Austin Independent School District Turnaround Plan
Eastside Early College High School

I. District Information

School System Name	Austin ISD (227901)
School Name	Eastside ECHS
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 - Eastside ECHS	**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	Principal: Dr. Susan Thames DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Dr. LaTonia Amerson, Assistant Superintendent of School Improvement Quentin Thomas, Academy Director

	Shalane Sheppard, Instructional Coach Ebone Zamarron, Content Specialist Tiffani Mapp, Lead Counselor Roderick Blair, Project Specialist - (CCMR, TSI, ECHS)
Date(s) of written notice to all public meetings *Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.*	● September 8, 2025 - Community email notification of TAP ● September 9, 2025 - Staff Meeting ● September 16, 2025 - Principal Coffee ● September 16, 2025 - CAC Meeting ● October 21, 2025 - Principal Coffee ● October 21, 2025 - CAC Meeting ● October 28, 2025 - Campus ILT *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 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.*
Date of board approval	November 20, 2025
Written Comments from stakeholders	Round 1 Eastside ECHS Survey Responses Round 2 & 3 Survey Responses Summary of Responses ● Eastside ECHS Summary Round 1 - 3

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
Performance goals aligned with an overall rating of C and exiting Comprehensive support and improvement	In 2026 Eastside ECHS will have 80% of students earn CCMR credit. Eastside ECHS will achieve a graduation rate of 96% or higher. On Algebra I, English I & II Eastside ECHS will have 70% of students achieve academic growth using the Domain 2A methodology.
Enter the campus-wide goal for the Alg I, ELA I and ELA II EOC Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	The combined meets and above rate for Algebra I, English I & II will be 25% for SY 25-26. English I/English II: 25% Algebra 1: 25%
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Each group evaluated will exhibit minimal growth in both reading and math (1% higher than last year's rate). Component points earned 8 out of 32, 25%.
Enter the 2025-2026 Component Points campus goal for Federal Graduation Rate	Each group evaluated will achieve expected growth in their Federal Graduation rate. Component points earned 8 out of 16, 50%.
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	28% of students will achieve composite growth on TELPAS. Component points earned 3 out of 4, 75%.

Enter the 2025-2026 Component Points campus goal for the School Quality Component of Domain III.	All groups evaluated will achieve the 2025 target for School Quality (CCMR) Component points earned 12 out of 16, 75%.

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?	Intensive Curriculum & Instruction Improvements **Summer Learning Experience** ● Credit Recovery opportunities will be offered during the summer. **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 (APTT) will be provided to teachers and leaders.

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?	Our school system has not been awarded a grant to support this strategy.

Please name any organizations you are working with to build capacity and support strategy implementation	Austin ISD Support Teams
	   ● School Improvement Office
	   ● Office of Teaching, Leading, and Learning
	   ● Talent Strategy Department
	   ● Academics Department

How many district staff members will you be reporting capacity building information for?	Two 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?	**Dr. LaTonia Amerson** Assistant Superintendent School Improvement - 100% **Anabel Garza** Executive Director School Improvement - 100%
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).	**Dr. LaTonia Amerson** **Assistant Superintendent of School Improvement** 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. 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.

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."

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.

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.

Anabel Garza
Executive Director School Improvement
Anabel Garza spearheaded comprehensive turnaround efforts at John H. Reagan Early College High School, now known as Northeast Early College High School, within Austin ISD. She championed the implementation of data-driven instructional systems, established rigorous monitoring of student progress, and fostered the development of collaborative leadership capacity. These strategic drives resulted in remarkable increases in student success, notably propelling the campus graduation rate from a challenging 51.4% to an impressive 92.8% during her tenure. Furthermore, the campus achieved a state B rating complete with four distinctions, a clear reflection of the success of the comprehensive turnaround.

