



Special Voting Meeting - Jul 30 2026 Agenda

Thursday, July 30, 2026 at 6:00 PM

A Special Voting Meeting of the Board of Trustees of the Austin Independent School District will be held Thursday, July 30, 2026 beginning at 6:00 PM. A quorum of the Board will be physically present at the Districts Central Office, 4000 S. IH-35 Frontage Road, Austin, Texas 78704. The meeting will be broadcast live on AISDTV at <https://www.austinisd.org/board/watch-online>. The subjects to be discussed or considered, and upon which formal action may be taken, are as listed below. Items do not have to be taken in the order shown, and the times indicated represent an estimate of the duration of discussion of each item. Discussion may begin prior to or after the times indicated on this agenda.

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1. OPENING ITEMS - 6:00 PM

- 1.1 Call to Order: The Board may meet in closed session to deliberate the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of a public officer or employee; purchase, exchange, lease, or value of real property; a negotiated contract for a prospective gift or donation to the District; commercial or financial information that the Board has received from a business prospect, or offer of a financial or other incentive to a business prospect; deployment, or specific occasions for implementation, of security personnel or devices; and/or to consult with legal counsel, including pending or contemplated litigation or a settlement offer or on a matter which the school district's legal counsel or board counsel determines should be confidential in accordance with Chapter 551 of the Texas Government Code, Sections 551.074, 551.072, 551.073, 551.087, 551.076, 551.129 and 551.071, respectively.

2. PUBLIC TESTIMONY FOR CONSENT

- 2.1 Click [here](#) to learn more about public comment.
Public Testimony must be related to items scheduled for action or for discussion with possible action on the board agenda. In addition, the Board may limit the number of speakers regarding the District's scorecard to 60 speakers. In general, there will be a parenthetical notation written after agenda items defining the purpose of the item including but not limited to: (recognition), (information), (discussion with possible action) and (action).

You may either sign-up to speak in-person or record your testimony by calling 512-414-0130 between 9:00 a.m. - 5:00 p.m. the day before the meeting or 7:45 a.m. - 1:00 p.m. the day of the meeting. When you call, you will be connected with an AISD representative. Please specify if you are choosing to provide an in-person Public Comment or if you would like to leave a pre-recorded message. If for any reason you are not able to reach a live AISD representative during the call hours, please call the number again.

Once connected with an AISD representative you will be asked for your name and phone number to ensure that your message is played at the board meeting. The AISD representative will then transfer your call. For in-person public testimony, the representative will also take your information and greet you at a designated sign-in table outside of the boardroom prior to the start of the board meeting.

After the phone greeting, you will hear a beep indicating that the recording has started. Please state your name and, if applicable, the agenda item you are addressing at the beginning of your comments.

Please prepare your comment to be no more than 60 seconds, and know that you will have a grace period in which to state your name and the agenda item you are addressing. When the allotted time is reached, the recording will stop automatically.

The public may only address agenda items scheduled for board action during public testimony. This includes consent agenda items, items for a separate vote and items scheduled for a public hearing. You may also provide remarks for items categorized under “Student Achievement” on the Board agenda.

Whether you intend to give a complaint or praise, please reference any staff members by position or by abbreviated last name.

Should you wish to offer additional written remarks that are not bound by time, please email them to trustees@austinisd.org.

If you are providing your comments in Spanish, your comments will be aired in the original language followed by a reading of your comments translated into English.

For more information on the agenda, visit the Austin ISD BoardDocs website.

Remarks may be subject to redaction

The Austin ISD Board of Trustees deeply values community input and welcomes anyone interested in expressing their point of view. If you have attended in-person or viewed our meetings online, you may have noticed that we do not play names of individuals stated in messages recorded by callers—other than their own names. In addition to individual names, it is important to keep in mind that we are also unable to allow other personally identifying student information to be disclosed through public comment.

We will always strive to play all recorded messages and will redact or remove message content as sparingly as possible to allow the spirit and intent of any message to be heard. We must, however, comply with the Family Educational Rights and Privacy Act (FERPA), which is the federal law that prohibits the District from disclosing personally identifiable information contained in student records. This requirement extends to information beyond names and includes any information that could identify one of our students.

For more information regarding FERPA, please review AISD Board policy FL (Legal).

3. ITEM FOR ACTION

3.1 Approval of Paredes Middle School Turnaround Plan Modification

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SUBJECT:

Approval of Paredes Middle School Turnaround Plan Modification

PRESENTER:

Joshua Jeon, Executive Director of Governance, Accountability & Board Services

RECOMMENDATION:

That the Board of Trustees approve a modified turnaround plan for and closure of Paredes Middle School

ADMINISTRATIVE CONSIDERATIONS:

During the 2025-26 school year, TEA approved the turnaround plan (TAP) submitted by Austin ISD for Paredes Middle School with the Accelerating Campus Excellence (ACE) Model as the school improvement strategy. The modified school improvement strategy for Paredes' TAP is campus closure and reassignment, with the majority of the students being reassigned to Bailey Middle School and the remainder to Mendez Middle School. Upon board approval, this modified TAP will be submitted to TEA to be implemented immediately for the 2026-27 school year.

BACKGROUND INFORMATION:

On November 20, 2025, the Board of Trustees approved a turnaround plan for Paredes Middle School to implement the Accelerating Campus Excellence (ACE) Model as the school improvement strategy. Paredes Middle School had received its 3rd Unacceptable rating (UA) in 2025. Before the plan was recommended to the board for approval, the Campus Intervention Team engaged the staff and community multiple times, ensuring appropriate revisions were integrated after each engagement. As part of the required components of the strategy, the plan included the following elements:

- Strategic Staffing
- HQIM
- Extended School Day, and
- Parent/Community Engagement.

TEA approved the turnaround plan on January 23, 2026. The modified turnaround plan will be voted on at the July 30, 2026 Board Voting Meeting, and the approved plan will be submitted to the TEA. If approved by the TEA, the modified TAP will be implemented immediately.

CONTACT PERSON:

Joshua Jeon, Executive Director of Governance, Accountability & Board Services

ATTACHMENTS:

[Attachment 1: Modified Paredes TAP 7.30.2026.pdf](#) 

[Attachment 2: Presentation 7.30.26.pdf](#) 

[Attachment 3: FAQ.pdf](#) 

4. EXECUTIVE SESSION

- 4.1 The Board may meet in closed session to deliberate the appointment, employment,

evaluation, reassignment, duties, discipline or dismissal of a public officer or employee; deliberation of the purchase, exchange, lease, or value of real property; deliberation of a negotiated contract for a prospective gift to the District; deliberation about commercial or financial information that the Board has received from a business prospect; deliberation regarding a security audit and/or specific occasion for implementation of security personnel or devices; or deliberation of the offer of a financial or other incentive to a business prospect; and/or to consult with legal counsel regarding pending or contemplated litigation or a settlement offer or on a matter which the school district's legal counsel determines should be confidential, including legal consultation Texas Education Code, Chapter 39 and 39A; regarding state and federal statutory/regulatory/executive changes and orders; regarding pending or threatened litigation; and consultation with counsel regarding 1882 charter agreements; in accordance with Chapter 551 of the Texas Government Code, Sections 551.074, 551.072, 551.073, 551.087, 551.076, 551.0821, and 551.071, respectively.

5. ADJOURNMENT

5.1 Adjournment



Austin ISD

Turnaround Plan Modification

Paredes Middle School

I. Campus System Information

Please enter the campus name that is closing.	Paredes Middle School
Please enter the nine-digit County District Campus Number (CDCN) for the campus that is closing.	227901061
Please enter your full name.	Joshua Jeon
Please enter your email.	joshua.jeon@austinisd.org
What will happen to the facility once the campus is closed?	The facility will not function as a school for the next school year. The property will undergo an evaluation process outlined at https://www.austinisd.org/repurposing to determine if it will be landbanked or repurposed. Any repurposing decisions for the building will be preceded by community engagement.
Has the district's board of trustees taken formal action to approve the closure of this campus?	Yes
Please provide the date the board approved the campus closure.	July 30, 2026
What is the total student population currently enrolled at the closing campus? (Enter a whole number)	The number of rising 7th and 8th grade students who attended Paredes Middle School in the 2025-2026 school year: 353
Please indicate the number of campuses that will be assigned students from the closing campus:	2



II. Reassignment Reporting

Please provide the required information regarding the campus(es) receiving students from the closed campus. Below, provide the most current data available for the campus(es) receiving reassigned students from the closing campus. This section will be repeated for the number of campuses receiving students, indicated in the previous section.

