

Pietzsch-MacArthur PK-8 Center Improvement Turnaround Plan (TAP)

Pietzsch-MacArthur Middle School Campus Staff Demographics:

Pietzsch MacArthur is a PK-8 campus that with at the beginning of the 2025-2026 school year, pivoted to being operated by two separate campus leaders. One for Elementary and another for Secondary. The secondary campus principal, Karolarnica Adams, is a first-year principal with 6 prior years in an administrator role. Mrs. Adams has worked for over 10 years at turnaround campuses, where one campus increased by a letter grade. Anetra Cheatham, Assistant Superintendent of Secondary Schools, is the direct manager of Mrs. Adams, having over two decades of experience in turnaround work. The campus also has 2 Assistant principals, two instructional coaches, and 1 Behavioral Interventionist:

- Assistant Principals: Karl Whitley, 10 years of experience with multiple years of turnaround work; Keshlea Baltrip, 1st year administrator with 3 years of instructional coaching leadership experience
- 26 Classroom Teachers
 - 46% of the teaching staff are either adjunct or guest teachers or permanent substitute teachers
 - 27% of this group have less than 2 years of experience
 - 69% of teachers are certified through the state of Texas
- Multi-Classroom Leaders {Instructional Coach}
 - Lorita Chambers: RLA {MCL} secondary year MCL, 5 years instructional coach
 - Jessica Dumas Math {MCL} 1st year MCL, 3 years instructional coach
- Behavioral Interventionist: Cheymere Manuel: Campus Principal experience, 1st year behavioral interventionist split between two campuses {Amelia Elementary, and Pietzsch-MacArthur Secondary Campus}

1. What is your School Improvement strategy?

Pietzsch-MacArthur PK-8 will implement Data-Driven Instructional practices that will focus on specific student learning gaps to create individualized interventions to close learning gaps while building teacher capacity to meet the needs of all students.

- **Implementation of High-Quality Instructional Materials (HQIM):** In addition to the start of school, initial curriculum development, and teachers will engage in ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. StudySync will be utilized for RLA in grades Sixth through Eighth.
 - **Tiered Interventions:** Develop and implement a robust Multi-Tiered System of Supports (MTSS) that provides differentiated instruction and interventions:
 - **Progress Monitoring via Universal Screener:** The campus will administer IXL {BOY, MOY, EOY} assessments to determine student academic gaps to draft individualized learning paths for students. The campus will continuously monitor their progress with short-cycle and district assessments to ensure interventions are effective.

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- **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards.
 - **Tier 2:** Small-group interventions for students identified with moderate needs. This will include forty-five minutes per day in Math for students in grades six and seven. RLA interventions will be provided for (Sixth-Eighth) grade students daily, along with targeting skill-building and reteaching.
 - **Tier 3:** Intensive, individualized interventions for students with significant academic deficits. This will involve one-on-one tutoring, as well as daily embedded small-group instruction in Math and RLA.
 - The campus partnered with Opportunity Culture to address instructional staffing needs and strategic staffing to close academic gaps. The campus hired two MCL {Master Classroom Leader}, one in Reading and one in Math, who will teach half of the day and coach tier 3 teachers the rest of the day. The campus hired a Master Reach Team Teacher who will coach one tier 3 teacher and 2 Reach Associates who will support struggling students in small group sessions, as well as assist in supporting MCLs
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- **Data Analysis and Progress Monitoring: This will provide a deeper understanding of patterns, trends, and insights that can inform decision-making and lead to more effective instructional practices.**
 - Regular Data Meetings: Establish a WPM schedule for Teachers and Administrators to regularly review student data (formative and summative assessments, attendance, behavior) to identify trends, evaluate the effectiveness of interventions, and adjust strategies as needed.
 - Individual Student Growth Plans: Develop individualized academic growth plans for struggling students, setting clear goals and outlining specific support for students. Monitor student progress and make adjustments when necessary.
 - Real-time Data: Create and utilize systems that provide real-time data to monitor student progress and craft intervention timelines that address student gaps.
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- **Teacher Capacity Building through Coaching and Feedback:** 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).
 - All secondary leaders will engage in weekly calibrated walks to norm weekly instructional look fors that will guide teacher feedback to drive instruction
 - Secondary leadership team engages in weekly collaboration sessions to norm weekly campus goals and determine next steps for teachers.
 - Secondary campus administrators engage in daily support huddles to ensure consistency in leader support.

