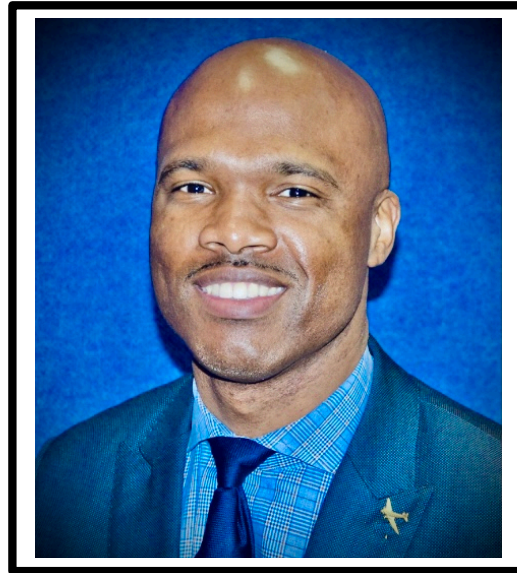


Superintendent's Entry Plan: Coldspring-Oakhurst CISD
Bryan T. Taulton, Ed.D.
June 2021



**LOOK...LISTEN...AND LEARN...ALL ABOUT
Coldspring-Oakhurst CISD**



Driving Results through Excellence in Teaching...

What happens in the classroom matters the most!

INTEGRITY, RESILIENCE, EXCELLENCE

Educational Leadership Focus: Every Student, Every Classroom, Every Day!

Superintendent's Goals:

- ✓ Drive Results
- ✓ Establish and Nurture Relationships
- ✓ Develop, Support, and Effectively Manage Personnel
 - ✓ Create Operational Excellence
- ✓ Maintain Open Lines of Communication



Introduction



I am humbled, honored, and truly grateful to serve as the superintendent of the Coldspring-Oakhurst Consolidated Independent School District! Moreover, I look forward to working in partnership with all faculty & staff, parents & guardians/families, community members, and local business owners to ensure that we eagerly strive to meet the individual needs of all students by providing them with a rigorous academic program in a safe and welcoming learning environment designed to nurture their intellectual, social, emotional, and physical growth & development to make certain they are post-secondary/workforce ready upon graduation. I am deeply committed to this charge and excited to work collaboratively with each of you to fulfill the district's vision and mission and prioritize goals & objectives for the future success of the Coldspring-Oakhurst CISD. It's a great day to be a Trojan, and I wholeheartedly embrace the responsibility to lead this wonderful school district.

As your new Superintendent, my primary objectives include establishing trustworthy and productive relationships with each of you, openly communicating all school-related information, actively involving school community members in the decision-making process, and articulating a shared vision for Coldspring-Oakhurst CISD to inspire and lead the district towards new heights of unyielding excellence in the years ahead in regards to high-quality instruction and engaging learning experiences, student progress and achievement, community partnerships, strategic planning and most importantly, post-secondary readiness and success! Furthermore, it is only fitting and proper that during this transition period we pause to reflect upon and assess where we are now as a school community, collaboratively set and prioritize goals & objectives for the future, and openly discuss/develop strategic plans for how we will accomplish them. As the 2020-2021 school year nears its end and we prepare to gear up for the 2021-2022 school year, I have crafted a formal Superintendent Entry Plan which will allow me to gather input from school stakeholders, demonstrate my commitment to attentively listen to & work in partnership with school community members, learn as much as possible from each of you and officially introduce myself as I eagerly begin my leadership journey in Coldspring-Oakhurst CISD. I am beyond grateful for all of the unconditional support, positive energy, and welcoming spirit that I have received from all of the district staff members that I have been privileged to meet and collaborate with thus far. The information outlined in this document is representative of my commitment to "Servant Leadership" as I join you as your new leader on this invigorating educational leadership endeavor that is well underway. As I make my transition, please know that I genuinely welcome and seek your input as we strive to make COCISD the best that it can be!

