BEAUMONT INDEPENDENT SCHOOL DISTRICT

HOMER ELEMENTARY SCHOOL

2025-2027 TURNAROUND PLAN



MELLOW TATMON-PRINCIPAL

Homer Drive Elementary
School Improvement Turnaround Plan (TAP)

Stakeholder Engagement

Staff Meeting: August 4, 2025
Goals Night: September 3, 2025
Coffee with the Principal/Public Notice for Turnaround Plan: October 7, 2025
(Parents, Community, and Business Partners invited to the event)
Board Approval: Scheduled for October 16, 2025

Student Outcome Goals

Reading Meets Goal for Domain III: 33%

Math Meets Goal for Domain III: 29%

Domain III Academic Achievement Component Score Goal: 34.4

Domain III Growth Component Score Goal: 62.5

Domain III ELP Status Component Goal: 75

Domain III Student Success Component Goal: 25

School Improvement Strategy

The most recent ESF Diagnostic Summary, conducted in October 2024, identified the following strengths and areas for growth:

Strengths

- Placing the strongest teachers with the highest-needs students
- Creating the right conditions for student learning
- Use of high-quality instructional materials (HQIM)
- Use of data to analyze and monitor student performance

Areas for growth

- Implementation of research-based instructional strategies (EA 4.1)
- Use of data to effectively analyze and monitor teacher progress through coaching cycles (EA 5.2)

Our school improvement strategy will focus on the two identified areas for growth by utilizing Strong Foundations Implementation of High Quality Instructional Materials.

Focus Area #1: ESF 4.1 Daily use of high-quality instructional materials

Teachers will be supported through ongoing professional development to ensure fidelity in the use of Bluebonnet Learning Reading and Math. Both curricula cover 100% of the Texas Essential Knowledge and Skills (TEKS) and are recognized to be High-Quality Instructional Materials (HQIM).

The following supports are in place to build the capacity of our leadership and instructional staff in the use of Bluebonnet materials:

- **Instructional Materials Supports**

Resource	*Training*	*Other Supports*
Bluebonnet Learning: K-5 English Language Arts and Reading	• June 4, 2025- Overview/ Components Review (Campus Leaders Training) • June 23, 2025- Strong Foundations Implementation (Initial)- Bluebonnet RLA Launch • August 8, 2025- LASO Curriculum Rollout (Campus Leaders) • September 25, 2025- Strong Foundations Implementation- Initial (Campus Leaders) • PLC's focused on lesson internalization	• Instructional Coach Support- Danielle Neely (Region 5 ESC) • Support Walks w/ Danielle Neely • Principal Support- Ashton Knox (Region 5 ESC) • Learning Walks w/ Ashton Knox • Classroom observations and feedback cycle • Weekly PLCs focused on lesson internalization. • Data Meetings to monitor student progress towards campus, grade level, teacher, and individual student goals. Data will be used to identify learning gaps and plan interventions.

	• Extended PLC's • Monthly Practice Clinics (Initial Implementation)	
Bluebonnet Learning: K-5 Mathematics	• June 4, 2025- Overview/ Components Review (Campus Leaders Training) • June 18, 2025- Strong Foundations Implementation (Campus Leaders Training) • August 6, 2025- Bluebonnet Math Launch (Teacher Training) • August 8, 2025- Curriculum Rollout (Teacher Training) • August 11, 2025- Curriculum Rollout 2 (Teacher Training) • October 9, 2025- Bluebonnet Leader Session (Campus Leaders) • PLCs focused on lesson internalization • Extended PLC's • Monthly Practice Clinics • Saturday Math Training Sessions (monthly)	• Coaching Support- Jeri Payne w/Great Minds • Support Walks with/ Great Minds Coach, District Math Supervisor, Campus Instructional Leadership Team • Beginning October 1, 2025- Virtual PLC Content Studies Sessions • Classroom observations and feedback cycle • Weekly PLCs focused on lesson internalization. PLCs will be attended by General Ed and Special Education Teachers, the Instructional Coach, and Principals. • Data Meetings to monitor student progress towards campus, grade level, teacher, and individual student goals. Data will be used to identify learning gaps and plan interventions.

In addition, these supplemental resources will be utilized:

- **Additional Supports (Online Programs)**

Reading Language Arts	Mathematics
Amira AI Reading Coach- an artificial intelligence-powered tutor and assistant that provides personalized reading instruction for K-3 students, based on the Science of Reading	Zearn- supplemental math resources aligned to TEKS
MyOn Digital Library- a digital reading platform that provides students with 24/7 access to an extensive library of enhanced e-books and age-appropriate news articles to support literacy development.	xTRA Math- an online program designed to help students master basic math facts and achieve fluency in arithmetic.
Amplify Boost- an educational program that uses personalized, game-based digital instruction to develop foundational literacy skills	Varsity Tutors- an online tutoring platform that connects students with instructors
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Students will be assessed throughout the school year using the assessments described in the table below.