Campus #1

Please enter the name of a campus that is receiving students.	Bailey Middle School
Please enter the nine-digit County District Campus Number (CDCN) for the receiving campus.	227901059
Receiving Campus distance from the closing campus (estimate in whole miles: ex. "4")	6 Miles
Total number of students from the closing campus that will be reassigned to this receiving Campus (total number, not percentage)	191
Percentage of students from the closing campus who will be reassigned to this receiving campus (in whole numbers, ex. "60")	55%
Percentage of teachers currently assigned to the closing campus who will be reassigned to this receiving campus (in whole numbers, ex. "60")	44%
Percent of administrators from the closing campus that will be reassigned to this receiving Campus (in whole numbers, ex. "60")	33%

Campus #2

Please enter the name of a campus that is receiving students.	Mendez Middle School
Please enter the nine-digit County District Campus Number (CDCN) for the receiving campus.	227901058
Receiving Campus distance from the closing campus (estimate in whole miles: ex. "4")	7 Miles
Total number of students from the closing campus that will be reassigned to this receiving Campus (total number, not percentage)	158
Percentage of students from the closing campus who will be reassigned to this receiving campus (in whole numbers, ex. "60")	45%
Percentage of teachers currently assigned to the closing campus who will be reassigned to this receiving campus (in whole numbers, ex. "60")	56%
Percent of administrators from the closing campus that will be reassigned to this receiving Campus (in whole numbers, ex. "60")	0%



III. Campus Quality

Does this receiving campus have a state accountability rating of A, B, or C? If no, please explain why reassigned students could not be placed at a campus with a state rating of A, B, or C. Examples may include capacity limitations, geographic constraints, grade-level alignment, or accountability status <i>Note: Based on the August 2025 state accountability rating issued by TEA.</i>	Yes, Bailey MS received a C Rating and Mendez MS received a B Rating in August 2025.
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IV. Instructional Programming

Please select the adopted curriculum for each receiving campus.	Campus 1: Bailey Middle School • 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: STEMscopes • Geometry: McGraw Hill Texas Geometry Is this the curriculum that will be implemented for the duration of the plan? Yes. Campus 2: Mendez Middle School • 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: STEMscopes • Geometry: McGraw Hill Texas Geometry Is this the curriculum that will be implemented for the duration of the plan? Yes.
If No above, what new curriculum will be adopted?	N/A
When will the district adopt the new curriculum?	N/A
How will the district ensure that each campus	The district has established a rigorous, multi-faceted system to ensure



will meet the minimum instructional minutes required to implement the curriculum?	compliance with instructional expectations, starting with the mandate that all campuses strictly adhere to the 2026–27 Master Schedule Guidelines when developing their schedules. To solidify this implementation, professional development was provided during summer 2026, detailing the requirements for creating and posting schedules. Bailey Middle School Students who have not met the criteria for the STAAR assessment must be double-blocked in ELAR and Math, receiving 450 minutes of instruction <i>every week</i>. 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. For students who are double-blocked in ELAR and Math, foundation curriculum instructional time is below: • ELAR - 450 minutes per week • Math - 450 minutes per week • Science - 225 minutes per week • Social Studies - 225 minutes per week Mendez Middle School Students who have not met the criteria for the STAAR assessment must be double-blocked in ELAR and Math, receiving 400 minutes of instruction <i>every week</i>. 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. For students who are double-blocked in ELAR and Math, foundation curriculum instructional time is below: • ELAR - 400 minutes per week • Math - 400 minutes per week • Science - 200 minutes per week • Social Studies - 200 minutes per week
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V. Campus System and Supports

Does the receiving campus have at least 165 instructional school days for the 26-27 school year?	Yes
If the district's instructional calendar includes fewer than 165 instructional days in the current school year, what steps will the	N/A



district take to ensure a 165-day instructional calendar is adopted and implemented for the following school year?	
Describe the receiving campus's assessment plan, including the assessment tools that will be used (e.g., unit assessments, benchmarks, common formative assessments), whether the assessments are district- or campus-developed, the frequency of administration, and how assessment results will be used to inform instruction.	Throughout the year, a total of 4 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.
Please describe the Observation and Feedback Protocol at the campus receiving students.	The campuses will be using the Texas Education Agency LIFT Classroom Observation Tool, LIFT Observation Tool Companion Guide, and the LIFT Action Step Guide to observe and provide actionable feedback to classroom teachers. These forms are specific to Math and RLA classrooms, so the campus will also be using LIFT-aligned, district-created content agnostic tools in classrooms other than Math and RLA and will use an action step guide for feedback that the district created in collaboration with its school improvement technical partner,



	TNTP.
Will the receiving campus implement a professional learning community (PLC) structure?	Yes
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?	Bailey and Mendez Middle Schools have identified PLC leads for each PLC group (grade level or content area). PLC Leads consist of school leaders, instructional specialists, content interventionists, 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.
You may upload your PLC agenda as additional evidence to ensure clarity.	<i>Optional</i>

VI. Leadership and Capacity Building

Please describe how district and receiving campus leaders will consistently build instructional leadership capacity for key leadership roles - including principal managers, principals, administrative teams, instructional leadership teams, and teachers - and explain how the support provided will be monitored, differentiated, and	The New Teacher Project (TNT) Professional Development Series: SY 26-27 School Leader Professional Learning and Embedded Coaching Supports: TNT will provide school leaders (principal, assistant principal, instructional coach) with opportunities to develop their instructional leadership skills including understanding the district-adopted literacy and math curriculum, leading instructional rounds, and providing
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adjusted in response to student learning outcomes.	teachers with high-quality coaching through observation & feedback cycles. This development will occur biweekly, in alignment with the Learning Lab model. Progress Monitoring: TNTP will support the district in monitoring progress toward literacy and math goals through formal classroom observations. TNTP will collect and analyze the progress monitoring data and facilitate two continuous improvement sessions to identify trends, guide strategy, and strengthen (Bi)Literacy instruction and math across the district and facilitate Continuous Improvement sessions for district leaders. Learning Labs: As Austin ISD and TNTP seek to expand the Lighthouse model in 2026-2027, all selected Lighthouse Schools will serve as sites for Learning Labs. To accelerate instructional leadership and improve student outcomes, Learning Labs are grounded in the belief that effective leader development must be strategic, consistent, and sequenced over time. Peer and cohort learning play a critical role in sustainable growth by fostering collaboration, shared problem-solving, and the exchange of best practices among leaders facing similar challenges. Differentiating leader development based on individual needs and school contexts ensures that learning is relevant, actionable, and responsive to each community's unique priorities. By engaging leaders in practical, real-time learning experiences within similar contexts and providing immediate opportunities to apply new skills, this approach not only deepens professional growth but also creates direct, positive impacts for students in their classrooms and school communities. Leaders participating in monthly Learning Labs will be supported with skill and knowledge building, authentic practice, and pre and post work. Executive Director Professional Learning: TNTP proposes a comprehensive approach to developing executive directors through monthly professional learning sessions and ongoing wraparound support. These sessions will focus on equipping executive directors to lead consistent cycles of support for their principals, grounded in data-driven coaching conversations, frequent instructional observations, and accountability for student outcomes. By building skills that are applicable across all content areas and grade levels, this learning will strengthen executive directors' ability to drive instructional leadership, support principal growth, and ensure every school maintains a clear focus on improving teaching and learning. Curriculum-Based Professional Learning: Teachers participate in professional learning sessions delivered by
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the academics department based on HQIM and the district adopted instructional resources in language arts and math, including the RBIS embedded in the HQIM. These sessions will be ongoing during district and campus designated professional learning days per the AISD calendar. Teachers and content interventionists will also be offered various sessions regarding Tier 2 and Tier 3 district adopted instructional materials for reading and math, including refreshers on the MTSS process for identifying students for interventions and progress monitoring students who are receiving interventions.

District-Facilitated Ongoing Professional Development SY 26-27 and SY 27-28

- Monthly Principal Session: HQIM, RBIS, and PLC Implementation
- Monthly AP Session: HQIM, RBIS, and PLC Implementation
- Monthly IC Session: HQIM, RBIS, and PLC Implementation

Professional Development for Principal Supervisors

- Support the development of principal supervisor capacity to implement district-wide protocols and professional learning practices at their assigned campuses
- Deepen leader knowledge and skill related to the curriculum in use at each grade
- Norm on expectations for instruction, including walking classrooms and debriefing using the district observation protocols

Professional Development for Principals

- Monthly sessions to provide content-specific professional development at the campus level for campus administrators
- PLC observations, protocols, and/or facilitation
- Teacher observations and feedback structures
- Curriculum implementation support for the leader

Professional Development for Teachers

- Prior to the start of the school year, teachers attend a district-wide day, designated by content area. Teachers attend sessions to support their use of district-adopted instructional materials for Tier 1, Tier 2, and Tier 3 instruction. Teachers also attend sessions on research-based instructional strategies.
- During the school year, core content area teachers can attend quarterly curriculum sessions. These sessions review AISD curriculum documents and the accompanying Tier 1 instructional resources. Teachers also analyze data in these sessions and plan for reteach.



