BEAUMONT INDEPENDENT SCHOOL DISTRICT
MARTIN ELEMENTARY SCHOOL
2025-2027 TURNAROUND PLAN



KAREEN NELSON-PRINCIPAL

Martin Elementary School
Improvement Turnaround 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	Kareem Nelson (6-year principal, 20 years in the education field)
Assistant Principals	Tiffany Parker (first-year assistant principal, 27 years of experience)
Behavior Interventionist	Vacant position
Counselor	Tracy Colbert (33 years of experience in education)
Instructional Coach	Shareese Gobert (13 years of experience)
Special Programs on the Campus	Academics for Life (1 class) Early Childhood Special Education (1 class)
Number of Classroom Teachers	25 traditional classrooms 4 non-traditional classrooms (ancillary, dyslexia, SPED, ESL)
Certified Teachers Information	21 certified (1 certified in the Philippines) 10 non-certified teachers (adjunct teacher or permanent sub)

Student Outcome Goals:

Reading Meets Goal for Domain III: 34%

Math Meets Goal for Domain III: 29%

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.

- **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.

- **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 2026)

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.
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 2026 - December 2026)
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 2 Refinement, Sustainability, and Expansion (June 2026 - August 2027)

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, 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

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

Martin Elementary School
Improvement Turnaround Plan (TAP)

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 locally created 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 Total Funding awarded for RLA: $401,000	For Bluebonnet RLA Strong Foundations Implementation and SFI School Improvement PLC Supports	Region V ESC	$112,000 Learning Walks; PLC minimum of 20 $200,500 Bluebonnet Learning Training (6 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments) 10 Flexible Supports Learning Walks - 2 at each campus Prof Learning - 5 PL sessions, flexible supports, observations 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
LASO 3 Part b $506,000 for Elem Math	For Bluebonnet Math Strong Foundations Implementation	Great Minds	$225,000 SFI Sessions including setting implementation goals, leading internalization and PLCs, aligning assessments 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
LASO 3 Part c $744,000 for Elem Math	For Bluebonnet Math Strong Foundations Implementation	Great Minds	$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 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)

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 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
- 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.

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
- Draft of plan posted on the campus website with a survey attached to solicit feedback from stakeholders.
- 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

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

Pending Approval: October 16, 2025

BEAUMONT INDEPENDENT SCHOOL DISTRICT

PIETZSCH MACARTUR PK-8 CENTER

ELEMENTARY CAMPUS

2025-2027 TURNAROUND PLAN



ARIANA MOORE-PRINCIPAL

Pietzsch-MacArthur Pre K-8th Grade (elementary)
School Improvement Turnaround Plan (TAP) 2025

Pietzsch-MacArthur Elementary Campus Staff Demographics:

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	Ariane Moore (5-year principal, 22 years in the education field)
Assistant Principals	Linda Fulton (first-year assistant principal, 36 years of experience) Elvena Colbert (sub-assistant principal, retired principal with
Part-time Behavior Interventionist	Shamieka Dotson (20 years of experience in education)
Counselor	Tamara Bronson (19 years of experience in education)
Instructional Coach	Alisha Baker (36 years of experience)
MTRT (Master Team Reach Teacher)	Amber George-4th grade Zandra Daughtery-3rd grade Kimberly Amstrong-Williams-5th grade
Special Programs on the Campus	Regional Day School Program for the Deaf/Hard of Hearing (5 classes) Academics for Life (2 classes) Early Childhood Special Education (1 class)
Number of Classroom Teachers	49 teachers (including non-tradtional classrooms, RDSPD, and SPED self-contained classrooms)
Certified Teachers Information	37 certified (5 certified in the Philippines) 12 non-certified teachers (adjunct teacher or permanent sub)

1. What is your School Improvement strategy?

   Pietzsch-MacArthur's school improvement turnaround plan strategy focuses on increasing and building academic growth of students in the core subjects of reading, math, and science, which will reflect on standardized tests by using the following strategies:

   - **Implementation of High-Quality Instructional Material (HQIM)**: Staff, including teachers and instructional support staff, will receive training in the

new implementation of the Bluebonnet Reading and Math curriculum. Administrators will also receive training in the new curriculum and be provided with best practices on how to coach and guide teachers.