Prior to this accomplishment, Anabel Garza played a key role in the success at Mendez Middle School where she helped steer the institution out of an unacceptable performance rating. Overcoming significant historical and community challenges, the school achieved double-digit gains across most performance areas. Seeking advanced training, she was selected for and completed the esteemed Darden/Curry School Turnaround Specialist Program at the University of Virginia. Most recently, her expertise expanded beyond campus walls through work

	with the Texas Education Agency Division of School Improvement and ESC 18–Texas Center for Educator Excellence. In this capacity, Anabel Garza transitioned into district and campus coaching, helping other leaders build sustainable systems for instruction, leadership development, and student performance gains, before ultimately returning to Austin ISD to continue her local impact.

VI. Curriculum & Instruction
Guiding Question: Does the plan increase the quality of instructional materials to be used at the campus and provide adequate time and support for teachers to internalize materials and reflect on student performance?

Please select the adopted curriculum	**We utilize and have access to the AISD district highly qualified instructional curriculum materials.** ● 9-12 English Language Arts (ELA): McGraw-Hill, StudySync ● Algebra I: Maneuvering the Middle, OpenStax HS Algebra I ● Geometry: McGraw Hill, Geometry ● Algebra II: McGraw Hill, Algebra II ● PreCalculus: McGraw Hill, PreCalculus ● Biology: Savvas, Experience Biology ● Chemistry: McGraw Hill, Texas Chemistry ● Physics: Pasco Physics, Essential Physics ● Integrated Physics and Chemistry: Activate Learning, Texas Integrated Physics & Chemistry - A Project Based Inquiry Approach ● Environmental Systems: Cengage National Geographic, Environmental Systems ● 6-12 Social Studies: Newslea **Core Content Instructional Support Materials include:** ● BLEND ● Edgenuity - credit recovery/acceleration ● School City/Eduphoria - assessment and intervention ● IXL - Math Digital Program ● Imagine Math My Path - Math Tier 3 Intervention ● Rewards - Reading Intervention ● IXL - Reading ● Imagine Learning Language and Literacy - ELAR Technology-adapted Intervention
Is this the curriculum that will be implemented for the duration of the plan?	Yes

What new curriculum will be adopted?	STEMScopes for Algebra 1 Geometry - pending committee review

If Yes, when will the district adopt the new curriculum?	August 18, 2026	If No, how many instructional minutes per week are required/recommended for implementation of this curriculum?	Not applicable.
How many instructional minutes per week are required/recommended for implementation of this curriculum?	225 minutes/week		
How many instructional minutes per week are in the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	225 minutes/week		
How many instructional days are included in the 2025-2026 calendar?	169		
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)	Eastside ECHS implements a comprehensive assessment plan designed to monitor student growth, inform instruction, and ensure alignment with district and state expectations. The plan includes Beginning-, Middle-, and End-of-Year MAP Growth Assessments, Curriculum-Based Assessments (CBAs) aligned to HQIM, the Summit K12 Middle-of-Year Assessment for Emergent Bilingual students, and STAAR Interim Assessments. In addition, campus-level Common Formative Assessments (CFAs) are collaboratively developed by content teams for courses without district CBAs, and non-core classes utilize CFAs, exit tickets, and other checks for understanding.		

