



Taylor Independent School District Targeted Intervention Plan

Main Street Elementary

TIP STRUCTURE

SCHOOL IMPROVEMENT STRATEGY



STAKEHOLDER ENGAGEMENT



MILESTONES & PERFORMANCE MANAGEMENT



RESOURCES



SCHOOL INFORMATION AND GOALS

Main Street Elementary (MSE) has demonstrated notable academic growth and progress over the past year. Through the focused implementation of its turnaround plan and a strong commitment to instructional excellence, MSE successfully exited school improvement status in 2025. In the 2025 State Accountability Ratings, the campus earned a B Rating (80), up from a C Rating (71) in 2024. This growth reflects the collective efforts of staff, students, and families to improve outcomes across all areas.

Building on this success, MSE will continue to strengthen instructional practices, use data to inform decisions, and maintain high expectations for every learner.

School Goals for 2025–2027:

To sustain or exceed a “B” rating, Main Street Elementary will pursue the following measurable goals:

1. Domain 1 – Student Achievement: Increase the percentage of students who achieve *Approaches Grade Level or Above* in all tested subjects from 63% to 70%.
2. Domain 2 – School Progress: Increase the percentage of students demonstrating at least one year of academic growth from 68% to 72%.
3. Domain 3 – Closing the Gaps: Increase the *Student Success* score for All Students from 38 to 47 and for Economically Disadvantaged Students from 32 to 38.

Main Street Elementary will continue focusing on high-quality instruction, targeted interventions, and a culture of continuous improvement to ensure lasting student success.

School Improvement Strategy

Intensive Curriculum & Instruction Improvements: Texas Instructional Leadership (TIL) Cohort and local support through Taylor Made Capacity Building Plan

To maintain and increase the performance of the campus, we chose to partner with Region 13: Total TIL, as well as Taylor ISD capacity building, as the key strategies for improvement. Within these strategies, we will engage in school action by building the capacity of the instructional leadership at the campus (ESF Lever 1), implement State Board Of Education (SBOE) approved High-Quality Instructional Materials (HQIM) (ESF Level 4), provide focused support for teachers through targeted professional development, bi-weekly professional learning communities (PLC), and consistent strategic instructional coaching (Lever 2 and 5).

School Improvement Strategy Details

Our district has committed to a comprehensive approach through Total TIL, ensuring that all strategies are supported with structures for fidelity and sustainability for all years of the TAP. Under the Effective Schools Framework (ESF), leaders and teachers engage in instructional huddles that provide space for collaboration, reflection, and problem-solving. We have established consistent observation and feedback cycles, following the Get Better Faster model, to drive continuous teacher growth and improved student outcomes. Additionally, teachers receive STEMscopes professional development three times a year, aligned to TEA HQIM, which strengthens content knowledge and classroom implementation. Together, these supports build the capacity of leaders and teachers while ensuring that strategic priorities are implemented with focus and effectiveness. These strategies are expected to maintain or increase the campus' B rating.

2025–26 School Year

Total Texas Instructional Leadership (TIL) Training Overview - TIL is a professional development and coaching framework supported by the Texas Education Agency (TEA). It is designed to strengthen the capacity of principals, instructional leaders, and teacher leaders to implement high-leverage instructional practices that directly improve student learning outcomes. TIL centers on the idea that effective leaders drive results by creating clarity, building systems, and supporting teachers through consistent, actionable feedback.

1. **Materials, Internalization, and Alignment (MIA)** - This strand focuses on ensuring that curriculum materials are high-quality, instructionally aligned, and deeply understood by teachers. The emphasis is on helping leaders guide teachers not just in what to teach, but on translating the curriculum into meaningful, engaging classroom instruction.
2. **Schoolwide Cultures and Routines** - This strand emphasizes building a consistent and positive schoolwide environment that maximizes instructional time and creates clarity for both students and teachers. The goal is to establish a culture where routines and expectations support learning rather than detract from it.
3. **Observation and Feedback** - This strand develops the skill of instructional leaders to accurately observe teacher practice, identify the highest-leverage area for growth, and deliver precise, actionable feedback that changes teacher behavior and improves student outcomes.

