Austin Independent School District Turnaround Plan
Linder Elementary School

I. District Information

School System Name	Austin ISD (227901)
School Name	Linder 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 Chief of Staff

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.**
ESF Diagnostic - Linder	**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: Patti Estep DCSI: Beth Newton Region 13 Contact: Elizabeth Deterra Assistant Superintendent of Elementary Schools: Jennifer Pace

	Assistant Principal: Claudia Shudic Instructional Coach: Candace Fox
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 4, 2025 - District Communication ● September 5, 2025 - 1st Staff Meeting ● September 18, 2025 - 1st CAC Meeting ● September 19, 2025 - 1st Principal Coffee ● September 24, 2025 - Community Meeting ● October 28, 2025 - 2nd Staff Meeting ● October 30, 2025 - 2nd Principal Coffee ● October 30, 2025 - 2nd CAC Meeting *I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for three 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 Linder Survey Responses Round 2 & 3 Linder Survey Responses Summary of Feedback Round 1 - 3

IV. Student Outcome Goals

I assure that the campus included in this plan has	Yes

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.	
Enter the campus-wide goal for the All Grades	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 SY2025-2026 and 2026-2027: 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, at minimum, earn 50% of points or more on every STAAR assessment they take. For SY2026-2028, Linder Elementary School will focus on the student growth metrics, outlined above.
Enter the campus-wide goal for the All Grades Math and Reading 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	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.

Growth Status Component of Domain III.	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?	**Accelerating Campus Excellence (ACE) Model** District-Managed Restart is designed to immediately move the campus to a C rating or better, or a CSI exit, in two years or less. This accelerated timeline is achieved because the ACE model uniquely leverages comprehensive talent systems, differentiated compensation, and intensive professional development (PD) to address persistent low academic growth and limited instructional capacity. By using strategic staffing and performance-based financial incentives, ACE recruits and retains high-performing educators, ensuring students gain immediate access to effective teachers and robust monitoring systems. This commitment to leadership stability and instructional coherence positions the district for rapid improvement in student outcomes and proactive compliance, preventing escalation under TEC 39A.111. **1882 Contingency** Austin ISD has proactively established a contingency plan that involves a review of student performance data in reading and math. This analysis will help determine whether campuses are on track to meet their target performance goals by May 2027. If the data indicates insufficient progress, the district will implement the 1882 contingency as a safeguard. This option involves a partnership between the school district and an external entity—such as a charter school, nonprofit organization, or higher education institution—to operate a campus. If needed, the 1882 contingency would take effect for the 2027–2028 school year. **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 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?	Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation. School Action Fund Implementation (Restart)

Please name any organizations you are working with to build capacity and support strategy implementation	**Technical Partner:** In the context of the Texas Education Agency (TEA) and school "restarts," a technical partner refers to an organization authorized by a school district to operate a school under a performance contract. This partner is responsible for significantly changing and improving persistently struggling schools through implementing evidence-based school models. Austin ISD selected Steady State Impact as its technical partner based on the organization's experience, competency, and proven track record for turning around schools.
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% **Dr. Beth Newton** Executive Director, School Improvement - 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. **Dr. Beth Newton** **Executive Director, School Improvement** Dr. Beth Newton began her career as a classroom teacher on a turnaround elementary campus, where she developed a deep commitment to equity and student growth. She later served as principal of Pease Elementary School, leading the campus from a C rating to an A rating in a single year through a focus on data-driven instruction and equitable access to rigorous learning. Dr. Newton then became principal of Murchison Middle School, where she guided the campus from a C rating to a B rating, expanding access to advanced coursework and implementing frequent formative assessments to accelerate student progress. As an Elementary Executive Director, she supported Perez Elementary School in improving from an Unacceptable Rating to a C Rating in 2024–2025 by strengthening systems for student growth, progress monitoring, targeted intervention, and high-quality instructional materials (HQIM).

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	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. To address student learning gaps and accelerate progress, targeted intervention programs are also implemented. In reading, El Camino al Éxito supports dual language kindergarten students, while UFLI serves as the core intervention for phonics in grades K–2 and grades 3–5. Dual language students in grades 1–2 receive additional support through El Próximo Paso al Éxito, and upper elementary students use Rigby Readers (HMH) to strengthen comprehension. For math intervention, TEMI is used in grades K–2 and ESTAR in grades 3–5 to identify needs and provide targeted, data-informed instruction.

Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	Not applicable.
If Yes, when will the district adopt the new curriculum?	The curriculum has been adopted and implemented.
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?	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. **Recommended Instructional Minutes** • ELAR: 550 - 725 minutes per week • Math: 350 - 425 minutes per week • Science: 200 - 300 Minutes per week • Social Studies: 150 Minutes per week **Campus Instructional Minutes** • ELAR: 550-725 minutes per week • Math:350-425 minutes per week • Science: 200-300 minutes per week • Social Studies: 150 minutes per week Yes this meets the required number of minutes.
How many instructional days are included in the 2025-2026 calendar?	169
If there are fewer than 165 instructional days in	Not applicable.

the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	
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?	Extended PLCs occur weekly for 90 minutes uninterrupted.
Who will facilitate PLCs?	Linder Elementary has 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.

VII. ACE

Guiding Question: Does the plan meet the requirements outlined in Texas Education Code, Section 39A.105(b)?

Has this campus (or this set of campuses) completed a planning year for the SAF grant for the ACE model?	Yes - Austin ISD leaders worked with Steady State, technical partner to devise the Project Management Plan.
(Optional) Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b).	Not Applicable
Would you like to provide more detail about the implementation of your ACE model? (Select yes if your School Design	No

Plan does not meet the criteria in TEC Section 39A.105(b).)	
Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.	Linder Elementary implementation progress will be reviewed every three weeks, focusing on key data points and improvement levers. Dashboards will be developed to track these indicators over time, ensuring trends are visible and actionable. ● **Academic Performance**: STAAR results (by domain and subgroup), STAAR Interim data in Science and Social Studies, MAP Reading and Math BOY/MOY results, and ongoing Curriculum-Based Assessments (CBAs). **Instructional Quality**: Walkthrough data, observation rubrics, lesson internalization protocols, and PLC implementation. **Student Engagement**: Attendance, discipline, and participation rates in extended learning opportunities. **Family & Community Engagement**: Frequency and quality of family engagement events, parent conferences, and partnerships.
What targets will the district set to identify which teachers and administrators are highly effective?	**Principals** ● Principals should demonstrate a record of improving student outcomes and cultivating a strong, positive school culture ● The principal should have a minimum of three years of experience at a turnaround campus ● The overall school improvement should have increased by two letter grades within two years. **Teachers** ● Effective teachers are identified using a combination of student growth data and administrator evaluations. ● Overall teacher proficiency will be measured by Austin ISD's local evaluation tool, PPfT. ● Currently 27% of Linder teachers meet the TAP eligibility requirements.
Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	Austin ISD will offer priority placement to retain leaders and teachers that meet the qualifications. Financial incentives will be offered to high-performing staff members to remain at the campus based on staffing criteria.
Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	Yes

How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?	Principals selected to lead restart campuses are chosen based on a demonstrated record of improving student outcomes and cultivating a strong, positive school culture. The search includes a meticulous process, where submitted applications are analyzed not only for minimum qualifications but also for evidence of a sustained and successful leadership track record. ● The principal selection process involves several key phases, beginning with resume screening. ● This is followed by thorough reference checks. ● Data review of schools where the principal previously worked to assess their track record. ● Candidates will participate in a three-phase interview that incorporates a performance task directly related to school turnaround leadership competencies.
Will the principal have final authority over personnel decisions at each campus implementing the ACE model?	Yes, the principal will have final authority over personnel decisions.
How will the district ensure that at least 60 percent of the classroom teachers assigned to the campus are teachers who demonstrated instructional effectiveness during the previous school year?	Effective teachers are identified through a comprehensive review process that combines student growth data and administrator evaluations to ensure alignment with district standards of excellence. Highly qualified educators from across Austin ISD are invited to apply, with no more than two teachers permitted to transfer from any single campus to maintain districtwide stability. In alignment with the strategic staffing pillar of ACE, all core teaching staff may be asked to reapply for their positions to ensure the highest-quality instruction for students. Candidates from outside the district participate in a rigorous screening process that evaluates their certifications, instructional experience, and demonstrated capacity to accelerate student growth. To secure top talent, Talent Strategy will leverage key staffing resources, including certifications and growth data, highly qualified teacher lists, teacher effectiveness analyses, and priority placement systems to match the strongest educators to the campuses with the greatest need.
Describe how the campus will implement research-based instructional strategies.	The district's professional development for all teachers and leaders is centered on the effective implementation of High-Quality Instructional Materials (HQIM). Within this framework, Research-Based Instructional Strategies (RBIS) are intentionally embedded in the curriculum materials to ensure that teaching practices are aligned with evidence-based methods proven to enhance student learning.

| | During the Professional Learning Community (PLC) process, teachers engage in collaborative lesson planning, internalization, and rehearsal of instructional practices. This process provides structured opportunities to incorporate RBIS directly into daily instruction, ensuring that every lesson reflects both the rigor and the equity focus of the HQIM.