Philosophy, Vision, Mission, Core Values

Before I outline the entry plan process, I want to share my educational philosophy, vision, mission, and some of the core beliefs that drive my servant leadership practices. My philosophy, vision, mission, and core beliefs have influenced my career as a teacher, principal, and executive school leader which profoundly guide my entry plan.

PHILOSOPHY

High-quality teaching is the most powerful tool for helping students achieve high scholastic standings. Therefore, what happens in the classroom matters the most considering teachers have the greatest impact on student growth and achievement. With students at the heart of my educational leadership philosophy, I believe that a prosperous school community is only built and sustained through setting clear results-driven goals, creating a school culture of high expectations, leading with a sense of urgency, and promoting collaboration amongst all school stakeholders. The learning community that I aspire to lead will embody my educational leadership values of lifelong learning, academic excellence, servant leadership, professionalism, building and nurturing positive relationships, professional growth and development, open communication, organizational leadership, and most importantly a profound emphasis on teaching and learning.

VISION

My educational leadership vision centers upon an unyielding pursuit to awaken and instill in all students a conscientious desire for educational merit through implementing a challenging & technology-rich academic program, engaging learner-centered learning experiences, and high-quality instruction that promotes critical thinking and problem-solving. I aspire to work in partnership with campus principals to establish and sustain a school culture of high expectations, accountability, and mutual respect for others whereas every student is valued and empowered to excel regardless of their background. Upon graduation, all students will be college and career-ready and equipped with the profound knowledge and 21st-century skills necessary to thrive in post-secondary settings and/or the workforce.

MISSION

As a united team of educational professionals, we hold students at the very heart of all that we do and are committed to utilizing high-quality instructional practices to amplify student achievement in order to equip learners with the profound knowledge and critical thinking skills required to not only thrive as they transition to high school and post-secondary settings, but also adapt and hurdle over real-world obstacles as they pursue their career goals. As a student-centered school community, we promote a safe, orderly, caring, and supportive learning environment that is understanding and appreciative of diversity. We challenge all students to develop intellectual independence that fosters creativity, curiosity, and resiliency. Above all, we understand the value of the partnerships that must exist between schools, parents, the community, and the immense role that each entity plays in fulfilling this mission.

MISSION OBJECTIVES

- #1: The goal of our educational organization is to equip all students with the core knowledge, tools, strategies, and skills necessary to thrive in subsequent grade level courses and post-secondary settings/and or the workforce.
- #2: As a student-centered school community we promote a safe, orderly, caring, and supportive learning environment that is understanding & appreciative of diversity and attentive to the social, emotional, intellectual, and physical needs of each and every student.
- #3: We seek to cultivate a school/district culture of self-discipline, accountability, academic excellence, and lifelong learning that builds upon the individual strengths and gifts of each student.
- #4: Our goal is to develop students who are (independent) critical thinkers by providing them with engaging relevant, and rigorous learning experiences that promote higher-order thinking skills: critical, logical, reflective, metacognitive, and creative thinking.

CORE VALUES

- ✓ All students are cared for and treated as if they are my own, and are at the heart of my moral compass.
- ✓ High-quality teaching is the most powerful tool for helping students achieve high scholastic standards.
- ✓ What happens in the classroom matters the most.
- ✓ Understanding and embracing that all children learn differently.
- ✓ Teacher accountability is just as important as supporting teachers.
- ✓ Teachers and staff must always model respect, integrity, creativity, accountability, and professionalism.
- ✓ Leadership, collaboration, and innovation are essential to prepare students for their future.
- ✓ Partnerships among school stakeholders: teachers, students, parents, businesses, and the community are vital to student success.
- ✓ A proper education opens the doors to endless possibilities.

