

Martin Elementary School Improvement Turnaround Plan (TAP)

1. What is your School Improvement strategy?

Martin Elementary School's improvement strategy will be to prioritize curriculum and instruction to build teacher capacity and create an environment of data-driven instruction that produces measurable student achievement outcomes.

- **Implementation of High-Quality Instructional Materials (HQIM):** All teachers will engage in ongoing district-level and campus-based professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum, which is designed to target core gaps in basic math computation. In addition, the continuation of Amplify Reading, which is now Bluebonnet RLA, will be utilized with fidelity to close literacy gaps and increase student reading performance.
 - **Tiered Interventions (MTSS):** 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.
 - **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 all 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.
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- **Data Analysis and Progress Monitoring: This will provide deeper insight into patterns, trends, and insights that can inform decision-making and lead to more effective educational practices.**
 - Routine Data Meetings following district and campus assessments: Establish a WPM that specifically addresses the review of 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 identified struggling students, setting clear goals and outlining specific support for students.

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- **Leadership Capacity Building and Coaching:** Every campus leader and instructional staff members will engage and participate in professional development opportunities to sharpen their leadership skills and build their capacity to effectively and efficiently lead, model, and mentor staff members.
 - Greatminds is the organization providing leadership coaching and development for math. Greatminds creates high-quality, knowledge-building materials that deepen understanding and ignite a lifelong love for learning. It provides educators with the tools they need to help every student reach their full potential. Greatminds is a strong math program that balances conceptual understanding, procedural fluency, and application. It adapts to students' needs, ensuring flexible and meaningful learning.
 - Region V is the organization providing leadership coaching and development for reading. ESC Region 5 provides regional support for low-performing campuses — coaching, Technical Assistance for accountability, help with the Effective Schools Framework (ESF), monitoring and intervention work, and tools for developing Turnaround Plans.

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

Martin Campus received an "F" state accountability rating for the 2024–2025 school year which can be attributed to low student performance in the areas of reading and mathematics. Martin has demonstrated academic growth in areas; however, a history of low academic performance in Math and RLA has remained a constant barrier.

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 Reading and Math skills, the following monitoring systems will be used over the next two years, aligning with the campus instructional plan and district improvement priorities:

Phase 1: Planning and Training (June 2025 - September 2025)

Milestones:

1. Hiring of all staff positions.
2. Provide professional development for teachers around school-wide academic goals, DDI goals, and HQIM.
3. Create plans for teacher coaching and support, and student support informed by the data.

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4. Identify key data points to be tracked by utilizing state assessment results, BOY screeners, and previous ESF diagnostics.

Monitoring Efforts:

1. Observed and reviewed by the Martin Administrative Team
2. Assessment data results, Whetstone feedback, teacher coaching plans

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

Milestones:

1. Ensure that a system and tools for observation of and feedback for classroom teachers are in place.
2. Teachers regularly use with fidelity the WPM protocols with fidelity to engage in professional learning that builds their capacity and strengthens student learning.
3. Teachers are annotating and internalizing the lessons with the implementation of all HQIM.

Monitoring Efforts: Administration participates in WPM, PLC meetings, and data meetings to observe adherence to protocol and engagement.

1. Review meeting minutes/agendas and meeting participation to ensure protocols are being implemented and carried out with fidelity.
2. Coaching cycles through Whetstone and the submission of grade-level meeting notes.
3. Submission and checks for teacher annotations.

Phase 3: Mid-Year Adjustment/Refinement and Deeper Integration (January 2026 - May 2026) Milestones:

1. MOY Student data will be used to evaluate and adjust instructional strategies and target specific student gaps.
2. Targeted professional development will be assigned and delivered based on observation/feedback from WPMs.
3. Identification of teachers needing support through coaching cycle monitoring and teacher tiered support.

Monitoring Efforts:

1. Ongoing: Formal classroom observations focusing on evidence of data-driven instructional adjustments.
2. Monthly Progress monitoring data collection: Review student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).