Taylor Made: Taylor ISD Capacity Building - All campus leaders, including instructional coaches and assistant principals, department chairs and teacher leaders participate in the TIL program, focusing on

internalization and alignment. As part of Taylor ISD's capacity-building, campus leaders (admin and ICs) receive monthly training and weekly coaching sessions on the Get Better Faster framework to support their growth as instructional leaders. The campus leadership team has provided training to campus teachers on MIA. In addition, principals are receiving training four times throughout the year on how to use iReady (diagnostic test) to leverage its reports to drive student success.

2026–27 School Year

Texas Instructional Leadership (TIL) Training - Data Driven Instruction - Data-Driven Instruction (DDI) is a professional development and coaching framework designed to strengthen the capacity of campus and district leaders to effectively use student data to inform instructional decisions. Grounded in the belief that what gets measured gets improved, DDI equips leaders and teachers with the tools, protocols, and mindsets necessary to create a continuous cycle of teaching, assessing, analyzing, and acting. Through this process, educators move from assumptions to evidence-based action, ensuring that instruction is responsive, equitable, and focused on improving student outcomes.

1. **Assessment and Data Collection** - This strand focuses on building a strong foundation for the effective use of student data through high-quality assessments and structured data systems.
2. **Data Analysis and Reflection** - This strand focuses on building leaders' and teachers' capacity to analyze data meaningfully and translate results into actionable insights.
3. **Action Planning and Instructional Response** - This strand emphasizes the importance of taking purposeful, timely action based on data findings.

Taylor Made: Taylor ISD Capacity Building - District administrators will continue supporting the systems of strong school leadership, effective instruction, and implementation of HQIM by way of walkthroughs and quarterly training of teachers at Taylor Middle School. District leaders will also work alongside campus administrators to establish clear expectations for data collection, analysis, and action planning across all campuses, develop and refine assessment calendars, data meeting protocols, and progress monitoring tools, and provide ongoing coaching and feedback to principals and instructional leaders to strengthen their facilitation of DDI processes. The DDI process will be supported weekly for teachers through PLCs.

2027–28 School Year

Texas Instructional Leadership (TIL) Training - School Wide Culture and Routines - Schoolwide Culture Routines (SWCR) is a professional development and coaching strand within the TIL framework supported by the Texas Education Agency (TEA). This training is designed to build the capacity of school leaders to create and sustain a strong, positive, and predictable campus culture where both students and staff thrive. By developing systems that promote consistency, clarity, and ownership, leaders ensure that every adult in the building contributes to a learning environment that maximizes instructional time and supports student success.

1. **Vision, Expectations, and Systems** - This strand begins with establishing a clear and unified vision for campus culture. Leaders define what success looks like for students and staff and build the systems necessary to bring that vision to life.
2. **Adult Practice and Training** - This strand focuses on the adult behaviors that drive culture. Leaders learn to build staff investment, provide clear training, and create a feedback-rich environment to ensure routines are implemented with fidelity.
3. **Monitoring, Reflection, and Continuous Improvement** - This strand centers on sustaining culture through data-driven reflection and ongoing improvement cycles.

Taylor Made: Taylor ISD Capacity Building

In alignment with the TIL Schoolwide Culture Routines framework, the district central office team will collaborate with campus administrators to strengthen systems that promote a positive, consistent, and

student-centered school culture. This work is grounded in the belief that a strong culture is foundational to sustained academic success and staff investment.

CURRICULUM, INSTRUCTION AND ASSESSMENT PLAN

Throughout the implementation of the Targeted Intervention Plan, Main Street Elementary will utilize high-quality, standards-aligned instructional materials to support student learning. The campus will implement Wonders for Reading, STEMScopes SBOE-approved for Math, McGraw Hill Texas Science for Science, and SAVVAS for Social Studies, ensuring consistency and rigor across all content areas.

This summer, the Teaching and Learning Department updated curriculum documents to maximize the effectiveness of HQIMs and strengthen curriculum alignment, ensuring teachers have the tools they need for powerful, student-centered instruction.