CAREER PROFILE

Fifteen years of hands-on professional experience and noteworthy achievements as a teacher and administrator at the secondary level. As a servant educational leader, my daily objective centers upon being overtly immersed in doing whatever it takes to help both students and teachers succeed in the classroom. Over the last ten years, I have dedicated my time and energy towards honing and strengthening my educational leadership skills to thrive as a Superintendent by utilizing my dynamic organizational & instructional leadership skills in my role as a secondary school administrator/executive school leader. During this time, my primary focus has been geared towards utilizing my servant leadership skills to support teachers to enhance their instructional methods, focusing on teacher development and student growth, and coaching and mentoring principals to heighten their effectiveness. By having a keen eye for and a profound understanding of what high-quality instruction looks like in the classroom, analyzing student performance data to measure growth and teacher efficacy, cultivating school-student connectedness, and building positive relationships with all school stakeholders, I aspire to continue to serve as a change agent in optimizing instructional programs to bolster student achievement.

EDUCATIONAL BELIEFS

***Graduation is not the ending, but the beginning...**

Whether a student's path leads to a 4-year university, a community college, or a technical/vocational program, we know that it must lead to a post-secondary credential, if the student is to earn a living wage in today's economy.

- ❖ Student's learning needs & outcomes shall serve as the primary focus of all decisions driving the work of the school community.
- ❖ Providing students from poverty with the same opportunities for post-secondary success as students from non-poverty homes.
- ❖ 21st-Century learning is a life-long process that promotes technology/digital tools to increase student engagement, personalized learning experiences, collaboration, project-based learning, critical thinking, and problem-solving.
- ❖ Students learn best when they are actively engaged in the learning process in a safe, welcoming, and nurturing environment where they feel that their teacher genuinely cares about their success.
- ❖ The family, school, and community working in partnership is vital to the success, development, and well-being of students.
- ❖ Mutual respect, trust, accountability, and compassion create the best learning environments for students.
- ❖ All individuals are held accountable for the choices they make, and for understanding that each choice comes with responsibilities and consequences.
- ❖ High expectations, high-quality teaching, and positive attitudes attest to heightened student achievement.

**Education is a shared commitment
between dedicated teachers, motivated
students and enthusiastic parents with
high expectations.**

-Bob Beauprez

I BELIEVE ...

The core purpose of education is ...

Teaching and Learning
To build upon the strengths and gifts of all students
To increase students' intellectual aptitudes
To enhance students' critical thinking skills
To provide students with rigorous and relevant learning experiences
To prepare students for success in subsequent grades and courses
To prepare students for success in post-secondary settings
To prepare students to become productive citizens

The image of an administrator should be ...

One who believes that all students can achieve regardless of their background
One who leads with a sense of urgency and purpose
One who models professionalism and servant leadership
One who has impeccable organizational skills
One who is an innovative thinker
One who develops teachers
One who leads in an ethical manner
One who leads with integrity
One who is assertive
One who communicates effectively orally and in written expression
One who is results-driven
One who goes above and beyond to support teachers and students
One who plans and goes beyond the call of duty
One who does whatever it takes to get the job done
One who is enthusiastic and passionate about education

The preferred kind of learning environment is ...

Safe
Engaging
Collaborative
Student-Centered
Friendly
Free of distractions
Welcoming

The preferred kind of organizational climate is ...

Professional
Prepared
Resilient
Optimistic
Results Driven

EQUITY

As an educational leader, I embrace the diversity present in our society, community, and schools. Thus, it is our responsibility to be innovative and proactive in our approach to find equitable solutions that provide the necessary resources and support structures vital to ensure that each and every student thrives in a supportive, positive, and engaging learning environment.

INSTRUCTION

What happens in the classroom is the most important work in our school system, and classroom teachers need robust support and meaningful access to professional development to meet the individual learning needs of all students. Effective instructional practices that are innovative, student-centered, research-based, and promote critical thinking have been proven to have a substantial impact on student learning. In addition, teachers have the closest relationship with students, and we must acknowledge the powerful impact that teacher-student connectedness has on student attendance and achievement. Moreover, we must build upon these relationships and utilize them as a catalyst for driving results, and provide the necessary support systems to enhance them.