	Assessment results are reviewed during PLCs with both content partners and vertical teams. Teachers collaborate with Instructional Coaches, Content Interventionists, Department Chairs, and Administrators to interpret data, plan instruction, and monitor progress toward goals. Teachers also use this data to set goals and confer with students, fostering student ownership of learning. Large-scale assessment administration is overseen by the Campus Testing Coordinator, while all instructional staff share responsibility for analyzing and responding to data to promote continuous improvement in teaching and learning.
Will the campus(es) implement a PLC structure?	Eastside ECHS has an established and fully implemented Professional Learning Community (PLC) structure that serves as the foundation for collaboration, instructional improvement, and data-driven decision making. Each content area team meets twice weekly (once as a vertical team and once as content partners) to engage in data analysis, lesson planning, and reflection aligned with district expectations and the campus's Falcon Four instructional priorities. The PLC structure is intentionally embedded into the master schedule to ensure teachers have dedicated time to analyze student learning, plan Tier 1 instruction, and align interventions. Facilitators, including department chairs, instructional coaches, and administrators, guide teams through a consistent, data-driven process that supports continuous improvement and promotes shared accountability for student outcomes.
How will PLCs be organized (by grade level, content area, etc.)?	PLCs at Eastside ECHS are organized by content area, including Math, English Language Arts, Science, Social Studies, Fine Arts, Dual Language, and Special Education. This organization allows teachers to collaborate with colleagues who share the same curriculum standards, assessments, and instructional materials. The structure promotes both horizontal and vertical alignment across grade levels, consistency in instructional delivery, and targeted discussions centered on student work, data, and the effective use of High-Quality Instructional Materials (HQIM).
How frequently will PLCs occur?	PLCs occur twice each week (approximately 90 minutes each) to provide ongoing opportunities for collaborative planning and instructional reflection. One PLC session is designated for vertical collaboration, which includes Tier 2 progress monitoring, assessment analysis, and alignment to district and campus initiatives. The second PLC session is held with content partners and focuses on lesson design, instructional adjustments, and development of Common Formative Assessments (CFAs). This dual-structure approach ensures both vertical and horizontal alignment while maintaining a consistent focus on data-informed instruction and student achievement.
Who will facilitate PLCs?	PLCs are collaboratively facilitated by the Department Chair, Instructional Coach, and the Assigned Administrator. Department chairs provide content-specific leadership and guide instructional alignment, the instructional coach supports teachers in data analysis and lesson design, and

	administrators ensure the work aligns with district goals and campus improvement priorities. This shared leadership model creates coherence, promotes accountability, and ensures each PLC functions as an effective professional learning system.
Who is required to attend PLCs?	All department teachers are required to attend PLC meetings, including Special Education teachers, instructional support staff, and assigned administrators.
Please describe the PLC protocol to be used	Eastside ECHS implements a data-driven discussion protocol to guide all PLCs. Each meeting begins with a structured welcome and Tier 2 progress monitoring check-in to address student interventions and supports. When recent assessments are available, teams collaboratively analyze Curriculum-Based Assessments (CBAs), MAP Growth data, and other formative assessment measures to identify trends, strengths, and areas for reteach. Teachers use High-Quality Instructional Materials (HQIM) such as 9-12 English Language Arts (ELA): McGraw-Hill, *StudySync* ● Algebra I: Maneuvering the Middle, OpenStax HS Algebra I ● Geometry: McGraw Hill, Geometry ● Algebra II: McGraw Hill, Algebra II ● PreCalculus: McGraw Hill, PreCalculus ● Biology: Savvas, Experience Biology ● Chemistry: McGraw Hill, Texas Chemistry ● Physics: Pasco Physics, Essential Physics ● Integrated Physics and Chemistry: Activate Learning, Texas Integrated Physics & Chemistry - A Project Based Inquiry Approach ● Environmental Systems: Cengage National Geographic, Environmental Systems ● 6-12 Social Studies: Newslea **Core Content Instructional Support Materials include:** ● BLEND ● Edgenuity - credit recovery/acceleration ● School City/Edduphora - assessment and intervention ● IXL - Math Digital Program ● Imagine Math My Path - Math Tier 3 Intervention ● Rewards - Reading Intervention ● IXL - Reading ● Imagine Learning Language and Literacy - ELAR Technology-adapted Intervention To design responsive lessons aligned with the Texas Essential Knowledge and Skills (TEKS). Meetings conclude with coordinated lesson planning, reflection, and the sharing of key campus and district updates. This structured, data-informed process ensures instructional decisions are evidence-based,

	collaborative, and aligned with continuous improvement goals.

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	**District-Facilitated Professional Development** **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** ● 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. ● 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 reteach. ● 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. **Campus-Facilitated Professional Development** ● Eastside ECHS's professional learning series (our campus based professional learning lab - professional development) is designed to strengthen Tier I instruction through intentional alignment of *The Fundamental 5* practices, high-quality instructional materials, and

strategies that maximize student engagement and rigor. This ongoing learning cycle supports the campus turnaround plan and directly addresses the identified areas of —curriculum fidelity, instructional consistency, and student performance growth.

