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	2.2 FOR LOCALLY CONDUCTED ASSESSMENTS ONLY: 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 TEA Division of School Improvement: Dr. Monette Coleman 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
	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 3, 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	[Paredes Survey Responses](#)

IV. Student Outcome Goals

Enter the campus-wide goal for the All Grades	Reason identified and what improvements need to be made to achieve a C. Upon the release of the 2025 State Accountability Ratings, Paredes Middle School has 3 consecutive unacceptable campus ratings (Fs). Campuses with two consecutive unacceptable ratings are required to write a turnaround plan (19 Tex. Admin. Code § 97.1064 (a)). Below is a path to achieve an acceptable (C) rating in school years SY26-28: 1. 70% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3. <and> 2. 35% 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. (Optional, yet highly recommended) For SY2026-2028, 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.	In year one and two of the implementation of the campus turnaround plan campuses will leverage student growth, Domain 2A and Domain 3, in order to achieve a C rating. By year three campuses should start growing students significantly enough so that student achievement in Domains 1 and 2B is at a C level in those Domains. Starting with SY 2027-28 the Domain 1 goal for Paredes Middle School 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.
Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III.	8/32 ● Every group (All, lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in both reading and math ● The percentage of students in each group getting meets or above on the Math STAAR will increase by at least one point. ● The percentage of students in each group getting meets or above on the Reading STAAR will increase by at least one percentage point.
Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III.	24/32 ● Every group (All, lowest Race 1, Lowest Race 2, High Focus Group) will meet the 2025-26 target in both Reading and Math.
Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III.	3/4 ● 30% or more of students taking the TELPAS assessment will achieve composite growth.
Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III.	4/16 ● Every group (All, lowest Race 1, Lowest Race 2, High Focus Group) will show minimal growth in their student success score. ● Every group's student success score will increase by at least one point.

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
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?	● Application for LASO
Please name any organizations you are working with to build capacity and support strategy implementation	**Technical Partner:** Austin ISD has selected Steady State Impact as its technical partner based on the organization's experience, competency, and proven track record for turning around schools. ○ [Steady State Impact Website](#) ○ [Steady State Impact Overview](#) **TNTP** TNTP is a national research, policy, and consulting organization focused on improving public education in the United States. The organization's mission is to ensure that every young person has access to excellent teachers and the opportunity to thrive. TNTP achieves this by working with schools and districts to recruit and train new teachers, develop talent management systems, conduct research on teacher effectiveness, and advocate for policy reforms.

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?	Not applicable.	**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).	**TNTP** - The New Teacher Project [Summary of Partnership](#)

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 Biology: Savvas Science		
Is this the curriculum that will be implemented for the duration of the plan?	Yes		
What new curriculum will be adopted?	Not applicable.		
If Yes, when will the district adopt the new curriculum?	The curriculum has been adopted and implemented.	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 will ensure compliance through multiple aligned systems. Campuses are required to follow the **2025–26 Master Schedule Guidelines** when designing their schedules. To support implementation, the district provided professional development during summer 2025 on expectations for detailed and posted schedules. Ongoing monitoring will occur through Principal supervisors and campus instructional leadership teams, who will conduct classroom observations and instructional rounds to verify adherence and provide support where adjustments are needed. **Instructional Minutes** • ELAR 450 minutes per week • Math - 450 minutes per week • Science - 270 Minutes per week • Social Studies - 270 Minutes ◦ Bell Schedule		

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)	**AISD 25/26 District Assessment Calendar** **Secondary Curriculum-Based Assessments** In September, students take the MAP Growth tests in math and reading, followed by more CBE testing for secondary students. October features Curriculum-Based Assessments (CBA) for Algebra, as well as fall post-assessments. In December, students again take MAP Growth tests (winter session), along with the Integrated Performance Assessment (IPA) and a second CBA for Algebra. The new year, January, starts with a third CBA testing window. February and March are focused on STAAR Interim Assessments for math and RLA and a fourth CBE window, and more post-assessments. ***Curriculum-Based Assessments (CBAs)*** *will be given throughout the year in alignment with curriculum pacing:* ***Math:*** *Grade 6 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr); Grade 7 (Sept, Oct, Nov, Dec, Feb, Mar, Apr); Grade 8 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr); Algebra 1 (Sept, Oct, Nov, Dec, Jan, Feb, Mar, Apr)* ***ELA:*** *Grades 6-8 (Sept, Oct, Nov, Dec, Feb, Mar)* ***Science:*** *Grade 8 (Sept, Oct, Nov, Dec, Jan, Feb, Mar)* ***Social Studies:*** *Grade 8 (Sept, Oct, Nov, Dec, Feb, Mar, Apr, May)* 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 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. Formative Assessment Data Analysis Protocol - HALO Summative Assessment Data Analysis Protocol