The Main Street Elementary master calendar has been established to ensure that the campus will meet the minimum instructional minutes required to implement the curriculum. The campus calendar exceeds 165 instructional days, as required. The campus has implemented a one-hour intervention block (WIN) for each grade level where students receive intervention and enrichment activities.

Assessment Plan: The Main Street Elementary School Leadership team is responsible for the ongoing assessment data, including:

- Frequency: Main Street Elementary school has a consistent cadence of student assessment opportunities such as universal screeners, Curriculum Based Assessments (CBAs), common unit assessments, and state benchmarks. Student data will be reviewed at multiple points during the year: BOY (August – I-Ready), CBA #1 (Fall), CBA #2 (December), MOY (January – I-Ready), and Benchmark (February). Unit assessments will also be monitored monthly using Eduphoria Mastery Tracker data.
- **Data Collection:**
 - I-Ready Universal Screener - Results will be analyzed by the MSE leadership team - principal, assistant principal, and instructional coaches - to create intervention lists, form content specific advisory groups based on student needs, and guide personalized instruction within the program. Personalized instruction is a key component when analyzing this data, as it ensures that each student receives targeted support aligned to their specific areas of need and growth, which they will receive in their small groups during class and in their intervention time. This information will be documented in the Data Tracker, which is monitored by the campus leadership team to analyze student performance and teacher effectiveness.
 - District Assessments: The Taylor ISD Data Tracker, monitored by campus instructional leadership, is analyzed after each exam to evaluate student performance and teacher effectiveness. It houses teachers' classes along with their subpopulations and serves as a tool for leadership when reviewing and interpreting the data. The tracker includes a Quartile List tab, which displays all assessments administered throughout the year along with each student's individual goal. Students are grouped within performance quartiles—Did Not Meet, Approaches, Meets, and Masters—and their movement between these categories is tracked after each assessment to monitor growth and progress. The data is used to track progress toward annual goals, display Domain 1 and Domain 2 scaled scores, and highlight students who require targeted support for Domain 3 interventions. This information is then used to form intervention groups for targeted intervention and instructional support.

- Review Process: After each assessment, the MSE leadership team will review results to identify student growth trends and determine intervention placement. This process ensures continued progress in Domains 2 and 3.
- Reporting and Communication: Results will be shared after each assessment, within one week of completion by campus leadership.
- Superintendent and Key District Leadership: Results will be reported after each assessment, along with action items for the next cycle.

Professional Learning Community (PLC) Structure and Implementation: MSE's PLC structure fosters a culture of continuous improvement through bi-weekly, 50-minute content-area collaboration. Guided by the TIL PLC agenda and lesson internalization protocol, teams work collectively to strengthen instruction, examine student data, and elevate learning outcomes across all classrooms.

PLC meeting attendance is required by teachers, special education and resource teachers for reading and math, campus instructional coaches, and members of the admin team.

Facilitation of PLCs is led by a combination of Principal Kerri Pierce, Assistant Principal Ashley Rush, and Instructional Coach Ashley Loeve.

The MSE PLC protocol is a structured process that guides educators to improve student outcomes through:

- internalization (HQIM for math and TEA-approved ELAR curriculum) and data analysis.
- using the TISD PLC agenda to facilitate and guide all discussions.
- defining what students should learn, internalizing common assessments and HQIM lessons to ensure understanding of the TEKS and daily objectives, identifying student learning gaps and misconceptions, and the collaboration and practice of research based strategies to facilitate learning.
- key components of the PLC are documented on the MSE PLC agenda and/or the lesson internalization document and the unit internalization document.

MSE data protocol includes:

- the summative data analysis TISD protocol
- PLC data analysis includes the facilitated discussion of TEKS mastery, analysis of special populations and misconceptions, and continuous learning and improvement with targeted instruction based on the needs of all students.

BUILDING CAPACITY

At Main Street Elementary, there are 32 teachers. Of those, 78% have more than two years of experience, and 78% are fully certified. Out of the seven uncertified teachers, four are teaching STAAR-tested core content.