TEAMWORK & COLLABORATION

Effective teams are built on integrity, ethics, trusting relationships, and strong leadership leads to high expectations, accountability, and positive results. All school stakeholders must feel valued, involved in the decision-making process, and willing to work in partnership to learn, thrive, and achieve the goals and objectives of the campus/district. An environment that encourages open/honest conversation, productive problem-solving, effective conflict resolution, and collaborative effort will move the work of the team forward.

STUDENT GROWTH & CONTINUOUS IMPROVEMENT

Results-driven practices lead to reflection and a realization of what is working, what needs to be improved, and what we need to do next. Learning from both our successes and failures is essential to identify and prioritize practices, and make adjustments/implement changes that will produce positive results across our school organization. As a district, we must use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

DRIVING RESULTS: KEY PRACTICES

Believing that all students can achieve – Each student needs to have a personal relationship with an adult who takes an interest in his/her academic success, personal/career goals, educational planning, and personal growth.

High expectations and support systems – Teachers hold high expectations for every student, and act as facilitators, assisting students in setting and reaching individual goals. Teachers view classroom management as a process of establishing an effective learning environment.

Classroom practices that engage students in their learning – Teachers engage students in active learning, and consistently and purposefully use formal and informal assessments to monitor student progress and make instructional decisions. Students need varied learning experiences/activities linked to challenging academic content and opportunities to overtly apply new skills and concepts in real-world applications.

Teachers working together – Teachers work collaboratively with and learn from other professionals. Teachers adhere to the learning goals and objectives established by state and local agencies. All teachers need time to plan together, develop and coordinate learning activities, and share thoughts, ideas, instructional strategies, and best teaching practices to meet students' learning needs.

Support from parents – Parents must clearly understand, be actively involved in and support the high standards for student performance in Coldspring-Oakhurst CISD.

Qualified teachers – Teachers exhibit a strong working knowledge of subject matter by staying abreast of current research and educational practices. Teachers facilitate the linking of concepts in their content area to familiar ideas, prior experiences, and other content areas. Teachers encourage students to work cooperatively and independently in a positive and stimulating learning climate. Teachers assist students in developing critical and analytical skills. Teachers emphasize real-world applications in their instructional practice.

Effective use of data – Schools must continuously use data to analyze student performance on formal assessments, standardized tests, specified TEKS, identify strengths and weaknesses, close performance gaps, and monitor student progress.

Effective use of technology for learning – Teachers guide students to construct knowledge through experiences, discussions, and technology. Teachers must provide students with opportunities to explore and use technology to investigate, create, analyze and connect learning experiences, heighten knowledge to improve outcomes for students.

My entry plan focuses on learning as much as possible about our schools and the community so that we can build upon our strengths and continue to improve. By looking, listening, learning, and applying what we learn, we will be in a great position to establish common goals, align resources, and take strategic action in enhancing and heightening the success of our district.

- 1 To develop a collaborative, trusting, and productive relationship with all Coldspring-Oakhurst CISD School Board Members, Faculty & Staff, Parents & Guardians, Community Members, and Local Business Owners. Learn about the direction of the COCISD as comprehensively as possible to gain insight into its strengths, challenges, and areas of improvement so we can best serve our students.
- 2 Learn how the district's initiatives and priorities are being implemented in our schools by our dedicated staff.
- 3 Learn about the values, norms, traditions, and expectations of our supportive community to best serve our students.
- 4 Gain a better appreciation of how the district's initiatives and priorities are publicized and understood in our community.
- 5 Utilize the information gathered to:
 - A) Create a transparent and reciprocal process with the school and community members that is based on mutual trust and commitment to understand and fortify the district's strengths and address challenges.
 - B) Work in partnership with the District Educational Improvement Council (DEIC) to develop a long-range strategic plan and establish goals and objectives to create the district improvement plan.

