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