- District professional learning days focus on MTSS Tier 2 practices. ELA and Math teachers learn about the MTSS process, district-approved MTSS resources, and create monitoring plans for students.

We will implement a tiered professional development and support system based on experience level, performance data, and observed needs.

Support for Inexperienced Staff (0–2 years in role)

These educators and leaders will receive foundational development and structured coaching, including:

New Teacher & New Leader Academy with sessions focused on:

- Lesson planning aligned to TEKS & district curriculum
- Classroom management systems & routines
- Differentiation & accommodations for diverse learners
- Data-driven instruction routines
- Campus assessment & intervention systems

Assigned Mentor for weekly support, including:

- Co-planning and model lessons
- Classroom walkthroughs with real-time coaching
- Feedback cycles using campus observation tool (e.g., T-TESS or PPfT)

Increased PLC Support:

- Guided planning templates
- PLC modeling for data meetings, TEKS unpacking, and exemplar lesson design
- Monthly “New Educator Seminars” reinforcing core instructional priorities

Support for Identified Ineffective or At-Risk Educators

Teachers and leaders needing targeted growth will receive intensive, personalized improvement plans based on data and observation trends:

- Individualized Growth Plan aligned to LIFT and PPfT indicators
- Bi-weekly coaching cycles with modeling, guided practice, and observation

Focused PD Modules based on areas of need (examples):

- Lesson rigor & TEKS alignment
- Checks for understanding and monitoring student learning
- Small-group instruction & intervention routines
- Classroom culture and student engagement



	• Peer coaching or learning walks to observe exemplar classrooms • Progress monitoring checkpoints every 3–6 weeks, with adjustment of supports based on growth data Whole-Staff Alignment to maintain consistency across all experience levels: • Campus PD calendar will embed recurring training on core practices (DOL/CFU routines, structured student talk, literacy strategies, classroom expectations) • Leaders will calibrate weekly using a shared feedback tool & look-fors • PLC agendas include practice, feedback, and data reflection Expected Outcomes By differentiating training and support, we will ensure: • Clear pathways for educator growth • Improved instructional quality and consistency • Higher student achievement and stronger classroom culture • Retention of developing teachers and growth of future instructional leaders
What is the differentiated capacity building plan related to supporting students in special populations for the consolidated student body?	Administrator and Teacher Training and Support Teachers and administrators will receive targeted capacity-building supports to strengthen their ability to meet the needs of students in special populations, including Emergent Bilinguals (EBs), students receiving Special Education services, and those identified as gifted and talented. Professional development will focus on differentiated instructional strategies, including scaffolding, use of visuals and language supports for EBs, and accommodations and modifications for students with IEPs. Staff will also be trained on Universal Design for Learning (UDL) and research based instructional strategies to ensure lessons are accessible and inclusive for all learners. In addition, teachers will receive coaching on data-driven decision-making, learning how to analyze student progress monitoring data, disaggregate results by subgroup, and use that information to plan interventions. Administrators will be trained in compliance and program monitoring, including ARD/IEP implementation, 504 supports, and requirements under federal and state law, while also developing their capacity to provide effective feedback to teachers around inclusive practices. Both teachers and leaders will also participate in collaborative planning sessions with specialists such as interventionists, special



education teachers, and ESL coordinators to ensure consistency of all supports and shared accountability for student growth. Finally, the school will prioritize ongoing coaching cycles and peer observations where staff can see effective inclusive practices in action, reinforcing professional learning and building a sustainable culture of support for special populations.

Differentiated Administrator and Teacher Training Support for Special Education Students - 31%

- **Co-Teaching and Inclusion Excellence:** The training will emphasize effective co-teaching models to ensure the consistent delivery of high-leverage Specially Designed Instruction and maximize the time students with disabilities spend in the least restrictive environment. Partnerships across general education and special education will be emphasized.
 - Training will also include a focus on universal design for learning (UDL) principles. (Training will be led by the Special Education Department).
 - A follow-up coaching session will be provided to special education teachers serving in a co-teaching model.
- **General Education Curriculum:** All special education teachers will have access to and attend training on the general education curriculum prior to the start of school. (Partner with MET, Humanities and STEM for training)
- **Dyslexia Intervention and Compliance:** This training will outline the requirements of HB 3928 and provide actionable instructional support, including assistive technology, for students identified with dyslexia.
 - Our team will ensure a minimum of two persons on the campus are trained to deliver dyslexia intervention using an approved Austin ISD program. (Training will be led by the Special Education Department).
- **Scheduling Services for Students with Disabilities:** Review best practices for creating master schedules that prioritize LRE and maximize student access to high-quality Specially Designed Instruction (SDI) within general education settings.
- **Building and Enhancing Family Engagement:** Strategies for fostering collaborative partnerships with families of students receiving special education services to improve outcomes.
- **Federal and State Compliance Requirements:** Focus on maintaining timely ARD meetings (annual, initial, and re-evaluation meetings), ensuring all services for students with disabilities are appropriately scheduled and delivered.
- **Additional Focus on Monitoring Results Driven Accountability (RDA):** Prioritization of student performance



and appropriate placement.

- **Academic Outcomes:** Monitor and analyze data on the academic progress and achievement for students with disabilities, particularly in math, social studies, and science, to ensure continuous improvement and closing of achievement gaps.
- **Reduction in Out-of-School Placements:** Review current placement data and strategies to ensure students are being educated in the Least Restrictive Environment (LRE). Develop and implement strategies to increase inclusion and reduce instances of disciplinary or instructional removals to settings outside the general education campus.

Differentiated Administrator and Teacher Training and Support for Emergent Bilingual Students - 44%

Core Instructional & Language Integration Support

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

- **Content-Based Language Instruction (CBLI):** Deliver multiple, practical professional learning sessions focused on CBLI, emphasizing strategies for seamlessly integrating language development into core academic instruction.
- **Individualized CBLI Coaching:** Implement personalized coaching cycles to strengthen CBLI and biliteracy practices. This includes classroom observations, co-planning/co-teaching, structured feedback sessions, and explicit instructional support.
- **Collaborative Planning (PLCs):** Attend and facilitate Professional Learning Communities (PLCs) to ensure instructional alignment, share high-leverage strategies, and support collaborative planning specifically for Emergent Bilingual (EB) students.
- **Student Language Workshops:** Organize and/or lead student-focused workshops to actively build confidence and skills in listening, speaking, reading, and writing in preparation for the TELPAS assessment.

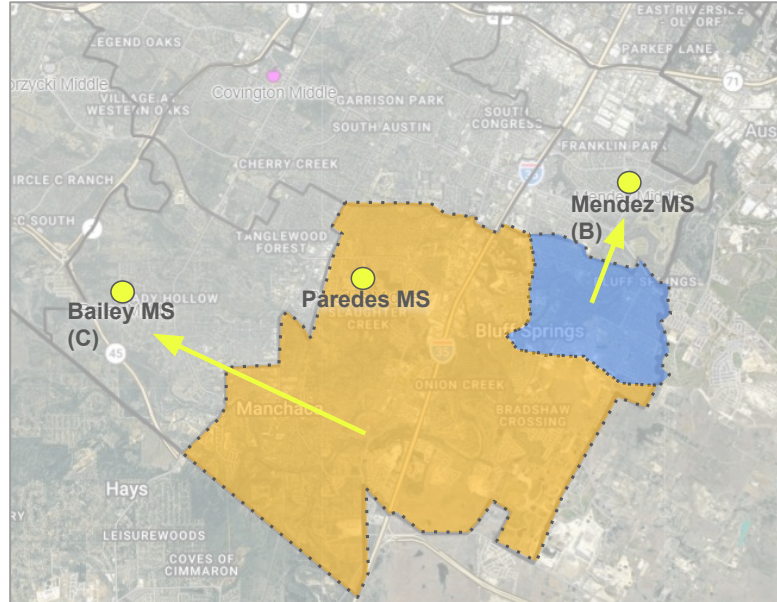


Board Voting Meeting: *Paredes Middle School Turnaround Plan Modification*

July 30, 2026

Paredes Middle School Recommendation

The district is recommending the closure of Paredes Middle School. The closure would be implemented for the 2026-27 school year and assign students zoned for Paredes to Bailey or Mendez middle schools, based on address. Modifying the 25-26 Turnaround Plan from a District Managed Restart to a Reassign.



