Austin Independent School District Turnaround Plan
Eastside Early College High School

I. District Information

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

II. Needs Assessment

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

III. Stakeholder Engagement

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

Campus Intervention Team (CIT) Members	Principal: Dr. Susan Thames DCSI: Anabel Garza Region 13 Contact: Elizabeth Deterra TEA Division of School Improvement: Dr. Monette Coleman Dr. LaTonia Amerson, Assistant Superintendent of School Improvement

	Quentin Thomas, Academy Director
Date(s) of written notice to all public meetings *Include dates when 1) written notice of the public meetings were provided and 2) posted on campus website.*	● September 8, 2025 - Community email notification of TAP ● September 9, 2025 - Staff Meeting ● September 16, 2025 - Principal Coffee ● September 16, 2025 - CAC Meeting ● October 21, 2025 - Principal Coffee ● October 21, 2025 - CAC Meeting ● October 28, 2025 - Campus ILT *I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).*
Initial date of TAP being posted to the district website	October 6, 2025
Date of public hearing	November 20, 2025 *I assure that the board conducted a hearing regarding the plans for each campus identified for school improvement to notify the public of the insufficient performance of the campus, the improvements in performance expected by the agency, and the intervention measures or sanctions that may be imposed if the performance does not improve within a designated period, the board solicited public comment on each turnaround plan, and the board posted the plan(s) on the district website prior to the hearing.*
Date of board approval	November 20, 2025
Written Comments from stakeholders	Round 1 Eastside Survey Responses Round 2 & 3 Survey Responses ● Eastside Summary Round 1 - 3

IV. Student Outcome Goals

I assure that the campus included in this plan has set campus-wide goals for ELA/Reading and Math STAAR performance rates and	Yes

scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.	
Performance goals aligned with an overall rating of C and exiting Comprehensive support and improvement	In 2026 Eastside will have 80% of students earn CCMR credit. Eastside will achieve a graduation rate of 96% or higher. On Algebra I, English I & II Eastside will have 70% of students achieve academic growth using the Domain 2A methodology.
Enter the campus-wide goal for the Alg I, ELA I and ELA II EOC Meets Grade Level or Above STAAR Performance rate for the 2025-2026 school year.	The combined meets and above rate for Algebra I, English I & II will be 25% for SY 2025-26.
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	Each group evaluated will exhibit minimal growth in both reading and math (1% higher than last year's rate). Component points earned 8 out of 32, 25%.
Enter the 2025-2026 Component Points campus goal for Federal Graduation Rate	Each group evaluated will achieve expected growth in their Federal Graduation rate. Component points earned 8 out of 16, 50%.
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	28% of students will achieve composite growth on TELPAS. Component points earned 3 out of 4, 75%.
Enter the 2025-2026 Component Points campus goal for the School Quality Component of Domain III.	All groups evaluated will achieve the 2025 target for School Quality (CCMR) Component points earned 12 out of 16, 75%.

V. School Improvement Strategy

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

What strategy or strategies will you implement for this campus?	● Improve Graduation Rate		
Which, if any, grants has your school system been awarded to support this strategy?	● Our school system has not been awarded a grant to support this strategy		
Which, if any, grants has your school system applied for (or intends to apply for) to support this strategy?	● Our school system has not been awarded a grant to support this strategy.		
Please name any organizations you are working with to build capacity and support strategy implementation	● Break-through Central Texas ● Community in Schools ● University of Texas Blazers ● 100 Black Men of Austin		
How many district staff members will you be reporting capacity building information for?	Eight staff members will support this plan.		
If the row above is District or Campus Staff: What are the names and roles of district and campus staff members responsible for capacity building, and what percent of their role is dedicated to supporting implementation of the school improvement strategy?	Dr. LaTonia Amerson Assistant Superintendent, School Improvement - 100% Dr. Angel Wilson, Assistant Superintendent Secondary Schools - 20% Anabel Garza, Executive Director School Improvement - 25% Dr. Mary Ann Maxwell	**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).	Breakthrough Campus Support ● Angel Arreola - Associate Director of Postsecondary Advising ● Analisa Cisneros Nunez - High School Advisor Communities in Schools ● Daniel Criminski ● Nicole Ornelas

	Assistant Superintendent K-12 Academics - 50% Dr. Steven Stapleton, Executive Director Staffing & Employee Services - 15% Brandi Hosack, Officer for Talent Strategy - 30% Denisha Presley, Senior Executive Director Talent Development & Engagement - 15% David Reinhart, Director of Talent Development & Engagement Instructional Coaches - 40%		University of Texas Blazers ● Matias Martin

