



Vincent Middle School Turnaround Plan (TAP)

Vincent Middle School is committed to following the Effective Schools Framework (ESF) to ground its vision of Improvement Through Refinement. The ESF provides the basis for school diagnostics in order to ensure Vincent Middle School educates students who graduate to become productive citizens prepared for success in college, a career, or the military.

1. What is your School Improvement strategy?

Vincent Middle School will implement a data-driven Multi-Tiered System of Supports (MTSS) to address both academic and behavioral needs, delivering targeted interventions tailored to each student's individual requirements. This

Implementation of High-Quality Instructional Materials (HQIM): Educators will receive initial and ongoing professional development to ensure the effective implementation of the newly adopted Bluebonnet Math Curriculum, which is specifically designed to address core deficiencies in basic math computation. For Reading and Language Arts (RLA), the StudySync program will be utilized for students in grades six through eight.

Tiered Interventions (MTSS): A comprehensive MTSS framework will be developed and executed to provide differentiated instruction and interventions, structured as follows:

- **Universal Screening and Progress Monitoring:** The campus will employ IXL to administer assessments at the beginning (BOY), middle (MOY), and end (EOY) of the academic year. Universal screening at the start of the year will identify students at risk, with continuous progress monitoring through short-cycle and district-wide assessments to evaluate intervention effectiveness.
- **Tier 1:** Delivery of high-quality, engaging core instruction to all students, ensuring alignment with state academic standards.
- **Tier 2:** Provision of small-group interventions for students demonstrating moderate academic needs. This includes 45 minutes of daily math intervention for students in grades six and seven, alongside daily RLA interventions for students in grades six through eight, emphasizing skill development and reteaching.



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- Tier 3: Intensive, individualized interventions targeting students with significant academic deficits. This tier includes one-on-one tutoring, specialized educational plans, and embedded small-group instruction in both Math and RLA.

The November 2023 diagnostic underscores Essential Action 5.1—Effective Classroom Routines and Instructional Strategies—as a prioritized focus area. The MTSS implementation directly supports this essential action.

Data Analysis and Progress Monitoring: The initiative aims to identify patterns, trends, and insights that inform instructional decision-making and enhance educational outcomes.

- Regular Data Meetings: A Professional Learning Community (PLC) schedule will be established for teachers and administrators to systematically review student data, including formative and summative assessments, attendance, and behavior, to identify trends, assess the efficacy of interventions, and refine strategies accordingly.
- Individual Student Growth Plans: Personalized academic growth plans will be developed for students requiring additional support, with clearly defined goals and specified interventions.
- Real-time Data Utilization: Systems providing real-time data will be employed to monitor student progress continuously, enabling immediate instructional adjustments.

Additionally, the school is partnered with Relay GSE to enhance instructional leadership capacity. Ongoing coaching and monthly walkthroughs will further support the fidelity and effectiveness of instructional practices.

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

Although the campus has demonstrated academic growth, there has been a history of low academic performance in the areas of math and RLA. Vincent Middle School received an “F” state accountability rating for the 2024–2025 and school year, and 2023–2024 school years. Data Analysis and Progress Monitoring will be utilized to analyze trends, patterns, and relationships within the data, informing decisions and improving educational outcomes.



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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, Training, and System Setup (July 2025 – September 2025)

Milestones:

- Establish a regular cadence for data meetings through a Professional Learning Community (PLC) schedule involving teachers and administrators.
- Identify individual students requiring support and develop corresponding Growth Plans.
- Implement Eduphoria for real-time data-driven decision-making.

Monitoring Efforts:

- Review published PLC schedules for adherence to the established meeting frequency, conducting spot checks for completeness and clarity of goals.
- Convene Task Force meetings to monitor progress on audit activities, scheduling, and training preparations, ensuring teacher compliance with deadlines.
- Administrative team to review teacher training completion rates and analyze pre- and post-training assessments related to Eduphoria proficiency.
- Administer an anonymous staff survey in September to gauge initial comfort levels with Eduphoria's features.

Phase 2: Initial Implementation and Feedback (October 2025 – December 2025)

Milestones:

- Ensure all PLCs convene at least twice weekly and adhere to new procedural protocols.
- Develop and initiate Individual Student Growth Plans (ISGPs) for students identified as needing Tier 2 and Tier 3 support.
- Promote regular teacher use of Eduphoria for real-time assessment creation and data entry, including formative assessments.
- Conduct a mid-semester Task Force review evaluating the effectiveness of data meetings through PLC feedback and administrative observations.



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- Identify and discuss emerging trends in student data—such as formative assessments, attendance, and behavior referrals—during administrative data meetings.