- **Structured Master Schedule**: The master schedule will reflect both the desired number of minutes in the reading and math block, as well as provide time for intervention that includes, but is not limited to, Amira, Zearn, etc.
- **Building Teacher Capacity**: Increasing and strengthening teachers' knowledge base in the curriculum while building a culture of coaching and feedback. Making it a norm to participate in and implement lesson internalization. Skills are being refined through participating in Professional Learning Communities (PLCs), completing coaching and feedback cycles, weekly planning meetings, practice model faculty meetings, and mentorship.

The above strategies focus on 4.1 Daily use of high-quality instructional materials and 5.2 building teacher capacity through observation and feedback cycles.

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

In 2023-2024, Pietzsch-MacArthur received an accountability rating of an "F". Since then, the campus has received a rating of F in the consecutive years to follow. Having an HQIM and building teacher capacity to implement this curriculum will create a classroom with great instruction and learning.

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

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

Milestones:

- The campus hired an instructional coach who specializes in supporting and guiding teachers to build their capacity.
- The campus is partnered with Opportunity Culture, a staffing model that provides teachers to coach other teachers, which results in:
    - Student learning growth
    - Teacher leadership pathways
    - Build-your-own teacher pipeline
- Analyze previous year data of standardized tests and BOY screeners such as mClass, NWEA, and CLI Engage.
- 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.
- 4-day summer bridge for Opportunity Culture that was aimed towards leaders such as administrators, MCLs, and MTRTs

Monitoring Efforts:

- Designed by Principal and Campus Leadership Team

- BOY screener data, PD attendance, and coaching plans submitted to the principal
- Updates provided to the Associate Superintendent during leadership check-ins.
- Professional Development with a partner school that focuses on Opportunity Cultures' best practices

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

- Implement HQIM with fidelity, Bluebonnet Reading and Math for the allotted reading and math block
- Establish a concrete protocol and system for PLCs and DDIs
- Establish the curriculum, look-fors that are aligned with district look-fors
- Create and implement with fidelity intervention blocks that are uninterrupted, that include foundational math and reading material (including phonics)

Monitoring Efforts:

- Providing lesson plan feedback and coaching (annotated scripts)
- Principal monitors weekly Schoolmint Whetstone feedback given by instructional coach and other admins

Phase 3: Mid-Year Adjustment and Deepening Implementation (January 2026 - May 2027)

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).
- Increase coaching frequency for teachers identified as needing intensive support.

Monitoring Efforts:

- Review and analyze MOY data, such as screeners (mClass, NWEA, CLI)
- Review and analyze the interim data given by the district

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.

Monitoring Efforts:

- Create and analyze a staff culture and climate survey to identify those items that need to be improved
- Meet with stakeholders and review data and campus initiatives, such as the campus vision and mission, to revise and reflect all stakeholders' input

Summary of Progress Monitoring Responsibilities

Role	Responsibility
Principal	Monitor and analyze feedback given in Schoolmint (Whetstone) during coach cycles, PLC, weekly planning meetings, and DDIs
Principal and CLT	Review data from weekly assessments, exit tickets, or other sources of data, and review support and coaching from the CLT team
Master Team Reach Teachers	Provide coaching/feedback, co-teaching, and modeling for the teachers to whom they are assigned

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

   Reallocation of resources, such as implementing the curriculum with fidelity, training on building teacher capacity, identifying and monitoring targeted areas, such as sub-pop needs to be identified early in the school year.

   Early intervention shows growth when identified early. In this case, resources such as after-school/before-school tutorials can begin early. Identification on low standards can be spiraled and reviewed in small group instruction while providing instruction to Tier II and Tier III students.