The Taylor ISD district calendar provides 11 professional development days during the 2025-2026 school year. In addition to the priority topics listed below, all teachers are trained in research-based best practices, including student talk, sheltered instructional strategies, lesson framing with success criteria, exit tickets, engagement strategies, and academic monitoring. Math teachers receive three STEMscopes training sessions, while RLA teachers receive training on writing and the Extended Constructed Response.

Teacher Professional Development

Topic	Details
TIL- Material Internalization and Alignment Facilitator: Region 13	Throughout the year, teachers participate in ongoing Materials, Internalization, and Alignment training designed to strengthen lesson preparation and delivery in every classroom. These sessions focus on equipping teachers with high-quality instructional materials and guiding them through the process of lesson internalization so that they are deeply familiar with the content, objectives, and instructional moves before teaching.
i-Ready Facilitator: Vendor	Reading and Math teachers will engage in four i-Ready training sessions throughout the year to ensure the effective implementation and use of the program. These sessions will focus on key areas of impact, including the implementation of assessment tools, leveraging data to inform instruction with an emphasis on creating personalized learning pathways, and preparing students for success on the STAAR assessment.
Stemscopes Facilitator: Vendor	Teachers will receive three training sessions on the Math HQIM throughout the year to strengthen math instruction and student outcomes. These sessions are designed to support teachers in effectively using the curriculum, fostering rich academic discourse in the classroom, and establishing consistent problem-solving routines.
Positive Behavior Systems Facilitator: Dan St. Romain	All instructional staff were trained on Positive Behavior Systems by Dan St. Romain. To ensure ongoing implementation and consistency, staff will revisit one targeted positive behavior each month. During faculty meetings, teachers will receive additional training and guidance on that behavior, and principals will provide feedback during instructional walks.
Flashlight Training Facilitator: Lori Ruiz-Wamble	Flashlight Learning software focuses on emergent bilingual language acquisition strategies to strengthen instructional practices for English learners.

Additionally, the school created and filled two key leadership positions, Emergent Bilingual and a Special Education Coordinator, to ensure consistent oversight and support for these student groups. Staff will also engage in Sheltered Instruction training to enhance their ability to deliver accessible, inclusive, and differentiated instruction for all learners.

For novice and uncertified teachers, TMS has partnered with Texas Education THRIVE, a comprehensive initiative from the UT Austin College of Education, to provide early-career teachers with:

- robust support, professional development, and networking opportunities. Designed specifically for first- and second-year teachers.
- THRIVE equips educators with the mentorship and learning experiences needed for a strong start and long-term success in the classroom.
- participating in a summer New Teacher Academy, structured learning walks with campus administrators, quarterly professional development sessions, and 12 collaborative mentor meetings each semester.
- Uncertified teachers have individualized action plans that are supervised by HR to work towards becoming fully certified.

MSE also utilizes Get Better Faster (GBF) to support new and developing teachers in refining their instructional skills and enhancing student success. GBF focuses on:

- the actionable—the practice-able—that drives effective coaching.
- practicing concrete actions and skills, teachers improve their ability to lead a class and ultimately student success.
- campus selected teachers receive GBF observation, feedback, and follow-up on a weekly basis.
- GBF observations every Monday with the district and the campus instructional coach.
- face-to-face feedback and a follow-up observation from the instructional coach within a week.