To sustain and strengthen implementation, administrators and instructional coaches conduct regular classroom observations and provide targeted feedback and coaching. This continuous support cycle—planning, practice, observation, and reflection—promotes instructional coherence across classrooms and deepens educator expertise in delivering high-quality, research-driven instruction.

Through this comprehensive approach, the district ensures that HQIM professional development leads to consistent, effective, and student-centered teaching practices in every classroom. |
|---|---|
| Describe how the campus will implement data-driven instructional practices. | The campus will implement data-driven instructional practices through a continuous, cyclical process. It begins with teachers continuously checking the student level of understanding to make immediate adjustments during instructional delivery to ensure responsiveness in the moment. Deeper analysis is guided by a provided SOP (Standard Operating Procedure) to help leaders and teachers access relevant assessment data in Eduphoria. This information is analyzed using both a formative assessment analysis protocol to identify trends in misconceptions and determine which concepts need to be spiraled, and a streamlined data protocol for the systematic data analysis of CBA (Curriculum-Based Assessment) results. Finally, instructional adjustments are formalized through collaboration in PLCs (Professional Learning Communities), where teams meet to review data and create action plans, and also to review and analyze student work, ensuring all instructional decisions are directly informed by comprehensive student performance evidence. |
| Describe how the campus will implement positive student culture on the campus. | The campus will cultivate a strong positive student culture through a comprehensive approach centered on intentional systems and curriculum. This is anchored by the consistent implementation of School-wide Positive Behavior Intervention Supports (PBIS) systems, which establishes clear behavioral expectations and reinforcement mechanisms across all settings. To build character and social-emotional skills, the school will integrate the Character Strong Curriculum into daily instruction, providing students with explicit lessons on core values and interpersonal dynamics. Leaders will monitor the effectiveness of these efforts and ensure fidelity through regular campus culture walks using a defined tool to assess the environment, climate, and staff-student interactions to drive continuous improvement in the campus culture. |

Describe how the campus will implement family and community engagement, including any partnerships with parent and community groups.	The campus will foster robust family and community engagement by creating an inclusive, welcoming environment that actively involves families in critical aspects of student learning and success. Engagement efforts will be guided by the Dual Capacity Framework, ensuring that all interactions build the capacity of both families and staff to support academic growth. To sustain meaningful partnerships, systems will be in place to engage families regularly in personalized and constructive conversations about student progress, including college, career, and postsecondary readiness. Multiple communication strategies—integrated into teacher roles and responsibilities—will ensure that families receive consistent, positive, and actionable updates about their child's learning. The campus will implement a comprehensive structure that leverages both personnel and programming. Parent Support Specialists will serve as dedicated liaisons between families and the school, while the Campus Advisory Council (CAC) and its expanded CAC+ will provide opportunities for authentic community voice and shared decision-making. To streamline participation, the VOLY volunteer system will be used to coordinate community involvement. Family engagement will be further strengthened through monthly events and specialized training offered in collaboration with the Family Engagement for Restarts initiative. In addition, the campus will implement Academic Parent Teacher Teams (APTT) to promote shared responsibility for student achievement through collaborative academic partnerships. Finally, family and community engagement data will be reviewed regularly, and plans will be refined as needed to ensure ongoing improvement and meaningful impact
Describe how the campus will implement extended learning opportunities for students, which may include service or workforce learning opportunities.	The campus will provide diverse extended learning opportunities by leveraging both internal resources and strong community partnerships to enrich student experience and prepare them for future success. This comprehensive offering includes dedicated academic support such as after-school tutorials and Saturday school to provide targeted instruction and intervention. To connect students with broader support and real-world exposure, the campus partners with key organizations like CIS (Communities In Schools, providing integrated student support), the ACE Program (offering academic and enrichment activities), and after school community programs, such as the Boys/Girls Club. Furthermore, the campus will provide exposure to post-secondary options through organized College Tours, ensuring students have opportunities that span from academic remediation to college and career exploration.
Describe how the campus will provide student services before	To enrich student life, the district will assess interests and establish new after-school clubs, creating a comprehensive program for broader engagement. Arts-based activities will be strategically implemented to foster

or after the instructional day that improve student performance (for example, tutoring, extracurricular activities, counseling services, and offering breakfast, lunch, and dinner to all students at the campus).	community among students, faculty, and families, with partnerships enhancing these experiences. Furthermore, all staff will receive training on diverse student needs and inclusivity, supported by the hiring of additional, preferably bilingual, counseling staff in alignment with the Wraparound Supports pillar of ACE. These interconnected initiatives aim to create a welcoming, supportive, and enriching environment for all students.
	● Parent Consent for student clubs/organizations
	● Extended Year Programming
	● Increased counselor allocations are assigned to restart campuses
	● Extended Day: extra hour of instruction, primarily focused on reading and math
	   ○ Instructional school day: 7:40 am to 4:10 pm
	   ○ Additional Intervention block: 45-50 minutes daily
	● School is a Title 1 campus which suggests breakfast, lunch, and dinner is offered at no cost