Assessment Type	***Dates Administered***	***Administered to:***	***Purpose***
CLI Engage Screener	Aug. 25 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 15 (EOY)	All PreK students	Measures student progress toward established academic standards to identify students who are on track and guide intervention decisions for students who are performing below grade level.
mClass Reading Screener	Aug. 25 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY)	All K - 1 students	

	Apr. 27 - May 20 (EOY)		
mClass Reading Screener	Sept. 2 - Sept. 19 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 20 (EOY)	All 2 - 5 students	
NWEA MAP Math Screener	Aug. 25 - Sept. 5 (BOY) Jan. 12 - Jan. 30 (MOY) Apr. 27 - May 8 (EOY)	All K – 5 students	
Bluebonnet Learning Assessments: • Daily formative assessments • Mid-unit/mid-module assessments • End-of-unit/ end-of-module/ end-of-topic assessments	Embedded within the curriculum	K – 5th grade	These assessments provide teachers with critical data about student mastery of standards.
Writing Collection Benchmark	Embedded within the curriculum	K – 5th grade	Helps teachers assess students' writing progress and plan interventions to meet individual students' needs.
TEA Interim Assessments Window 3	Feb. 2 - 13 3-5 RLA 3 – 5 Math Feb. 18 – March 5 5th Science	Grades 3 - 5 RLA, Math, Science	These assessments provide actionable data to help monitor progress and predict student performance, as well as student practice using the TEA online testing platform.
Naglieri Testing	Feb. 9 - 13	Kindergarten students who qualify based on G/T screening	Used to identify gifted and talented students; measures a student's intellectual ability

TELPAS Testing Reading, Listening, Speaking, and Writing	Feb. 16 - March 27	K- 5 TELPAS Alternate Grades 2-5	Assess the English language proficiency of emergent bilingual students to identify students ready to transition out of an English language support program
CogAT Testing	March 2-5 (3rd-5th) March 16-20 (1st-2nd)	Students who qualify based on G/T screening	Used to identify gifted and talented students; measures students' cognitive development to identify how students think, learn, and solve problems
STAAR Assessments	April 14-29	Grades 3-5	Measures student achievement of state curriculum standards and provides data for intervention
AMIRA	September 15 - 26	Grades 3-5	AI-powered tool that listens to a student read aloud to assess oral reading fluency, identify reading difficulties, and analyze comprehension across various skills

Focus Area #2: ESF 5.2 Build teacher capacity through observation and feedback cycles

The Homer Drive Elementary teaching staff consists of teachers with varying degrees of experience, from 20+ years of teaching experience to 1st-year Adjunct Teacher. The campus leadership team continually prioritizes the recruitment of high-quality teachers to improve student outcomes. The table below describes the experience levels of our teaching staff.

Teaching Staff (Includes Core Content, Dyslexia, Special Education, Emergent Bilingual & Fine Arts Teachers)	
Certified	25/29 (86%)
Adjunct	4/29 (14%)
3 or more years of experience	22/29 (76%)

The following tools are used by the Leadership Team to conduct observations to identify trends and track teacher progress. They are also used to help track milestone data and progress over time.:

Tool	*Purpose*
Weekly Schedule/Calendar	The ILT meets weekly to discuss observation data and identify campus trends and professional development needs. Observations are scheduled to ensure all teachers are observed and receive feedback.
Schoolmint Grow	Observations, feedback, and meetings are entered in Schoolmint Grow and shared with teachers and the Instructional Coach
Bluebonnet Learning K-5 RLA Observation Tool	The tool is a resource for Instructional Leaders to document specific look-fors while observing teachers' instruction and implementation of HQIM.
Bluebonnet Learning K-5 RLA Action Step Coach Guide	To support Instructional Leaders when debriefing with teachers after classroom observations, to identify potential action steps
Bluebonnet Learning K-5 Math Observation Tool	The tool is a resource for Instructional Leaders to document specific look-fors while observing teachers' instruction and implementation of HQIM
Bluebonnet Learning K-5 Math Action Step Coach Guide	To support Instructional Leaders when debriefing with teachers after classroom observations, to identify potential action steps

Curriculum and Instruction

- Instructional blocks of 120 minutes per day for RLA in grades K-3 and 90 minutes per day in grades 4-5 are included in the Master Schedule. For Math, 90 minutes of instruction per day is included for grades K-5. The number of minutes in the Master Schedule meets the required allotment.