Phase 1

Looking, Listening, and Learning

June
2021

This phase will consist of disseminating surveys and meeting with district staff, school staff, and community members to discuss/establish district goals and initiatives to learn about the strengths, weaknesses, challenges, and areas of improvement for Coldspring-Oakhurst CISD schools. This is a very important phase of the entry plan process as acquiring meaningful feedback through looking, listening, and learning from students, teachers, principals, staff, parents, community members, and business owners will help me better serve our district. Through their varying perspectives, we will learn how our district staff and community stakeholders perceive the efforts of our schools to fulfill our vision and mission.

August
2021

Key Questions

1. What should Dr. Taulton know about the Coldspring-Oakhurst CISD community?
2. What are the strengths of the Coldspring-Oakhurst CISD that should be sustained?
3. What are the challenges facing Coldspring-Oakhurst CISD?
4. What are some of the opportunities that Coldspring-Oakhurst CISD needs to explore further or develop?
5. Is there anything else you want Dr. Taulton to know about the Coldspring-Oakhurst CISD community?

Meetings

One-on-one meetings with:

School Board Members, Local Elected Officials, District/Campus Administrators, and Essential Staff Members

Meetings with the central office/business office staff, Special Programs & Services Coordinator(s), and the Counselors to discuss systems and service delivery methods. Topics including- Equity, Special Education, 504, English Language Learners, Gifted & Talented, Career & Technical Education, Curriculum & Instruction, Assessment & Accountability, RTI, Tutoring, Professional Learning, Social-Emotional Learning, Leadership Development, Performance Management, Talent Management, Instructional Technology, Strategic Planning, and Budgeting

Meetings with key stakeholders including:

District & Campus Committees
Principals, Teachers, Focus Groups, Parents, Parent Organizations (PTA/PTO), Education Foundations, etc.) Students, Student Leadership Groups, Community Organizations, Civic Organizations, Business Owners, College/University Partners (IHE)

Meetings are not limited to the individuals or groups listed above. If a stakeholder is interested in participating, please contact the superintendent's office at (936) 653-1115.

Survey Questions: Feedback/Input

Survey questions for COCISD faculty & staff:

1. How long have you been teaching? How long have you been teaching in Coldspring-Oakhurst CISD?
2. What do you believe are the strengths of Coldspring-Oakhurst CISD? What makes Coldspring-Oakhurst CISD a great rural school district?
3. What do you believe are the weaknesses of Coldspring-Oakhurst CISD? What do you believe is holding our schools/district back from being even better?
4. What do you think are the most important characteristics of a highly effective 21st-century teacher?
5. What are the ethical principles and core values that drive your work as an educator?
6. Are there any pressing concerns that you have that need my immediate attention?
7. As your new superintendent, what expectations and advice do you have for me as I transition to the role of Coldspring-Oakhurst CISD Superintendent of Schools? What can I do to support you?
8. Is there anything else you would like to share with me as the new superintendent of Coldspring-Oakhurst CISD?

Survey Link: <https://forms.gle/jZRHdLus1NUs5d2e8>

Survey questions for COCISD parents and or guardians:

1. Do you as a parent feel welcomed in our schools/district? Are you provided with opportunities to get involved in Coldspring-Oakhurst CISD schools?
2. Do you feel that your child's (individual) academic needs are being met in Coldspring-Oakhurst CISD schools? Why/why not?
3. How would you describe the level of parent communication in Coldspring-Oakhurst CISD? Do you feel well informed?
4. As a parent/guardian, are there any pressing concerns in Coldspring-Oakhurst CISD that you believe need my immediate attention?
5. As your new superintendent what expectations and advice do you have for me as I transition to the role of Coldspring-Oakhurst CISD Superintendent of Schools?
6. What can we do better in Coldspring-Oakhurst ISD to better/best support your child?
7. Is there anything else you would like to share with me as the new superintendent of Coldspring-Oakhurst CISD?

