Austin Independent School District Turnaround Plan
Paredes Middle School

I. District Information

School System Name	Austin ISD (227901)
School Name	Paredes Middle 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.**
OSNA - Paredes	**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	Interim Principal: Dr. Jordan Curtin DCSI: Jonathan Smith Region 13 Contact: Elizabeth Deterra Dr. LaTonia Amerson, Assistant Superintendent of School Improvement

	Dr. Angel Wilson, Assistant Superintendent of Secondary Schools Elizabeth Abernathy, Grant-Funded Specialist Project Alie Olazaran, Administrative Assistant Jose Moreno, Special Education Chair Brenda Birdett, Specialist Attendance Angela Gomez-Pena, Counselor Candace Warr, Instructional Coach
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 9, 2025 - Principal Coffee ● September 17, 2025 - Staff Meeting ● September 17, 2025 - CAC Meeting ● September 17, 2025 - Community Meeting ● October 8, 2025 - Principal Coffee ● October 16, 2025 - CAC Meeting ● October 16, 2025 - Campus ILT Meeting *I assure that the district provided notice to parents, the community, and stakeholders that each campus received an unacceptable performance rating for two consecutive years and is required to submit a campus turnaround plan and requested assistance from parents, the community, and stakeholders in developing the campus turnaround plan(s).*
Initial date of TAP being posted to the district website	October 6, 2025
Date of public hearing	November 20, 2025 *I 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 Paredes Survey Responses Round 2 & 3 Paredes Survey Responses ● Summary of Feedback Round 1- 3

IV. Student Outcome Goals

I assure that the campus included in this plan has set campus-wide goals for ELA/Reading and Math STAAR performance rates and scaled score goals for Domain III components (Academic Achievement, Growth Status, ELP Status, and Student Success Status) for the 2025–2026 school year.	Yes
Enter the campus-wide goal for the All Grades	The Domain 1 goal across all grades and subject areas would be 70% of tests at Approaches and Above, 30% 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 SY 26-28: ● 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> ● 35% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment. <and> ● All students earn 50% of points or more on every STAAR assessment they take. (Optional, yet highly recommended) For SY 2026-2028, Paredes Middle 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 30%. Campus-wide goal for math meets and above is 30%.
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.	30% 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	Philanthropic support from the Austin Ed Fund, Austin ISD's education foundation. School Action Fund Implementation (Restart) School Improvement Curriculum and Instruction Support Grant (SI CISG)

apply for) to support this strategy?	
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?	**Dr. LaTonia Amerson** Assistant Superintendent of School Improvement - 100% **Jonathan Smith** Executive Director, School Improvement - 100%
If the row above is NOT an ESC or on the SAPL: Please describe the organization's or staff member's experience and track record in school turnaround (moving a campus from failing to meet standards to meeting and/or exceeding standards).	**Dr. LaTonia Amerson** **Assistant Superintendent of School Improvement** With more than two decades of experience in public education, Dr. LaTonia Amerson has built a strong record of improving schools, developing leaders, and advancing student achievement. Over the past 16 years, she has specialized in turnaround work, demonstrating a deep commitment to equity, instructional excellence, and sustainable academic growth. Dr. Amerson began her leadership journey as an assistant principal at an elementary campus that earned a "Recognized" rating under the state's previous accountability system. She was later promoted to high school principal, where she successfully led a historically low-performing campus from "Improvement Required" to "Met Standard" status. Her focus on instructional leadership, data-driven decision making, and positive campus culture earned her recognition as Secondary Principal of the Year.

	Her success at the campus level led to her promotion to School Assistant Superintendent, where she supported elementary and middle schools in a large urban district. In her role as an executive leader in Austin ISD, Dr. Amerson continued to drive measurable results. Under her supervision, several secondary campuses demonstrated significant growth within a single year—two improved from a "B" to an "A," one from a "D" to a "C," another from an "F" to within one point of a "C," and one historically underperforming school increased by 13 points. Of the remaining campuses, all maintained or improved their ratings, with one school just one point shy of an "A."
	Dr. Amerson's leadership is rooted in collaboration, continuous improvement, and the belief that all students can succeed when educators are empowered and supported. Her consistent success in building systems that produce meaningful, lasting change led to her appointment as Assistant Superintendent of School Improvement in the Austin Independent School District.
	A lifelong learner, Dr. Amerson completed specialized training in school turnaround leadership through Harvard University's Institute for Urban School Leaders and was awarded the Texas Association of School Administrators (TASA) Johnny S. Velsek Scholarship for her doctoral research focused on educating economically disadvantaged students, an area that reflects her life's mission and professional purpose.
	Jonathan Smith **Executive Director, School Improvement** Jonathan Smith began his career working in turnaround campuses as both a teacher and an instructional coach. In these capacities, his leadership supported the successful turnaround efforts of three different campuses—two within Richmond Public Schools and one in Austin ISD. Leveraging this experience, Mr. Smith transitioned into campus leadership, leading a middle school campus from a D rating to an A rating in three years, achieving six state distinctions. Following this success, Mr. Smith was assigned the principal role of a large, C-rated 6A high school campus and guided it to an A rating in just two years.

