Austin Independent School District Turnaround Plan
Wooten Elementary School

I. District Information

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

II. Needs Assessment

2.1 Please indicate the type of needs assessment conducted	I assure that the campus named in this plan has conducted an on-site needs assessment that meets the requirements in Section 39A.053 of the Texas Education Code. (e.g. Texas Strategic Leadership Landscape Analysis, ESF Diagnostic, or an LNA.) If LNA:I assure that all locally conducted needs assessments met the requirements in Section 39A.053 of the Texas Education Code, and the results of the local needs assessment are available upon request.
OSNA - Wooten	**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	**Wooten** Nicholas Martinez, Principal Martha Sanchez, Assistant Principal Wooten Jessica Dillenberger, Instructional Coach

	DCSI: Sondra McWilliams Region 13 Contact: Elizabeth Deterra Jennifer Pace, Assistant Superintendent of School Improvement Sondra McWilliams, Executive Director Wooten
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.*	Wooten ● September 20, 2025 and 24, 2025 - District Communication ● Sept. 23, 2025 - Staff Meeting ● Sept. 24, 2025 - Staff Meeting ● Sept. 26, 2025 - CAC Meeting ● Sept. 26, 2025 - Principal Coffee ● September 25, 2025 - Campus Communication ● October 6, 2025– Share/post Draft TAP on district & campus websites. ● October 30, 2025 - Staff Meeting ● October 30, 2025 - CAC Meeting ● October 31, 2025 - Principal Coffee *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 Wooten Survey Responses Round 2-3 Wooten Survey Responses (no responses received) Wooten Summary Rounds 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
Enter the campus-wide goal for the All Grades ELA/Reading Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	The Domain 1 goal across all grades and subject areas would be 75% of tests at Approaches and Above, 35% of tests at Meets and above and 15% of tests at Masters. Below is a path to achieve an acceptable (C) rating in school years 2025-26 – 2027-28: 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> 2. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and> 3. All students earn 50% of points or more on every STAAR assessment they take.
Enter the campus-wide goal for the All Grades Math Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	Campus-wide goal for reading meets and above is 35%. Campus-wide goal for math meets and above is 35%.

Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show at least minimal growth towards the interim target in both reading and math. Component points: 4 ELA, 4 Math - 8/32, 25%
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will meet the 2025-26 target in both reading and math. Component points: 12 ELA, 12 Math - 24/32, 75%
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	40% or more of students taking the TELPAS assessment will achieve composite growth. Component points: 3/4, 75%
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	Every group evaluated (All, Lowest performing racial/ethnic group 1, Lowest performing racial/ethnic group 2, High Focus Group) will show at least minimal growth towards the interim target in both reading and math. Component score: 4/16, 25%

V. School Improvement Strategy

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

What strategy or strategies will you implement for this campus?	Intensive Curriculum & Instruction Improvements address persistent low academic growth and limited instructional capacity by focusing on implementing proven systems for instructional coherence, and higher performance. This strategy ensures that students have immediate access to effective teachers and robust monitoring systems, which positions the district to improve student outcomes. The campus implements a comprehensive, data-driven instructional model designed to ensure all students meet grade-level expectations through

high-quality instruction and targeted support. Core instruction is grounded in TEKS-aligned, high-quality instructional materials (HQIM), including *Houghton Mifflin Harcourt (HMH)* for English Language Arts and *STEMscopes* for Math, with fidelity checks conducted during PLCs and walkthroughs. Teachers maintain a daily focus on clear learning objectives and success criteria, supported by campus-wide writing routines and weekly calibration on constructed responses.

Instruction is further strengthened through protected small-group instruction in reading and math, where teachers provide explicit scaffolds and integrate strategies for language acquisition and biliteracy development. Data-Driven Instruction (DDI) cycles occur every two to three weeks, with reteaching mapped within 48 hours of assessments and daily use of exit tickets. Students actively engage in their learning through goal-setting during "Power-Up Week," aligning individual TEKS and TELPAS targets with practice plans.

The Multi-Tiered System of Supports (MTSS) ensures fidelity for all student groups, including weekly reviews of Tier 2 and 3 supports and verification of IEP, 504, and dyslexia accommodations. Staff receive pre-service training and ongoing coaching focused on inclusive practices, high-quality IEP development, and effective delivery of Specially Designed Instruction (SDI). Instructional excellence is reinforced through continuous coaching cycles, TNTP Instructional Rounds, and PPfT walkthroughs using consistent look-fors and low-inference feedback.