Monitoring Efforts:

- Administrative participation in PLC data meetings to observe protocol adherence and engagement.
 - Review PLC meeting minutes and agendas to verify meaningful data discussions.
 - Perform monthly spot checks of Eduphoria and Branching Minds usage logs to assess the frequency of assessment creation and data input by teachers.
 - Survey teachers regarding the effectiveness of initial data meetings and the utility of Eduphoria and Branching Minds for instructional purposes.
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Phase 3: Refinement and Deeper Integration (January 2026 – May 2026)

Milestones:

- Consistent use of Eduphoria student data to inform instructional adjustments, as evidenced by lesson plans and classroom observations.
- Maintain active ISGPs for all identified struggling students, with documented regular progress monitoring and instructional modifications.
- Initiate cross-curricular data analysis within PLCs, exploring relationships such as the impact of reading levels on Science and Social Studies performance.
- Deliver targeted professional development addressing challenges or skill gaps identified through data meetings and Eduphoria usage.
- Complete a comprehensive end-of-year data analysis conducted by the Task Force and administration to identify school-wide strengths and areas for improvement.

Monitoring Efforts:

- Ongoing formal classroom observations focused on evidence of data-driven instructional changes.
- Monthly reviews of aggregated student growth data from Eduphoria, including common assessment scores, attendance, and behavior trends.
- February administrative review of ISGP progress data for the initial cohort to identify successful interventions and areas needing enhancement.
- April administration of student and parent feedback surveys to assess perceptions of individualized support effectiveness.
- May evaluation of the final data analysis report relative to Year 1 goals.



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Phase 4: Year 1 Review and Planning (June 2026)

Milestones:

1. Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
2. Completion of the Year 2 Implementation Plan for Data Analysis and Progress Monitoring, incorporating insights gained from Year 1.

Monitoring Efforts:

- Review of the final Year 1 report by all relevant stakeholders.
- Convening of 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	Quarterly briefings with data-driven recommendations

All progress data will be systematically documented and maintained within Beaumont ISD's shared Google Drive. This repository will include disaggregated student performance data, coaching impact metrics, PLC attendance logs, and fidelity checklists, ensuring accessibility to district leadership.

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



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Based on the ESF diagnostic findings for Vincent Middle School, key gaps were identified in the areas of (3.1) Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations, and (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:

Time:

Dedicated Time for Values Integration in PLCs/Staff Meetings:

- Mechanism: Within the already established PLC time, allocate 10-15 minutes regularly (e.g., biweekly) 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 (linking to ESF 5.1).

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. Focus on teaching students 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

Source: Title I or General Funds



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Allocated resources will support both initial and continuous professional development initiatives, including training focused on Social Emotional Learning, Professional Learning Communities (PLCs), and the effective implementation of High-Quality Instructional Materials such as Bluebonnet Math, Amira, and IXL. Additionally, funding will facilitate leadership coaching aimed at enhancing administrative and instructional capacity. Resources are also designated for college field trips to promote student engagement with post-secondary education pathways and advance college and career readiness.

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

Financial resources at both the campus and district levels will be strategically reallocated to prioritize instructional quality, leadership development, and targeted student interventions, as identified through the ESF diagnostic and campus needs assessment. This reallocation is designed to ensure that funding supports high-quality instructional materials (HQIM), capacity building, and enhanced student outcomes, with particular emphasis on Social Studies, Reading, and Mathematics.

The plan is structured to guarantee that all allocated funds directly facilitate the deployment of high-impact instructional strategies, professional development for educators, and equity-focused support for students at Vincent Middle School. Oversight of the plan will be conducted quarterly by campus and district leadership to verify that expenditures correspond 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 effective implementation of school improvement strategies, enhance internal capacity, and optimize parental engagement on campus, in accordance with the findings of the ESF diagnostic.



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To ensure that all educators at Vincent Middle School possess the requisite skills, knowledge, and support to consistently implement effective classroom routines and instructional strategies that promote student learning and engagement, the Instructional Coach and Leadership team will collaborate with teachers to integrate data analysis with instructional practice (ESF 5.1). Specifically, they will assist teachers by:

- Interpreting data from Eduphoria to identify instructional gaps related to routines or strategies.
- Modeling effective routines and strategies within classrooms.
- Co-planning lessons to incorporate these practices.
- Facilitating professional development focused on high-leverage instructional strategies.
- Providing ongoing coaching support.

This staffing reallocation plan is aligned with the school's most critical instructional priorities and aims to build sustainable site-based leadership capacity. Staffing decisions are designed to maximize instructional effectiveness while establishing systems for continuous teacher development, student acceleration, and leadership growth. Progress will be monitored by campus leadership and subject to monthly review by the Assistant Superintendent.

7. Identify all curriculum programs that will be utilized during the 25-26 school year:

Grades 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 Walkthroughs to ensure fidelity of implementation.



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It emphasizes a balanced approach to math learning, aiming for conceptual understanding, procedural fluency, and problem-solving. It's structured with three phases: Engage, Develop, and Demonstrate.

Grades 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?

Tuesday, September 23, 2025

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



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Coffee with the Principal - Tuesday, October 7, 2025

VMS Departmental Meeting - Wednesday, October 8, 2025

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

The campus solicited feedback during organic meetings already established within the VMS calendar, discussing the turnaround plan. This took place live. Additionally, oth live and via a survey.

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