



Austin Independent School District Turnaround Plan

Dawson Elementary School

I. District Information

School System Name	Austin ISD (227901)
School Name	Dawson Elementary 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

2.1 Please indicate the type of needs assessment conducted	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.) 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.
OSNA - Dawson	Yes

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	Dawson Elementary Principal: Dolores Godinez Assistant Principal: Herlinda Garcia Instructional Coach: Susan Torres DCSI: Sondra McWilliams
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	Region 13 Contact: Elizabeth Deterra Associate Superintendent: Jennifer Pace Galindo Elementary ILT Principal: Natascha Barreto-Romero Assistant Principal: Jose Salazar-Salas Assistant Principal: Rosie Valenzuela Counselor: Emily Redd Instructional Coach: Julie Carmona Content Interventionist: Lauren Berrong
Date(s) of written notice to all public meetings <i>Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.</i>	This meeting must be with the campus principal, the members of the campus-level planning and decision-making committee (e.g., CAC), parents of students attending the campus, and community members residing in the school district to review the campus performance rating and solicit input for the development of the TAP. Dawson TAP Initial Staff Meeting- September 3, 2025 Community Meeting- September 16, 2025 Parent Meeting- Principal Coffee October 5, 2025 CAC - September 25, 2025 Staff meeting - October 28 @ 3:30 Principal Coffee - October 27 @ 9:00 CAC Meeting - October 23 @ 4:00 Written Notice - September 9, 2025, September 17, 2025, October 1, 2025 Galindo October 6, 2025 - Staff Meeting October 9, 2025 - Community Meeting October 23, 2025 - Parent Coffee October 9, 2025 - CAC Meeting 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).
Initial date of TAP being posted to the district website	October 6, 2025



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	Round 1 Dawson Survey Responses Round 2 Dawson Survey Responses (none received) Dawson Summary Round 1-3 Round 2 Galindo Survey Responses (none received) Galindo Summary Round 2 (no responses / no summary)

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.	The Domain 1 goal across all grades and subject areas would be 75% of tests at Approaches and Above, 35% of tests at Meets and above and 15% of tests at Masters. Below is a path to achieve an acceptable (C) rating in school years 2025-26 – 2027-28: 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> 2. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and>



	3. All students earn 50% of points or more on every STAAR assessment they take. For SY2026-2028, Dawson Elementary School will focus on the student growth metrics, outlined above.
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Campus-wide goal for reading meets and above is 35%. Campus-wide goal for math meets and above is 35%.
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	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. Component points: 4 ELA, 4 Math - 8/32, 25%
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	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. Component points: 12 ELA, 12 Math - 24/32, 75%
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	40% or more of students taking the TELPAS assessment will achieve composite growth. Component points: 3/4, 75%
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	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. Component score: 4/16, 25%

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?	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. Summer Learning Experience • Summer school plays a vital role in supporting student learning by providing 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
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	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 developed a comprehensive set of evidence-informed resources and tools designed to strengthen campus systems of support. • 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.
Which, if any, grants has your school system been awarded to support this strategy?	Our school system has not been awarded a grant to support this strategy
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation. School Action Fund Implementation (Reassign) Resource Designation
Please name any organizations you are working with to build capacity and support strategy implementation	TNTP: TNTP is a national research, policy, and consulting organization focused on improving public education in the United States. The organization's mission is to ensure that every young person has access to excellent teachers and the opportunity to thrive. TNTP achieves this by working with schools and districts to recruit and train new teachers, develop talent management systems, conduct research on teacher effectiveness, and advocate for policy reforms. This partnership will be expanded for Spring 2026.
How many district staff members will you be reporting capacity building information for?	Two district staff members will support this plan.