VI. Curriculum & Instruction

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

Please select the adopted curriculum	**We utilize and have access to the AISD district highly qualified instructional curriculum materials.** ● 9-12 English Language Arts (ELA): McGraw-Hill, *StudySync* ● Algebra I: *Maneuvering the Middle, OpenStax HS Algebra I* ● Geometry: *McGraw Hill, Geometry* ● Algebra II: *McGraw Hill, Algebra II* ● PreCalculus: *McGraw Hill, PreCalculus* ● Biology: *Savvas, Experience Biology* ● Chemistry: *McGraw Hill, Texas Chemistry* ● Physics: *Pasco Physics, Essential Physics* ● Integrated Physics and Chemistry: *Activate Learning, Texas Integrated Physics & Chemistry - A Project Based Inquiry Approach*

	- Environmental Systems: *Cengage National Geographic, Environmental Systems* 6-12 Social Studies: *Newslea* ***Core Content Instructional Support Materials include:*** *BLEND* *Edgenuity - credit recovery/acceleration* *School City/Edduphora - assessment and intervention* *IXL - Math Digital Program* *Imagine Math My Path - Math Tier 3 Intervention* *Rewards - Reading Intervention* *IXL - Reading* *Imagine Learning Language and Literacy - ELAR Technology-adapted Intervention*
Is this the curriculum that will be implemented for the duration of the plan?	*Yes or No*
What new curriculum will be adopted?	*Same list as above*
If Yes, when will the district adopt the new curriculum? When will the district adopt the new curriculum?	***No for Algebra 1 only***
How many instructional minutes per week are required/recommended for implementation of this curriculum?	2,025 minutes/week
How many instructional minutes per week are in	2,025 minutes/week

the master schedule for curriculum delivery, and does this amount of minutes meet the required/recommended 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)	Eastside ECHS implements a comprehensive assessment plan designed to monitor student growth, inform instruction, and ensure alignment with district and state expectations. The plan includes Beginning-, Middle-, and End-of-Year MAP Growth Assessments, Curriculum-Based Assessments (CBAs) aligned to HQIM, the Summit K12 Middle-of-Year Assessment for Emergent Bilingual students, and STAAR Interim Assessments. In addition, campus-level Common Formative Assessments (CFAs) are collaboratively developed by content teams for courses without district CBAs, and non-core classes utilize CFAs, exit tickets, and other checks for understanding. Assessment results are reviewed during PLCs with both content partners and vertical teams. Teachers collaborate with Instructional Coaches, Content Interventionists, Department Chairs, and Administrators to interpret data, plan instruction, and monitor progress toward goals. Teachers also use this data to set goals and confer with students, fostering student ownership of learning. Large-scale assessment administration is overseen by the Campus Testing Coordinator, while all instructional staff share responsibility for analyzing and responding to data to promote continuous improvement in teaching and learning.
Will the campus(es) implement a PLC structure?	Eastside ECHS has an established and fully implemented Professional Learning Community (PLC) structure that serves as the foundation for collaboration, instructional improvement, and data-driven decision making. Each content area team meets twice weekly (once as a vertical team and once as content partners) to engage in data analysis, lesson planning, and

	reflection aligned with district expectations and the campus's Falcon Four instructional priorities. The PLC structure is intentionally embedded into the master schedule to ensure teachers have dedicated time to analyze student learning, plan Tier 1 instruction, and align interventions. Facilitators, including department chairs, instructional coaches, and administrators, guide teams through a consistent, data-driven process that supports continuous improvement and promotes shared accountability for student outcomes.
How will PLCs be organized (by grade level, content area, etc.)?	PLCs at Eastside ECHS are organized by content area, including Math, English Language Arts, Science, Social Studies, Fine Arts, Dual Language, and Special Education. This organization allows teachers to collaborate with colleagues who share the same curriculum standards, assessments, and instructional materials. The structure promotes both horizontal and vertical alignment across grade levels, consistency in instructional delivery, and targeted discussions centered on student work, data, and the effective use of High-Quality Instructional Materials (HQIM).
How frequently will PLCs occur?	PLCs occur twice each week (approximately 90 minutes each) to provide ongoing opportunities for collaborative planning and instructional reflection. One PLC session is designated for vertical collaboration, which includes Tier 2 progress monitoring, assessment analysis, and alignment to district and campus initiatives. The second PLC session is held with content partners and focuses on lesson design, instructional adjustments, and development of Common Formative Assessments (CFAs). This dual-structure approach ensures both vertical and horizontal alignment while maintaining a consistent focus on data-informed instruction and student achievement.
Who will facilitate PLCs?	PLCs are collaboratively facilitated by the Department Chair, Instructional Coach, and the Assigned Administrator. Department chairs provide content-specific leadership and guide instructional alignment, the instructional coach supports teachers in data analysis and lesson design, and administrators ensure the work aligns with district goals and campus improvement priorities. This shared leadership model creates coherence, promotes accountability, and ensures each PLC functions as an effective professional learning system.
Who is required to attend PLCs?	All department teachers are required to attend PLC meetings, including Special Education teachers, instructional support staff, and assigned administrators.
Please describe the PLC protocol to be used	Eastside ECHS implements a data-driven discussion protocol to guide all PLCs. Each meeting begins with a structured welcome and Tier 2 progress monitoring check-in to address student interventions and supports. When recent assessments are available, teams collaboratively analyze Curriculum-Based Assessments (CBAs), MAP Growth data, and other formative assessment measures to identify trends, strengths, and areas for reteach. Teachers use High-Quality Instructional Materials (HQIM) such as

