

Jones-Clark Elementary School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

Jones-Clark Elementary's school improvement strategy focuses on addressing the root cause of low academic performance in foundational reading and math skills through the following aligned and time-bound actions:

- **Implementation of High-Quality Instructional Materials (HQIM):** Teachers will receive upfront and ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Reading and Math Curriculum, which is designed to target core gaps in phonemic awareness, phonics, and basic math computation.
 - **Transition Support from TFS to BISD Curriculum Resources:** With the support of experienced new leadership and instructional coaches, the school will shift from the prior Third-Future Schools System (TFS) model to BISD-aligned curriculum and intervention supports.
- **Structured Intervention Block:** A daily intervention block will be implemented to directly address skill deficiencies identified through data, including progress monitoring, universal screeners, and formative assessments.
- **Capacity Building and Coaching:** All campus leaders and instructional staff will engage in a layered professional learning plan. This includes upfront summer training, weekly Professional Learning Communities (PLCs), coaching cycles, and monthly walkthroughs using ESF-aligned look-fors, tailored to the current staff's experience and effectiveness levels (as indicated in the ESF Diagnostic).

These strategies align with Lever 2 of the Effective Schools Framework, focusing on building leadership capacity and ensuring high-quality instructional planning and delivery.

2. How does this strategy align with the cause of the campus's federal identification and/or state rating?

Jones-Clark Elementary received an "F" state accountability rating for the 2022–2023 school year, primarily due to consistently low student performance in foundational reading and math skills, limited evidence of effective Tier 1 instruction, and lack of structured intervention and progress monitoring systems. The school improvement strategy directly addresses these root causes by:

- **Ensuring Fidelity to High-Quality Instructional Materials (HQIM):** The adoption and implementation of the Bluebonnet Reading and Math Curriculum provides aligned, evidence-based content designed to support students in mastering grade-level standards. The latest ESF diagnostic, conducted in April 2022, identified a prioritized focus area: Essential Action 4.1- Daily Use of High-Quality Instructional Materials. This transition to Bluebonnet materials directly aligns with Lever 4. Instructional time has

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been deliberately structured to protect and prioritize HQIM delivery in all core content blocks.

- **Strengthening Instructional Leadership:** Campus and district leaders are engaging in targeted professional development and coaching cycles to build their capacity in instructional planning, monitoring, and feedback. This includes support for the principal and tailored coaching plans for novice leaders. The campus is engaging in Strong Foundations and partnering with Region 5 ESC for Implementation Support in Bluebonnet RLA and Great Minds for Bluebonnet Math.
- **Elevating Teacher Effectiveness:** All teachers, including those who are uncertified, will receive upfront training and participate in biweekly coaching cycles to improve instructional practices and ensure data-informed intervention. Special emphasis is placed on building teacher capacity to meet the diverse needs of students in special populations, including English language learners (ELs), students with disabilities, and at-risk learners.
- **Embedding Weekly High-Quality Professional Learning Communities (PLCs):** Collaborative planning sessions occur weekly and are facilitated by instructional coaches to analyze student data, plan for High-Quality Instructional Materials (HQIM) implementation, and adjust instruction based on formative assessments.
- **Addressing Special Population Needs:** The strategy includes job-embedded training and Professional Learning Community (PLC) focus areas tailored to special population instructional strategies, such as sheltered instruction, differentiation, and inclusion supports.

This plan aligns directly with the causes of the “F” rating by addressing instructional gaps, ensuring time for and fidelity to high-impact instructional practices, and intentionally building the instructional capacity of both leaders and teachers.

3. Define the milestones and monitoring efforts that will be taken over the next two years to fully implement the selected School Improvement strategy.

To fully implement the school improvement strategy addressing low performance in foundational reading and math skills, the following milestones and monitoring systems will be used over the next two years, aligning with the success criteria and district improvement priorities:

Phase 1: Planning and Upfront Capacity Building (June–August 2025)

Milestones:

- Hire and onboard an experienced campus leadership team, including principal, assistant principal, and instructional coaches.
- Conduct data review of state assessment results, BOY screeners, and ESF diagnostics to identify instructional gaps and special population needs.

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- Facilitate a 2-day Back-to-School Professional Development (PD) session, organized and provided by the Curriculum & Instruction Department, for all teachers and leaders on Bluebonnet Reading & Math HQIM, effective instructional delivery, and data-driven planning.

Monitoring Efforts:

- Reviewed by Principal and Campus Leadership Team
- BOY screener data, PD attendance, and coaching plans submitted to the principal
- Updates provided to the Associate Superintendent during leadership check-ins.

Phase 2: Implementation and Initial Progress Monitoring (September–December 2025)

Milestones:

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.
- Establish **weekly PLCs** focused on lesson internalization, formative assessment review, and student outcomes.
- Conduct **biweekly instructional walkthroughs and coaching sessions** aligned to HQIM look-fors.
- Launch intervention blocks targeting phonics, phonemic awareness, and basic math computation.
- Deliver additional PD sessions for teachers serving ELs, SPED, and at-risk students.

Monitoring Efforts:

- The campus leadership team reviews progress biweekly using walkthrough data, student work samples, and PLC notes.
- Coaching logs and fidelity checklists are submitted monthly to the principal.
- Progress updates are shared with the Associate Superintendent.