Survey Link: <https://forms.gle/WdeK2kWtZTQfu8YQ8>

Phase 2

Analyzing, Strategic Planning and Reporting

September 2021 I will use the data that is gathered during the looking, listening, and learning phase to develop a summary report and presentation. This information will outline my findings and observations and identify the next steps. The summary information will serve as another resource to help inform the school board, district leadership committees, and the school community on the district's goals, strategic focus areas, and planning. Information from Phase I will be shared with staff members and published online.

December 2021

Summarize

The information gathered will be used to create a summary report and findings. This resource will help guide the school board, district staff, and school staff in strategic thinking and planning to better support school leaders and teachers.

Work Session

A work session with the school board will be held to study the results of the Looking, Listening, and Learning Phase.

Review & Adjust

At a retreat, workshop, or board meeting, the school board and I will review and adjust current goals, initiatives, and priorities.

Dear Coldspring-Oakhurst CISD Community,

It is with tremendous excitement and immeasurable gratitude that I transition to the Coldspring-Oakhurst CISD community to serve as the superintendent of schools. Moreover, I look forward to working in partnership with each of you to provide the vision, instructional & organizational leadership, guidance, and support to uphold the ideals of high-quality teaching and learning in every classroom across our great district. During the transition period, I plan to take advantage of this time to look, listen, learn, collaborate, and establish trusting relationships with each of you. This will allow us to reach common understandings regarding the culture, needs, and priorities of Coldspring-Oakhurst CISD Schools, and how we can work in partnership to achieve our mission, goals, and objectives. Let us use this time wisely to make certain that we are doing everything possible to ensure that every single student makes substantial growth every year, thrives in our school community, and is post-secondary/workforce ready upon graduation. As we reflect on our successes and shortcomings, let us also embrace the future with confidence, purpose, and optimism. I look forward to greeting, developing a positive rapport, and collaborating with you in the days, weeks, and months ahead to create an equitable school organization that focuses on ensuring that every student in our district receives a first-class education.

-Bryan T. Taulton, Ed.D.



ENTRY PLAN OBJECTIVES

Objective #1

- ✓ Establish, cultivate, and sustain positive and productive relationships with all stakeholders of the Coldspring-Oakhurst CISD community: (campus/district administrators, faculty & staff at the campus/district level, students, parents, and community members) to gain a better understanding of the school's culture and climate, areas of concern, norms, values, traditions, and history.

Objective #2

- ✓ Establish a solid foundation for and set high expectations for continuous student growth, close performance gaps, and increase student achievement by working in partnership with the Assistant Superintendent of Curriculum & Instruction & C&I Staff, and Campus Principals to analyze student performance data to identify strengths/weaknesses (trends), areas for growth, and implement proactive plans/initiatives to address and heighten student performance.

Objective #3

- ✓ Work in partnership with the Assistant Superintendent of Curriculum & Instruction, C& I Staff, Campus Principals, and the DEIC to collaboratively develop and communicate a clear vision & mission for the school community (academic growth and achievement), grounded in 21st-century learning/research-based instructional practices, post-secondary readiness and success, increase student awareness, preparedness, and accessibility to post-secondary programs, positive learning outcomes, and supported by historical data and feedback from district/campus staff members, students, parents, and community-based partners. Provide a variety of opportunities for parents and community members to be active, collaborative partners.

Objective #4




- ✓ Support and work in partnership with Coldspring-Oakhurst CISD principals to strategically plan, set/analyze student performance goals, and discuss and outline plans to achieve the goals outlined in our shared vision statement and mission objectives through open dialogue, collaboration, and actively monitoring student performance.

Objective #5

- ✓ Work in partnership with the CFO/Business office to maintain an accurate and balanced budget to ensure and maintain an efficient and effective fund balance. Allocate resources in an efficient ethical manner to facilitate high-quality learning experiences for students, every day.

ENTRY PLAN TIMELINE:

Objective I: Establish positive productive relationships with all Coldspring-Oakhurst ISD stakeholders: Look, Listen, and Learn from members of the school community.