9-12 English Language Arts (ELA): McGraw-Hill, *StudySync*

- Algebra I: *Maneuvering the Middle, OpenStax HS Algebra I*
- Geometry: *McGraw Hill, Geometry*
- Algebra II: *McGraw Hill, Algebra II*
- PreCalculus: *McGraw Hill, PreCalculus*
- Biology: *Savvas, Experience Biology*
- Chemistry: *McGraw Hill, Texas Chemistry*
- Physics: *Pasco Physics, Essential Physics*
- Integrated Physics and Chemistry: *Activate Learning, Texas Integrated Physics & Chemistry - A Project Based Inquiry Approach*
- Environmental Systems: *Cengage National Geographic, Environmental Systems*
- 6-12 Social Studies: *Newslea*

Core Content Instructional Support Materials include:

BLEND

Edgenuity - credit recovery/acceleration

School City/Edduphora - assessment and intervention

IXL - Math Digital Program

Imagine Math My Path - Math Tier 3 Intervention

Rewards - Reading Intervention

IXL - Reading

Imagine Learning Language and Literacy - ELAR Technology-adapted Intervention

to design responsive lessons aligned with the Texas Essential Knowledge and Skills (TEKS). Meetings conclude with coordinated lesson planning, reflection, and the sharing of key campus and district updates. This structured, data-informed process ensures instructional decisions are evidence-based, collaborative, and aligned with continuous improvement goals.

IX. Graduation Rate

Guiding Question: How will the campus provide individualized supports to students at risk of dropping out?

Please describe the overall strategy to improve the graduation rate at this campus/these campuses.	This comprehensive strategy, named the **Graduation Command Center**, is a data-driven, color-coded tracking model designed to guide every student toward graduation. It integrates crucial data points—academics, attendance, end-of-course (EOC) progress, and student status—to provide targeted support and interventions. The goal is simple: proactively identify students at risk and provide the right support at the right time.

What student level data points will the campus track?	**Transcript Audit & Graduation Planning:** This involves a comprehensive review of student transcripts to identify missing course credits and develop a strategic schedule to ensure on-time graduation. This proactive approach helps students meet all requirements efficiently.
	
	Credit Recovery Programs: We have established targeted programs to help students recover academic credits for courses they previously didn't pass, enabling them to stay on track toward graduation.
	
	Tutoring and Academic Support: This includes various structured tutoring and support sessions.
	
	    ○ **Panther Hour:** A campus administration-assigned tutoring block available before or after school hours, with a strong focus on **Texas Success Initiative (TSI) test preparation**.
	    ○ **Delta & Twilight:** These are specific academic intervention programs designed to support student learning and address academic gaps.
	
	Data and Analytics Dashboards: Our team uses several data-driven tools to monitor key student metrics.
	
	    ○ **IGC & Attendance Dashboards:** These provide real-time data to monitor student engagement and attendance patterns.
	    ○ **Mobility Tracking:** A system to track student enrollment, including new students, returning students, and potential "leavers" to identify and address retention challenges.
	    ○ **On-Data Suite:** Eastside staff will learn best practices for tracking PEIMS data using the On-Data Suite. This new system will ensure greater accuracy and compliance, allowing us to make more effective data-driven decisions.
	    ○ **Cohort Data Report:** This report provides a detailed analysis of specific student groups to inform targeted support strategies.