- A daily intervention block will be implemented to directly address skill deficiencies identified through data, including progress monitoring, universal screeners, and formative assessments.
- Weekly PLCs will focus on lesson internalization for Reading and Math. Data meetings will be conducted after unit assessments and Mid and End of Grading Period Assessments. PLCs will be facilitated by the Instructional Coach for all teachers of Bluebonnet Learning Reading and Math.

Support and Capacity Building

- Campus Leaders conduct a minimum of 10 classroom observations per week. Each teacher will receive at least one observation with feedback once per nine weeks. The frequency of observation for Tier II or Tier III teachers is more robust and occurs more frequently.
- Teachers will receive feedback, in person, from their observer at least once each nine weeks using the SFI Action Step Guide to provide actionable, concrete next steps to support teacher delivery of Bluebonnet Learning instructional materials, if applicable. The campus coach will follow up to observe the action steps in play, if applicable, within ten school days. Feedback and action steps will be recorded on the district observation platform, School Mint.
- Region 5 ESC Support for Instructional Coach- Support will be provided in the form of training, PLC support, and classroom observation walks.
- Region 5 ESC Support for Principals- Support will be provided in the form of training, PLC support, and classroom observation walks.
- Instructional Leaders provide additional support for Tier 2 and Tier 3 teachers through more frequent observations and coaching support.
- The district will provide monthly support for weekly planning meetings, observations, and practice Clinics. Opportunities for collaboration with content supervisors will also be provided.

Phase 1: Planning and Upfront Capacity Building (June 2025 – August 2026)

Milestones:

- Recruit and hire certified and adjunct teachers who demonstrate strong instructional practices.
- Conduct data review of state assessment results, BOY screeners, and ESF diagnostic to identify staff needs, instructional gaps, and special population needs.
- 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.

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.

Monitoring Efforts:

- Monitored by the Instructional 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 2026 – December 2026)

Milestones:

- Establish weekly PLCs focused on lesson internalization, formative assessment review, and student outcomes.
- Conduct a minimum of 10 instructional walkthroughs per week. Feedback will be shared in SchoolMint.
- Conduct a minimum of one coaching session aligned to Bluebonnet Learning Observation Tools and Action Step Coach Guide for RLA and Math. SchoolMint will be used to share feedback. Teachers needing support will be prioritized.
- Deliver targeted PD based on student needs and walkthrough trends (e.g., training for special populations, or training to support questioning, differentiation, and small group instruction).
- Launch intervention blocks targeting reading and math skills to close learning gaps.

Monitoring Efforts:

- The campus instructional leadership team reviews progress during weekly meetings.
- Instructional Coach monitors and updates ILT on specific teacher needs.
- Progress updates are shared with the Associate Superintendent.

Phase 3: Mid-Year Adjustment and Deepening Implementation (January 2026 – 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 or for special populations).
- 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 weekly at campus leadership meetings.

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

Milestones:

- Retain and recruit high-impact staff; provide induction and mentorship for new hires.
- Conduct a two-year fidelity review of HQIM and intervention systems.

Monitoring Efforts:

- Quarterly 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 & ILT	Weekly data reviews, walkthroughs, and coaching plans
Associate Superintendent	Quarterly briefings with data-driven recommendations

Resources

Based on current enrollment, we have identified the need for the following:

- **Staffing Additions**
  - Additional teachers needed in Kindergarten and 1st Grades
    - Justification: Compliance with the 22:1 student-teacher ratio and to provide a conducive learning environment
    - Funding Source: General Funds
- **Substitute Coverage**
  - Substitutes needed to allow teachers to participate in 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
- **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.
- **Funding for Professional Development and Capacity Building**
    - Funding Source: Title 1, General Funds, or LASO Grant
        - Upfront and Ongoing HQIM Training (Bluebonnet RLA/Math)
        - Targeted PD for Special Populations (SPED, ELs)
        - Leadership Coaching
- **Instructional Materials and Resources**
    - HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives)
        - Funding Source: Title I, General Funds, or LASO Grant
    - Technology Resources (Panels, Student Devices)
        - Justification: To support instruction, intervention, and engagement
        - Funding Source: Title I or General Funds.

Homer Drive Elementary's turnaround plan includes strategic reallocation of time, staffing, and funds to ensure the campus can fully implement the school improvement strategy. Our priority will continue to be effective instructional delivery and teacher and student growth through professional development, coaching, and daily intervention.

Our plan also prioritizes providing funding to directly impact and support the implementation of high-leverage instructional strategies, capacity building for educators, and equity-driven supports for our students. 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.

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.

Date of the public notice for Turnaround Plan:

- **Tuesday, October 7, 2025**

Feedback will be solicited from stakeholders via a survey. The survey link is included below.

- Survey Link

Date of Turnaround Plan board approval:

- ***Pending Approval: Thursday, October 16, 2025***