Current Data

Student Enrollment: 848

Ratings History

2022	2023	2024	2025
NR	F	F	F
68	47	50	59

Receiving School: Bailey MS (55%)

Capacity: 1,221 incl. portables

Utilization: 65% (100% with reassigned students)

Receiving School: Mendez MS (45%)

Capacity: 1,284 incl. portables

Utilization: 40% (54% with reassigned students)

Transition: *Staffing Update*

All Staff				
	Total Paredes Staff Filling Current Positions	Transitioning to Bailey MS	Transitioning to Mendez	Transitioning to Other Campuses
#	63	28	24	11
%	100	44	38	18
Teacher Focus				
	Total Paredes Teachers Filling Current Positions	Total Teachers Transitioning to Bailey	Total Teachers Transitioning to Mendez	Total Teachers Transitioning to Other Campuses
#	34	15	19*	0
%	100	44	56	0
*Of these 19 teacher placements, 7 of these teachers are going into current vacancies at Mendez, not future adjustments				

Staff Preference Connections

- All campus-based staff received a Preference Survey.
- Operations leaders connected with custodial and food service team members and are working through staffing changes with them.

Community Question Themes

3

Listening
Sessions Held

84

Questions
Submitted

Top Questions:

- Enrollment and Transfers
- Space and Capacity
- Transportation
- Dress code
- Understanding the Decision
- Special Education Services Continuation

Themes: *Space and Capacity*

- District & Campus Leadership are working together to coordinate on how to adjust the use of space and master scheduling to accommodate all additional students and teachers.
- Spaces are determined through walkthroughs with principal to plan for maximized usage of facility spaces.
- Based on projections, the spaces are large enough to accommodate the full population.
- Operations teams are working to ensure furniture is available at both campuses.

Framework: *Enrollment and Transfers*

General Enrollment Transition

- Students retain guaranteed access to their assigned home school.
- If zoned to Paredes, reassignments to Bailey or Mendez as new home schools
- Re-enrollment paperwork is not needed for transition families. Instead, students will be manually enrolled.

Efforts Anticipated

- In-person registration at Paredes (*August 3th and August 6th*)
- Phone bank (*August 3rd - 7th*)
- Emailed survey

Transfer

- Existing round 2 transfer applications are being re-evaluated for additional placement offers.
- All requests will be evaluated based on school capacity.



Framework: *Transportation*

Eligibility Criteria:

- **>2-Mile Distance Rule:** Provided to zoned Paredes (assigned to Bailey) and Mendez students living outside the 2-mile radius.
- **DL Program:** Provided to all Paredes students enrolled in the Mendez DL program

Hubs & Digital Resources

- **Safety-Vetted Hubs:** Located at elementary campuses and public sites (i.e., ACC, libraries, fire stations)
- **Bus Stop Finder & Hubs Interactive Map:** Live August 3, 2026 for route details based on student address ([“Where’s the Bus” app](#)) and Website.

[FAQ](#) available on AISD website

Themes: *Special Education*

Staffing

- ~300 Paredes students receiving special education services will transition to Mendez and Bailey.
- Bailey will receive:
 - **10** special education teacher allocations
 - **1** dyslexia interventionist allocation
 - **3** teacher assistants
- Mendez will receive:
 - **5** special education teacher allocations
 - **1** dyslexia interventionist allocation
 - **4** teacher assistants.

Student Supports

- Case managers at receiving campuses will be able to access students' IEPs when SIS updates.
- Students will maintain access to the services identified in their IEPs as both campuses offer a full continuum of services, including dyslexia, behavior, and related services.
- Families will receive a parent welcome letter from their new case manager.
- Families can request to schedule an ARD meeting to review any supports and services as needed.

Transition: *Student Welcome Events*



Bailey Bear Camp

Date: August 3, 4, & 5

Time: 8:30 a.m. until 1:30 p.m.

[Registration Link](#)



Meet & Greet with Tour

Date: Monday, August 7

Time: 2:30 p.m. - 7:00 p.m.



More information & next steps

Board of Trustees Voting Meeting
6 p.m. Thursday, July 30

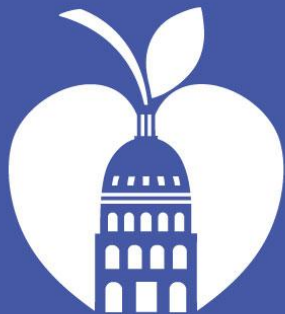
Family/Staff Notification of Decision
Friday, July 31

First Day of School
Tuesday, Aug. 18

FAQ



<https://www.austinisd.org/school-improvement>



STRONG Schools
STRONGER Austin





Frequently Asked Questions

Proposed Closure of Paredes Middle School

[En español](#)

What is Austin ISD proposing?

Austin ISD is proposing to close Paredes Middle School and reassign students to Bailey Middle School or Mendez Middle School beginning with the 2026–27 school year on Aug. 18, 2026. The proposal must be approved by the Austin ISD Board of Trustees before any changes take effect.

Trustees are scheduled to vote on the proposed closure and an amended Turnaround Plan during a Special Board Voting Meeting on Thursday, July 30.

When would the proposed closure take effect?

If approved, Paredes would close before the first day of the 2026-27 school year. Students would begin attending their assigned school on Aug. 18, 2026.

When will families be officially notified of their new school zoning?

The Board of Trustees will vote on the recommendation to close Paredes Middle School on Thursday, July 30. If approved, families will receive a notification on Friday, July 31 with their new assigned school and resources to enroll and engage with the new campus.

Family intentions and transition requests will be collected by survey, phone, and in person, during the week of August 3. Families can receive in-person registration support at Paredes on Aug. 3 and 6. District staff will also make direct phone calls to all Paredes families to ensure students are enrolled and ready for the first day of school on Aug. 18.



How will the transfer process work, and can students request schools other than Mendez or Bailey?

Family intentions and transition requests will be collected by survey, phone, and in person, specifically but not exclusively during the week of August 3. Transition requests (transfers) will be considered and Paredes students will be prioritized for placement. Transfers are not guaranteed and are limited by capacity.

What are the options for students who are zoned for Paredes but already registered at another school?

Students who have a confirmed transfer or are registered at another school may:

- Continue with their confirmed placement for the 2026-27 school year, or
- Register at their newly zoned school once attendance boundaries are finalized.

Austin ISD will provide additional enrollment and transfer guidance as plans are completed.

How will the district ensure students are placed in the correct electives and advanced courses on such short notice?

Student course requests submitted in Spring 2026 continue to serve as the foundation for our course offerings. To effectively transition students, counselors will review schedules to accommodate requests from students, making adjustments where needed, while district leadership collaborates with Talent Strategy to finalize staffing and course scheduling.

What are the transportation plans for students now living more than five miles from their assigned school?

Students assigned to Bailey and Mendez will be assigned to buses if they live more than two miles from the schools their assigned school in alignment with the [districtwide transportation policy](#).



Starting this year, all secondary school students will be assigned to Hub Stops instead of the neighborhood stops. Beginning Monday, Aug. 3, 2026 families can locate their 2026-27 bus routes via the [Bus Stop Finder](#).

Does Mendez Middle School have a dress code, and can students opt out?

Mendez students follow a dress code, wearing a grade-level color-coded shirt. Funds have been set aside for Mendez students in need. To ensure a smooth rollout, the Mendez administration has developed a plan to stagger the implementation of this policy.

What happens to the Paredes Turnaround Plan?

Paredes currently operates under a Turnaround Plan approved by the Texas Education Agency in January 2026.

The Turnaround Plan would move to Bailey Middle School.

If the closure is approved, Austin ISD will amend the plan and submit it to the Texas Education Agency for acceptance. The Board of Trustees is scheduled to consider the amended plan on Thursday, July 30.

Why was the decision to close the school made so late in the summer?

Despite significant investments and the hard work of our staff over the past year, recent academic results show that students are not making progress fast enough. Middle school is a critical time for student development, and we cannot wait to make a change. Closing the school allows us to immediately move students into stronger academic environments with expanded programs, fine arts, athletics, and better support.

How will the district ensure that students don't "get lost in the crowd" at larger schools?

This creates a valuable opportunity for students to form new friendships and lasting traditions. To support their success, updated staffing allocations will prevent class overcrowding and guarantee access to additional instructional support.

We are committed to making a larger campus feel like a supportive, tight-knit community. Combining campuses creates a valuable opportunity for students to form new friendships, access expanded opportunities, and build lasting school traditions. To support their success, we are working directly with district and campus teams to adequately staff classrooms, provide proactive support in advisory periods and daily instruction, and seamlessly connect students to counselors, wraparound services, and vibrant extracurricular clubs and activities.

Will students receiving special education services continue to receive support?

Yes. Austin ISD's Special Education team is involved in the transition planning process.

