



Taylor Independent School District Turnaround Plan

Taylor Middle School

TAP STRUCTURE

SCHOOL IMPROVEMENT STRATEGY



STAKEHOLDER ENGAGEMENT



MILESTONES & PERFORMANCE MANAGEMENT



RESOURCES



SCHOOL INFORMATION AND GOALS

Taylor Middle School, within Taylor ISD, has been identified by the Texas Education Agency (TEA) as a campus required to develop a Turnaround Plan due to consecutive years of unacceptable academic performance.

Over recent accountability cycles, Taylor Middle School has shown fluctuating performance but has not yet achieved sustained academic growth. The campus received ratings of 63 (D) in 2019, 59 (Not Rated: Senate Bill 1365) in 2022, 66 (D) in 2023, 59 (F) in 2024, and 67 (D) in 2025. With the release of the 2025 State Accountability Ratings, Taylor Middle School has received a two-year count of unacceptable performance (UA 2). Campuses with a two-count of unacceptable performance are required to develop a Turnaround Plan in accordance with 19 Tex. Admin. Code § 97.1064(a).

The Turnaround Plan will outline specific actions the campus will implement during the 2025–26, 2026–27, and 2027–28 school years to achieve an acceptable rating (C). Through the planning and execution of the Turnaround Plan, Taylor Middle School will achieve the following outcomes:

1. 70% of students will demonstrate academic growth in Domain 2A, including by demographic groups evaluated in Domain 3.
2. 60% of students will achieve *Meets Grade Level* performance on STAAR Reading and 40% in Math.
3. 40% of Emergent Bilingual students will achieve composite growth or *Advanced High* on the TELPAS assessment.

These goals reflect the campus's commitment to rapid and sustainable improvement in academic performance for all students.

School Improvement Strategy

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

To address the low performance of the campus, Taylor ISD 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 Lever 4), provide focused support for teachers through targeted professional development, weekly professional learning communities (PLC), administer consistent strategic instructional coaching (Lever 2 and 5), and build a positive school culture (ESF Lever 3).

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 move the campus to a C or better within one year.

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 Turnaround Plan, Taylor Middle School will utilize high-quality, standards-aligned instructional materials to support student learning. The campus will implement HMH Intro to Literature 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 Taylor Middle School 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 is currently structured with 52 minute classes + 45 minute FIT Intervention class in reading and math. All students are assigned to FIT classes based on HB 1416 or to provide enrichment.

Assessment Plan: Taylor Middle School principal and assistant principals are responsible for the ongoing assessment data, including:

- Frequency: Taylor middle 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 Taylor Middle School instructional 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 specific advisory time. This information will be documented in the data tracker, which is monitored by the campus instructional leadership team to analyze student performance and teacher effectiveness.
 - District Assessments: The Taylor ISD data tracker, monitored by campus instructional leadership team, 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 FIT intervention class groups for targeted intervention and instructional support.

- **Review Process:** After each assessment, the TMS 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 and reviewed after each assessment, along with action items for the next cycle.

Professional Learning Community (PLC) Structure and Implementation: TMS's PLC structure fosters a culture of continuous improvement through daily, 52-minute content-area collaboration for STAAR tested subjects. 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. Non-STAAR tested subject areas engage in monthly collaborative meetings to align instructional strategies, share best practices, and ensure consistency in the implementation of campus-wide academic and instructional initiatives.

This intentional structure ensures that all instructional teams have ongoing opportunities for collaboration, reflection, and professional growth, thereby promoting cohesive, data-driven instruction across all content areas.

Taylor Middle School schedule is as follows:

- Monday: Content area teams, grades 6-8
- Tuesday-Thursday: Grade-level content areas (lesson internalization and student work)
- Friday: Professional development provided to targeted teachers depending on topic

PLC meeting attendance is required by subject-assigned teachers, special education and resource teachers for reading and math, campus instructional coaches, and members of the admin team - principal and/or assistant principal.

Facilitation of PLCs:

6th Grade ELAR PLCs - Instructional Coach Amy Brown and Principal Jamie Moller

6th Grade Math PLCs - Instructional Coach TJ Maldonado and Assistant Principal Kimberly Connolly

7th Grade Math PLCs - Instructional Coach TJ Maldonado and Assistant Principal Kimberly Connolly

7th Grade ELAR PLCs - Principal Jamie Moller, and Instructional Coach Amy Brown

8th Grade ELAR PLCs - Principal Jamie Moller, and Instructional Coach Amy Brown

8th Grade Science - Instructional Coach TJ Maldonado and Assistant Principal Albert Sheffey

8th Grade Social Studies - Instructional Coach Amy Brown, Principal Jamie Moller, and AP Albert Sheffey

8th Grade/Algebra PLCs - Department Chair Nikia Trisko and Principal Jamie Moller.