How frequently will student level data be	**Bi-Monthly Leadership Team (ILT) Review:** This meeting brings together key campus leaders, including Department Chairs, Administrators, Instructional Coaches, Content Specialists, Counselors, and Project Specialists, to conduct

reviewed and who will review the data?	a comprehensive bi-monthly review of instructional and operational progress. **Weekly Administrative Team Meeting:** The administrative leadership team—comprised of the Principal, Academy Director, and two Assistant Principals—holds a weekly meeting to align on key initiatives, discuss operational needs, and ensure a cohesive approach to campus management.
What training will campus staff or mentors receive?	**Data & Systems Training** ● IGC Dashboard Training: We will conduct training sessions focused on using the IGC dashboard to effectively monitor student progress and performance. ● Attendance Matters Training: This training will equip staff with strategies and best practices to improve student attendance and engagement. ● On-Data Suite: **Academic & Instructional Support** ● Counselor-Led Transcript Review: Counselors will lead a session to review and explain academic transcripts to teachers, helping them better understand student course histories and graduation requirements. ● End-of-Course (EOC) Training: All teachers will receive comprehensive training on EOC requirements and how to align their instruction with these standards. ● TSI Test Preparation: To better support students, teachers will take the TSI exam themselves to gain a deeper understanding of the content. This experience will inform their instruction and improve the tutoring embedded within our English and Math classes. **Professional Development** ● District-Required Professional Learning: Our staff will participate in all mandatory district professional development sessions to stay current on new initiatives and best practices. ● MTSS Core Department Training: Core department staff will receive specific training on the Multi-Tiered System of Supports (MTSS) framework to better identify and address the academic and behavioral needs of all students.

XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones
What is the attendance rate at the campus?	74.95% ADA 2023-2024 78.44% ADA 2024- 2025
January–March 2026	**Jan 12–16, 2026:** Attendance Blitz Week. **Feb 27, 2026:** Winter senior audit (credits & CCMR). **Mar 20, 2026:** CCMR benchmark testing progress update.
April–June 2026	**Apr 27, 2026:** Launch Graduation Countdown Week.

What strategies will the district implement to improve student attendance?

Our comprehensive strategy for student attendance and engagement is structured in three tiers, ensuring a proactive and responsive approach that **fully aligns with district policy and protocols**. During our back-to-school preparations, we will clearly communicate attendance policies, as outlined in the

	May 22, 2026: Final transcript clearance review. **June 3, 2026:** Class of 2026 Graduation.
June 2026	**June 2026:** Summer school & recovery for non-graduates. (Date TBD)
August–September 2026	**Aug 17, 2026:** Staff review of updated Graduation Command Center. **Sept 11, 2026:** Transcript audits for Class of 2027 and 2028.
October–December 2026	*Oct 30, 2026: Senior graduation contracts signed.* *Nov 20, 2026: Parent/community graduation info night.* *Dec 10, 2026: Mid-year report shared with faculty & PTA.*
January–March 2027	*Jan 11–15, 2027: Winter Attendance Campaign.* *Feb 26, 2027: Senior clearance audit.* *Mar 25, 2027: CCMR readiness update.*
April–June 2027	*Apr 16, 2027: Begin 3-week senior clearance cycles.* *May 21, 2027: Final list of cleared graduates submitted.* *June 2027: Class of 2027 Graduation.*
June 2027	**June 2027:** Summer school & recovery for non-graduates
August–September 2027	*Aug 16, 2027: Leadership review of prior year's results and adjustments.* *Sept 9, 2027: Senior (Class of 2028) transcript audits completed.*
October–December 2027	*Oct 19, 2027: Senior parent information night.* *Nov 16, 2027: Follow-up family graduation readiness night.* *Dec 10, 2027: First semester senior clearance audit.*
January–March 2028	*Jan 10–14, 2028: Attendance & Engagement Blitz.* *Feb 25, 2028: Senior audit checkpoint.* *Mar 22, 2028: CCMR & graduation readiness update.*
April–June 2028	*Apr 17, 2028: Begin intensive graduation readiness camp.* *May 19, 2028: Final senior clearance audit.* *June 2028: Class of 2028 Graduation.*
June 2028	**June 2028:** Summer school & recovery for non-graduates.

Ongoing Progress Monitoring (2025–2028)	Bi-weekly Graduation Team Meetings (Principal, APs, Counselors, Attendance, Registrar). 6-Week Command Center Updates aligned with grading cycles. Quarterly Reports shared with CAC, PTA, and Faculty. Annual Reflection & Strategy Reset every August before school begins.

XIV. Performance Management

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

Please describe how district and campus leaders will monitor the successful implementation of this plan.	District and campus leaders will monitor assessment results of universal screeners, curriculum-based assessments, and STAAR Interim assessments. Principal supervisors will visit the campus weekly to observe instruction, PLCs, and ILTs and monitor meeting agenda record and observation and feedback trackers with principals.
Who will be responsible for reviewing progress towards the milestones described in the previous section?	Principal Principal supervisors/DCSI Assistant Superintendent
How frequently will progress toward milestones be reviewed?	Bi-weekly
How will milestone progress data be collected?	Completion notes and artifacts will be linked in the shared campus TAP folder.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Completion notes and artifacts will be linked in the shared campus TAP folder.

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	● Pending final decision.

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?	● Pending final decision.