The district will work to ensure that students continue receiving the services and supports outlined in their individualized education programs. Families will receive additional information from their child's campus and special education team.

What will happen to athletics, fine arts and extracurricular activities?

Students will continue to have access to athletics, fine arts and extracurricular opportunities at their receiving school.

Austin ISD is reviewing campus programs, after-school activities and community partnerships to determine whether additional offerings or adjustments are needed.

Will students be able to tour Bailey or Mendez before school starts?

Austin ISD plans to provide campus tours, welcome events and other transition activities to help students and families become familiar with their new school.

Dates and details will be shared directly with families as soon as they are finalized.

Were other alternatives explored, such as consolidating Bedichek into the Paredes building?

Consolidation with the now-closed Bedichek Middle School was explored, however, it was ultimately ruled out because the move would disrupt the implementation of



Bedichek's approved Turnaround Plan, which included the majority of its students going to Covington Middle School. Consolidating with Paredes instead was not the best way to serve either school communities.

What happens to students with upcoming ARD meetings or those in special education programs?

Students will continue to receive the special education services outlined in their IEP. If a student has an upcoming summer ARD meeting, it will be scheduled in conjunction with the receiving campus to support a smooth transition and ensure continuity of services.

Preguntas frecuentes

Propuesta de cerrar la Escuela Secundaria Paredes

¿Qué está proponiendo el Austin ISD?

El Austin ISD está proponiendo el cierre de la Escuela Secundaria Paredes y reasignar a los estudiantes a la Escuela Secundaria Bailey o la Escuela Secundaria Méndez a partir del inicio del ciclo escolar 2026-27 el 18 de agosto de 2026. La mesa directiva del Austin ISD debe aprobar la propuesta antes de que pueda entrar en efecto cualquier cambio.

Está programada una votación de los miembros de la mesa directiva sobre la propuesta de cierre y un plan de transformación enmendado durante una junta especial el jueves, 30 de julio.

¿Cuándo entraría en efecto el cierre propuesto?

Si se aprueba, Paredes cerraría antes del primer día de clases del ciclo escolar 2026-27. Los estudiantes comenzarían a asistir a su escuela asignada el 18 de agosto de 2026.

¿Cuándo se les notificará oficialmente a las familias acerca de su nueva zona escolar?

La mesa directiva tendrá una votación en relación con la recomendación de cerrar la Escuela Secundaria Paredes el jueves, 30 de julio. Si se aprueba, las familias recibirán una notificación el viernes, 31 de julio, con su nueva escuela asignada y los recursos para matricularse y comunicarse con la nueva escuela.

Las intenciones y las solicitudes para la transición de las familias se recopilarán a través de encuestas, llamadas telefónicas y en persona durante la semana del 3 de agosto. Las familias podrán obtener apoyo con la inscripción en persona en Paredes el 3 y el 6 de agosto. El personal del distrito también hará llamadas telefónicas directas a todas las familias de Paredes para asegurarse de que los

estudiantes estén matriculados y listos para su primer día de clases el 18 de agosto.

¿Cómo funcionará el proceso de traslado y pueden los estudiantes solicitar otras escuelas que no sean Méndez o Bailey?

Las intenciones y las solicitudes para la transición de las familias se recopilarán a través de encuestas, llamadas telefónicas y en persona, específica, pero no exclusivamente durante la semana del 3 de agosto. Se considerarán las solicitudes para la transición (traslados) y se priorizará a los estudiantes de Paredes en las asignaciones. Los traslados no están garantizados y son limitados según la capacidad.

¿Cuáles son las opciones para los estudiantes que viven en la zona de Paredes, pero que ya están inscritos en otra escuela?

Los estudiantes con un traslado confirmado o que están inscritos en otra escuela pueden:

- continuar en su asignación confirmada para el ciclo escolar 2026-27 o
- inscribirse en la nueva escuela de su zona una vez que se concreten los límites de las zonas de asistencia.

El Austin ISD ofrecerá más orientación sobre la matriculación y los traslados una vez que estén completos los planes.

¿Cómo garantizará el distrito que los estudiantes se asignen a las optativas y cursos avanzados correctos con tan poca anticipación?

Las solicitudes de cursos que los estudiantes entregaron en la primavera de 2026 siguen sirviendo como la base para nuestras ofertas de cursos. Para que los estudiantes hagan la transición de forma eficiente, los consejeros modificarán los horarios para dar cabida a las solicitudes de los estudiantes, haciendo los ajustes necesarios, mientras que el liderazgo del distrito colabora con Estrategia para el Talento para finalizar la dotación de personal y la programación de cursos.

¿Cuáles son los planes de transporte para los estudiantes que ahora vivan a más de cinco millas de su escuela asignada?

Los estudiantes asignados a Bailey y Méndez se asignarán a autobuses si viven a más de dos millas de su escuela asignada en conformidad con las [normas de transporte para todo el distrito](#).

A partir de este año, todos los estudiantes de escuelas de educación secundaria se asignarán a paradas centrales en lugar de tener paradas dentro de los vecindarios. A partir del lunes, 3 de agosto de 2026, las familias podrán encontrar sus rutas de autobús para 2026-27 a través del [localizador de paradas de autobús](#).

¿Tiene la Escuela Secundaria Méndez un código de vestir y pueden los estudiantes elegir no participar?

Los estudiantes de Méndez tienen un código de vestir, que incluye un color de camisa para cada grado. Se han reservado fondos para los estudiantes de Méndez necesitados. Para garantizar una implementación sin problemas, la administración de Méndez ha elaborado un plan para implementar esta norma por etapas.

¿Qué pasará con el plan de transformación de Paredes?

Paredes actualmente está operando bajo un plan de transformación aprobado por la Agencia de Educación de Texas en enero de 2026.

El plan de transformación pasará a la Escuela Secundaria Bailey.

Si se aprueba el cierre, el Austin ISD enmendará el plan y se lo enviará a la Agencia de Educación de Texas para que lo acepte. Está programado que la mesa directiva considere el plan enmendado el jueves, 30 de julio.

¿Por qué se tomó la decisión de cerrar la escuela tan tarde en el verano?

A pesar de inversiones significativas y el arduo trabajo de nuestro personal durante el último año, los recientes resultados académicos muestran que los estudiantes no han progresado suficientemente rápido. La escuela secundaria es un momento crítico en el desarrollo de los estudiantes y no podemos esperar para hacer un cambio. Cerrar la escuela nos permite pasar inmediatamente a los estudiantes a

ambientes de aprendizaje más sólidos con programas ampliados, bellas artes, deportes y más apoyo.

¿Cómo garantizará el distrito que los estudiantes no "se pierdan en la multitud" de escuelas más grandes?

Esto crea una valiosa oportunidad para que los estudiantes formen nuevas amistades y tradiciones duraderas. Para sustentar su éxito, la actualización de la asignación del personal evitará la sobrepoblación en las clases y garantizará el acceso a apoyo docente adicional.

Estamos comprometidos a hacer que una escuela más grande se sienta como una comunidad unida que ofrezca apoyo. Combinar las escuelas crea una valiosa oportunidad para que los estudiantes formen nuevas amistades, tengan acceso a más oportunidades y desarrollen tradiciones escolares duraderas. Para sustentar su éxito, estamos trabajando directamente con los equipos del distrito y las escuelas para dotar adecuadamente de personal a los salones de clases, incluir apoyo proactivo en los periodos de asesoría e instrucción diaria, y poner en conexión de forma fluida a los estudiantes con consejeros, servicios integrales y vibrantes clubes y actividades extracurriculares.

¿Seguirá sirviendo Paredes como un centro de transporte para los programas "imán" especializados?

Sí. Seguiremos usando a Paredes como un centro para programas "imán".

¿Los estudiantes con servicios de Educación Especial seguirán teniendo apoyo?

Sí. El equipo de Educación Especial del Austin ISD está involucrado en el proceso de planificación de las transiciones.

El distrito trabajará para garantizar que los estudiantes sigan teniendo los servicios y el apoyo descritos en sus programas de educación individualizados. Las familias

recibirán más información de la escuela de sus niños y del equipo de Educación Especial.

¿Qué pasará con los deportes, las bellas artes y las actividades extracurriculares?

Los estudiantes seguirán teniendo acceso a deportes, bellas artes y oportunidades extracurriculares en su escuela receptora.

El Austin ISD está revisando los programas escolares, las actividades después de clases y las asociaciones comunitarias para determinar si se requieren otras ofertas o ajustes.

¿Podrán los estudiantes hacer un recorrido de Bailey o Méndez antes de que empiecen las clases?

El Austin ISD planea ofrecer recorridos de los planteles escolares, eventos de bienvenida y otras actividades de transición para ayudar a los estudiantes y a las familias a familiarizarse con su nueva escuela.

