BEAUMONT INDEPENDENT SCHOOL DISTRICT
CHARLTON POLLARD ELEMENTARY SCHOOL
2025-2027 TURNAROUND PLAN



BELINDA TAYLOR-PRINCIPAL

Charlton-Pollard Elementary School
School Improvement Turn Around Plan (TAP)

Statement	Information
Associate Superintendent of Elementary Schools (direct supervisor of the principal)	Dr. Anita Frank 10 years of experience in this role, with each year having a turnaround campus
Principal	Belinda Taylor Second-year principal, 28 years in the education field
Assistant Principals	Billye Ardoin Second-year assistant principal, 13 years of experience
Behavior Interventionist	Donyale Richard 4 years of experience in this role, 21 years of experience in education
Wellness Coordinator	Chenetra Dickerson 1 year of experience in this role 10 years of experience in education
Counselors	3 years of experience in education
Instructional Coach	Shannon Trotter 1 year of experience, 15 years of experience in education
Teachers with more than 2 years of experience in the role	63% teachers with more than 2 years in their current role 17/27
Special Programs on the Campus	Exxon/Mobil 1st gr Reading Initiative, STEM, Honor Society, RAKStar, Pretty Pink in Pearls
Number of Classroom Teachers	18 traditional classrooms non-traditional classrooms (Dyslexia, Gifted and Talented, SPED, Speech, ESL)
Teachers Information	13 certified teachers 14 adjunct teacher 1nd 1 Permanent sub

Charlton-Pollard Elementary School
School Improvement Turn Around Plan (TAP)

1. What is your School Improvement strategy?

Charlton-Pollard Elementary School's 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 receive ongoing professional development to ensure the fidelity of the newly adopted Bluebonnet Math Curriculum. HMH Reading 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 an instructional coach, the school will model BISD-aligned curriculum and intervention supports.
- **Structured Intervention Block:** A daily intervention block is 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 engage in a layered professional learning plan using Greatminds as the provider. 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). Greatminds provides educators with the tools they need to help every student reach their full potential. They provide a strong math program that balances conceptual understanding, procedural fluency, and application, while adapting to students' needs, ensuring flexible and meaningful learning.

These strategies align with Lever 1 of the Effective Schools Framework, focusing on building leadership capacity and ensuring high-quality instructional planning and delivery.

Student Outcome Goals:

Reading Meets Goal for Domain III: 46%

Math Meets Goal for Domain III: 35%

Domain III Academic Achievement Component Score Goal: 40.6

Domain III Growth Component Score Goal: 34.4

Domain III ELP Status Component Goal: 75

Domain III Student Success Component Goal: 25

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

Charlton-Pollard Elementary School received an "F" state accountability rating for the 2025–2026 school year, primarily due to consistently low student performance in foundational reading and math skills, limited evidence of effective Tier 1 instruction, and a 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 Math Curriculum provides aligned, evidence-based content designed to support students in mastering grade-level standards. The latest locally conducted needs assessment with the CEIC and campus faculty 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 been deliberately structured to protect and prioritize HQIM delivery in all core content blocks.

- Schedules are aligned to provide additional Tier 1 instructional time and small group instruction.
- **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 Great Minds for Implementation Support in Bluebonnet Math.
- **Elevating Teacher Effectiveness:** All teachers, including those who are uncertified, will receive upfront training and participate in weekly 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. NWEA data identified that top-performing students are in the 60th or greater percentile of student performance.
- **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. Additionally, it addresses Domain 3, the lack of student performance in Mathematics, and meets the academic growth of low-performing subgroups.

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

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 2025–August 2026)

Milestones:

- Utilizing the NWEA (MAP) data and mClass, students have been identified in the 60th percentile and above and will be under the direct instruction of the certified math teacher. The paraprofessional will assist with active monitoring of students while the teacher conducts small group instruction. Using NWEA (MAP) and mClass data, students scoring at or above the 60th percentile will receive direct instruction from the certified math teacher. During this time, the paraprofessional will support by actively monitoring students while the teacher delivers small-group instruction.
- Conduct data review of district assessment results, BOY/MOY/EOY NWEA screeners.
- 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 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 Elementary Associate Superintendent during weekly leadership check-ins.

Phase 2: Implementation and Initial Progress Monitoring (September 2026–December 2026)
Milestones:

- Implement HQIM across all K–5 reading and math classrooms with protected instructional blocks.
- Establish (2x) **weekly PLCs** focused on lesson internalization, formative assessment review, and student outcomes. Reading PLCs weekly on Tuesdays; Math PLCs on Thursdays.
- Conduct **daily instructional walkthroughs and coaching sessions** with Bluebonnet-Great Minds and content coordinators aligned to HQIM look-fors. District math and reading coordinators visit weekly.
- Launch intervention blocks targeting Delta Math (beginning October 2025), Reading phonics (grades 3-5), Saxon Phonics (Kinder to 2nd grade), phonemic awareness, and basic math computation.
- Deliver additional Professional Development sessions for teachers serving ELs, SPED, and at-risk students.
- Delivery of monthly Practice Clinics, which focus on supporting uncertified teachers in building teacher capacity.
- Targeted 1st-grade tier 2 and tier 3 students in improving foundational reading skills. Literacy Initiative with Exxon/Mobil, Beaumont ISD, Lamar University College of Education and Human Development, and Lamar Institute of Technology (LIT).