Phase 3: Mid-Year Adjustment and Deepening Implementation (January–May 2026)

Milestones:

- Conduct MOY data review using universal screeners and benchmark assessments.
- Adjust Tier 1 instruction and intervention groups based on progress monitoring.
- Deliver targeted PD based on walkthrough trends (e.g., questioning, differentiation, small group instruction).
- Increase coaching frequency for teachers identified as needing intensive support.

Monitoring Efforts:

- MOY data will be analyzed and presented to the staff.

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- Progress data (student outcomes, coaching impact, PLC effectiveness) is reviewed monthly at campus leadership meetings.

Phase 4: Year 2 Refinement, Sustainability, and Expansion (June 2026–May 2027)

Milestones:

- Retain high-impact staff; provide induction and mentorship for new hires.
- Conduct a two-year fidelity review of HQIM and intervention systems.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.

Monitoring Efforts:

- Quarterly Leadership Learning Walks will be conducted by the Campus Leadership Team and District-Level Teams.
- Annual reflection and performance analysis are shared with all campus stakeholders.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews, walkthroughs, and coaching plans
Principal	Monthly fidelity checks, feedback, and adjustment recommendations
Associate Superintendent	Quarterly briefings with data-driven recommendations

All progress data will be documented with BISD’s Shared Google Drive, with disaggregated student performance data, coaching impact measures, PLC attendance logs, and fidelity checklists stored in a shared drive accessible to district leadership.

4. What reallocation of resources (time, funding, staffing, etc.) is needed to implement the Improvement strategy based on the campus’s ESF diagnostic findings?

Based on the ESF diagnostic findings for Jones-Clark Elementary, key gaps were identified in the areas of instructional leadership, fidelity of instructional material implementation, and targeted support for special populations. To address these areas and fully implement the school improvement strategy, the following reallocation of resources is required:

1. Staffing Changes and Additions

- **Campus-Based Instructional Coach (ELA/Math):**

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- **Justification:** ESF findings noted limited instructional leadership capacity. A dedicated coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
- **Funding Source:** Title I or LASO grant
- **Substitute Coverage for Professional Development & Coaching Cycles:**
 - **Justification:** To allow teachers to attend job-embedded coaching, data meetings, and planning sessions without sacrificing instructional time.
 - **Funding Source:** Title 1 or General Funds

2. Time Allocation and Scheduling Adjustments

- **Protected Intervention Block (45-60 minutes daily):**
 - **Justification:** Reallocation of master schedule time to ensure uninterrupted delivery of foundational interventions.
 - **Action:** Reduction of non-instructional time blocks and streamlining transitions.
- **Weekly PLCs (45 minutes):**
 - **Justification:** Time designated for data analysis, internalization of HQIM, and responsive planning.
 - **Action:** Adjust existing meeting structures to prioritize content-based PLCs.

3. Funding for Professional Development and Capacity Building

- **Funding Source:** Title 1 or General Funds
 - Upfront and Ongoing HQIM Training (Bluebonnet ELA/Math)
 - Targeted PD for Special Populations (SPED, ELs)
 - Leadership Coaching

4. Instructional Materials and Resources

- **HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives):**
 - **Funding Source:** Title I, General Funds, or LASO.
- **Technology Resources (Panels, Student Devices):**
 - **Justification:** To support instruction, intervention, and engagement.
 - **Funding Source:** Title I or General funds.

This strategic reallocation of time, staffing, and funds ensures Jones-Clark Elementary can fully implement the school improvement strategy aligned with ESF findings and meet the needs of its diverse learner population.

5. How will the budget be reallocated to meet the needs of the chosen strategy?

To successfully implement the school improvement strategy at Jones-Clark Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality,

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leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. The reallocation ensures that funds support high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in reading and math foundational skills.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven supports for students at Jones-Clark Elementary. The plan will be monitored quarterly by campus and district leadership to ensure expenditures align with progress toward academic recovery and improved campus accountability ratings.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

To support the successful implementation of the school improvement strategy, focused on strengthening foundational reading and math instruction through high-quality instructional materials (HQIM), targeted interventions, and improved instructional leadership, staffing will be strategically reallocated to maximize instructional impact and build internal capacity, based on the ESF diagnostic findings.

This staffing reallocation plan aligns human capital to the school's most urgent instructional needs and builds sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration, and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Associate Superintendent.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

a) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM)

- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
- **Zearn**: Supplemental math resource aligned to TEKS and Bluebonnet for scaffolded student practice.

b) K-5 RLA: **Bluebonnet Reading** (State Board of Education–approved HQIM)

- Comprehensive HQIM covering foundational literacy (phonological awareness, phonics, fluency), vocabulary, and comprehension.
 - Aligned to the Science of Reading and TEKS. Includes decodable texts, embedded formative assessments, and writing integration.
- mCLASS (Amplify)**: For K–2 literacy assessment and progress monitoring.

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8. What was the date of the public notice that the campus must complete a Turnaround Plan?

- Monday, June 16, 2025

9. What was the date of the campus's Turnaround Plan public hearing?

- Thursday, June 19, 2025

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.

- The campus solicited feedback during the public hearing of the Turnaround Plan, live and via a survey.

11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.

- [Survey Link](#)

12. What is the date that the Turnaround Plan was board-approved?

- *Pending Approval: Thursday, June 24, 2025*