	Action	Sponsor	Status  Completed  In Progress/ Ongoing  Not Started
IA	Engage in one-on-one meetings with individual board members to build and strengthen productive relationships and broaden perspectives. Such meetings will occur regularly.	Dr. Taulton	
IB	Participate in ongoing training with board members to discuss matters of governance, core values/beliefs, communication protocols, roles, goal setting/strategic plans, and types and amount of information needed to help make quality governance decisions.	Dr. Taulton	
IC	Establish regular meeting times with the Board President and Vice President for discussing district matters, as needed.	Dr. Taulton	
ID	Work with essential staff to develop agendas/plan for monthly COCISD School Board Meetings.	Dr. Taulton	
IE	Meet with the Board President and Vice President to determine how they work in partnership with the superintendent and district staff.	Dr. Taulton	
IF	Develop a process, structure, and goals & objectives for the District Improvement Plan, and budget for the district.	Dr. Taulton	

IG	Engage in one-on-one/collaborative meetings with central office staff, principals, assistant principals, and the counselors to deepen relationships, broaden perspectives, assess campus/district needs, develop strategic plans, discuss curriculum/instruction/assessment processes and performance data analysis protocols, and meeting schedule(s)/communication channels to occur regularly.	Dr. Taulton	
IH	Conduct building/classroom walk-throughs throughout the district with board members, Assistant Superintendent of Curriculum & Instruction/C&I Staff, and Principals.	Dr. Taulton	
IJ	Collaborate with Board Members on a performance evaluation format with objectives and indicators of success that will be used to evaluate the Superintendent.	Dr. Taulton	
IK	Send welcome/introductory email, superintendent's entry plan, and survey to all faculty & staff.	Dr. Taulton	
IL	Update district website to include an introductory letter to the COCISD community and professional profile/vitae.	Dr. Taulton	
IM	Ensure that the COCISD website & all campus websites are consistently maintained with updated information.	Dr. Taulton	
IN	Work with district/campus faculty & staff to select members & assemble a District Education Improvement Council (DEIC)	Dr. Taulton	
IO	Visit campuses regularly and attend faculty meetings to develop a positive rapport with all district faculty and staff.	Dr. Taulton	
IP	Send out via email & post on the district website: A monthly bulletin and entry plan parent & guardian survey link on the campus website/social media platforms for feedback/input.	Dr. Taulton	

Objective II: Establish a solid foundation and set high expectations for continuous student growth to close performance gaps, and increase student achievement at the **MEETS** performance standard.

IIA	Ensure that all students are provided with high-quality (engaging) learning experiences, every day, to make certain they acquire the knowledge and skills necessary to achieve the learning objectives of the grade-level content/course standards by recruiting/supporting/mentoring/retaining teachers & instructional support staff. Also provide access to meaningful professional development focused on 21st-century learning, increasing instructional rigor in all classes through focusing on critical thinking/problem, solving, emphasizing vocabulary development, writing across the curriculum, and balanced literacy.	Dr. Taulton	
IIB	Work in partnership with the Assistant Superintendent of Curriculum & Instruction/C&I staff, principals, and teacher leaders to assess lesson planning processes, curriculum implementation, instructional delivery methods/tactics, local assessment cycle, data analysis protocols, and 21 st Century/Research-based teaching practices and the relative impact on learning outcomes.	Dr. Taulton	
IIC	Work in partnership with the Assistant Superintendent of Curriculum & Instruction/C&I staff, principals, and teacher leaders to ensure that teachers use formal and informal methods to assess student growth/progress aligned to instructional goals and course objectives. Regularly review/analyze student performance data to measure progress/gauge teacher effectiveness and adjust instructional strategies/content delivery, as needed, to accelerate instruction/intervene to close learning gaps.	Dr. Taulton	
IID	Work in partnership with the Assistant Superintendent of Curriculum & Instruction/C&I staff, principals, and teacher leaders to ensure that student performance data is used to drive all decision making and formal protocols are established to analyze student performance data on formal assessments/standardized tests to target specific TEKS, identify strengths and weaknesses, close performance gaps, and actively monitor student progress throughout the school year.	Dr. Taulton	
IIE	Work with the Assistant Superintendent of Curriculum & Instruction/C&I staff, principals, and teacher leaders to ensure that PLCs are implemented with fidelity on each campus throughout the 2021-2022 school year. A PLC is characterized by the belief that the fundamental purpose of the school is student learning.	Dr. Taulton	
IIF	Work with principals to effectively utilize the T-TESS appraisal system/teacher observations cycle to heighten teacher effectiveness and increase student achievement. Provide teachers with opportunities to attend meaningful professional development that will allow them to hone their instructional practices.	Dr. Taulton	