- Teachers began participating in these learning lab sessions on August 7, 2025, where in-person learning focused on reviewing previous academic/instructional data, Fundamental 5: The Formula for Quality Instruction, building strong MTSS Tier 2 systems training, PLC protocol and had opportunities to plan lessons, review previous school year departmental assessment data and develop action plans for addressing areas of need within the departments.
- The professional learning labs will be on-going during district and campus designated professional learning days per the AISD calendar (November, January and April) with mini professional learning sessions embedded within departmental PLCs facilitated by department assistant principal, campus instructional coach, campus content specialist, department chair and/or the AISD District Academics Department).

Curriculum Implementation and Fidelity

- Deep dives into *Austin ISD's High-Quality Instructional Materials (HQIM)* in all core content areas.
- Alignment of daily lesson plans, exemplars, and assessments to the TEKS and unit-level expectations.
- Monitoring tools for ensuring curriculum pacing and instructional alignment across classrooms.

Embedding The Fundamental 5 Framework

- Reinforcing *Framing the Lesson* as a daily expectation to clarify learning objectives and outcomes.
- *Working in the Power Zone* to increase proximity-based engagement and targeted feedback.
  Facilitating *Frequent, Small-Group Purposeful Talk* to promote academic discourse and deeper comprehension.
  Using *Recognize and Reinforce* to strengthen classroom culture, motivation, and growth mindset.
  Integrating *Writing Critically* to enhance student reflection, synthesis, and application of learning.

- **Student Engagement and Instructional Rigor**
  - Differentiated engagement strategies to ensure all students—particularly Emergent Bilinguals and economically disadvantaged scholars—are actively participating in the learning process.

Integration of data-driven small-group instruction and formative assessment cycles.

Professional Learning Design

- **Frequency:** Bi-weekly PLCs and campus-based professional learning days (days designated by the AISD calendar as campus-based professional learning)
- **Format:** Instructional rounds, collaborative planning sessions, model lessons, peer observations, and reflection protocols.
- **Facilitators:** Campus Instructional Leadership Team (principal, assistant principal, instructional coach, content specialist, department chairs, and project specialist) .
- **Deliverables:** Updated lesson frameworks, aligned unit assessments, evidence of Fundamental 5 integration, and student work analysis.

Expected Outcomes

- Teachers will demonstrate increased instructional clarity, rigor, and consistency.
- Students will exhibit improved engagement, discourse, and academic growth as measured by formative and summative assessments.
- The campus will show measurable progress toward improved STAAR/EOC performance, increased graduation rate, and overall turnaround goals.

Monitoring and Continuous Improvement

- Classroom walk-throughs using Fundamental 5 look-fors.
- PLC reflection forms and lesson plan audits.
- Data-driven coaching conversations aligned to teacher growth goals and PPfT indicators.
- Quarterly progress review

How will you differentiate training for inexperienced (less than 2 years in role) and/or ineffective teachers/leaders ?	We will implement a tiered professional development and support system based on experience level, performance data, and observed needs. **Support for Inexperienced Staff (0–2 years in role)** These educators and leaders will receive foundational development and structured coaching, including: **New Teacher & New Leader Academy** with sessions focused on: - Lesson planning aligned to TEKS & district curriculum - Classroom management systems & routines - Differentiation & accommodations for diverse learners

- Data-driven instruction routines
- Campus assessment & intervention systems

Assigned Mentor for weekly support, including:

- Co-planning and model lessons
- Classroom walkthroughs with real-time coaching
- Feedback cycles using campus observation tool (e.g., T-TESS or PPfT)

Increased PLC Support:

- Guided planning templates
- PLC modeling for data meetings, TEKS unpacking, and exemplar lesson design
- Monthly "New Educator Seminars" reinforcing core instructional priorities

Support for Identified Ineffective or At-Risk Educators
Teachers and leaders needing targeted growth will receive intensive, personalized improvement plans based on data and observation trends:

- Individualized Growth Plan aligned to PPfT indicators
- Bi-weekly coaching cycles with modeling, guided practice, and observation

Focused PD Modules based on areas of need (examples):

- Lesson rigor & TEKS alignment
- Checks for understanding and monitoring student learning
- Small-group instruction & intervention routines
- Classroom culture and student engagement
- Peer coaching or learning walks to observe exemplar classrooms
- Progress monitoring checkpoints every 3–6 weeks, with adjustment of supports based on growth data