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
- **Master Team Reach Teacher (Opportunity Culture)**
  - **Justification:** In grades 3rd-5th, each grade level has an MTRT for RLA that coaches their fellow RLA teachers in that grade level. As a result, it builds teacher capacity
- **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 (30-45 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 ELA/Math)
  - Targeted PD for Special Populations (SPED, ELs)
  - 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.

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

   The budget at Pietzsch-MacArthur will focus on making sure that all components of the HQIM and resources are provided to all students. Funds should support classroom instruction by providing classroom materials that will enrich lessons as well as assist in closing instructional gaps of the students.

   With the curriculum being new this year to teachers, budgeting will also be allocated to making sure that teachers have sufficient training in the HQIM so that quality instruction will be implemented and presented. Budgeting will also be allocated to build teacher capacity by providing training in those areas that teachers need to strengthen.

6. How will staffing be reallocated to meet the needs of the chosen strategy?

Staffing will be strategically placed in those grade levels and subjects where they are the strongest. Coaching and feedback will not only be given through the CLT team, but also through district-level supervisors as well as peer teachers (Master Team Reach Teacher).

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)

   Instructional blocks of 90 minutes of instruction for Math is included for grades K-5 are included in the Master Schedule.

   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: **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.

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

8. What was the date of the public notice that the campus must complete a turnaround Plan?
   - September 29, 2025

9. What was the date of the campus's turnaround Plan public hearing?
   - October 7th, 2025

10. Describe how the campus solicited feedback during the development of the Turnaround Plan.
    - CEIC Meeting
    - Campus Faculty Meeting
    - Turnaround plan shared on the campus website

11. Upload an attachment of written feedback the campus received from the public while developing the Turnaround Plan.
    - Survey Link from website
12. What is the date that the Turnaround Plan was board-approved?
    - Pending Approval: October 16, 2025

BEAUMONT INDEPENDENT SCHOOL DISTRICT

PIETZSCH MACARTUR PK-8 CENTER

SECONDARY CAMPUS

2025-2027 TURNAROUND PLAN



KAROLARNICA ADAMS-PRINCIPAL

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

Pietzsch-MacArthur Middle School Campus Staff Demographics:

Pietzsch MacArthur is a PK-8 campus that, 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
    - 50% {13}of the teaching staff are either adjunct, guest teachers, or permanent substitute teachers
        - 26% {7} of this group have less than 2 years of experience
        - 7% {2} hold a visiting international teacher certification
- 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}

Domain III Student Outcome Goals

ELA/Reading Meets Grade Level and above goal: 30%

Math Meets Grade Level and above goal: 25%

Enter the 2025-2026 Component Points campus goal for the Academic Achievement Component of Domain III: 31.3

Enter the 2025-2026 Component Points campus goal for the Growth Status Component of Domain III: 31.3

Enter the 2025-2026 Component Points campus goal for the ELP Status Component of Domain III: 50

Enter the 2025-2026 Component Points campus goal for the Student Success Status Component of Domain III: 25

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

Campus-Wide Goals

By June, 85% of students in grades 6-8 will move up a threshold on the Math and Reading STAAR Assessment.

100% of tier 2 and 3 teachers will receive weekly coaching and feedback sessions from content support and the campus leadership team.

100% of new leaders will attend monthly leadership development sessions

By May 2026 campus will establish solid transferable routines and procedures for the campus, including operations and transitions

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, curriculum professional development onboarding, 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.
        - **Tier 1:** High-quality, engaging core instruction for all students. Ensure curriculum alignment with state standards. Evidence will be documented in classroom walkthrough observation data in Grow by Level data and instructional annotations
        - **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. Usage of Amira in grades 6th grade
    - 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
    - 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.