Las fechas y los detalles se compartirán directamente con las familias tan pronto como se concreten.

¿Se exploraron otras alternativas, como consolidar a Bedichek con el edificio de Paredes?

Se exploró la consolidación con la Escuela Secundaria Bedichek, que está ahora cerrada, pero al final se descartó, porque la mudanza interrumpiría la implementación del plan de transformación aprobado para Bedichek, que incluía que la mayoría de sus estudiantes irían a la Escuela Secundaria Covington. Consolidarla en cambio con Paredes no era la mejor manera de servir a ninguna de las dos comunidades escolares.

¿Qué pasará con los estudiantes que tienen juntas de ARD próximamente o que están en programas de Educación Especial?

Los estudiantes seguirán teniendo los servicios de Educación Especial que se describen en su IEP. Si un estudiante tiene una junta de ARD próximamente en el



verano, se programará junto con la escuela receptora para ayudar a una transición fácil y garantizar la continuidad de los servicios.



Frequently Asked Questions

Receiving Students at Bailey Middle School

Overview & Timeline

What is Austin ISD proposing?

Austin ISD is proposing to close Paredes Middle School and reassign students to Bailey Middle School or Mendez Middle School beginning with the 2026–27 school year on Aug. 18, 2026. The proposal must be approved by the Austin ISD Board of Trustees before any changes take effect.

Trustees are scheduled to vote on the proposed closure and an amended Turnaround Plan during a Special Board Voting Meeting on Thursday, July 30.

How will Austin ISD determine which students attend Bailey or Mendez?

Students would be assigned to Bailey or Mendez based on their home addresses and the finalized attendance boundaries.

When would Paredes students begin attending Bailey?

If the proposal is approved, students assigned to Bailey would begin attending the campus on the first day of the 2026–27 school year, Aug. 18, 2026.

Academics & Turnaround Plan

What is the Turnaround Plan?

A Turnaround Plan (TAP) is a formal, multi-year strategy developed by a Texas school district or campus to address persistent low performance and improve student outcomes.

Paredes currently operates under a Turnaround Plan approved by the Texas Education Agency in 2025. If the closure is approved, the plan would transition to Bailey and be amended to reflect the campus change.

Austin ISD would submit the amended plan to the Texas Education Agency for acceptance.

What does "inheriting" the Paredes Turnaround Plan (TAP) mean for current Bailey students?

To elevate student achievement, students from Paredes or Bailey who need extra support in English and Math will receive additional, targeted instructional time in these areas of need. This personalized approach ensures students get the academic backing they deserve to strengthen foundational skills and maximize overall success

Additionally, inheriting the TAP provides extra resources to the campus to support students and teachers, including content interventionists, community partners and additional funding.

Facilities & Logistics

Where will 300–400 additional students physically fit within the building?

If existing portables are included in its capacity, Bailey can fit approximately 1,220 students. This is based on an assumption of 75% of spaces being fully occupied at any given time and can be increased up to 85% by sharing classrooms. We will coordinate with campus leadership on how to adjust the use of space and master scheduling to accommodate all additional students and teachers.

How will common spaces like the cafeteria and hallways handle the volume?

Based on projections, the spaces are large enough to accommodate the full population. Campus leaders have requested additional tables from Paredes Middle School to accommodate additional seating in the cafeteria and will extend seating into the hallway. The campus will also have a second cafeteria line open to support students moving through the lines efficiently.

How will the district manage the increased traffic on Brodie Lane and residential streets?

The City of Austin handles traffic outside of our school properties. District and campus staff partner with the City of Austin continuously to ensure safe and efficient traffic patterns. Families are always welcome to connect with the City of Austin via 311 or the [Austin 311 website](#) for any concerns.

Will transportation be provided?

Transportation plans are still being developed. Austin ISD will share information about bus eligibility, routes and schedules before the start of the school year.

School Resources & Staffing

Will Bailey receive enough additional staff and resources to handle the growth?

Campuses are staffed based on student enrollment, so additional allocations will be given based on our current district staffing guidelines. This increased staffing will include a counselor, a campus safety monitor, a clerk, teachers, teacher assistants, and an administrator.

Will Bailey now be considered a Title 1 campus?

No. Austin ISD identifies Title I schools as campuses with 60% of the students identified as economically disadvantaged. Based on the projection of adding 478 students, Bailey's projected economically disadvantaged population would be approximately 50%.

How will the district support the brand-new principal during this transition?

Austin ISD is committed to supporting new principals through ongoing coaching, mentorship, and leadership development. They receive regular guidance from their Executive Director who provides individualized coaching through frequent campus visits, offers tailored guidance on critical administrative milestones like designing and finalizing the master schedule, and serves as a dedicated thought partner. To ensure a seamless transition, the district is also providing comprehensive support

and targeted resources to support the school with instruction, intervention, wraparound services, and whole-child development opportunities.

Campus Culture & Student Support

Can the district guarantee that current Bailey students won't lose access to electives or fine arts?

Student course requests submitted in Spring 2026 continue to serve as the foundation for our course offerings. To effectively transition students, counselors will review schedules to accommodate student requests, making adjustments where needed. Campus leadership will collaborate with Talent Strategy and the Office of Teaching Learning and Leading to finalize staffing and course scheduling.

How will Bailey continue to support and ensure special education services are not interrupted?

Austin ISD's Special Education team is involved in the transition planning process.

The district will work to ensure that students continue receiving the services and supports outlined in their individualized education programs. Families will receive additional information from their child's campus and special education team.

If a student has an upcoming summer ARD meeting, it will be scheduled in conjunction with the receiving campus to support a smooth transition and ensure continuity of services.

What is the plan to maintain campus safety and manage behavioral challenges?

Our core mission is to educate students, however, safety is a top priority. Bailey will continue implementing Austin ISD's comprehensive safety protocols while fostering a positive, supportive learning environment for every student.

Behavioral challenges are addressed through a proactive approach that includes Character Strong, a research-based social-emotional learning and behavior curriculum taught weekly to all students, along with Positive Behavioral Interventions and Supports (PBIS). Students who need additional support receive



targeted interventions, while positive behavior is reinforced through campus recognition programs and incentives.

When behavioral concerns arise, campus staff work closely with students and families to provide appropriate interventions, restore positive behavior, and maintain a safe, respectful learning environment where all students can thrive.

Will Bailey's programs or school culture change?

Austin ISD is committed to preserving what Bailey families and students value about their school.

Some programs may be expanded or adjusted to meet the needs of both returning Bailey students and incoming Paredes students. Campus leaders, teachers and district staff will work together to support a smooth transition.

What will happen to extracurricular and after-school activities?

Austin ISD is reviewing after-school activities, extracurricular programs and community partnerships as part of the transition planning process.

Additional details will be shared as plans are finalized.

Next Steps & Transition Support

Will Bailey families have enrollment or transfer options?

Austin ISD is reviewing enrollment and transfer options as part of the planning process. More information will be provided once attendance boundaries and student assignments are finalized.

How will Austin ISD support students during the transition?

Austin ISD is focused on making the transition as smooth as possible for both returning Bailey students and incoming Paredes students.

Support may include:

- Additional faculty and staff
- Academic and student-support services
- Campus orientation and transition activities



- Adjustments to programming and extracurricular opportunities
- Transportation and enrollment assistance
- Ongoing communication with students, families and staff

Preguntas frecuentes

Recepción de estudiantes en la Escuela Secundaria Bailey

Resumen y cronograma

¿Qué está proponiendo el Austin ISD?

El Austin ISD está proponiendo el cierre de la Escuela Secundaria Paredes y reasignar a los estudiantes a la Escuela Secundaria Bailey o la Escuela Secundaria Méndez a partir del inicio del ciclo escolar 2026-27 el 18 de agosto de 2026. La mesa directiva del Austin ISD debe aprobar la propuesta antes de que pueda entrar en efecto cualquier cambio.

Está previsto que los miembros de la mesa directiva voten sobre el cierre propuesto y el plan de transformación enmendado durante una junta especial de votación que se celebrará el jueves, 30 de julio.

¿Cómo determinará el Austin ISD cuáles estudiantes asistirán a Méndez o a Bailey?

Se asignaría a los estudiantes a Méndez o a Bailey dependiendo de su domicilio una vez que se hayan determinado los límites de las zonas de asistencia.

¿Cuándo comenzarían los estudiantes de Paredes a asistir a Bailey?

Si se aprueba la propuesta, los estudiantes asignados a Méndez comenzarían a asistir a la escuela el primer día del ciclo escolar 2026-27, que es el 18 de agosto de 2026.

Asuntos académicos y el plan de transformación

¿Qué es el plan de transformación?