To support a positive and achievement-oriented school culture, the campus employs tiered attendance interventions, advisory data talks, and goal-tracking systems, paired with a house incentive system that celebrates growth, attendance, and academic effort. Progress is continuously monitored through biweekly PLC reviews of observation trackers, intervention data, and STAAR and TELPAS dashboards to ensure sustained improvement in both instruction and student outcomes.

Summer Learning Experience
Austin ISD's Summer Learning Experience provides students with additional opportunities for academic growth, enrichment, and targeted intervention. The program is designed to help students strengthen essential skills, close learning gaps, and prepare for success in the upcoming school year. Effective summer learning requires intentional coordination of staffing, curriculum, and logistics, ensuring that students benefit from engaging, high-quality instruction.
 Building on the district's established summer school framework, Austin ISD will continue to streamline planning and implementation to ensure consistency across campuses. This approach allows educators to deliver meaningful learning experiences while maintaining alignment with district goals and instructional priorities.

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Systemic Family Engagement

Austin ISD's approach to family engagement is guided by the Dual Capacity-Building Framework for Family-School Partnerships, developed by Dr. Karen Mapp and the U.S. Department of Education. This framework recognizes that meaningful collaboration between families and schools depends on building the knowledge, skills, confidence, and relationships of all stakeholders.
The framework focuses on four key areas:

- Building Capabilities – Strengthening the skills and confidence of families and educators to engage meaningfully.
- Building Connections – Fostering trust and relationships between home, school, and community.
- Building Cognition – Promoting shared understanding of the vital roles families and schools play in student learning.
- Building Confidence – Empowering families and educators to take active roles in student success and school improvement.

Family engagement efforts will be linked to learning, collaborative, relational, developmental, and culturally responsive, ensuring that families are true partners in the educational process. As part of this work, teachers and leaders will receive training on Academic Parent-Teacher Teams (APTTs) to strengthen family-school partnerships and enhance communication about student progress and goals.

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<td>Which, if any, grants has your school system been awarded to support this strategy?</td>
<td>Our school system has not been awarded a grant to support this strategy.</td>
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<td>Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?</td>
<td>Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation.
School Action Fund
Resource Designation</td>
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<td>How many district staff members will you be reporting capacity building information for?</td>
<td>Two staff members will support this plan.</td>
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<tr>
<td>**If the row above is District or Campus Staff:** What are the names and roles of</td>
<td>**Jennifer Pace**
Assistant Superintendent of Elementary Schools - 50%

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

as assistant principal and instructional coach, guiding the campus from Academically Unacceptable to Academically Acceptable in a single year by improving reading outcomes for all student subgroups. Ms. McWilliams later joined Sunset Valley Elementary, where her leadership contributed to the campus earning recognition for Academic Growth and achieving an Exemplary state rating in 2010. As principal of Odom Elementary, she sustained acceptable performance through focused PLC implementation, small-group instruction, and ongoing use of high-quality instructional materials to drive continuous improvement, Odom improved from an F to a C within a year (2023–2024).

Currently, as Executive Director in Austin ISD, Ms. McWilliams oversees five campuses with unacceptable ratings, guiding principals in designing and executing turnaround plans grounded in the Effective Schools Framework (ESF).

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.
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?	Not Applicable.
If No, how many instructional minutes per week are required/recommended	**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

for implementation of this curriculum?	
How many instructional minutes per week are in master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended number of minutes?	**Campus Instructional Minutes** ● ELAR: 550-725 minutes per week ● Math: 350-425minutes 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 the 2025-2026 calendar, what steps will the district take to ensure a 165-day calendar is adopted and implemented in 2026-2027?	Not applicable.
Please describe the assessment plan for the impacted campus(es)	The academic year at the elementary level begins in September with MAP Growth assessments in reading and math for all students in grades K–5 (September 2–29). In addition, Curriculum-Based Assessments (CBAs) are administered throughout the year in alignment with curriculum pacing to provide multiple data points for monitoring student progress and adjusting instruction. For math, CBAs are given to Grade 3 students in September, November, December, February, and March; Grade 4 students in September, November, January, February, and March; and Grade 5 students in September, October, December, and February. In ELA, Grades 3–5 complete CBAs in October, November, January, and March, while Grade 5 Science CBAs occur in October, November, January, February, and March. Midyear, students participate in the winter MAP Growth testing window (December 1–19), followed by STAAR Interim Assessments for math and reading in February (February 2–13) and for science in March (March 2–13). The spring testing season includes STAAR Reading (April 7–14), Science (April 14–21), and Math (April 21–28), with TELPAS assessments running from February 16 through March 13. This comprehensive and strategically sequenced assessment system ensures timely, actionable data across the year to inform targeted interventions,