If the row above is District or Campus Staff: 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 supporting implementation of the school improvement strategy?	Jennifer Pace Assistant Superintendent of Elementary Schools - 50% Sondra McWilliams Executive Director, Elementary Schools- 50%
If the row above is NOT an ESC or on the SAPL: 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).	Jennifer Pace Assistant Superintendent of Elementary Schools With more than 25 years of service in the Austin Independent School District, Jennifer Pace has built a distinguished record of improving schools, developing leaders, and advancing instructional excellence. Her success as a turnaround principal includes leading multiple campuses from “Improvement Required” to TEA Recognized and B-rated distinctions through the strategic implementation of Targeted Improvement Plans (TIPs) that strengthened teaching and learning systems. Recognized as a Principal of the Year Finalist and leader of a Top Performing Pacesetter School, she is known for fostering cultures that balance compassion with high expectations. As an executive-level leader in Austin ISD, Ms. Pace has supervised elementary campuses that demonstrated notable growth in overall performance and accountability ratings within a single year. Under her guidance, several schools improved their overall scores, with some increasing their state letter grades, while others achieved significant gains toward “Met Standard” performance. Her leadership as Executive Director was marked by a focus on instructional coherence, data-driven decision-making, and consistent coaching structures that built principal and teacher capacity. Now serving as Assistant Superintendent of Elementary Schools, Jennifer continues to champion equity, rigorous instruction, and leadership development to ensure every student in Austin ISD has access to high-quality, grade-level learning. Sondra McWilliams Executive Director of Elementary Schools During her tenure in Austin ISD, Sondra McWilliams has led and supported multiple successful school turnaround efforts through strategic, data-driven instructional leadership. Her turnaround work began at Palm Elementary School, where as a bilingual teacher and instructional coach she helped move the



	campus from Low Performing to Academically Acceptable in just one year by implementing bilingual literacy interventions, collaborative planning structures, and targeted data analysis. At Becker Elementary, she continued this success as assistant principal and instructional coach, guiding the campus from Academically Unacceptable to Academically Acceptable in a single year by improving reading outcomes for all student subgroups. Ms. McWilliams later joined Sunset Valley Elementary, where her leadership contributed to the campus earning recognition for Academic Growth and achieving an Exemplary state rating in 2010. As principal of Odom Elementary, she sustained acceptable performance through focused PLC implementation, small-group instruction, and ongoing use of high-quality instructional materials to drive continuous improvement. Currently, as Executive Director in Austin ISD, Ms. McWilliams oversees five campuses with unacceptable ratings, guiding principals in designing and executing turnaround plans grounded in the Effective Schools Framework (ESF).
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VIII. Closure and Reassignment

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

Sending Campus Please indicate the number of campuses that will be assigned students from the closing campus:	Students currently assigned to Dawson Elementary will be reassigned to one different campus.
Receiving Campus(es) Data • Campus Name • CDCN • Most recent state accountability rating • Current enrollment • Max enrollment • Distance from closing campus • % of students from the closing campus that will be assigned to this campus	Campus 1: Galindo Elementary • CDCN # 227901176 • C Rating • Current Enrollment # 375 • Max Enrollment: 740 • Distance from closing campus - 0.7 mi • 100% of students from the closing campus to be assigned • % of teachers from the closing campus that will be assigned to this campus - 22% of Dawson teachers meet the TAP eligibility requirements. Impacted employees will have the opportunity to share preferences for their next campus assignment. The Principals from other campuses will have discretion to hire staff. AISD is not immediately reassigning staff, rather, working through a system for voluntary transfers. • % of administrators from the closing campus that will be assigned to this campus - 0%



• % of teachers from the closing campus that will be assigned to this campus • % of administrators from the closing campus that will be assigned to this campus	
Were A/B campuses considered for receiving students?	Yes. Students will be assigned to a C-rated campus. In determining the most appropriate receiving campus for student reassignment, Austin ISD prioritized proximity, capacity, and continuity of student and family support. While the district explored nearby A-C-rated campuses, these campuses were either too far from the affected community—creating transportation and access hardships for families—or lacked the space and resources to accommodate the additional student population. The selected receiving campus offers the best opportunity to maintain neighborhood connections and ensure a smooth transition for students. Additionally, with the consolidation of multiple campuses, the district will be able to strategically invest in the receiving school's staff, facilities, and academic programs to expand capacity and strengthen instructional quality. This targeted investment will ensure equitable access to high-quality learning experiences while minimizing disruption for students and families.
Please select the adopted curriculum for each receiving campus. Is this the curriculum that will be implemented for the duration of the plan?	Campus 1: Galindo Elementary The district has adopted high-quality instructional materials (HQIM) across all core content areas to ensure rigorous, standards-aligned instruction for every student. In reading, teachers in grades K–5 utilize HMH Into Reading and Arriba la Lectura for dual language classrooms to build strong foundational literacy skills and comprehension. In mathematics, grades K–5 implement STEMscopes Math, which provides hands-on, conceptually driven learning experiences aligned with the TEKS. Social Studies instruction in grades K–5 is guided by Studies Weekly, and Science instruction follows McGraw Hill Texas Science, supporting inquiry-based learning through investigation and application. Yes, this is the curriculum that will be implemented for the duration of the plan.



