

**Fehl-Price Elementary
School Improvement Turnaround Plan (TAP)**

1. What is your School Improvement strategy?

Fehl-Price Elementary's school improvement strategy focuses on addressing effective instructional practices across all grade levels. Our focus will be on implementing high-impact teaching strategies, providing targeted professional development, and using data to drive instructional decisions.

- **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 weekly walkthroughs using BISD high-leverage teaching strategies as indicated in School Mint Grow.
- **Data Analysis:** Teachers and instructional staff will regularly analyze assessment data to identify learning gaps, adjust instruction, and provide targeted interventions. This data-driven approach will ensure that our strategies remain responsive to student needs and aligned with our academic goals.

These strategies align with Lever 5 of the Effective Schools Framework, focusing on building effective instructional practices.

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

Fehl-Price Elementary received an “F” state accountability rating for the 2023–2024 school year, primarily due to limited evidence of effective Tier 1 instruction. The school improvement strategy directly addresses these root causes by:

- **Strengthening Instructional Leadership:** The campus leadership team is 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.
- **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.
- **Embedding Weekly High-Quality Professional Learning Communities (PLCs):** Collaborative lesson internalization sessions occur weekly and are facilitated by instructional coaches to adjust instruction based on formative assessments.

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.

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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 effective instructional practices across all grade levels, 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.
- Facilitate a ½ day Back-to-School Classroom Management PD for all teachers to develop and practice a classroom management plan.

Monitoring Efforts:

- Reviewed by Principal and Campus Leadership Team
- Weekly walkthroughs will be conducted by the CLT using BISD's CHAMPS matrix in School MintGrow to monitor classroom management effectiveness and provide feedback and/or action steps for adjustments.

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

Milestones:

- Facilitate professional development for all teachers on BISD's Instructional Playbook, with a focus on small group instruction, increasing student engagement, promoting academic discourse, and elevating the level of questioning across all content areas.
- Establish weekly Professional Learning Communities (PLCs) focused on lesson internalization to ensure teachers deeply understand the content, anticipate student misconceptions, and plan for rigorous, standards-aligned instruction.

Monitoring Efforts:

- The campus leadership team reviews progress biweekly using walkthrough data in School Mint Grow, student work samples, and PLC notes.
- 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.

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- Adjust Tier 1 instruction based on progress monitoring.
- Deliver targeted PD based on walkthrough trends (e.g., engagement, 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.
- 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.
- Plan for sustainability through leadership succession planning and training of future teacher-leaders.

Monitoring Efforts:

- Quarterly Leadership Learning Walks will be conducted by 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 data related to effective instructional practices will be housed in BISD's Shared Drive. This will include evidence of training sessions, PLC agendas and sign-in sheets, SchoolMint Grow reports, and disaggregated teacher performance data. This centralized system will support transparency, accountability, and data-driven decision-making.

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

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Effective instruction has been identified as a key area in need of improvement at Fehl-Price Elementary. To address this need 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):**
 - **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 (30-60 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 Math/ HMH Reading)
 - 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 Fehl-Price Elementary can fully implement the school improvement strategy aligned to meet the needs of all students.

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

To successfully implement the school improvement strategy at Fehl-Price Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through campus needs assessment. The reallocation ensures that funds support high-quality instructional materials (HQIM), capacity building, and improved student outcomes.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies and capacity building for educators at Fehl-Price 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 instructional practices in foundational reading and math 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.

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: **HMH and Saxon Phonics** (BISD–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*