Leadership Professional Development		
Topic	Audience	Details
Ongoing Yearly TIL- Total TIL Facilitator: Region 13	Campus Instructional Leadership Team, CAO	Total TIL (Total Teacher Instructional Leadership) strengthens campus leaders' capacity to improve teaching and learning through three strands: • MIA (Materials, Internalization, and Alignment): Ensures curriculum is high-quality, aligned, and effectively taught. • Schoolwide Cultures and Routines: Builds consistent systems that maximize learning time and clarity. • Observation and Feedback: Develops leaders' ability to provide precise, actionable feedback that drives growth. Together, these strands create cohesive, high-impact instructional leadership.
Monthly Instructional Coaches Meeting	Instructional Coaches	A monthly forum for instructional coaches to collaborate, share best practices, and receive targeted support to enhance teacher coaching and student learning.
Monthly Assistant Principal Leadership Meetings	Assistant Principals	A monthly meeting for assistant principals to develop leadership skills, discuss school priorities, and align on strategies to support teachers and students.
Monthly Principal Instructional Huddle	Principals	A focused meeting where principals discuss instructional trends, review campus data, and strategize on supporting teacher effectiveness and student outcomes. Campus principals, superintendent, chief academic officer, and other relevant teaching and learning directors use this time to conduct instructional calibration classroom walks on rotating campuses.
Monthly Principal Leadership Meetings	Principals	A regular meeting for principals to address operational and strategic leadership priorities, share insights, and strengthen campus-wide management and culture.

Bi-weekly Executive Coaching for Principals Facilitator: CAO and Superintendent	Principal	Executive coaching focuses on personalized professional development that supports the principal in strengthening their leadership skills, decision-making, and strategic impact. The superintendent and CAO work one-on-one with the principal to set goals, reflect on practices, solve complex challenges, and develop strategies that improve school culture, instructional quality, and student outcomes. The focus is on growth, accountability, and translating leadership skills into measurable results.
Bi-weekly Executive Coaching for CAO Facilitator: Sami Kinsey	CAO	Executive coaching focuses on personalized professional development that supports the CAO in strengthening their leadership skills, decision-making, and strategic impact. Sami works one-on-one with the CAO to set goals, reflect on practices, solve complex challenges, and develop strategies that improve school culture, instructional quality, and student outcomes. The focus is on growth, accountability, and translating leadership skills into measurable results.

INSTRUCTIONAL LEADERS SUPPORTING SCHOOL IMPROVEMENT

Building strong instructional leaders at the campus level is critical to driving sustained school improvement and accelerating student achievement. Aligned with ESF Lever 1.1 - Strong School Leadership, effective campus leaders set clear instructional priorities, monitor teaching and learning, and develop teacher capacity to implement high-quality instructional practices. The campus will receive both internal and external support from a team of experienced administrators, instructional coaches, and district leaders to guide school improvement and ensure the successful implementation of the Targeted Improvement Plan.

Jennifer Garcia-Edwardsen - Superintendent: Leading Taylor ISD with Vision and Commitment

Jennifer Garcia-Edwardsen is an esteemed educational leader with nearly two decades of experience dedicated to fostering student success, strengthening community engagement, and enhancing district operations. With a doctorate in School Improvement from Texas State University, Jennifer has committed her career to ensuring every student receives a high-quality education that prepares them for a limitless future.

Her leadership journey includes transformative roles in some of Texas's fastest-growing districts. As Chief of Schools at New Braunfels ISD, she led teams serving over 9,750 students across 15 campuses. Prior to that, she served as Deputy Academic Officer at Hays CISD, where she directed curriculum development and instructional alignment. Her career also includes impactful leadership roles in Del Valle ISD, where she drove significant academic improvements as a teacher, assistant principal, and principal.

"I believe in leading with purpose and intention - success doesn't happen by chance, but by design. In Taylor ISD, we are committed to creating opportunities that are strategic, thoughtful, and impactful for our students, staff, and community. I have had the honor of serving as Superintendent of Taylor ISD since November 2023, and I am incredibly proud to not only lead this district but also to be a parent and active member of this wonderful community.

Under her leadership, Taylor ISD is poised for continued excellence, ensuring that every student, educator, and community member has the support and resources needed to thrive.

Megan Zembik - Chief Academic Officer

Megan Zembik has nearly two decades of experience dedicated to the field of education. She began her career teaching middle school mathematics in Channelview ISD and Austin ISD before moving into leadership roles in Austin ISD and Hays CISD, where she served as Academic Dean of a high school with over 3,000 students.

In 2022, Megan Zembik was honored with the esteemed title of Academic Dean of the Year, a recognition of her exemplary leadership and commitment to academic excellence. Throughout her career, she has consistently demonstrated a proactive approach to curriculum development, faculty support, and student engagement, thereby leaving an indelible mark on the institutions she has served.