Monitoring Efforts:

- The campus leadership team reviews progress biweekly using walkthrough data, student work samples, and PLC notes.
- Schoolmint data and fidelity checklists are submitted monthly to the principal.
- Progress updates are viewed at any time by the Elementary Associate Superintendent.
- The Early Childhood Supervisor actively monitors and provides support with the curriculum for the Exxon/Mobil Literacy Initiative.

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

- Conduct NWEA (Map) and mClass MOY data review using universal screeners and benchmark assessments.
- Adjust Tier 1 instruction and intervention groups based on progress monitoring.
- Deliver targeted Professional Development based on walkthrough trends (e.g., lesson internalization, 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–August 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.
- Implementation of the new Teacher Incentive Allotment(TIA) will provide additional incentives to recruit high-quality certified teachers.

Monitoring Efforts:

- Campus Leadership, District Team, and Great Minds conduct Bi-Weekly Learning Walks focusing on targeted instructions: Lesson Internalization; Student Discourse; Small-group instruction, and HQIM being used with fidelity.
- Annual reflection and performance analysis are shared with all campus stakeholders.

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal Taylor Assistant Principal Ardoin Instructional Coach Trotter	Weekly data reviews, walkthroughs, and coaching plans
Principal Taylor Assistant Principal Ardoin Instructional Coach Trotter	Monthly fidelity checks, feedback, and adjustment recommendations
Elementary Associate Superintendent Dr.Frank	Monthly fidelity checks, feedback, and adjustment recommendations

All progress data will be documented with BISD's Shared Google Drive, with disaggregated student performance data, Bluebonnet Learning Observation Tool, Professional Learning Communities attendance logs, and Schoolmint Observation and Feedback Reports.

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

Based on the CEIC assessment, key gaps were identified in the areas of poor math performance on STAAR 2025 in grades 3-5. 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 (ELAR/Math):**
  - **Justification:** The CEIC needs assessment noted limited low academic performance in reading and math. An instructional coach will provide weekly PLC facilitation, biweekly coaching, and model lessons for fidelity to HQIM.
  - **Funding Source:** General Funds, Title I, and 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:** General Funds
- **District Provided Staffing Addition:**
  - **Justification:** The District will provide two part-time Retire/Rehire teachers for small-group instruction to identified low-performing fourth and fifth-grade students in Math and Reading.

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.
- **Bi-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 from the district coordinator
  - Quarterly assistance from the MTSS coordinator for Tier 2 and Tier 3 students
  - Targeted PD for Special Populations (SPED, ELs)
  - Instructional Leadership Coaching from an Associate Elementary Superintendent

4. Instructional Materials and Resources

- **HQIM Supplementary Materials (Intervention Kits, Decodable Readers, Manipulatives):**
  - **Funding Source:** General Funds with a budget of $4,000.
- **Technology Resources (Panel, Student Electronic Devices):**
  - **Justification:** To support instruction, intervention, and engagement.
  - **Funding Source:** General funds with a budget $5,000.

This strategic reallocation of time, staffing, and funds ensures that Charlton-Pollard Elementary can fully implement the school improvement strategy aligned with CEIC 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 Charlton-Pollard Elementary School, the campus and district budgets will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the CEIC 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 Charlton-Pollard 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 CEIC needs assessment 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 Elementary Associate Superintendent.

7. Curriculum programs that will be utilized during the 25-26 school year:

a) K-5 Math: **Bluebonnet Learning Math** (State Board of Education–approved HQIM)
90 minutes of instructional time daily

- 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.
    - 90 minutes of online instruction weekly
- Delta Math Intervention focuses on foundational math skills.
    - 30 minutes of instructional time weekly.

b) K-5 RLA: **HMH Reading** (State Board of Education–approved HQIM)
120 minutes of instructional time daily

- Foundational Skills/Reading Phonics
- Reading HMH
    - Reading Comprehension
    - Writing
- Small Group Instruction
    - Teacher station
    - Independent Student work/stations
- **mCLASS (Amplify), Saxon Phonics, and Amira:** 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, September 29, 2025

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

- Thursday, October 2, 2025 @ 5:00 – 6:00 p.m.

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

- The campus solicited feedback during the public face-to-face hearing of the Turnaround Plan and included a survey link to receive feedback. Also, the plan was posted on the campus website with a feedback survey link attached to capture feedback from stakeholders.

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

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

- *Pending Approval: October 16, 2025*