observation will be followed by a feedback conversation within 48 hours, focusing on one or two high-leverage action steps that can be implemented immediately.</p> <p>In addition, informal walkthroughs will occur multiple times per week to provide real-time coaching and monitor progress on previously identified goals. This rhythm of frequent observation, immediate feedback, and follow-up monitoring ensures that professional learning is ongoing, actionable, and directly tied to improved student outcomes.</p> <p>Each teacher will receive a total of five observations per year:</p> <ul style="list-style-type: none"><li>• Four informal walkthroughs – two in the fall and two in the spring</li><li>• One formal observation</li></ul> <p>This means each teacher will receive feedback at least five times per year, following each observation (four informal + one formal), typically delivered through Perform and with their assigned appraiser.</p>
What capacity building supports related to	<b>Administrator and Teacher Training and Support</b>



supporting students in special populations will teachers and administrators receive?

Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including Emergent Bilinguals (EBs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language support for EBs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and culturally responsive teaching practices to ensure lessons are accessible and inclusive for all learners.

In addition, teachers will receive coaching on data-driven decision-making, learning how to analyze student progress monitoring data, disaggregate results by subgroup, and use that information to plan interventions. Administrators will be trained in compliance and program monitoring, including ARD/IEP implementation, 504 supports, and requirements under federal and state law, while also developing their capacity to provide effective feedback to teachers around inclusive practices.

Both teachers and leaders will also participate in collaborative planning sessions with specialists such as interventionists, special education teachers, and ESL coordinators to ensure consistency of all supports and shared accountability for student growth. Finally, the school will prioritize ongoing coaching cycles and peer observations where staff can see effective inclusive practices in action, reinforcing professional learning and building a sustainable culture of support for special populations.

**Differentiated Administrator and Teacher Training Support for Special Education Students - 27.8%**

**Co-Teaching and Inclusion Excellence:** The training will emphasize effective co-teaching models to ensure the consistent delivery of high-leverage Specially Designed Instruction and maximize the time students with disabilities spend in the least restrictive environment. Partnerships across general education and special education will be emphasized.

- Training will also include a focus on universal design for learning (UDL) principles. (Training will be led by the Special Education Department).
- A follow-up coaching session will be provided to special education teachers serving in a co-teaching model.

**General Education Curriculum:** All special education teachers will have access to and attend training on the general education curriculum prior to the start of school. (Partner with MET, Humanities and STEM for training)

**Dyslexia Intervention and Compliance:** This training will outline the requirements of HB 3928 and provide actionable instructional support, including assistive technology, for students identified with dyslexia.



- Our team will ensure a minimum of two persons on the campus are trained to deliver dyslexia intervention using an approved Austin ISD program prior to the start of school. (Training will be led by the Special Education Department).

**Teacher Assistant Capacity:** All TAs will complete the RETHINK Ed training series prior to the start of school to support effective management of behavior and social skills and implementation of behavior intervention plans. (Training modules are asynchronous).

**Scheduling Services for Students with Disabilities:** Review best practices for creating master schedules that prioritize LRE and maximize student access to high-quality Specially Designed Instruction (SDI) within general education settings.

**Building and Enhancing Family Engagement:** Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.

**Federal and State Compliance Requirements:** Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.

**Additional Focus on Monitoring Results Driven Accountability (RDA):** Prioritization of student performance and appropriate placement.

- **Academic Outcomes:** Monitor and analyze data on the academic progress and achievement for students with disabilities, particularly in math, social studies, and science, to ensure continuous improvement and closing of achievement gaps.
- **Reduction in Out-of-School Placements:** Review current placement data and strategies to ensure students are being educated in the Least Restrictive Environment (LRE). Develop and implement strategies to increase inclusion and reduce instances of disciplinary or instructional removals to settings outside the general education campus.

**Differentiated Administrator and Teacher Training and Support for Emergent Bilingual Students - 44.1%**

### **Core Instructional & Language Integration Support**

This section focuses on direct support for teachers and the integration of language instruction into content classes.