The Taylor Middle School 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 by internalizing common assessments and HQIM lessons to ensure understanding of the TEKS and daily objectives.
- identifying student learning gaps and misconceptions.
- collaboration and practice of research-based strategies to facilitate learning.

Key components of the PLC are documented on the TMS PLC agenda and/or the lesson internalization document and the unit internalization document.

Our newest scope of learning is lesson internalization. Lesson internalization is a structured process in which educators engage in a deep analysis and thorough preparation of a lesson to fully understand its objectives, content, and instructional design prior to delivery. This process extends beyond surface-level review, enabling teachers to provide high-quality, intentional instruction.

At Taylor Middle School, professional development on lesson internalization was provided to English Language Arts (ELA) and Math teachers during back-to-school training and continues as an integral, weekly component of the Professional Learning Community (PLC) process. Teachers demonstrate evidence of internalization through annotated HQIM teacher editions, revised instructional slides, and internalization notes documented using the TISD PLC agenda, which incorporates all four steps of the internalization framework.

The lesson internalization process is continuously refined through the collection and analysis of PLC evidence, allowing leadership teams to identify areas where greater intentionality and targeted guidance are needed to strengthen classroom implementation and instructional effectiveness.

Taylor Middle School data protocol includes:

- 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.
- the analysis of formative assessment data using the Harvard-based Data-Wise improvement process.
- the analysis of summative assessment data using the TISD Solution Tree protocol.

BUILDING CAPACITY

At Taylor Middle School, there are 46 teachers. Of those, 67.4% have more than two years of experience, and 80% are fully certified. Out of the nine uncertified teachers, two are teaching STAAR-tested core content. Currently, TMS does not have any teachers designated through Texas Incentive Allotment.

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	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

Facilitator: Region 13	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.
Sheltered Instructional Strategies Facilitator: Region 13	Science, social studies, and elective teachers received training from Region 13 on using sheltered instructional strategies to better support emergent bilingual students and implementing the ELPS. Math and ELA teachers will receive the training in PLCs.
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.

TMS 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	Principal	Executive coaching focuses on personalized professional development that supports the principal in strengthening

Facilitator: CAO and Superintendent		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 Turnaround 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.

Jamie Moller - Principal

Jamie is a seasoned school administrator with extensive experience leading middle schools. Prior to her work in TISD, she spent eight years in Del Valle ISD—four years as a principal and four as an assistant principal—where she successfully led school improvement initiatives that elevated student achievement, strengthened instructional programs, and fostered a culture of academic excellence.

In this role, Mrs. Moller's top priorities will be promoting academic excellence, strengthening positive behavior support systems, and advancing a holistic approach to student success. Jamie began her career as a secondary Algebra teacher, teaching in both Desoto ISD and Del Valle ISD before moving into school administration. She holds a Bachelor's degree in Economics and a Master's degree in Educational Leadership from Texas A&M University.

Terrance Maldonado - Mathematics Instructional Coach

Mr. Maldonado is a STEM instructional coach and experienced 7th–8th grade math and science teacher with over 15 years in education. In Austin ISD, he has refined skills in lesson differentiation, student-led classrooms, and using data to drive instruction. As a coach, he fosters collaborative, supportive professional learning communities where teachers grow together. His teaching experience across multiple campuses has strengthened his focus on engagement, Tier 1 instruction, and creating safe, productive learning environments for all students.

Amy Brown - English Language Arts and Social Studies Instructional Coach

Amy Brown brings eight years of educational leadership experience with a strong record of improving student achievement through instructional coaching and data-driven interventions. As an instructional coach at Jarrell ISD Middle School, she led collaborative coaching cycles using the TIL *Get Better Faster* model, helping increase math mastery rates from 0.92% to 26.67% through strategic PLCs, backward design, and higher-rigor instruction.

She has restructured mentoring programs for new teachers, developed targeted professional development, and created streamlined data systems that strengthen teacher efficacy and student ownership. Ms. Brown holds Texas certifications in ELAR 4–8, Social Studies 7–12, and ESL 4–12, and is completing a Master's in Educational Technology and Instructional Design.