If No above , what new curriculum will be adopted?	Not Applicable.
When will the district adopt the new curriculum?	Not Applicable.
How will the district ensure that each campus will meet the minimum instructional minutes required to implement the curriculum?	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 daily: 110-145 minutes for ELAR, 70-85 minutes daily for Math, and 40-60 minutes for Science, and 30 minutes for Social Studies. 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.
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?	Not applicable
Please describe the assessment plan for the impacted campus(es)	The academic year at the elementary level begins in September with MAP Growth assessments in reading and math for all students in grades K–5 (September 2–29). In addition, Curriculum-Based Assessments (CBAs) are administered throughout the year in alignment with curriculum pacing to provide multiple data points for monitoring student progress and adjusting instruction. For math, CBAs are given to Grade 3 students in September, November, December, February, and March; Grade 4 students in September, November, January, February, and March; and Grade 5 students in September, October, December, and February. In ELA, Grades 3–5 complete CBAs in October, November, January, and March, while Grade 5 Science CBAs occur in October, November, January, February, and March. Midyear, students participate in the winter MAP Growth testing window (December 1–19), followed by STAAR Interim Assessments for math and reading in February (February 2–13) and for science in March (March 2–13). The spring



	testing season includes STAAR Reading (April 7–14), Science (April 14–21), and Math (April 21–28), with TELPAS assessments running from February 16 through March 13. This comprehensive and strategically sequenced assessment system ensures timely, actionable data across the year to inform targeted interventions, guide instructional planning, and accelerate student learning across all elementary campuses. This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.
Will the campus(es) implement a PLC structure?	The Professional Learning Communities (PLC) structure will be built into the master schedule and include internalization and lesson rehearsals.
How will PLCs be organized (by grade level, content area, etc.)?	PLCs are designed by grade level and content areas.
How frequently will PLCs occur?	PLCs occur twice per week for grades K-5.
Who will facilitate PLCs?	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.
Who is required to attend PLCs?	Instructional Coaches, Administrators, general education teachers, ESL teachers, and special education teachers are required to attend PLCs.
Please describe the PLC protocol to be used	There are three distinct types of Professional Learning Communities (PLCs), each designed to strengthen instruction and student outcomes. The first is the Rehearsal and Internalization PLC. It is a collaborative planning process that helps teachers deeply understand upcoming lessons, align instruction to grade-level standards, and anticipate student needs. Each session includes time to connect, celebrate instructional successes, analyze assessments to clarify expectations, and internalize lessons using HQIM through guided practice and planning. The goal is for every teacher to leave with a clear vision of what success looks like for students and how to deliver instruction with rigor and consistency. During this PLC, 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, our Formative Assessment Analysis PLC centers on the ongoing examination of student work and assessment data to inform timely



instructional decisions. Each session begins with a brief Connection and Data Celebration, creating space to acknowledge progress and share effective instructional practices. During the Data Review, teachers analyze performance trends to identify which students are approaching, meeting, or mastering standards, noting common errors and misconceptions. Using strategies such as HALO sorting (high, average, low responses), teams identify patterns of understanding and determine whether learning gaps stem from content knowledge, student needs, or instructional practices. In the Student Work Analysis, teachers collaboratively review written work or problem sets to evaluate alignment to standards and discuss next steps for reteaching or enrichment. The session concludes by outlining Action Items—including adjustments to instruction, formation of flexible intervention groups, and the development of progress-monitoring plans to assess the impact of supports. This structured process ensures that every PLC leads to concrete actions that strengthen instruction and accelerate student growth.

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?