- **Content-Based Language Instruction (CBLI):** Deliver multiple, practical professional learning sessions focused on CBLI, emphasizing strategies



	<p>for seamlessly integrating language development into core academic instruction.</p> <ul style="list-style-type: none"> <li>● Individualized CBLI Coaching: Implement personalized coaching cycles to strengthen CBLI and biliteracy practices. This includes classroom observations, co-planning/co-teaching, structured feedback sessions, and explicit instructional support.</li> <li>● Collaborative Planning (PLCs): Attend and facilitate Professional Learning Communities (PLCs) to ensure instructional alignment, share high-leverage strategies, and support collaborative planning specifically for Emergent Bilingual (EB) students.</li> <li>● Student Language Workshops: Organize and/or lead student-focused workshops to actively build confidence and skills in listening, speaking, reading, and writing in preparation for the TELPAS assessment.</li> </ul>
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**XIII. Milestones**

**Guiding Question:** How will the strategy be implemented?

Date	<b>Key Milestones (minimum: through the end of SY 27-28)</b> <i>The plan is structured around the two academic years (SY 26-27 and SY 27-28), using the natural cadence of the school calendar</i>
January 2026 – March 2026	<ul style="list-style-type: none"> <li>● Staffing &amp; Planning: Begin campus staffing and highly-qualified teacher placement.</li> <li>● Review MOY student and teacher data</li> <li>● Create individualized coaching plans and conduct targeted recruitment</li> <li>● Review Q3 student data and complete staffing assignments for SY 26-27</li> </ul>
April 2026 – July 2026	<ul style="list-style-type: none"> <li>● Hiring &amp; EOY Review: Conduct traditional hiring for SY 26-27</li> <li>● The Superintendent and Senior Leadership team will review EOY data (MAP Growth, CBA, Formative, attendance, discipline, teacher performance, and engagement data)</li> <li>● Create data-informed plans for summer PD focused on HQIM, DDI, and school-wide procedures</li> <li>● Adjust family engagement and after-school enrichment plans based on feedback; develop an engagement plan anchored on partnerships</li> </ul>
August 2026 - October 2026	<ul style="list-style-type: none"> <li>● Launch &amp; Baseline: Detailed posted schedules and leadership roles finalized (Aug).</li> <li>● Begin regular Engagement &amp; Communication (newsletters, PTA/CAC nights)</li> <li>● Progress Monitoring. Implement BOY MAP Testing</li> <li>● Campus CFAs and bi-weekly District CBAs</li> </ul>



November - 2026 December 2026	<ul style="list-style-type: none"><li>● Mid-Year Check: Administer STAAR Interim Assessment</li><li>● Continued weekly Engagement &amp; Communication and Progress Monitoring.</li><li>● Conduct MOY MAP Testing</li><li>● Superintendent and Senior Leadership team conducts mid-year data review (MAP Growth, CBA, Formative Data)</li></ul>
January 2027- March 2027	<ul style="list-style-type: none"><li>● State Testing Preparation</li><li>● Continued weekly Engagement &amp; Communication and Progress Monitoring.</li><li>● Administer NAEP and TELPAS</li><li>● Implement STAAR Interim (Science &amp; Social Studies)</li><li>● STAAR + TELPAS professional learning</li><li>● Adjust scheduling for student groups and review TELPAS writing exemplars</li></ul>
April 2027 - May 2027	<ul style="list-style-type: none"><li>● EOY Assessments &amp; Review: Administer STAAR 2026 state assessment</li><li>● Continued weekly Engagement &amp; Communication.</li><li>● Administer MAP EOY (May).</li><li>● Superintendent and Senior Leadership team conduct EOY data review (MAP Growth, CBA, Formative Data, Preliminary Data Dig for EOC Algebra)</li></ul>
June 2027 - October 2027	<ul style="list-style-type: none"><li>● Refinement &amp; Relaunch: Refine and post Detailed schedules, Leadership roles, and Professional learning plans</li><li>● Begin regular Engagement &amp; Communication and Progress Monitoring. Implement BOY MAP Testing</li><li>● Begin weekly Campus CBAs and District CBAs</li></ul>
November 2027- December 2027	<ul style="list-style-type: none"><li>● Mid-Year Check: Administer STAAR Interim Assessment</li><li>● Continued weekly Engagement &amp; Communication and Progress Monitoring.</li><li>● Conduct MOY MAP Testing</li><li>● Superintendent and Senior Leadership Team conduct mid-year data review (MAP Growth, CBA, Formative Data)</li></ul>
January 2028 - March 2028	<ul style="list-style-type: none"><li>● State Testing Preparation: Continued weekly Engagement &amp; Communication</li><li>● Progress Monitoring. Administer NAEP and TELPAS</li><li>● Implement STAAR Interim (Science &amp; Social Studies)</li><li>● STAAR + TELPAS professional learning</li><li>● Adjust scheduling for student groups and review TELPAS writing exemplars</li></ul>