Holding a Master's degree in Educational Leadership from the University of Texas at Austin, Megan has a proven record of leading teams to raise academic outcomes through data-driven instruction, targeted interventions, and strong systems for teacher development.

Jolynn Ibarra - Director of School Improvement

JoLynn Ibarra brings extensive expertise in curriculum and instruction, with experience as a Region 13 ESC instructional coach and as an independent consultant supporting schools in partnership with TEA Professional Service Providers. Her work has focused on schools designated as "Improvement Required" or those receiving an "F" accountability rating, where her support has contributed to measurable gains in state performance ratings.

She holds a Master's degree in Curriculum and Instruction with a focus on Literacy and has a proven record of designing and delivering professional development that strengthens instructional practice and elevates student achievement. Mrs. Ibarra is formally trained in Solution Tree's Professional Learning Communities (PLC) process, the *Get Better Faster* observation and feedback framework, and has extensive experience facilitating curriculum support and instructional improvement initiatives.

Abby Turner - Director of Teaching and Learning

Brings 17 years of experience in teaching, curriculum, and campus leadership. Her career spans roles as a secondary math teacher, instructional coach, curriculum coordinator, and former Director of Curriculum and Instruction. Abby holds a master's degree in Instructional Leadership and has a strong background in designing and facilitating professional learning, supporting educators in creating comprehensive instructional plans, and implementing high-quality curriculum practices that drive student success.

Idolina Munoz-Brasher - Director of Assessment and Accountability

With over 18 years of experience in education, she began her career as an English teacher and coach before moving into campus leadership as an assistant principal, serving five years at a low-income school focused on raising student achievement. She holds a Master's degree in Education and Administration. Her district-level experience includes two years as District Testing Coordinator and her current role as Director of Accountability and Testing. In these positions, she has overseen assessments, accountability measures, and data analysis, collaborating with campuses to implement effective, data-driven strategies that promote continuous improvement and student success.

Kerri Pierce

Kerri is a seasoned school administrator with extensive experience leading struggling schools. Prior to her work in Taylor ISD, she spent ten years in Vidor ISD—four years as a principal at a 5th/6th grade

campus—where she successfully led school improvement initiatives that elevated student achievement, strengthened instructional programs, and fostered a culture of academic excellence, resulting in the campus earning a B rating from a D rating.

In her role at Main Street Elementary for the last three years, Kerri has implemented strategic systems and processes that have resulted in the campus earning a B rating for the first time in the school’s history.

Kerri began her career as a secondary English teacher and left the classroom to become a curriculum coordinator for ELA/SS K-12 and a high school assistant principal prior to becoming a principal. She earned her Master’s degree in Educational Administration from Lamar University.

Ashley Loeve

Ms. Loeve has dedicated nearly 15 years to the field of education, bringing a wealth of experience and passion to her work. Throughout her career, she has taught students in grades 1 through 5, building a strong foundation in elementary instruction. For the past three years, Ashley has served as an instructional coach, partnering with teachers to support their professional growth and instructional effectiveness.

She holds a Bachelor of Science in Education and a Master’s Degree in Curriculum and Instruction. Ashley is deeply committed to empowering educators, helping them grow in confidence and skill to become the best version of themselves.

STAKEHOLDER ENGAGEMENT

District Notifies Public: November 5, 2025
District develops TAP: September 15, 2025 - November 11, 2025
Stakeholders review TAP: November 5, 2025 - November 11, 2025
Public Notice: November 11, 2025

Board Meeting Public Hearing: Anticipated November 17, 2025
Summary of Community Feedback:
The Campus Intervention Team (CIT) developed and shared the Turnaround Plan with various stakeholders and feedback was collected. Stakeholders included the principal, staff, the members of the campus-level planning and decision-making committee, parents of students attending the campus, and community members. Comments can be reviewed at the bottom of this document.