Un plan de transformación (TAP, por sus siglas en inglés) es una estrategia formal de varios años elaborada por un distrito escolar o una escuela de Texas para hacer frente a un bajo rendimiento persistente y mejorar los resultados de los estudiantes.

Actualmente, Paredes funciona bajo un Plan de transformación aprobado por la Agencia de Educación de Texas en 2025. Si se aprueba el cierre, el plan pasaría a aplicarse a Bailey y se modificaría para reflejar el cambio de escuela.

El Austin ISD presentaría el plan modificado a la Agencia de Educación de Texas para su aprobación.

¿Qué significa “heredar” el plan de transformación (TAP, por sus siglas en inglés) de Paredes para los estudiantes actuales de Bailey?

Para mejorar el rendimiento de los estudiantes, aquellos estudiantes de Paredes o Bailey que necesiten apoyo adicional en inglés y matemáticas recibirán horas adicionales de instrucción específica para estas áreas de necesidad. Este enfoque personalizado garantiza que los estudiantes obtengan el respaldo académico que merecen para reforzar sus habilidades básicas y maximizar su éxito general.

Además, la incorporación del TAP proporciona recursos adicionales a la escuela para apoyar a los estudiantes y a los maestros, incluyendo especialistas en intervención curricular, socios comunitarios y financiación adicional.

Instalaciones y logística

¿Dónde se alojarán físicamente en el edificio entre 300 y 400 estudiantes adicionales?

Si se incluyen los salones portátiles existentes en su capacidad, Bailey puede alojar a aproximadamente 1,220 estudiantes. Esta cifra se basa en la suposición de que el 75 % de lugares estarán totalmente ocupados en un momento dado y puede aumentarse hasta el 85 % compartiendo salones. Coordinaremos con la dirección de la escuela la manera de ajustar el uso del espacio y el horario maestro para dar cabida a todos los estudiantes y maestros adicionales.

¿Cómo se manejará el volumen de personas en los espacios comunes, como el comedor y los pasillos?

Según las proyecciones, los espacios son lo suficientemente amplios como para dar cabida a toda la población. Los líderes de la escuela le han pedido mesas adicionales a la Escuela Secundaria Paredes para aumentar el espacio en el comedor y ampliarán el espacio al pasillo. La escuela también abrirá una segunda fila en el comedor para que los estudiantes puedan pasar por la fila de forma eficiente.

¿Cómo va a manejar el distrito el aumento del tráfico en Brodie Lane y en las calles residenciales?

El ayuntamiento de Austin se encarga del tráfico fuera de las instalaciones escolares. El personal del distrito y de las escuelas colabora continuamente con el ayuntamiento de Austin para garantizar un flujo del tráfico seguro y eficiente. Las familias siempre pueden ponerse en contacto con el ayuntamiento de Austin a través del 311 o de la [página web de Austin 311](#) para cualquier inquietud.

¿Se ofrecerá servicio de transporte?

Los planes de transporte aún se están elaborando. El Austin ISD facilitará información sobre la elegibilidad, las rutas y los horarios de los autobuses antes del inicio del ciclo escolar.

Recursos escolares y dotación de personal

¿Recibirá Bailey suficiente personal y recursos adicionales para manejar la expansión?

La dotación de personal de las escuelas se basa en el número de estudiantes matriculados, por lo que las asignaciones adicionales se realizarán de acuerdo con las directrices actuales del distrito en materia de dotación de personal. Este aumento de personal incluirá un consejero, un monitor de seguridad de la escuela, un asistente administrativo, maestros, asistentes de maestros y un administrador.

¿Se considerará ahora a Bailey una escuela del Título I?

No. El Austin ISD define las escuelas del Título I como aquellas en las que el 60 % de los estudiantes se consideran en situación de desventaja económica. Según la proyección de un aumento de 478 estudiantes, la población de Bailey en situación de desventaja económica sería, aproximadamente, un 50 %.

¿Cómo apoyará el distrito al nuevo director durante esta transición?

El Austin ISD se compromete a apoyar a los nuevos directores mediante una instrucción continua, mentores y el desarrollo del liderazgo. Estos reciben orientación periódica de su director ejecutivo, quien les proporciona instrucción individualizada a través de visitas frecuentes a la escuela, les ofrece asesoramiento personalizado sobre hitos administrativos clave —como el diseño y la finalización del horario general— y actúa como un colaborador dedicado en la reflexión estratégica. Para garantizar una transición fluida, el distrito también proporciona un apoyo integral y recursos

específicos para respaldar a la escuela en materia de enseñanza, intervención, servicios de apoyo integral y oportunidades para el desarrollo integral del niño.

Cultura del plantel y apoyo al estudiante

¿Puede el distrito garantizar que los estudiantes actuales de Bailey no pierdan el acceso a las materias optativas o a las bellas artes?

Las solicitudes de cursos presentadas por los estudiantes en la primavera de 2026 siguen siendo la base de nuestra oferta de cursos. Para garantizar una transición eficaz de los estudiantes, los consejeros revisarán los horarios con el fin de darles cabida a sus solicitudes, realizando los ajustes necesarios. El liderazgo de la escuela colaborará con el Departamento de Estrategia para el Talento y la Oficina de Enseñanza, Aprendizaje y Liderazgo para ultimar la dotación de personal y la programación de cursos.

¿Cómo seguirá Bailey prestando apoyo y garantizando que los servicios de educación especial no se vean interrumpidos?

El equipo de Educación Especial del Austin ISD participa en el proceso de planificación de la transición.

El distrito se esforzará por garantizar que los estudiantes sigan recibiendo los servicios y el apoyo descritos en sus programas educativos individualizados. Las familias recibirán información adicional de la escuela de sus hijos y del equipo de educación especial.

Si un estudiante tiene una reunión del ARD programada para este verano, se coordinará con la escuela receptora para facilitar una transición fluida y garantizar la continuidad de los servicios.

¿Cuál es el plan para mantener la seguridad en la escuela y manejar las dificultades conductuales?

Nuestra misión principal es educar a los estudiantes, pero la seguridad es una prioridad absoluta. Bailey seguirá aplicando los protocolos de seguridad integrales del Austin ISD, al tiempo que fomenta un entorno de aprendizaje positivo y de apoyo para todos los estudiantes.

Las dificultades conductuales se abordan mediante un enfoque proactivo que incluye «*Character Strong*», un plan de estudios de aprendizaje socioemocional y conducta basado en la investigación que se imparte semanalmente a todos los estudiantes, junto

con las Intervenciones y Apoyos de Conducta Positiva (PBIS, por sus siglas en inglés). Los estudiantes que necesitan apoyo adicional reciben intervenciones específicas, mientras que la conducta positiva se refuerza a través de programas de reconocimiento e incentivos en la escuela.

Cuando surgen problemas de comportamiento, el personal de la escuela tiene una estrecha colaboración con los estudiantes y sus familias para ofrecer intervenciones adecuadas, restablecer el comportamiento positivo y mantener un entorno de aprendizaje seguro y respetuoso en el que todos los estudiantes puedan prosperar.

¿Cambiarán los programas o la cultura escolar de Bailey?

El Austin ISD está comprometido a preservar lo que las familias y los estudiantes de Bailey valoran de su escuela.

Es posible que algunos programas se amplíen o ajusten para satisfacer las necesidades tanto de los estudiantes que regresan a Bailey como de los que vienen de Paredes. Los líderes escolares, los maestros y el personal del distrito trabajarán juntos para tener una transición fácil.

¿Qué pasará con las actividades extracurriculares y después de clases?

El Austin ISD está revisando las actividades después de clases, los programas extracurriculares y las asociaciones comunitarias como parte del proceso de planificación de la transición.

Se compartirán más detalles cuando se concreten los planes.

Siguientes pasos y apoyo durante la transición

¿Tendrán las familias de Bailey opciones de matriculación o traslado?

El Austin ISD está revisando las opciones de matriculación y traslado como parte del proceso de planificación. Se dará más información una vez que se concreten los límites de las zonas de asistencia y las asignaciones de los estudiantes.

¿Cómo apoyará el Austin ISD a los estudiantes durante la transición?

El Austin ISD está enfocado en hacer que la transición sea lo más fluida posible tanto para los estudiantes que regresan a Bailey como para los estudiantes que vengan de Paredes.



El apoyo puede incluir:

- Maestros y personal adicionales
- Servicios académicos y de apoyo al estudiante
- Actividades de orientación y de transición en el plantel escolar
- Ajustes de programas y oportunidades extracurriculares
- Ayuda con el transporte y la matriculación
- Comunicación continua con estudiantes, familias y personal



Frequently Asked Questions

Receiving Students at Mendez Middle School for the 2026–27 School Year

What is Austin ISD proposing?