	guide instructional planning, and accelerate student learning across all elementary campuses. This schedule ensures multiple data points across subjects and grade levels, supporting targeted interventions and instructional adjustments to accelerate student learning.
Will the campus(es) implement a PLC structure?	The Professional Learning Communities (PLC) structure will be built into the master schedule and include internalization and lesson rehearsals.
How will PLCs be organized (by grade level, content area, etc.)?	PLCs are designed by grade level and content areas.
How frequently will PLCs occur?	PLCs occur twice per week for grades K-5.
Who will facilitate PLCs?	Wooten 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.

XII. Capacity Building

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

Please describe your planned training/PD sessions (and who delivers and attends) for: -Principal manager -Principal -Other campus admin (assistant principals, instructional coaches) -Teachers	**The New Teacher Project (TNTP) Professional Development Series: SY25-26** **School Leader Professional Learning and Embedded Coaching Supports:** TNTP will provide school leaders (principal, assistant principal, instructional coach) with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model. **Progress Monitoring:** TNTP will support the district in monitoring progress toward literacy and math goals through formal classroom observations. TNTP will collect and analyze the progress monitoring data and facilitate two continuous improvement sessions to identify trends, guide strategy, and strengthen (Bi)Literacy instruction and math across the district and facilitate Continuous Improvement sessions for district leaders. **Learning Labs:** As Austin ISD and TNTP seek to expand the Lighthouse model in 2025-2026, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community's unique priorities. By engaging leaders in practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work. **Executive Director Professional Learning:** TNTP proposes a comprehensive approach to developing executive directors

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

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

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

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

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

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

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

| What tool will be used to evaluate implementation of the training (for 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.

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

MTSS Math Walkthrough Tool
The AISD MTSS Math Classroom Walk Through tool is designed to support instruction in both Tier 1 and Tiers 2 & 3 to align with AISD's definition of excellent math instruction. Instructional leaders should use this form when observing in K-5 math classrooms and intervention. Note that there are separate indicators for Numeracy Skills and Core Math Instruction as instruction should look different in these settings.

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

The **PLC Leader Feedback Tool** is used to plan, observe, and provide feedback on PLC meetings to ensure they are well-organized, grounded in clear learning goals, and focused on instruction, collaboration, and data analysis. |

	Observation look-fors include evidence that teams use structured agendas, pre-work, and protocols to guide meaningful discussion and that teachers engage in lesson internalization, modeling, and analysis of student work and data. Effective PLCs foster trust, shared accountability, and active participation, concluding with actionable next steps aligned to student learning and guided by the core questions: *What do we want students to learn? How will we know they've learned it? How will we respond if they haven't?* **Critical Deliverables Review and Feedback** This form is used to track campus progress on key instructional leadership deliverables such as core calendars, PLC planning, coaching caseloads, and instructional rounds and to provide targeted feedback and next steps to ensure consistent implementation and improved teaching and learning outcomes.
How frequently will each teacher receive an observation from an instructional leader or coach, and receive feedback?	Each teacher will receive frequent, structured observations paired with timely feedback to ensure consistent growth and alignment to instructional goals. Teachers will be observed by an instructional leader or coach on a bi-weekly basis (every two weeks), with priority for weekly observations for new teachers (less than two years of experience) or those identified as ineffective. Each observation will be followed by a feedback conversation within 48 hours, focusing on one or two high-leverage action steps that can be implemented immediately. In addition, informal walkthroughs will occur multiple times per week to provide real-time coaching and monitor progress on previously identified goals. This rhythm of frequent observation, immediate feedback, and follow-up monitoring ensures that professional learning is ongoing, actionable, and directly tied to improved student outcomes. Each teacher will receive a total of five observations per year—four informal walkthroughs (two in the fall and two in the spring) and one formal observation. Following each observation, teachers will receive timely, individualized feedback—typically through Perform and in collaboration with their assigned appraiser—to support continuous growth and strengthen instructional practice throughout the year.
What capacity building supports related to supporting students in special populations will teachers and administrators receive?	**Administrator and Teacher Training and Support** Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including Emergent Bilinguals (EBs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language support for EBs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and culturally responsive teaching practices to ensure lessons are

accessible and inclusive for all learners.

