



Betty Jackson Elementary

10700 Alviria Ln. Frisco, TX 75035, Prosper ISD

Principal: Bobbie Allen bballen@prosper-isd.net, 945.678.3700

Overview & Background

Betty Jackson Elementary is a new campus with a strong beginning and a deep commitment to sustaining and advancing the high standard of excellence for which Prosper ISD is known. We opened our doors to students and the community in the fall of 2024 and currently serve approximately 550 students. While new in name, Jackson Elementary was founded on a unique and powerful opportunity. Nearly half of our students, families, and staff transitioned with us from a neighboring campus, bringing both stability and an immediate sense of community. At the same time, this transition presented important challenges. We were tasked with intentionally building a new campus identity and creating a success story that was truly our own rather than continuing the legacy of another school. Additionally, we recognized the need to shift long standing mindsets and practices to move beyond the way things had always been done in order to ensure continuous growth, particularly for our highest achieving students. From the beginning, this work was approached with purpose and clarity. We understood that our students entered Jackson with strong academic potential, but sustaining growth and increasing achievement would require more than solid instructional practices alone. Our why became clear. To ensure success for every student, we needed to unite our staff around a shared purpose and intentionally cultivate a true culture of one. This belief guided our first major step, establishing a clear vision and mission to drive all decisions and actions. At Jackson Elementary, we believe excellence is not merely an aspiration but a journey we commit to every day. Our vision, Excellence Grows Here, is more than a motto. It is the heartbeat of our school community. It reflects our belief that every student can grow academically, socially, and emotionally when nurtured in the right environment. We are committed to creating a learning environment where students are challenged through rigorous academics, supported through innovative and intentional practices, and empowered within a culture that values belonging and high expectations. Our goal is to develop not only strong scholars, but also responsible, compassionate, and forward thinking citizens. This work aligns directly with Article V of the Visioning Document for Texas public education, which calls for schools to function as learning organizations grounded in shared leadership, collective responsibility, and continuous improvement. From the outset, campus leadership was clear in our why and intentional in empowering others to bring this vision to life.

Focus Area: Culture

Before any instructional work began, we communicated one essential belief. Trust is the prerequisite for performance. We recognized that we had one opportunity to make a first impression that demonstrated our genuine commitment to our staff. Before focusing on the what of our work, we prioritized the who by intentionally building strong professional relationships. Culture first was our guiding belief. Our goal was to humanize the work, foster trust, and make it clear that people matter most. One of the earliest messages shared with staff was simple and powerful. Leave your ego at the door. When we speak about culture, we are not referring to slogans or posters. We are referring to relationships, personal connections, and trust. From the very beginning, relationships were at the heart of everything we did. We intentionally created space to check in with staff and invited them to share how they were doing both personally and professionally. By asking the question, How is your body feeling, we sent a clear message that care, empathy, and connection were foundational to our campus culture. Every staff member was seen, supported, and valued. This foundation of trust created a safe environment where collaboration and thoughtful risk taking were encouraged. Educators understood that innovation, reflection, and growth were valued over perfection, allowing them to take instructional risks in support of student learning.

Focus Area: Staff Empowerment

Campus leadership was intentional about creating systems that empowered staff to step into leadership roles and have a meaningful voice in campus decisions. A leadership application process was implemented, allowing staff

members to express interest, articulate their strengths, and describe why they were a strong fit for specific leadership roles. Committees were established for nearly every aspect of campus work, including assemblies, campus improvement, special events, and RTI. Each committee met on a consistent monthly schedule and was led by a chair who represented the group and communicated outcomes to the campus as a whole. For example, Guiding Coalition members meet regularly to engage deeply in campus work, ownership of that work extends to every team member. When committee work was brought back to collaborative teams, responsibility was shared by all rather than resting with a single representative. Collaborative team meetings were intentionally structured to build leadership capacity across all staff members. Rather than being led by one Guiding Coalition member, leadership roles rotated to ensure every team member developed the knowledge, skills, and confidence to lead. Through these structures, staff members actively voted on decisions, organized events, and led schoolwide initiatives. This approach fostered ownership, accountability, and collective responsibility for the success of the campus. Leadership consistently communicated the campus why through staff meetings

Focus Area: Collaboration & Intentional Instructional Growth

Collaboration was further strengthened through participation in the N2 Learning Teacher Leadership Institute. Teachers attended district level learning opportunities and brought new knowledge and strategies back to the Guiding Coalition. Grounded in the belief that excellence emerges from shared values, high levels of engagement, and strong leadership within a system of accountability, the team worked collaboratively to reach consensus on what was best for students and translated that learning into instructional practices. To support continued growth for high-achieving students, the campus partnered with district coordinators and instructional coaches to provide targeted professional learning focused on engaging instruction and intentional teaching-up practices. This allowed teachers to consistently design lessons that incorporated Depth of Knowledge Level 4 questions across all content areas. To ensure Tier 1 instruction was effective in promoting student engagement and transformative learning, teachers partnered with our Gifted and Talented teacher during the planning stage to develop purposeful lesson extensions. Teachers were encouraged to try new strategies, reflect on outcomes, and refine their practice within a supportive coaching model. This work was sustained through clearly defined roles for Team Coaches and Guiding Coalition members who met regularly to align messaging, instructional processes, and lesson design. The Guiding Coalition established clear hold tight and loose expectations to promote instructional consistency while honoring teacher autonomy. Ongoing coaching, structured reflection during Team Coaching Meetings, CTMs, and collaborative planning built staff capacity and supported continuous improvement across all content areas. As a result, classrooms reflect higher levels of teaching and learning. Students are actively engaged in rigorous learning experiences, participate in meaningful academic discourse, collaborate to solve complex problems, and take ownership of their learning goals.

Results

As a result of intentional efforts to build culture, empower staff, and strengthen collaboration, Jackson Elementary has begun to realize the organizational transformation as outlined in *Article V* of the *New Vision for Public Education in Texas*. The campus has shifted from traditional hierarchical structures to a learning organization grounded in shared leadership, distributed authority, and continuous improvement. Through leadership applications, purposeful committees, clearly defined coaching and guiding structures, and embedded collaborative practices, educators are empowered to lead and engage in meaningful decision making. This collective ownership and instructional alignment translate directly into classrooms where students are challenged through intentional teaching up practices, supported in taking academic risks, and deeply engaged in their learning. Together, these efforts have strengthened trust, fostered collaboration, and created a positive campus culture that fuels innovation, sustains instructional excellence, and ensures every learner is supported, engaged, and positioned to reach their highest potential.