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	The New Teacher Project (TNTP) Professional Development Series: SY25-26 School Leader Professional Learning and Embedded Coaching Supports: 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 & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model. Progress Monitoring: 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. Learning Labs: 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. Executive Director Professional Learning:
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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 (School Years 2026–2028)

Austin ISD is committed to providing continuous, high-quality professional learning for all educators to ensure strong instruction and student success. Throughout the 2026–2028 school years, principals, assistant principals, instructional coaches, and teachers will participate in ongoing, role-specific development focused on High-Quality Instructional Materials (HQIM) implementation and the Multi-Tiered System of Supports (MTSS).

Principal supervisors will receive specialized training to strengthen their ability to coach and support campus leaders. This learning will include developing consistency in instructional expectations, deepening understanding of the district's curriculum, and conducting classroom walk-throughs using common observation and feedback protocols.

Principals will engage in monthly professional learning sessions designed to enhance their instructional leadership. These sessions will focus on observing and facilitating Professional Learning Communities (PLCs), providing meaningful feedback to teachers, and supporting effective curriculum implementation across all content areas.

Teachers will begin the year with districtwide professional development tailored by content area, equipping them to effectively use district-adopted materials for Tier 1, Tier 2, and Tier 3 instruction. Throughout the year, teachers will attend



	quarterly curriculum sessions to deepen their understanding of AISD curriculum documents, analyze student data, and plan for reteaching based on student needs. In addition, district professional learning days will focus on strengthening MTSS practices, where ELA and math teachers will receive training on intervention strategies, district-approved resources, and systems for monitoring student progress. Together, these professional learning structures ensure that every educator in Austin ISD is supported to deliver rigorous, aligned, and responsive instruction for all students.
How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	Austin ISD implements a tiered professional learning system that tailors training and coaching to educators' experience and areas for growth. This approach ensures every teacher and leader receives the right level of support to strengthen instruction, leadership, and student outcomes. Support for New and Emerging Educators Educators with fewer than two years of experience participate in the New Teacher and New Leader Academy, which provides foundational training in lesson planning, classroom management, differentiation, and data-driven instruction. Each new educator is paired with a mentor who offers weekly coaching, model lessons, and real-time feedback. Guided PLCs and monthly "New Educator Seminars" reinforce effective instructional practices and build confidence in implementing the district curriculum. Support for Educators Needing Targeted Growth Educators identified for additional support receive an individualized growth plan aligned to the district's PPFT framework. These plans include bi-weekly coaching cycles, targeted professional learning modules, and peer observations to strengthen rigor, engagement, and classroom culture. Progress is reviewed regularly to ensure growth and sustained improvement. Whole-Staff Alignment To maintain consistency across all experience levels, recurring professional learning focuses on student engagement, literacy and numeracy strategies, and effective classroom expectations. PLCs serve as collaborative spaces for practice, reflection, and data analysis, while leaders calibrate feedback weekly using shared tools. Through this differentiated approach, we will foster high-quality instruction, consistent professional growth, and a culture of excellence that supports both educators and students.
What tool will be used to evaluate implementation of the training (for	MTSS Literacy Walkthrough Tool The AISD Literacy Classroom Walk Through tool is designed to support instruction in both Tier I and Tiers II & III to align with AISD's definition of



example, classroom walkthrough tool, leadership coaching tools)? What look fors will be included in this tool?

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.

Literacy observation look-fors include evidence of systematic and explicit instruction in foundational reading skills, with guided practice, timely feedback, and opportunities for mastery. In bilingual settings, observers look for intentional cross-linguistic connections that help students transfer learning across languages. During reading and comprehension, teachers use high-quality, complex texts to build vocabulary and knowledge, with students actively reading, writing, and discussing to deepen understanding. Across all lessons, effective instruction is evident through differentiation, purposeful pacing, flexible grouping, consistent routines, and high levels of student engagement.

MTSS Math Walkthrough Tool

The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 & 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.