MILESTONES AND PERFORMANCE MANAGEMENT

Year 1 : SY 25–26 ESF Levers 1, 2, 4				
Milestone	Key Metrics	Person(s) Responsible	Monitoring/ Frequency	Evidence/ Documentation
Begin LASO 3 Learning Cycle	Partnered with Region 13 to provide professional development - Total TIL	CAO	July 2024	PD Registration
Hire Director of School Improvement	Continuation of grant requirements	CAO	July 2024	New Position

Leadership Change	100% of leadership positions are filled by July 1st. - New Campus Principal - Added Math IC position - Shifts in department chairs based on need	Campus Principal	July 2025	Job Posting and Interviews
Hired Special Education Coordinator	Increased student achievement for this student population through consistent oversight and tailored support	Director of Special Education	August 2025	Job Posting and Interviews
Hire Emergent Bilingual Coordinator	Increased student achievement for this student population through consistent oversight and tailored support	Director of Teaching and Learning	August 2025	Job Posting and Interviews
Support for emergent bilingual student population	Provide strategic sheltered instruction training for teachers every 9 weeks	Emergent Bilingual Coordinator	September 2025 November 2025 February 2025	Training documentation
Onboarding for Materials, Internalization, and Alignment through TIL	Campus will show 80% of all teachers using district approved instructional materials. Campus will show 80% of all ELA and Math have internalized lessons	Campus Principal	Monthly	Walkthrough Data Agendas Coaching Scripts Coaching Videos
Onboarding for Observation and Feedback Feedback through TIL	Admin team will create observation tool that includes RBIS look fors and implementation of approved curriculum Campus will conduct biweekly observation and feedback on all staff CLT will begin calibration walks and practice role playing feedback	Campus Principal ICs	Monthly	Walkthrough tracker CLT meeting agendas
Continue implementation of Thrive - new mentor and new teacher trainings	Campus will pair mentors with new teachers and support the growth and development of the pairs on campus	AP/Principal	Quarterly	Agendas Mentor Artifacts
Onboarding for iReady	100% of teachers and leaders trained on iReady onboarding and implementation	Principal	Quarterly	iReady usage and performance reports
Create student data tracker to align with accountability system	Taylor Middle School Data Tracker creation and implementation at the campus and PLC level	Director of Assessment and Accountability	Quarterly	MSE Data Tracker

Year 2: SY 26-27 ESF Levers 1, 4, 5				
Milestone	Key Metrics	Person(s) Responsible	Monitoring/ Frequency	Evidence/ Documentation
Continuation of LASO 3, (Year 2)	Begin grant requirements	CAO	Monthly	Yearly training plan

	Continuation of funding for Taylor ISD Director of School Improvement Director - hired July 2024			
Continuation of Observation and Feedback protocols	Campus will continue biweekly observation and feedback on core content teachers Campus will begin the process of recording teaching and holding video coaching sessions	Campus Principal	Monthly	Walkthrough tracker
Continuation of Materials, Internalization, and Alignment	Campus will show 100% of all teachers using district approved instructional material. Campus will show 100% of all ELA and Math have internalized lessons Teachers will engage in role playing the implementation of key components of HQIM at least once per month.	Campus Principal ICs	Monthly	Walkthrough Data Agendas Coaching Scripts Coaching Videos
Onboarding for DDI - TIL	Key leaders trained by Region 13 and DDI systems and protocols created	Campus Principal	Monthly	DDI protocol Data Tracker
Establish the MSE data protocol for teachers after each district common assessment	PLCs trained on the MSE data protocol. Teachers implement the MSE data protocol after each district assessment	Director of School Improvement		Data Trackers Agendas
Campus leaders provide teachers with protected time for in-depth conversations about formative student data and possible adjustments to instructional delivery	Teachers will be given additional time to disaggregate assessment data and form response plans	Principal	Quarterly	DDI protocol Response plans
Campus creates data visuals to celebrate student progress and success	Data visual present on campus walls and updated regularly	IC	Quarterly	Campus Data Walls

PERFORMANCE MANAGEMENT

The performance management process for Main Street Elementary will ensure that implementation of the campus improvement strategies is consistently monitored, evaluated, and refined through ongoing collaboration between district and campus leadership. Using the MSE Scorecard, district and campus leaders will track progress toward identified milestones and student outcome goals in November, February, and June of each school year.