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?	No, this campus was not awarded the SAF grant.
(Optional) Upload your school design plan. This plan must meet the criteria in TEC Section 39A.105(b).	[Paredes School Design Plan](#)
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, the school design plan meets the criteria in TEC Section 39A.105(b).
Please describe the system the district will use to track teacher and administrator effectiveness at campuses implementing the ACE model.	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 (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. ● Austin ISD leaders will meet with Steady State, technical partner, to monitor progress

	○ [Project Management Plan](#)
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. ○ [PPfT Rubric](#) **One Pager** ● [Teacher/Leader Expectations](#)
Please describe the incentives the district will offer to high-performing principal or teacher to remain at the campus.	Pending Final Decision
Has the district made a minimum three-year commitment to continue incentives for the principal and teachers?	The district has a two-year agreement for the district-managed restart ACE-Aligned model ● [Teacher agreement](#)

How will the district ensure that the principal assigned to each ACE campus has demonstrated a history of improvement in student academic growth at campuses in which the principal has previously worked?	● Resume screening
	● Reference Checks
	● Data review of schools in which the principal previously worked
	● Rigorous Interview Process
	    ○ [Restart Principal Interview Planning Guide](#)
	        ■ 3 phase interview
	        ■ Performance Task
	    ○ [Interview Deck](#)
	    ○ [Committee Interview Plan](#)
	    ○ Interview with Interim Leader or Teaching, Learning, and

	Leading
	○ Interview with Chief of Staff
	○ Interview with Superintendent
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?	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.	● High Quality Instructional Material (HQIM) professional development for all teachers and leaders. ○ RBIS are embedded in the curriculum materials ● Incorporate RBIS into lesson planning, internalization, and rehearsals during the PLC process ● Observation, feedback, and coaching to monitor implementation
Describe how the campus will implement data-driven instructional practices.	● Check student level of understanding to make immediate adjustments during instructional delivery ● Formative assessment analysis protocol to identify trends in misconceptions and determine which concepts need to be spiraled. ● Data analysis of CBA results using a streamlined data protocol ● SOP provided for leaders and teachers to assist in accessing data in Eduphoria ● PLCs to review data and create action plans ● PLCs to review and analyze student work
Describe how the campus will implement positive student culture on the campus.	● School-wide Positive Behavior Intervention Supports (PBIS) systems ● Character Strong Curriculum ● Culture Walks with Rubric
Describe how the campus will implement family and community engagement, including	● Parent Support Specialists ● Campus Advisory Council (CAC) ● CAC+ ● VOLY - sign up form for volunteers

XIII. Milestones

Guiding Question: How will the strategy be implemented?

Date	Key Milestones
EOM January 2026	Campus staffing begins for all positions; highly-qualified teacher placement
	Review MOY student and teacher data

EOM February 2026	Create individualized coaching plans for teachers; revise and adjust instructional supports
	Targeted Recruitment Fairs for Internal Candidates
EOM March 2026	Review student data from the third quarter
	Complete staffing assignments for 2026-2027
EOM April 2026	Traditional hiring for SY 26-27
EOM May 2026	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
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
EOM September 2026	Finalize after-school enrichment activities and confirm schedule
EOM October 2026	Review student and teacher data from the first quarter
EOM November 2026	Create plans for teacher coaching and support, and student support informed by the data

EOM December 2026	Review MOY student and teacher data
EOM January 2027	Campus staffing begins for all positions; highly-qualified teacher placement Review MOY student and teacher data
EOM February 2027	Create individualized coaching plans for teachers; revise and adjust instructional supports
EOM March 2027	Review student data from the third quarter
EOM April 2027	Complete hiring for Year 27-28 vacancies
EOM May 2027	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
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
EOM September 2027	Finalize after-school enrichment activities and confirm schedule
EOM October 2027	Review student and teacher data from the first quarter

EOM November 2027	Create plans for teacher coaching and support, and student support informed by the data
EOM December 2027	Review MOY student and teacher data
EOM January 2028	Campus staffing begins for all positions; highly-qualified teacher placement Review MOY student and teacher data
EOM February 2028	Create individualized coaching plans for teachers; revise and adjust instructional supports
EOM March 2028	Review student data from the third quarter
EOM April 2028	Complete hiring for Year 28-29 vacancies
EOM May 2028	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. TNTP will collect progress monitoring data in the fall, winter, and spring on the implementation of HQIM as intended.
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?	Milestone progress data will be collected and linked to a Campus Profile Sheet. 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?	- Project Plan reviewed in senior leadership meetings - Biweekly check-ins with Steady State, Project Manager - Project Plan - District leaders and relevant stakeholders participate in the meetings - Access to the OSI Dashboard - Access to OSI Intranet Site

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

Appendix

TEA's 2025-2026 [Intervention Guidance & Tools](#)