Whole-Staff Alignment
To maintain consistency across all experience levels:

- Campus PD calendar will embed recurring training on core practices (DOL/CFU routines, structured student talk, literacy strategies, classroom expectations)
- Leaders will calibrate weekly using a shared feedback tool & look-fors
- PLC agendas include practice, feedback, and data reflection

Expected Outcomes
By differentiating training and support, we will ensure:

- Clear pathways for educator growth

	- Improved instructional quality and consistency - Higher student achievement and stronger classroom culture - Retention of developing teachers and growth of future instructional leaders
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?	**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 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. The tool is founded on the TEA's TIER module MTSS instructional practices and the Research Based Instructional Strategies (RBIS) for language arts (foundational skills, complex texts, knowledge coherence, and text-based responses). **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. The tool is founded on the TEA's TIER module MTSS instructional practices and the Research Based Instructional Strategies (RBIS) for math (balance of conceptual and procedural understanding, depth of key concepts, coherence of key concepts, and productive struggle). **PLC Leader Feedback Tool** 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. **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. **Features of Effective Instruction - Looks Fors** 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. 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.
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 5 observations per year: ● 4 informal walkthroughs – two in the fall and two in the spring ● 1 formal observation This means each teacher will receive feedback at least five times per year, following each observation (4 informal + 1 formal), typically delivered through Perform and with their assigned appraiser.
What capacity building supports related to 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 English Learners (ELs), 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 supports for ELs, 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.

XIII. Milestones
Guiding Question: How will the strategy be implemented?

Date	Key Milestones
August 2025 - June 2026	- Graduation Command Center - An ongoing tracking system is used to monitor the graduation status, cohort progress, and credit completion for all 12th-grade students. - Individualized Graduation Plans (IGPs) - Plans are developed and reviewed at least once per grading cycle by students, counselors, and administrators to ensure personalized progress toward graduation. - Senior Success Meetings - Regular meetings conducted by counselors and administrators to review the specific needs of each senior regarding attendance, credit recovery, and College, Career, and Military Readiness (CCMR) progress. - Early Warning System - A system that identifies at-risk students every six weeks based on key metrics: attendance, course failures, and discipline data. - Delta/Twilight Credit Recovery - Utilized for both credit recovery (making up failed courses) and accelerated learning opportunities (advancing through courses). - Flexible Scheduling - Allows students to utilize double-blocked courses to efficiently meet their graduation requirements. - Evening or Extended-Day Support - Dedicated time (Panther Hour before school/Twilight after school) for students to complete missing coursework and earn credits toward graduation. - ACC Dual Credit Partnership - Collaboration with Austin Community College (ACC) to provide dual credit options, allowing students to simultaneously meet graduation and postsecondary readiness standards. - Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data - MAP Growth

	○ CBA Data ○ Formative Assessment Data

July 2026 -
September 2026
(BOY Readiness)
	● Strategic Launch & System Setup
	  ○ Conduct Leadership Retreat to review Turnaround Goals &
	    Milestone Calendar
	  ○ Realign CILT, Attendance Matters, and CCMR Committees
	  ○ Establish baseline data for graduation, CCMR, and EOC growth
	  ○ Reaffirm instructional expectations for Fundamental 5 & HQIM
	● Instructional Implementation
	● Full implementation of Fundamental 5 instructional practices across
	classrooms
	  ○ Launch campus-wide Writing Across Content initiative
	  ○ Ensure all seniors have updated graduation plans and CCMR
	    tracking

October 2026 -
December 2026
	● Early Data Review & Tiered Supports
	  ○ Conduct 1st 9-Weeks Academic Review
	  ○ Identify scholars off-track in Algebra I, English I/II
	  ○ Launch Tier 2 interventions and tutoring cycles
	  ○ Host "CCMR Blitz" sessions with counselors
	● Mid-Semester Progress
	  ○ Conduct interim assessments for Algebra I, English I/II
	  ○ Progress monitor academic growth projections using Domain 2A
	    methodology
	  ○ CCMR leadership team reviews student credential progress
	  ○ Graduation plan audits for 12th graders
	● Superintendent, district senior leaders, and the Campus District
	Accountability team will review student outcome data
	  ○ MAP Growth
	  ○ CBA Data
	  ○ Formative Assessment Data