Monitoring and Review Process - Progress toward campus milestones will be reviewed at least quarterly during the principal quarterly report to district leadership. This includes a standing agenda item on the Teaching and Learning, Cabinet agenda, quarterly reporting, and dedicated faculty meeting discussions to review progress, share updates, and identify next steps.

Leadership Oversight - The performance management process will be led by the Superintendent and Chief Academic Officer with weekly 1-on-1 meetings to review progress towards milestones. The principal, who will

oversee data collection, analysis, and reporting to ensure alignment between district and campus priorities. The superintendent and key leadership team members will review performance data and progress toward targets each month to guide decision-making and resource allocation.

Data Collection and Sources - Milestone progress data will be gathered through multiple measures, including: Assessment results collected in Eduphoria, Classroom walkthrough and observation data, PLC implementation, and feedback artifacts.

Data Sharing and Communication - Progress updates and data analyses will be shared with district leadership and other stakeholders through quarterly reports and campus faculty meetings. These structures provide transparency, promote shared accountability, and ensure that data is used to drive continuous improvement across all levels of the organization.

RESOURCES AND FINANCE

Training and Curriculum

Expense	Purpose	Amount	Funding Source
Stemscopes HQIM	Provide High Quality Instruction Materials	\$46,600	410 - IMA
Stemscopes Training	Train teachers on best practices for implementation of the HQIM	\$17,500	255 - Title II
Tutoring	Targeted intervention for students	\$10,000	199 - General Funds
Texas Instructional Leadership	Training for school improvement through the Texas Instructional Leadership program.	\$79,100	211 - LASO Grant

Increased Staffing Support per Campus

Expense	Purpose	Amount	Funding Source
Math Stipend	Recruit and retain certified math teachers	Up to \$3,000	199 - General Funds
Writing Consultant	Train teachers on writing instruction	\$15,000	199 - General Funds
Director of School improvement	Coaching for PLC implementation, instructional coach training, and Get Better Faster teacher training.	\$91,559.38	199 - General Funds 211 - LASO Grant

STAKEHOLDER COMMENTS

List elements of the plan that you feel are a strength.	R1: academics and instruction, data-driven instruction and assessment R2: All of them R3: A strength is the alignment of planning, curriculum, and then the assessment strategies. R4: Timelines R5: Data driven instruction and assessment R6: I feel all are a strength. Each has played a big part in getting us in where we are and seeing/experiencing the hard work that as been put forth, we shall continue to grow in all areas. R7: Instruccioness, practica
What is something you would like the Taylor Middle School to consider to strengthen the plan?	R1: Improvement with progress monitoring resources R2: Truly helping teachers come up with consequences and tools when students are disruptive in class. This is still an issue and teachers feel that there are no consequences in which they can give. Protecting the learning environment from the few that are wanting to disrupt will go a long way towards teachers implementing the plans and interventions with fidelity. R3: Amount of absences Interventionists have, also a solid curriculum for teachers to use. R4: Short term assessment with re-teaching R5: It's hard to say because pretty much all areas are continually growing. R6: Instruccioness y practicas
Is there anything else you'd like Taylor Middle School to consider as we develop the Turnaround Plan?	R1: NA R2: No R3: Some students for example, have Dyslexia and Speech, they do not get to participate in Reflex/ iReady, yet there are incentives attached to those. R4: looping at least two grade levels (Ms. C. Lopez has some of the same 1st graders now 2nd) R5: No
What do you hope TMS accomplishes from implementing this plan?	R1: Better progress monitoring data to inform instruction. R2: A strong academic environment, but also a strong community within the school. R3: Consistent strong scores and low teacher turnover over time R4: Solid base of Mathematical understanding. R5: Increased student learning/performance R6: Our students and staff see the value of this plan, implement all areas and take responsibility in doing their part to meet and exceed expectations. R7: Mejores alumnos más capacitados