- **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 Get Better Faster-aligned scope and sequence, tailored to the current staff's experience and effectiveness levels.
    - All 6-8 leaders will engage in weekly calibrated walks to norm weekly instructional look fors that will guide teacher feedback to drive instruction
    - 6-8 leadership team engages in weekly collaboration sessions to norm weekly campus goals and determine next steps for teachers.
    - 6-8 campus administrators engage in daily support huddles to ensure consistency in leader support.
    - The 6-8 instructional team will craft weekly schedules geared toward coaching and supporting tier 2 and 3 teachers, as well as intentional feedback from the district-level support team.
    - Instructional coaches 6-8 engage in coaching sessions with identified teachers as outlined in the partnership agreement with Opportunity Culture
    - 6-8 Core teachers participate in monthly practice clinics with a focus on student achievement

- 6-8 Reading and Math teachers engage in monthly Lunch and Learns {campus-based professional development}
  - 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
- 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, Learning Labs/Practice Clinics after school, designed to close instructional gaps based on observation trends.
- Secondary Instructional coaches and the 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 and establishes additional supports that may be needed for students

The above strategies focus on 4.1~ Daily use of HQIM, 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?

For the 2024-2025 academic year in Domain III, the campus did not meet the TEA interim targets for any subgroups, triggering a reevaluation of campus-wide systems around building teacher capacity and student performance. The local Needs Assessment conducted at the beginning of the 2025-2026 school year determined that a targeted plan needs to be developed to address implementation of HQIM, teacher capacity building through coaching and feedback, professional development for teachers and leaders, individualized student supports through data analysis, and the implementation of MTSS and Capturing Kids Hearts.

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.

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 2026)

Milestones:

1. Participate in the district leadership conference
2. Instructional Leadership participates in the district curriculum rollout of HQIM
3. Clearly defined roles for Opportunity Culture implementation
4. Clearly define leader roles and responsibilities
5. Establish norms, content oversight, and expectations for Assistant Principals, MCL, and Behavioral Interventionists
6. Establish coaching loads and assignments for the team
7. Establish procedures for capturing daily instructional mastery
8. Establish Regular WPM and Data Meetings Processes (WPM schedule for Teachers & Administrators)
9. Develop a strong campus Start plan with specific instructional and culture look-fors
10. Tier all content teachers for coaching needs
11. Establish calibration opportunities for leaders
12. Identify Individual Students and create Growth Plans
13. Utilize Eduphoria for real-time data decisions

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 look-fors follow professional development documentation in the coaching cycle
6. Coaching loads have been established, and coaching has begun
7. Leaders have calendared weekly calibrations
8. The admin team engages in daily morning huddles

Phase 2: Initial Implementation and Feedback (October 2026- December 2026)

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

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.
5. Exit ticket data monitoring.

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

Milestones: Regular DDIs occur regularly with intervention calendars outlined.

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

8. 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.
2. Ongoing: Teacher data meetings following district benchmark/assessment
3. Monthly: review of aggregate student growth data from Eduphoria (e.g., common assessment scores, attendance, behavior trends).
4. February: Administrative team reviews ISGP progress data for cohort 1, identifying successful interventions and areas for improvement.
5. April: Student and parent feedback surveys on the perceived impact of individualized support.
6. May: Review of final data analysis report against initial goals for Year 1.

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

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, weekly calibrated walks to norm action steps
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, 1:1 admin huddles
Assistant Superintendent	Quarterly briefings with data-driven recommendations, monthly progress monitoring meeting for 90-day plans, one-on-one weekly check-in power meetings

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 local campus-based needs assessment findings, key gaps were identified in the areas of (4.1) Usage of HQIM material, (5.2) Building teacher capacity through observation and feedback, and (3.1) Explicit school-wide behavioral expectations and culture routines

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

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

- Funding Source: Title 1 or General Funds $4,000
    - 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 increase student success indicated in the campus needs assessment

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 best instructional practice through coaching and feedback (ESF 5.3):

- 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) 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.
- **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, 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.
- CEIC Meeting
- Faculty Meeting
- Campus Website Survey Link

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*