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- The secondary instructional team will craft weekly schedules geared toward coaching and supporting tier 2 and 3 teachers, as well as intentional feedback that supports high-level data during observations
- Secondary instructional coaches engage in coaching sessions with identified teachers as outlined in the partnership agreement with Opportunity Culture
 - 50% of instructional leaders' time is spent coaching and supporting identified tier 3 teachers {co-teaching. Observation and feedback, modeling, and planning engaging lessons
 - The math instructional coach participates in side-by-side support and coaching with the Carnegie Learning Coach twice a month to effectively implement the BlueBonnet curriculum
- Secondary teachers engage in content-level WPM to script high-engaging lessons using WPM protocols with instructional coaches {MCL}
- Secondary teachers and the instructional team will participate in campus-based professional development sessions, "Lunch and Learns," with district-level content specialists
- Secondary Instructional coaches and campus administrative team participate in monthly coaching sessions from Relay GSE focusing on intentional coaching and feedback of Math and Reading teachers, and effective professional development
 - Relay Coach: Tammy Oluyemi~ Leadership Development Coach. Tammy is a previous campus leader with several years of experience leading her campus from an "F" rating to a "B" rating in one academic year
- Secondary Instructional team engages in weekly collaboration talks with the district Special Education department, which provides continued support for staff on implementation of student IEPs

The above strategies focus on 4.1~ Daily use of HQMI, ensuring teachers are using curriculum with fidelity, 5.2~Building teacher capacity through observation and feedback cycles, and 5.3~Data Driven Instructional Practices

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

Pietzsch-MacArthur PK-8 Campus will receive an "F" state accountability rating for the 2023–2024 school year, along with the last 2022-2023 school year. We are awaiting the rating for the 2024 - 2025 school year. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data to inform decisions and improve educational outcomes.

The campus has not demonstrated academic growth and has a history of low academic performance in the areas of Math and RLA.

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

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

Phase 1: Planning, Training, and System Setup (July 2025 - September 2025)

Milestones:

1. Establish Regular WPM and Data Meetings Processes (WPM schedule for Teachers & Administrators)
2. Identify Individual Students and create Growth Plans
3. Develop a strong campus Start plan with specific instructional and culture look-fors
4. Utilize Eduphoria for real-time data decisions
5. Establish procedures for capturing daily instructional mastery
6. Establish norms, content oversight, and expectations for Assistant Principals, MCL, and Behavioral Interventionists
7. Clearly defined roles for opportunity culture implementation
8. Participate in the district BOY leadership conference,
9. Instructional Leadership participates in the district curriculum rollout of HQMI

Monitoring Efforts:

1. Review of published WPM schedules for adherence to established frequency; spot-check for completeness and goal clarity..
2. The administrative team reviews teacher lesson annotations and feedback.
3. September: Conduct a brief anonymous survey for staff on initial comfort usage of instructional material and campus culture
4. Collaboration sessions with the feeder campus for Opportunity Culture Implementation and recommendations, and
5. Strong start plan completed and rolled out to the entire campus during staff PD days

Phase 2: Initial Implementation and Feedback (October 2025 - December 2025)

Milestones:

All WPMs are being held weekly and following the protocol.

1. Teachers regularly use WPM protocols
2. Task Force conducts a mid-semester review of data meeting effectiveness (WPM feedback, administrative observations).
3. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.

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4. The campus administrative team calendars designated time to attend and participate in WPM
5. Implementation of HQMI

Monitoring Efforts:

Administration participates in PLC data meetings to observe adherence to protocol and engagement.