January 2027 -
March 2027
(MOY Review)
	● Semester Reflection & Adjustment
	  ○ Hold mid-year data retreat to review CCMR, attendance, and
	    academic progress
	  ○ Adjust Tier 2/Tier 3 instructional supports
	● Targeted Acceleration & Testing Prep
	  ○ Begin focused STAAR tutoring cycles aligned to Domain 2A
	    growth patterns
	  ○ Conduct mock EOCs for Algebra I, English I/II
	  ○ Provide ongoing feedback loops through PLCs
	  ○ CCMR certification push (TSI, OnRamps, Dual Credit, IBCs)

April 2027 -
June 2027
(EOY Review)
	● STAAR & Graduation Readiness
	  ○ Administer STAAR EOC exams
	  ○ Verify CCMR credentials for all seniors

	○ Plan graduation logistics ○ Begin BOY planning for 2027–2028 ○ - Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ○ MAP Growth ○ CBA Data ○ Formative Assessment Data - Reflection ○ Conduct end-of-year performance review ○ Set preliminary 2027–2028 targets based on outcome data
July 2027 - September 2027	- System Reinforcement ○ Leadership Retreat to recalibrate milestones and targets ○ Reaffirm success criteria for CCMR, Graduation, and STAAR growth ○ Refine data systems to automate Domain 2A growth tracking - Instructional Calibration ○ Refresher PD on Fundamental 5 and HQIM fidelity ○ Teachers submit updated student growth targets ○ College and Career Fair kickoff
October 2027 - December 2027	- Early Data Review & Tiered Supports ○ Conduct 1st 9-Weeks Academic Review ○ Identify scholars off-track in Algebra I, English I/II ○ Launch Tier 2 interventions and tutoring cycles ○ Host "CCMR Blitz" sessions with counselors - Mid-Semester Progress ○ Conduct interim assessments for Algebra I, English I/II ○ Progress monitor academic growth projections using Domain 2A methodology ○ CCMR leadership team reviews student credential progress ○ Graduation plan audits for 12th graders - Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ○ MAP Growth ○ CBA Data ○ Formative Assessment Data
January 2028 (MOY Review)	- Data Reflection & Course Correction ○ Evaluate mid-year CCMR completion rate ○ Assess Domain 2A growth trajectory by content ○ Initiate peer observation cycles for high-growth classrooms
February 2028 – April 2028	- Peak Performance Phase ○ Implement final STAAR acceleration plans

	○ Conduct "CCMR 100" campaign for all seniors
	○ Early identification of at-risk graduates for targeted support

May 2028 – June 2028	● Sustainability & Legacy
	  ○ Celebrate milestones with data-based recognition
	  ○ Finalize EOY turnaround summary
	● Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data
	  ○ MAP Growth
	  ○ CBA Data
	  ○ Formative Assessment Data

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 monitor student academic progress monthly based on curriculum-based assessments and campus formative assessments. Principal supervisors will visit the campus weekly to observe instruction, PLCs, and ILTs and monitor meeting agenda record and observation and feedback trackers with principals.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	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. Assistant Superintendent of K-12 Academics and the Senior Executive Academics & 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. 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.
How frequently will progress toward milestones be reviewed?	Executive Directors of School Leadership will review progress bi-weekly, while Senior Leadership will conduct a formal review twice a year.

How will milestone progress data be collected?	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. 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	Eastside ECHS has been allocated approximately $385,462.56 from the 199-General Fund 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 supports provided by contracted vendors.

XVI: Additional Info

(Optional) Please share any additional	Comprehensive Milestone Timeline Special Education Support

| information about your strategy that was not included in the prior sections. You may also upload documents. | Advanced Academic Support
Multilingual Education Support
Look Fors: Features of Effective Instruction
Austin ISD Transition Support Plan
System Family Engagement Framework/Training | 22 |