Objective III. Establish positive and productive relationships with the student body of Coldspring-Oakhurst CISD, community members, and business owners through school-community engagement, attending community events, and ongoing communication. Provide a variety of opportunities for parents and community members to be active, collaborative partners.

IIIA	Consistently update the COCISD website and social media platforms with accurate/pertinent school information to fortify home-school relationships and maintain active/open communication with parents and the school community.	Dr. Taulton	
IIIB	Meet regularly with the DEIC to develop strategic plans, revise the district vision and mission statement, as needed, develop a portrait of a COCISD teacher and graduate to use as a reference to maintain the consistent and effective identity of COCISD teachers and students, review the district's goals, objectives, and district-wide classroom instructional initiatives and programs identified by the Board of Trustees.	Dr. Taulton	
IIIC	Maintain a strong presence throughout the district by visiting campuses/classrooms regularly, greeting/developing a rapport with students, faculty & staff, parents & guardians, visitors, etc., and attending community events.	Dr. Taulton	
IIID	Welcome/provide parents with opportunities to be a part of the decision-making process to continuously build upon school/community and teacher/parent partnerships.	Dr. Taulton	
IIIE	Convene district and campus-wide meetings to align the district mission with comprehensive needs assessment, goals, and objectives.	Dr. Taulton	

Objective IV. Ensure that students achieve at high levels without economics determining their success. Work in partnership with the Assistant Superintendent of Curriculum & Instruction/C&I Staff, Principals, and to analyze student performance data to assess the effectiveness of the instructional program: curriculum & instruction, lesson planning process, curriculum-based assessments, academic benchmarks, and the teacher evaluation cycle. Identify/target struggling student groups, performance at the MEETS Performance Standard of each respective STAAR/STAAR EOC Test, Economically Disadvantaged, At-Risk, SPED, and ELL students: 2021-2026 STAAR EOC Areas of Focus: Increasing the overall percentage of students achieving satisfactory performance at the MEETS Performance Standard, especially in the areas of Math and Reading which are the two primary areas of the federal accountability system.

IVA	Ensure that principals utilize the T-TESS rubric/evaluation system with fidelity to evaluate teacher performance/effectiveness, and provide them with ongoing meaningful feedback in regards to their pedagogical practices to heighten their overall success. All teachers should be rated as proficient or above in each domain/dimension.	Dr. Taulton	
IVB	Analyze/utilize benchmark performance data to assess student learning of specific TEKS, identify areas of strength and weakness, actively monitor/track progress to ensure student growth, and make informed instructional decisions/adjustments to accelerate student learning.	Dr. Taulton	

Objective V: Be fiscally responsible by making sure that all COCISD faculty & staff follow district protocols in regards to maintaining an accurate budget, safekeeping financial records, submitting purchase requisition request(s) as required, and utilizing budgetary funds for instructional materials for students, meaningful professional development for teachers, and maintaining the upkeep of all district facilities/transportation.

VA	Maintain the school district budget appropriately by following district protocol and being fiscally sound in all expenditures as approved by the school board.	Dr. Taulton	
VB	Appropriately use budgetary funds by ensuring expenditures align with district/campus goals & needs. Funds are allocated for instructional materials/resources and teacher professional development. The budget is rooted in district/campus priorities, enhances learning opportunities for students, and guides planning/preparing for subsequent school years.	Dr. Taulton	