Math observation look-fors include evidence of lessons that promote deep conceptual understanding and flexible mathematical thinking. Teachers act as facilitators, guiding discourse through questioning rather than providing answers, while students engage in problem solving, explanation, and justification of their thinking. Instruction highlights multiple solution strategies, encourages the use of mathematical language, and provides access to appropriate tools and manipulatives to support learning. In bilingual settings, teachers make cross-linguistic connections that help students transfer mathematical concepts across languages. Lessons are aligned to standards, grounded in real-world, rigorous tasks, and emphasize relationships among mathematical ideas. Across all classrooms, effective instruction is evident through explicit modeling, systematic scaffolding, appropriate pacing, timely feedback, flexible grouping, and active student engagement, ensuring every learner can reason, communicate, and apply mathematics with confidence.

The **PLC Leader Feedback Tool** is used to plan, observe, and provide feedback on PLC meetings to ensure they are well-organized, grounded in clear learning goals, and focused on instruction, collaboration, and data analysis. Observation look-fors include evidence that teams use structured agendas, pre-work, and protocols to guide meaningful discussion and that teachers engage in lesson internalization, modeling, and analysis of student work and data. Effective PLCs foster trust, shared accountability, and active participation, concluding with actionable next steps aligned to student learning and guided by the core questions: *What do we want students to learn? How will we know*



	<i>they've learned it? How will we respond if they haven't?</i> Critical Deliverables Review and Feedback 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.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	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. 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. Each teacher will receive a total of five observations per year—four informal walkthroughs (two in the fall and two in the spring) and one formal observation. Following each observation, teachers will receive timely, individualized feedback—typically through Perform and in collaboration with their assigned appraiser—to support continuous growth and strengthen instructional practice throughout the year.
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	Administrator and Teacher Training and Support 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 - 38%

- **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 - 67% 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 for seamlessly integrating language development into core academic instruction. ● 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. ● 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. ● 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.
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XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones (minimum: through the end of SY 27-28)
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	<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>
Q3 January 2026 – March 2026	• Staffing & Planning: Begin campus staffing and highly-qualified teacher placement. • Review MOY student and teacher data • Create individualized coaching plans and conduct targeted recruitment • Review Q3 student data and complete staffing assignments for SY 26-27
Q4 - April 2026 – July 2026	• Hiring & EOY Review: Conduct traditional hiring for SY 26-27 • The Superintendent and Senior Leadership team will review EOY data (MAP Growth, CBA, Formative, attendance, discipline, teacher performance, and engagement data) • Create data-informed plans for summer PD focused on HQIM, DDI, and school-wide procedures • Adjust family engagement and after-school enrichment plans based on feedback; develop an engagement plan anchored on partnerships
Q1 August 2026 - October 2026	• Launch & Baseline: Detailed posted schedules and leadership roles finalized (Aug). • Begin regular Engagement & Communication (Newsletters, PTA/CAC Nights) • Progress Monitoring. Implement BOY MAP Testing • Campus CFAs and bi-weekly District CBAs
Q2 November - 2026 December 2026	• Mid-Year Check: Administer STAAR Interim Assessment • Continued weekly Engagement & Communication and Progress Monitoring. • Conduct MOY MAP Testing • Superintendent and Senior Leadership team conducts mid-year data review (MAP Growth, CBA, Formative Data)
Q3 January 2027- March 2027	• State Testing Preparation • Continued weekly Engagement & Communication and Progress Monitoring. • Administer NAEP and TELPAS • Implement STAAR Interim (Science & Social Studies) • STAAR + TELPAS professional learning • Adjust scheduling for student groups and review TELPAS writing exemplars
Q4 April 2027 -	• EOY Assessments & Review: Administer STAAR 2026 state assessment • Continued weekly Engagement & Communication.