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	6-8 ELA: Savvas My Perspectives 6-8 Math: STEMscopes Math 6-8 Science: McGraw Hill Texas Science 6-12 Social Studies: Newsela - English 1&2: McGraw Hill Study Sync - Algebra 1: Maneuvering the Middle

	● Geometry: McGraw Hill Texas Geometry (25-26 SY) Yes, for all except Algebra I and Geometry
Is this the curriculum that will be implemented for the duration of the plan?	Yes
What new curriculum will be adopted?	STEMScopes for Algebra 1 Geometry - pending committee review

If Yes, when will the district adopt the new curriculum?	August 18, 2026	If No, how many instructional minutes per week are required/recommended for implementation of this curriculum?	Not applicable.
How many instructional minutes per week are 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 every two weeks: 450 minutes each for ELAR, Math, and 270 minutes per week for Science and 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. **Instructional Minutes** ● ELAR - 450 minutes per week ● Math - 450 minutes per week ● Science - 270 Minutes per week ● Social Studies - 270 Minutes per week		
How many instructional days are included in the 2025-2026 calendar?	169		
If there are fewer than 165 instructional days in the 2025-2026 calendar, what steps will the district take to ensure a	Not applicable.		

165-day calendar is adopted and implemented in 2026-2027?	
Please describe the assessment plan for the impacted campus(es)	Throughout the year, a total of 6 to 8 CBAs are strategically administered in alignment with curriculum pacing in Grades 6-8 for the four core content areas of Math, ELA, Science and Social Studies. These assessments will be paced to provide timely information for targeted intervention and instructional adjustments periodically throughout the year. The academic year starts off in September with widespread MAP Growth testing in both reading and math for all students, in addition to District Curriculum Based Assessments (CBA) testing. CBAs continue in the fall in addition to the administration of fall post-assessments. As the calendar year concludes in December, students again participate in the winter session of MAP Growth tests, along with the Integrated Performance Assessment (IPA) and CBAs. CBA testing windows resume in January. During the following months students participate in the administration of STAAR Interim Assessments for math and RLA, final rounds of CBA testing, and additional post-assessments. The end of year assessment for MAP for Reading and Math is administered in May. **Curriculum-Based Assessments (CBAs)** will be given throughout the year in alignment with curriculum pacing to include Grade 6-8 assessments in the following areas: ● **Math** ● **ELA** ● **Science** ● **Social Studies** The assessment 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 6-8.

Who will facilitate PLCs?	Paredes 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, where 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 is the Formative Assessment Analysis PLC, which centers on the examination of ongoing student work and assessment data. Teachers use strategies such as sorting responses into high, average, and low (HALO) to identify patterns of understanding and misconceptions. The team then works together to determine whether gaps are due to content, student needs, or instructional approaches, making adjustments to instruction as necessary. Flexible intervention groups are created based on student needs, and progress-monitoring plans are developed to ensure the effectiveness of these supports.

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 Plan does not meet the criteria in TEC Section 39A.105(b).)	No
Please describe the system the district will use to track teacher and administrator effectiveness at	Paredes's implementation progress will be reviewed every three weeks, focusing on key data points and improvement levers: ● **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

campuses implementing the ACE model.	(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. ● Dashboards will be developed to track these indicators over time, ensuring trends are visible and actionable.
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.
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	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.

principal has previously worked?	- 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 using a combination of student growth data and administrator evaluations. Highly qualified educators from across the district are invited to apply, with no more than two teachers allowed to transfer from any one Austin ISD campus to ensure district-wide stability. In alignment with the strategic staffing pillar of ACE, all core teaching staff may be asked to reapply for their positions. Candidates from outside the district undergo a rigorous screening process that considers their qualifications, instructional experience, and potential to accelerate student growth. Talent Strategy will secure talent based utilizing the following staffing resources: - Certifications and Growth Data - Highly Qualified Lists - Teacher Effectiveness Analysis - Priority Placement
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	The campus will foster robust family and community engagement by establishing a comprehensive framework that leverages both personnel and structured programming. A key element is the staffing of Parent Support Specialists to serve as dedicated liaisons for families. School community stakeholder input will be ensured through the Campus Advisory Council (CAC)