<p>April 2028 - May 2028</p>	<ul style="list-style-type: none"> <li>• EOY Assessments &amp; Final Review: Administer STAAR 2027 state assessment</li> <li>• Continued weekly Engagement &amp; Communication. Administer MAP EOY</li> <li>• Superintendent and Senior Leadership Team conduct EOY data review (MAP Growth, CBA, Formative Data, Preliminary Data Dig for EOC Algebra)</li> </ul>
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#### XIV. Performance Management

**Guiding Question:** Has the district outlined a performance management plan that ensures the strategy will be implemented with fidelity?

<p>Please describe how district and campus leaders will monitor the successful implementation of this plan.</p>	<p>District and campus leaders will monitor assessment results of universal screeners, curriculum-based assessments, and STAAR Interim assessments.</p> <p>To ensure instructional coherence and principal development, principal supervisors will conduct weekly campus visits. These visits will include observing classroom instruction, PLCs, and ILTs, as well as reviewing principals' meeting agendas, observation notes, and feedback tracking systems.</p>
<p>Who will be responsible for reviewing progress towards the milestones described in the previous section?</p>	<p>The Superintendent will co-lead both the Mid-Semester and End-of-Semester reviews. Their primary role is to set the vision, hold the executive team accountable for metric analysis, and approve significant adjustments to ensure the implementation is on track to meet strategic district goals. The Superintendent will specifically focus on the linkage between HQIM implementation and broader student outcome metrics.</p> <p>Assistant Superintendent of K-12 Academics and the Senior Executive Academics &amp; Elementary Academics are responsible for analyzing and interpreting all collected data and presenting clear, actionable findings to the leadership team. They will propose specific adjustments to the Professional Development strategy and instructional resources.</p> <p>Executive Directors of School Leadership: Responsible for analyzing the data related to principal performance and supervisor fidelity (visit trends, feedback quality). They will propose adjustments to the school support model and principal professional development.</p>
<p>How frequently will progress toward milestones be reviewed?</p>	<p>Executive Directors of School Leadership will review progress bi-monthly, while Senior Leadership will conduct a formal review twice a year.</p>
<p>How will milestone progress data be collected?</p>	<p>Milestone progress data will be collected through weekly executive director coaching visits, which include instructional rounds, PLC observations, and data reviews. The Instructional Leadership Team (ILT) will monitor implementation through assessment data, walkthrough trends, and progress-monitoring tools.</p>



	Evidence from professional learning participation, observation feedback, and engagement logs will track progress toward goals. Data will be reviewed biweekly to guide adjustments and ensure accountability across leadership, instruction, and family engagement priorities.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared with district leadership and stakeholders through biweekly leadership meetings, executive director debriefs, and progress monitoring reports. The Instructional Leadership Team (ILT) will compile and present data summaries—such as assessment results, walkthrough trends, and implementation evidence—to inform district updates. Data will also be documented in shared dashboards and written progress summaries, ensuring alignment, transparency, and timely district support for continued campus improvement.

**XV. Resources**

**Guiding Question:** Has the district identified all resources needed to implement the SI strategy?

Please share the required costs to implement plan and source of funds	The required cost to implement the plan is approximately \$1,002,202.64 to hire additional support staff, enhance academic programs, and strengthen family engagement initiatives. The principal will have discretion in using these funds to hire key personnel who meet the campus’s specific needs, which may include instructional coaches, interventionists, student success specialists, or parent and community liaisons. Each staffing request must include a clear explanation of how the position will improve student outcomes and promote academic growth. All proposed positions and justifications will be reviewed and approved by district leadership to ensure alignment with turnaround goals and district priorities.
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?	Austin ISD will earmark approximately \$900,000 for additional campus support which includes non-staffing costs.

**XVI: Additional Info**

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	<a href="#">Comprehensive Milestone Timeline</a> <a href="#">Special Education Support</a> <a href="#">Advanced Academic Support</a> <a href="#">Multilingual Education Support</a> <a href="#">Look Fors: Features of Effective Instruction</a> <a href="#">Austin ISD Transition Support Plan</a> <a href="#">Summer School Handbook</a>
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	<a href="#">System Family Engagement Framework/Training</a>
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