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

Date	Key Milestones
EOM August 2025	Review Turnaround Plan Guidance from TEA and Region 13
	Complete summer professional learning for campus leaders
EOM September 2025	Share Turnaround Plan information with stakeholders Engage with communities and Campus Improvement Teams Share draft Turnaround Plans
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM October 2025	Share Turnaround Plan information with stakeholders Engage with communities and Campus Improvement Teams Share Turnaround Plan revisions and seek feedback
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM November 2025	Share final draft Turnaround Plans and seek feedback Obtain Board approval on Turnaround plans Submit Turnaround Plans to Texas Education Agency for approval

	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM December 2025	Work with campus and district teams to prepare for TAP implementation and progress monitoring
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM January 2026	Campus staffing begins for all positions; highly-qualified teacher placement
	Review MOY student and teacher data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM February 2026	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Targeted Recruitment Fairs for Internal Candidates
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM March 2026	Review student data from the third quarter
	Complete staffing assignments for 2026-2027
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM April 2026	Traditional hiring for SY 26-27
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM May 2026	Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data

	• MAP Growth • CBA Data • Formative Assessment Data
	Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
	Review EOY student outcome data by teacher, as well as EOY observation data
	Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM June 2026	Create data-informed plans for summer PD
	Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and Data-Driven Instruction (DDI) systems.
	Identify key data points to be tracked throughout the implementation year
EOM July 2026	Adjust family engagement plan based on feedback
	Adjust after-school enrichment schedule based on feedback
	Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners
EOM August 2026	Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM implementation
	Ensure a system and tools for observation of and feedback for classroom teachers are in place
	Establish school-wide routines for students that are clear, action-oriented, and easy to remember
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM September 2026	Finalize after-school enrichment activities and confirm schedule
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM October 2026	Review student and teacher data from the first quarter

	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM November 2026	Create plans for teacher coaching and support, and student support informed by the data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM December 2026	Review MOY student and teacher data Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ● MAP Growth ● CBA Data ● Formative Assessment Data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM January 2027	Campus staffing begins for all positions; highly-qualified teacher placement Review MOY student and teacher data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM February 2027	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM March 2027	Review student data from the third quarter
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM April 2027	Complete hiring for Year 27-28 vacancies

	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM May 2027	Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ● MAP Growth ● CBA Data ● Formative Assessment Data
	Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
	Review EOY student outcome data by teacher, as well as EOY observation data
	Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM June 2027	Create data-informed plans for summer PD
	Prepare summer PD focused on school-wide policies and procedures, HQIM implementation and internalization, and DDI systems.
	Identify key data points to be tracked throughout the implementation year
EOM July 2027	Adjust family engagement plan based on feedback
	Adjust after-school enrichment schedule based on feedback
	Develop an engagement plan anchored on partnerships between parents, teachers, students, and community partners
EOM August 2027	Provide professional development for teachers around school-wide academic goals, DDI systems, and HQIM implementation
	Ensure a system and tools for observing and providing feedback to classroom teachers are in place
	Establish school-wide routines for students that are clear, action-oriented, and easy to remember
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM September 2027	Finalize after-school enrichment activities and confirm schedule

	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM October 2027	Review student and teacher data from the first quarter
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM November 2027	Create plans for teacher coaching and support, and student support informed by the data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM December 2027	Review MOY student and teacher data Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ● MAP Growth ● CBA Data ● Formative Assessment Data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM January 2028	Campus staffing begins for all positions; highly-qualified teacher placement Review MOY student and teacher data
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM February 2028	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM March 2028	Review student data from the third quarter

	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM April 2028	Complete hiring for Year 28-29 vacancies
	Progress monitoring: Review progress of assessments and critical deliverables
	Capacity building: Complete monthly professional learning for campus leadership teams
EOM May 2028	Superintendent, district senior leaders, and the Campus District Accountability team will review student outcome data ● MAP Growth ● CBA Data ● Formative Assessment Data
	Review EOY attendance and discipline data, disaggregated by grade, content area, and sub-population
	Review EOY student outcome data by teacher, as well as EOY observation data
	Review EOY family and parent engagement data, disaggregated by grade, content area, and sub-population
	Capacity building: Complete monthly professional learning for campus leadership teams

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 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	Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The

| with district leadership and other relevant stakeholders? | 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 | Linder Elementary School has been allocated approximately $1,002,202.64 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 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. | Special Education Support
Advanced Academic Support
Multilingual Education Support
Austin ISD Transition Support Plan
Summer School Handbook
System Family Engagement Framework/Training |