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

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

Differentiated Administrator and Teacher Training Support for Special Education Students - 23%

- **Co-Teaching and Inclusion Excellence:** The training will emphasize effective co-teaching models to ensure the consistent delivery of high-leverage Specially Designed Instruction and maximize the time students with disabilities spend in the least restrictive environment. Partnerships across general education and special education will be emphasized.
    - Training will also include a focus on universal design for learning (UDL) principles. (Training will be led by the Special Education Department).
    - A follow-up coaching session will be provided to special education teachers serving in a co-teaching model.
- **General Education Curriculum:** All special education teachers will have access to and attend training on the general education curriculum prior to the start of school. (Partner with MET, Humanities and STEM for training)
- **Dyslexia Intervention and Compliance:** This training will outline the requirements of HB 3928 and provide actionable instructional support, including assistive technology, for students identified with dyslexia.
    - Our team will ensure a minimum of two persons on the campus are trained to deliver dyslexia intervention using an approved Austin ISD program prior to the start of school. (Training will be led by the Special Education Department).
- **Teacher Assistant Capacity:** All TAs will complete the RETHINK Ed training series prior to the start of school to support effective management of behavior and social skills and implementation of

behavior intervention plans. (Training modules are asynchronous).

- **Scheduling Services for Students with Disabilities:** Review best practices for creating master schedules that prioritize LRE and maximize student access to high-quality Specially Designed Instruction (SDI) within general education settings.
- **Building and Enhancing Family Engagement:** Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.
- **Federal and State Compliance Requirements:** Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.
- **Additional Focus on Monitoring Results Driven Accountability (RDA)**: Prioritization of student performance and appropriate placement.
    - **Academic Outcomes:** Monitor and analyze data on the academic progress and achievement for students with disabilities, particularly in math, social studies, and science, to ensure continuous improvement and closing of achievement gaps.
    - **Reduction in Out-of-School Placements:** Review current placement data and strategies to ensure students are being educated in the Least Restrictive Environment (LRE). Develop and implement strategies to increase inclusion and reduce instances of disciplinary or instructional removals to settings outside the general education campus.

Differentiated Administrator and Teacher Training and Support for Emergent Bilingual Students - 75%

Core Instructional & Language Integration Support

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

- **Content-Based Language Instruction (CBLI):** Deliver multiple, practical professional learning sessions focused on CBLI, emphasizing strategies for seamlessly integrating language development into core academic instruction.
- **Individualized CBLI Coaching:** Implement personalized coaching cycles to strengthen CBLI and biliteracy practices. This includes classroom observations, co-planning/co-teaching, structured feedback sessions, and explicit instructional support.
- **Collaborative Planning (PLCs):** Attend and facilitate Professional Learning Communities (PLCs) to ensure instructional alignment, share

	high-leverage strategies, and support collaborative planning specifically for Emergent Bilingual (EB) students. ● **Student Language Workshops:** Organize and/or lead student-focused workshops to actively build confidence and skills in listening, speaking, reading, and writing in preparation for the TELPAS assessment.

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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement

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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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

	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement
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
	Ongoing dual capacity building family engagement

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 with district leadership	Milestone progress will be shared through biweekly leadership meetings, Executive Director debriefs, and monthly progress monitoring reports. The Instructional Leadership Team (ILT) will summarize trends from assessment results, walkthrough data, and implementation evidence to inform leadership

and other relevant stakeholders?	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	Wooten Elementary School 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 support provided by contracted vendors.

XVI: Additional Info

(Optional) Please share any additional information about your strategy that was not included in the prior sections. You may also upload documents.	Comprehensive Timeline Special Education Support Advanced Academic Support Multilingual Education Support Austin ISD Transition Support Plan Summer School Handbook System Family Engagement Framework/Training