1. Review meeting minutes/agendas from WPM/DDIs to ensure data discussion is occurring and leaders are present
2. Video of WPM/DDI and shared with campus leaders for coaching and feedback
3. Monthly spot-check Eduphoria & Branching Minds for usage logs and assessment creation, and data input frequency by teachers.
4. Survey teachers on the effectiveness of initial data meetings and the usefulness of Eduphoria & Branching Minds for instructional purposes.

Phase 3: Refinement and Deeper Integration (January 2026 - May 2026)

Milestones: Regular DDIs occur regularly with intervention calendars outlined.

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2. Individual Student Growth Plans (ISGPs) are developed and initiated for identified struggling students (Tier 2 & 3).
3. Teachers regularly utilize Eduphoria for real-time assessment creation and data entry (e.g., formative assessments).
4. Student data from Eduphoria is consistently used to adjust instructional strategies in classrooms, evidenced by lesson plans and classroom observations.
5. All identified struggling students have active ISGPs with documented regular progress monitoring and adjustments.
6. Cross-curricular data analysis begins in PLCs (e.g., how reading levels impact science and Social Studies performance).
7. Targeted professional development is delivered based on observed data, meeting challenges or skill gaps identified in Eduphoria.
8. End-of-year comprehensive data analysis conducted by the Task Force and administration, identifying school-wide strengths and areas for improvement.
9. Initial trends in student data (formative assessments, attendance, behavior referrals) were identified and discussed in administrative data meetings.

Monitoring Efforts:

1. Ongoing: Formal classroom observations focusing on evidence of data-driven instructional adjustments.

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2. Monthly: Review of aggregate student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).
3. February: Administrative team reviews ISGP progress data for cohort 1, identifying successful interventions and areas for improvement.
4. April: Student and parent feedback surveys on the perceived impact of individualized support.
5. May: Review of final data analysis report against initial goals for Year 1.

Phase 4: Year 1 Review and Planning (June 2026)

Milestones:

1. Comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report finalized, including successes, challenges, and quantitative data trends.
2. Implementation plan for Data Analysis and Progress Monitoring finalized, incorporating lessons learned from Year 1.

Monitoring Efforts:

1. Review of the final Year 1 report by all stakeholders.
2. Meeting with the Task Force to approve the Year 2 plan.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal & CLT	Weekly data reviews of tier 2 and 3 teachers with action plan mastery, walkthroughs, coaching plans, weekly instructional support with planning sign-in sheets, and lesson feedback data Weekly administrative huddles to review action items and adjust for instructional delivery
Instructional Coaches {MCL}	Real-time feedback and instructional planning support, DDI analysis, student growth chart, campus-based professional development sessions based on teacher action items in School Mint
Principal	Monthly fidelity checks, feedback, and adjustment recommendations,
Assistant Superintendent	Quarterly briefings with data-driven recommendations

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All progress data will be documented with Beaumont ISD'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 Smith Middle School, key gaps were identified in the areas of (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and (5.1) Effective 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:

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., bi-weekly) to recite the school's vision, mission, and review Capturing Kids Hearts values being lived out in classrooms.
- Purpose: To normalize conversations about school culture, shared expectations, and consistent application of values in teaching and behavior management (linking to ESF 5.1).

Staffing:

- Designate a small team of teachers and administrators to be the custodians of the vision, mission, and values. This may involve reallocating a small portion of their existing committee duties to ensure the vision and mission statement is visible in all classrooms.
- Counselor/Wellness Coordinator - Designate a portion of the counselor/Wellness Coordinator's time for proactively developing and delivering lessons on conflict resolution, social skills, and emotional regulation, aligned with safety and respect. Create a focus on teaching students the skills that build a positive and safe learning environment.
- Train paraprofessionals, cafeteria staff, and other support staff on the Capturing Kids Hearts values and how to consistently reinforce expectations with empathy for a safe learning environment.