May 2027	• Administer MAP EOY (May). • Superintendent and Senior Leadership team conduct EOY data review (MAP Growth, CBA, Formative Data, Preliminary Data Dig for EOC Algebra)
Q1 June 2027 - October 2027	• Refinement & Relaunch: Refine and post Detailed schedules, Leadership roles, and Professional learning plans • Begin regular Engagement & Communication and Progress Monitoring. Implement BOY MAP Testing • Begin weekly Campus CBAs and bi-weekly District CBAs
Q2 November 2027- December 2027	• Mid-Year Check: Administer STAAR Interim Assessment • Continued weekly Engagement & Communication and Progress Monitoring. • Conduct MOY MAP Testing • Superintendent and Senior Leadership Team conduct mid-year data review (MAP Growth, CBA, Formative Data)
Q3 January 2028 - March 2028	• State Testing Preparation: Continued weekly Engagement & Communication • Progress Monitoring. Administer NAEP and TELPAS • Implement STAAR Interim (Science & Social Studies) • STAAR + TELPAS professional learning • Adjust scheduling for student groups and review TELPAS writing exemplars
Q4 April 2028 - May 2028	• EOY Assessments & Final Review: Administer STAAR 2027 state assessment • Continued weekly Engagement & Communication. Administer MAP EOY • Superintendent and Senior Leadership Team conduct EOY data review (MAP Growth, CBA, Formative Data, Preliminary Data Dig for EOC Algebra)

XIV. Performance Management

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

Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will use a multi-tiered progress monitoring system to track both implementation fidelity and student outcome data. This includes analysis of universal screeners (MAP Growth, mCLASS, CLI Engage), curriculum-based assessments (CBAs), STAAR Interim results, and formative assessments. Principal Supervisors (Executive Directors of School Leadership) will conduct
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	weekly campus visits to observe classroom instruction, PLCs, and ILTs, reviewing meeting agendas, data trackers, and observation/feedback logs to ensure alignment with instructional priorities. Campus Instructional Leadership Teams (ILTs) will monitor fidelity to high-quality instructional materials, data-driven instruction routines, and intervention implementation during weekly PLCs. District-level Academic leaders will review assessment trends, coaching data, and walkthrough results every six weeks to evaluate progress and determine whether supports are effectively improving student outcomes.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	Superintendent: Co-leads Mid-Semester and End-of-Semester reviews, sets the vision, holds executive leaders accountable for progress toward milestones, and approves plan adjustments. Assistant Superintendent of K–12 Academics and Senior Executive of Academics: Analyze assessment and implementation data, identify instructional trends, and recommend adjustments to curriculum implementation, professional learning, and resource allocation. Executive Directors of School Leadership: Monitor principal performance and supervisor fidelity bi-monthly, using visit trends and feedback quality to inform principal coaching and professional development. Campus Instructional Leadership Teams: Conduct weekly reviews of classroom data, PLC outcomes, and intervention plans to ensure instructional alignment and responsiveness to student needs.
How frequently will progress toward milestones be reviewed?	Weekly: Executive Directors conduct on-site coaching visits with classroom observations, PLC participation, and ILT check-ins. Biweekly: ILTs review assessment results, walkthrough data, and intervention progress, updating campus trackers and dashboards. Every Six Weeks: District Academic teams review cumulative assessment data and implementation evidence to adjust PD, resources, and supports. Mid-Semester & End-of-Semester: Superintendent-led reviews assess milestone completion, evaluate effectiveness of supports, and determine next steps.
How will milestone progress data be collected?	Milestone data will be collected through multiple sources to ensure a comprehensive view of progress. Assessment results from MAP Growth, STAAR Interim, CBAs, TELPAS, and ongoing progress monitoring tools will be analyzed alongside evidence of instructional implementation, including walkthrough summaries, ILT and PLC agendas, and coaching tracker logs. Professional learning participation and application will also be reviewed to gauge the impact of training and coaching on classroom practice. Additionally, engagement data—such as family engagement logs, participation records, and stakeholder



	surveys—will provide insight into community involvement and support. All data will be compiled into shared dashboards and performance trackers that allow campus and district leaders to evaluate fidelity, monitor trends, and identify campuses in need of targeted support and intervention.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The Instructional Leadership Team (ILT) will summarize trends from assessment results, walkthrough data, and implementation evidence to inform leadership decisions and resource allocation. Data summaries and key findings will be documented in shared dashboards and written progress reports for transparency and timely district response. In addition, updates will be communicated to stakeholders—including staff, families, and community partners—through School Leadership Team meetings and family engagement events to promote shared ownership of student success.

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 provided by contracted vendors.

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.

[Comprehensive Timeline](#)
[Special Education Support](#)
[Advanced Academic Support](#)
[Multilingual Education Support](#)
[Austin ISD Transition Support Plan](#)
[Summer School Handbook](#)
[System Family Engagement Framework/Training](#)