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

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

Summary of Progress Monitoring Responsibilities

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

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 Martin Elementary School, key gaps were identified in the areas of (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:

Staffing:

Instructional Coach paid using title funds

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Time:

Intervention blocks are included in the Master Schedule as follows:

- Kindergarten- 60 minutes
- 1st Grade- 45 minutes
- 2nd - 5th Grade- 30 minutes for Math
- 4th and 5th Grade- 30 minutes Phonics intervention
- Weekly PLCs focus on lesson internalization, practice clinics and data disaggregation
- Reading PLCs

Funding:

Funding for Professional Development and Capacity Building

- Funding Source: Title 1 or General Funds
 - Upfront and Ongoing High Quality Instructional Material Training (Bluebonnet ELA/Math)
 - Leadership Coaching

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

To successfully implement the school improvement strategy at Martin Elementary, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the CEIC campus needs assessment. The reallocation ensures that funds support (4.1) high-quality instructional materials (HQIM), capacity building, and improved student outcomes, particularly in Social Studies, 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 Martin 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.

Funding Source	Content	Approved Provider	Summary of Scope of Work
LASO 3 Part a	For Bluebonnet RLA Strong Foundations Implementation and SFI School	Region V ESC	\$112,000 Learning Walks; PLC minimum of 20
Total Funding awarded for RLA:			\$200,500 Bluebonnet

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<p style="text-align: center;">\$401,000</p>	<p style="text-align: center;">Improvement PLC Supports</p>		<p>Learning Training (6 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments)</p> <p>10 Flexible Supports Learning Walks - 2 at each campus Prof Learning - 5 PL sessions, flexible supports, observations</p> <p>Remainder of funds to provide TEA-approved supplemental programs (Amira), print resources, additional Approved Provider supports, teacher trainings, stipends to instructional coaches, and paid Saturday training sessions for teachers</p>
<p style="text-align: center;">LASO 3 Part b \$506,000 for Elem Math</p>	<p style="text-align: center;">For Bluebonnet Math Strong Foundations Implementation</p>	<p style="text-align: center;">Great Minds</p>	<p>\$225,000 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments</p> <p>Remainder of funds to provide TEA-approved supplemental programs including Zearn implementation print resources, additional Approved Provider supports, teacher trainings, stipends to instructional coaches, and paid Saturday training sessions for teachers</p>
<p style="text-align: center;">LASO 3 Part c \$744,000 for Elem Math</p>	<p style="text-align: center;">For Bluebonnet Math Strong Foundations Implementation</p>	<p style="text-align: center;">Great Minds</p>	<p>\$372,000 will be allocated to contract with Great Minds to provide additional coaching, leadership and teaching training, lesson internalization and modeling; Approximately 20% - \$148,800 will be allocated for additional coaching salaries for retired/rehired principals or instructional leaders and additional supports from the Approved Provider Approximately 30% - \$223,000 - will be allocated for teacher</p>

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			stipends/extra duty pay to attend Saturday and additional trainings outside of the school hours (\$100,000); salary for district Elem Math Coach (\$90,000); supplies/materials (\$33,000)
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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 based on the ESF diagnostic findings.

To ensure that all teachers at Martin Elementary have 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, 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) K-5 Math: **Bluebonnet Math** (State Board of Education–approved HQIM): For Math, 90 minutes of instruction is included for grades K-5.

- Focuses on concept development, fluency, and application through aligned, standards-based instruction with built-in support for intervention and enrichment.
- Bluebonnet Reading K-3rd is required to complete 120 instructional minutes per lesson in Knowledge/ Skills
- Bluebonnet Reading 4th and 5th is required to complete 90 instructional minutes
- Bluebonnet Math K-5th is required to complete 60 instructional minutes

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- Every 2nd and 4th Friday is a pause point in the Bluebonnet Curriculum for Mid-Unit Assessments, End of the Unit Assessments, and Technology Programs for Intervention.

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Reading	120 x 5=600 min of instruction weekly 120-4= 480 min of instruction
	90 x 5= 450 min of instruction 90 x 4= 360 min of instruction
Math	60 x 5= 300 min of instruction

- **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): Instructional blocks of 120 minutes for RLA in grades K-3 and 90 minutes in grades 4-5 are included in the Master Schedule.

- 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.

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

- Monday, October 29, 2025 posted on the campus website calendar.

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

- October 7, 2025

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

- Goals Night
- Coffee and Kolache with the principal
- The campus solicited feedback during the public hearing of the Turnaround Plan on October 7, 2025

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

Survey Link

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

Pending Approval: October 16, 2025