Funding:

Funding for Professional Development and Capacity Building

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- Funding Source: Title 1 or General Funds
 - Upfront and Ongoing Social Emotional Learning, PLC, High Quality Instructional Material Training (Bluebonnet Math, Amira, IXL)
 - Leadership Coaching
 - College Field Trips to drive students toward college and career readiness and post-secondary readiness.

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

To successfully implement the school improvement strategy at Pietzsch MacArthur {6-8}, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the locally created campus needs assessment. The reallocation ensures that funds support (5.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Reading and Math.

The plan ensures that every dollar directly supports the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven support for students at Pietzsch Mac-Arthur. 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?

Staffing will be strategically allocated to support the successful implementation of the school improvement strategies and build internal capacity, as well as maximize parental engagement on campus, based on the ESF diagnostic findings.

To ensure that all teachers at Pietzsch possess the skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that maximize student learning and engagement, the Instructional Coach and Leadership team will assist teachers with the following to bridge data analysis with instructional practice (ESF 5.1):

- Help teachers interpret data from Eduphoria to identify instructional gaps related to routines or strategies.
- Model effective routines and strategies in classrooms.
- Co-plan lessons to embed these practices.
- Facilitate professional development on high-leverage instructional strategies.
- Provide ongoing coaching.

This staffing reallocation plan aligns to the school's most urgent instructional needs to build sustainable, site-based leadership capacity. Staffing decisions are designed to maximize instructional impact while creating systems for ongoing teacher growth, student acceleration,

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and leadership development. Progress will be monitored by campus leadership and reviewed monthly by the Assistant Superintendent.

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

A) 6-8 Math: Bluebonnet Math (State Board of Education–approved HQIM)

Bluebonnet Learning Math is a state-developed, TEKS-aligned instructional material for Texas public schools. It's designed to provide comprehensive, Tier 1 (core instruction) materials, including:

- Scope and sequence.
- Daily lesson plans.
- Student materials (workbooks, digital access).
- Teacher editions with module overviews, pacing guides, and detailed lessons.
- Assessments (though this is a known area of concern for many users).
- Weekly Walk-throughs to ensure fidelity of implementation.
- Instructional minutes equal to 45 dedicated daily instructional minutes {225 weekly minutes} for direct instruction, guided, and independent practice
- 45 dedicated minutes of intervention are built into the Master schedule to allow for small group student interventions daily

It emphasizes a balanced approach to math learning, aiming for conceptual understanding, procedural fluency, and problem-solving. It's structured with three phases:

- Engage: Prior knowledge activation
- Develop: Guided practice for conceptual understanding
- Demonstrate: Independent practice

B) 6-8 Reading: StudySync (State Board of Education-approved HQIM)

StudySync is a comprehensive Reading Language Arts (RLA) curriculum for grades 6-8. It's a blended learning program, meaning it offers both digital and print components, aiming to engage students with diverse texts and multimedia. Key features often include:

- **Integrated Reading & Writing:** Connects reading comprehension with various writing tasks (narrative, informational, argumentative).
- **Diverse Texts:** Blends classic and contemporary literature, including short stories, poems, non-fiction, and drama, from a wide range of authors.
- **Multimedia Components:** Includes "StudySyncTV" (student-led discussions), "SkillsTV" (video lessons on literary skills), and "Previews" (introductory videos for texts).
- **Embedded Skills Lessons:** Focuses on foundational language, vocabulary, comprehension, and research skills.

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- **Differentiated Supports:** Often includes scaffolding for various learning levels, including ELLs.
- **Assessment Tools:** Provides both formative and summative assessments, with options for self, peer, and teacher evaluations.
- **Digital Platform:** A robust online platform for student assignments, reading, writing, and teacher grading.

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

- Monday, September 29, 2025

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

- Thursday, October 2, 02025

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.
- CEIC Meeting
- Faculty Meeting

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: Tuesday, October 16, 2025*

See Comment regarding campus-wide goals.