parent and community groups.	and its expanded version, the CAC+. For volunteer efforts, the campus will utilize the VOLY sign-up form for volunteers to streamline community participation. Engagement is further solidified through regular programming, including monthly engagement activities and specialized training provided by the Family Engagement for Restarts initiative. All efforts will be guided by the principles of the Dual Capacity Framework, ensuring that engagement builds both capacity for parents and staff. Finally, a targeted focus on academic collaboration will be achieved through the implementation of Academic Parent Teacher Teams (APTT) to promote shared responsibility for student learning.
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 supports and real-world exposure, the campus partners with key organizations like CARY (Center for At Risk Youth) (a program often focused on career readiness), CIS (Communities In Schools, providing integrated student support), and the ACE Program (offering academic and enrichment activities), along with 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 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).	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 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
	● UIL Opportunities offered via course requests
	● Counselor and Wellness counselor allocations are assigned to restart campuses
	● Extended Day: extra hour of instruction, primarily focused on reading and math
	   ○ Instructional school day: 8:20am to 4:50 pm
	   ○ Intervention hour: Wednesdays, 1:05 pm to 2:05 pm
	● Paredes 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
January 2026 - March 2026	- Campus staffing begins for all positions; highly-qualified teacher placement - Review MOY student and teacher data - Create individualized coaching plans for teachers; revise and adjust instructional supports - Targeted Recruitment Fairs for Internal Candidates - Review student data from the third quarter - Complete staffing assignments for 2026-2027
April 2026 - June 2026	- Traditional hiring for SY 26-27 - 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 - 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
July 2026 - September 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 - 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 - Finalize after-school enrichment activities and confirm schedule

October 2026 - December 2026	• Review student and teacher data from the first quarter
	• Create plans for teacher coaching and support, and student support informed by the data
	• 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

January 2027 - March 2027	• Campus staffing begins for all positions; highly-qualified teacher placement • Review MOY student and teacher data • Create individualized coaching plans for teachers; revise and adjust instructional supports • Review student data from the third quarter

April 2027 - June 2027	• Complete hiring for Year 27-28 vacancies
	• 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
	• 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

July 2027 - September 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 • 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 ● Finalize after-school enrichment activities and confirm schedule

October 2027 -
December 2027
	● Review student and teacher data from the first quarter
	● Create plans for teacher coaching and support, and student support informed by the data
	● 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

January 2028 - March 2028	● Campus staffing begins for all positions; highly-qualified teacher placement ● Review MOY student and teacher data ● Create individualized coaching plans for teachers; revise and adjust instructional supports ● Review student data from the third quarter

April 2028 -
May 2028
	● Complete hiring for Year 28-29 vacancies
	● 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

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 agendas records, and observation/feedback trackers with principals.
Who will be responsible for reviewing progress	The Superintendent will co-lead both the Mid-Semester and End-of-Semester reviews. Their primary role is to set the vision, hold the executive team

towards the milestones described in the previous section?	accountable for metric analysis, and approve significant adjustments to ensure the implementation is on track to meet strategic district goals. The Superintendent will specifically focus on the linkage between HQIM implementation and broader student outcome metrics. Assistant Superintendent of K-12 Academics and the Senior Executive Academics & Elementary Academics are responsible for analyzing and interpreting all collected data and presenting clear, actionable findings to the leadership team. They will propose specific adjustments to the Professional Development strategy and instructional resources. Executive Directors of School Leadership: Responsible for analyzing the data related to principal performance and supervisor fidelity (visit trends, feedback quality). They will propose adjustments to the school support model and principal professional development.
How frequently will progress toward milestones be reviewed?	Executive Directors of School Leadership will review progress bi-monthly, while Senior Leadership will conduct a formal review twice a year.
How will milestone progress data be collected?	Milestone progress data will be collected and linked to a campus profile sheet. The profile sheet is aligned to the five ACE pillars. Artifacts and resources will be reviewed to ensure fidelity of the implementation.
How will milestone progress data be shared with district leadership and other relevant stakeholders?	Milestone progress data will be shared with district leadership and other relevant stakeholders through a structured communication plan to ensure transparency and accountability. The foundational document, the Project Plan, will be formally reviewed in senior leadership meetings, ensuring buy-in and strategic alignment at the highest level. Regular status updates will occur via biweekly check-ins with Steady State and the Project Manager. District leaders and relevant stakeholders will participate in these meetings to receive direct updates, offer input, and clarify next steps. For ongoing, on-demand access to progress data and documentation, stakeholders will be granted access to the OSI Dashboard for metrics visualization and access to the OSI Internet Site for comprehensive project details and documentation.

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	Paredes Middle 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 which includes non-staffing costs.

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.	Paredes Campus Profile Tracking Document Paredes Comprehensive Milestone Timeline Special Education Support Advanced Academic Support Multilingual Education Support Austin ISD Transition Support Plan Summer School Handbook System Family Engagement Framework/Training