Austin ISD is proposing to close Paredes Middle School and reassign its students to Bailey Middle School or Mendez Middle School beginning Aug. 18, 2026.

The proposal must be approved by the Austin ISD Board of Trustees before any changes take effect.

Why is Austin ISD proposing to close Paredes Middle School?

Austin ISD made significant investments at Paredes during the past year to improve student achievement. After reviewing academic growth data and the campus's readiness for the upcoming school year, district leaders determined that a change is necessary to better support students' academic success.

When will the Board of Trustees consider the proposal?

The Board of Trustees discussed the proposal and heard community feedback during a Special Board Information Session at 6 p.m. Tuesday, July 28.

Trustees are scheduled to vote on the proposed closure during a Special Board Voting Meeting on Thursday, July 30.

When would Paredes students begin attending Mendez?

If the proposal is approved, students assigned to Mendez would begin attending the campus on the first day of the 2026-27 school year, Aug. 18, 2026.

How will Austin ISD determine which students attend Mendez or Bailey?

Students would be assigned to Mendez or Bailey based on their home addresses and the finalized attendance boundaries.

Austin ISD will share additional information once the boundaries and student assignments are finalized.



How many students will Mendez receive?

The district is still finalizing attendance boundaries and student assignments. Once that work is complete, Austin ISD will share how many students Mendez can expect to welcome.

Will Mendez receive additional staff and resources?

The arrival of additional students would allow Austin ISD to hire additional faculty and staff and adjust campus programming based on enrollment and student needs.

Additional details will be shared as staffing and enrollment plans are finalized.

Will class sizes increase?

Staffing decisions will be based on the number of students assigned to Mendez. Austin ISD will evaluate enrollment, class sizes and student needs as it determines how many additional faculty and staff members are needed.

Will course offerings change?

Austin ISD is reviewing course offerings as part of the transition planning process. Campus programming may be adjusted to support both returning Mendez students and incoming Paredes students.

More information will be shared as plans are finalized.

Will Mendez's programs or school culture change?

Austin ISD is committed to preserving what Mendez families and students value about their school.

Some programs may be expanded or adjusted to meet the needs of both returning and incoming students. Campus leaders, teachers and district staff will work together to support a smooth transition and a productive academic year.

What will happen to extracurricular and after-school activities?

Austin ISD is reviewing after-school activities, extracurricular programs and community partnerships as part of the transition planning process.

Additional details will be shared as plans are finalized.

**Will transportation be provided?**

Transportation plans are still being developed. Austin ISD will share information about bus eligibility, routes and schedules before the start of the school year.

Will Mendez families have enrollment or transfer options?

Austin ISD is reviewing enrollment and transfer options as part of the planning process. More information will be provided once attendance boundaries and student assignments are finalized.

How will Austin ISD support students during the transition?

Austin ISD is focused on making the transition as smooth as possible for both returning Mendez students and incoming Paredes students.

Support may include additional faculty and staff, academic and student-support services, campus orientation activities, programming adjustments, transportation assistance and ongoing communication with families.

When will families receive more information?

Austin ISD will provide updates following the Board of Trustees meetings and as attendance boundaries, staffing, transportation, programming and enrollment options are finalized.

Austin ISD and the Board of Trustees will also have a listening session at 3:30-4:30 p.m., Thursday, July 30 at Mendez Middle School to give the community the opportunity to share their thoughts and learn about what this transition period would look like.

Preguntas frecuentes

Recepción de estudiantes en la Escuela Secundaria Méndez en el ciclo escolar 2026-27

¿Qué está proponiendo el Austin ISD?

El Austin ISD está proponiendo el cierre de la Escuela Secundaria Paredes y reasignar a los estudiantes a la Escuela Secundaria Bailey o la Escuela Secundaria Méndez a partir del 18 de agosto de 2026.

La mesa directiva del Austin ISD debe aprobar la propuesta antes de que pueda entrar en efecto cualquier cambio.

¿Por qué está el Austin ISD proponiendo cerrar la Escuela Secundaria Paredes?

El Austin ISD hizo inversiones significativas en Paredes durante el año pasado para mejorar el rendimiento estudiantil. Después de analizar los datos del progreso estudiantil y la preparación de la escuela para el próximo ciclo escolar, los líderes del distrito determinaron que es necesario un cambio para sustentar mejor el éxito académico de los estudiantes.

¿Cuándo considerará la propuesta la mesa directiva?

La mesa directiva ha discutido la propuesta y escuchó los comentarios de la comunidad durante una sesión informativa especial a las 6 p. m. del martes, 28 de julio.

Está programada una votación de los miembros de la mesa directiva sobre la propuesta de cierre durante una junta especial el jueves, 30 de julio.

¿Cuándo comenzarán los estudiantes de Paredes a asistir a Méndez?

Si se aprueba la propuesta, los estudiantes asignados a Méndez comenzarían a asistir a la escuela el primer día del ciclo escolar 2026-27, que es el 18 de agosto de 2026.

¿Cómo se determinará el Austin ISD cuáles estudiantes asistirán a Méndez o a Bailey?

Se asignaría a los estudiantes a Méndez o a Bailey dependiendo de su domicilio y de los límites de las zonas de asistencia que se hayan determinado.

El Austin ISD compartirá más información una vez que se concreten los límites y las asignaciones de los estudiantes.

¿Cuántos estudiantes recibirá Méndez?

El distrito todavía está concretando los límites de las zonas de asistencia y las asignaciones de estudiantes. Una vez que se termine ese trabajo, el Austin ISD compartirá cuántos estudiantes puede esperar recibir Méndez.

¿Tendrá Méndez personal y recursos adicionales?

La llegada de estudiantes adicionales le permitirá al Austin ISD contratar maestros y personal adicionales y ajustar los programas escolares con base en la matrícula y las necesidades de los estudiantes.

Se compartirán más detalles cuando se concreten los planes para la dotación de personal y la matrícula.

¿Aumentará el tamaño de las clases?

Las decisiones sobre la dotación de personal estarán basadas en el número de estudiantes asignados a Méndez. El Austin ISD evaluará la matrícula, el tamaño de las clases y las necesidades de los estudiantes para determinar cuántos maestros y miembros del personal adicionales se necesitan.

¿Cambiará la oferta de cursos?

El Austin ISD está revisando las ofertas de cursos como parte del proceso de planificación de la transición. Es posible que se ajusten los programas escolares para apoyar tanto a los estudiantes que regresan a Méndez como a los estudiantes que vengan de Paredes.

Se compartirá más información cuando se concreten los planes.

¿Cambiarán los programas o la cultura escolar de Méndez?

El Austin ISD está comprometido a preservar lo que las familias y los estudiantes de Méndez valoran de su escuela.

Es posible que algunos programas se amplíen o ajusten para satisfacer las necesidades tanto de los estudiantes que regresan como de los estudiantes nuevos. Los líderes escolares, los maestros y el personal del distrito trabajarán juntos para tener una transición fácil y un año académico productivo.

¿Qué pasará con las actividades extracurriculares y después de clases?

El Austin ISD está revisando las actividades después de clases, los programas extracurriculares y las asociaciones comunitarias como parte del proceso de planificación de la transición.

Se compartirán más detalles cuando se concreten los planes.

¿Se ofrecerá transporte?

Los planes de transporte todavía se están elaborando. El Austin ISD compartirá información sobre la elegibilidad, las rutas y los horarios de los autobuses antes del inicio del ciclo escolar.

¿Tendrán las familias de Méndez opciones de matriculación o traslado?

El Austin ISD está revisando las opciones de matriculación y traslado como parte del proceso de planificación. Se dará más información una vez que se concreten los límites de las zonas de asistencia y las asignaciones de los estudiantes.

¿Cómo apoyará el Austin ISD a los estudiantes durante la transición?

El Austin ISD está enfocado en hacer que la transición sea lo más fluida posible tanto para los estudiantes que regresan a Méndez como para los estudiantes que vengan de Paredes.

El apoyo puede incluir maestros y personal adicionales, servicios académicos y de apoyo al estudiante, actividades de orientación en el plantel escolar, ajustes de programas, ayuda con el transporte y comunicación continua con las familias.

¿Cuándo recibirán más información las familias?

El Austin ISD compartirá actualizaciones después de las juntas de la mesa directiva y cuando se concreten los límites de las zonas de asistencia, la dotación de personal, el transporte y las opciones de programas y matriculación.

El Austin ISD y la mesa directiva también tendrán una sesión para escuchar comentarios de 3:30 a 4:30 p. m. el jueves, 30 de julio en la Escuela Secundaria Méndez para darle a la comunidad la oportunidad de compartir sus ideas y para información sobre cómo podría ser este periodo de transición.