In the turnaround plan, she will coach teachers in evidence-based practices, lead PLCs, analyze student data, and facilitate professional development to accelerate learning and close achievement gaps.

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	TMS Data Tracker
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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 Continuation of funding for Taylor ISD Director of School Improvement Director - hired July 2024	CAO	Monthly	Yearly training plan
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 TMS data protocol for teachers after each district common assessment	PLCs trained on the TMS data protocol. Teachers implement the TMS data protocol after each district assessment	Director of School Improvement	Quarterly	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

Year 3: SY 27–28 ESF Levers 2, 3, 5

Milestone	Key Metrics	Person(s) Responsible	Monitoring/ Frequency	Evidence/ Documentation
Start LASO 4 Grant	Start grant requirements Continuation of funding for Taylor ISD Director of School Improvement Director	CAO	Monthly	Yearly training plan
Campus leaders will implement strategies to support and retain staff, particularly high-performing staff.	Campus	CAO, Principal	Quarterly	Rounding Protocol
Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	CLT will hold quarterly meetings where the broader leadership team is included and provide ongoing coaching and support	Campus Principal	Monthly	Agendas Training agendas
Continuation of DDI system and protocols	Campus will conduct data meetings after each district common assessment.	Campus Principal	Monthly	DDI protocol Data Tracker
Onboarding for Schoolwide Culture Routine	Campus will have written, systematic routines around arrival and lunches	Campus Principal	Monthly	Training Confirmations Monthly Campus meetings for observation Monthly coaching scripts and videos Agendas Coaching Scripts Coaching Videos
Create PBIS teams	PBIS team will be created and functioning	Campus Principal	September 2027	PBIS team agenda
Create and administer BOY/MOY/EOY campus climate surveys	Climate survey data and campus response plan	PBIS team	Quarterly	Climate survey data and campus response plan
PBIS climate walkthroughs	Creation of climate walkthrough form and schedule of walks	PBIS Lead	Quarterly	Climate walkthrough data
Campus will hold celebration events once per quarter to celebrate student performance and behavior	Campus celebration events calendared and implemented	Principal	Quarterly	Celebration powerpoints and pictures

PERFORMANCE MANAGEMENT

The performance management process for Taylor Middle School 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 TMS 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
Sheltered Instruction Training	Training to support the instruction of EB students	\$1,075	263 - Title III
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 secondary math teachers	Up to \$3,000	199 - General Funds

Middle School Signing Bonus	Recruit certified core content teachers	Up to \$10,000	199 - General Funds
Writing Consultant	Train teachers on writing instruction	\$15,000	199 - General Funds
Math Instructional Coach	Targeted support for math teachers	\$72,500	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:Restructuring R2:academics and curriculum, monitoring for progress R3:Assessment and timeliness for progress
What is something you would like the Taylor Middle School to consider to strengthen the plan?	R1: Offer tutoring for students that doesn't interfere with athletics, allow for homework R2: If the students are performing below standard that means they are not learning the material. If they are being assessed and not showing mastery, are the teachers going back and re-teaching the material, or moving on to the next unit? More parent involvement in their students success would help not only with academics, but with the overall atmosphere of the campus. How do you do that? Create more opportunities for parents to be on campus. Art shows, science fairs, breakfast with dad/ caregiver, and family nights. More communication from teachers about what is being taught and how families can help at home. Increase the support for your staff. Behavior is a huge issue in the classrooms. How are teachers able to teach with so many disruptions? They can't. It starts at the top. Reflect on how best to support your staff so they can provide the quality learning experiences you are asking of them. Student incentives for attendance and grades. Seek donations from local businesses for prizes- enter names of students on the A and A/B honor roll to win something. Even middle schoolers need recess and movement. It is proven that students learn best through hands-on, project- based curriculum. Even a 15 minute outdoor time would probably decrease negative behaviors. Students would be more excited about school if they are coming in and learning to solve real world problems with hands-on lessons than sitting in a desk doing worksheets.
Is there anything else you'd like Taylor Middle School to consider as we develop the Turnaround Plan?	R1: Having teachers give thorough information to students, allowing homework, R2: Talk with your students about what is going well, what their needs are and how they feel things could be improved.
What do you hope TMS accomplishes from implementing this plan?	R1:Growth R2: My hope is that our middle school students will receive a rigorous and challenging education that will help them to reach their full potential. R3: More communication from teacher to parent