Coldspring-Oakhurst Consolidated Independent School District Turnaround Plan (TAP)

Lincoln Junior High School



SCHOOL IMPROVEMENT STRATEGY

Goal: Reasons identified for current performance and strategic improvements needed to achieve a grade of C (70 or higher) at LJH over the next two years and beyond.

With the release of the 2023, 2024, and 2025 State Accountability A-F Ratings, Lincoln Junior High School has earned four consecutive unacceptable campus ratings (F). Texas Administrative Code § 97.1064(a) requires campuses receiving two or more consecutive unacceptable ratings to develop a turnaround plan.

(2025-2026 Lincoln Junior High School: Student Performance Goals and 2024-2025 Campus Strategic Analysis)

What LJH needs to do in school years 2025-26 and 2026-27 to achieve an acceptable rating C (70 or higher):

(Assessment-to-Domain Alignment Framework)

1. 62% of students achieve academic growth in Domain 2A, and by demographic groups evaluated in Domain 3.
2. 45% of Emergent Bilingual students will achieve composite growth or advanced high on the TELPAS assessment.
3. Elevate student performance at the MEETS Performance Standard or Above on all STAAR/STAAR EOC assessed content areas administered annually at LJH, including 6th-8th Grade Mathematics, 6th-8th Grade Reading Language Arts. Arts (RLA), 8th Grade Algebra I, 8th Grade Science, and 8th Grade Social Studies.

Over the first two years of implementing the campus turnaround plan, LJH will prioritize student growth in Domain 2A and Domain 3 to achieve an overall C rating. By year three, sustained growth strategies should elevate student achievement in Domains 1 and 2B to C-level performance. Beginning in SY 2027-28, Lincoln Junior High School's Domain 1 targets across all grades and subject areas will be: 70% of students scoring at Approaches Grade Level and above, 30% at Meets Grade Level and above, and 15% at Masters Grade Level.

Special Education Goal: The percentage of students receiving special education services in Grades 6-8 who approach Grade Level on the STAAR and STAAR ALT Assessments will increase by 10%.

Multi-Tiered Systems of Support (MTSS) Goal: All students identified by Lincoln Junior High School's campus **(Student Success Team)** (SST) for Tier 2 and Tier 3 interventions will have documented intervention plans that comply with the **(COCISD Intervention Plan Rubric).**

Each student's plan and progress monitoring documentation will include:

- Specific areas requiring intervention
- SMART goals for intervention outcomes
- High-quality intervention resources utilized
- Regular progress monitoring data demonstrating advancement toward goal achievement
- Evidence of Student Success Team meetings where progress monitoring results are reviewed and appropriate actions are determined based on intervention outcomes

This approach provides comprehensive support and accountability for students needing intensive academic or behavioral interventions, ensuring alignment with district standards and evidence-based practices.

District/Campus Improvement Strategy: District Managed Restart
Coldspring-Oakhurst CISD is implementing a district-managed restart plan centered on comprehensive school improvement and instructional leadership coaching. This strategic approach builds upon the district's established academic success model through intensive, hands-on executive coaching designed to ensure systematic implementation of evidence-based instructional practices, data-driven decision-making processes, and comprehensive support structures.

A campus that has received an unacceptable rating for the school year following the development of the campus turnaround plan must implement its commissioner-approved campus turnaround plan with fidelity until the campus operates for two consecutive school years without an unacceptable rating (19 Tex. Admin. Code § 97.1064 (k)).

- **District-Managed Restart:** COCISD is providing hands-on district leadership support, implementing strategic staffing changes, adopting high-quality instructional materials, and delivering comprehensive professional development to transform academic outcomes at Lincoln Junior High School.

- **Technical Partnership:** National Institute for Excellence in Teaching (NIET) Support - Coldspring-Oakhurst CISD has secured comprehensive NIET support through the Strong Foundations Implementation (SFI) Grant to implement High-Quality Instructional Materials (HQIM) in secondary mathematics (grades 6-8 and Algebra I) using Bluebonnet Learning, along with executive coaching training to strengthen district and campus leadership.

NIET will provide:

- High-fidelity implementation support for Bluebonnet Learning curriculum
- Development of HQIM implementation goals and progress monitoring plans
- Comprehensive professional learning for teachers, instructional coaches, school leaders, and district administrators
- Classroom observations and learning walks
- Flexible, needs-based campus support
- Executive coaching training for ongoing leadership development

STAKEHOLDER ENGAGEMENT

Community Involvement Timeline and Process

Public Notification and Input Schedule:

- District Public Notice: April 28, 2025
- TAP Development Period: April 29 - June 20, 2025
- Faculty & Staff Engagement Meeting: May 1, 2025
- Campus Education Improvement Council (CEIC) Review: May 22, 2025
- District Education Improvement Council (DEIC) Review: June 20, 2025
- Public Notice of Hearing: June 20, 2025
- Public Hearing: June 23, 2025 **(**Public Hearing Presentation**)** @ Regular Board Meeting) Facilitated by Ms. Brandi Keel
- Board Meeting Notice: September 15, 2025
- LJH Turnaround Plan (TAP) Parent Meeting: Tuesday, September 16, 2025 **(**Parent Meeting Presentation**)**
- School Board Approval September 22, 2025 **(**Board Presentation**)** @ Regular Board Meeting) Facilitated by Ms. Brandi Keel
- TEA Turnaround Approval Date: TBD

Comprehensive Stakeholder Input Summary

Over the past several months, district and campus leadership conducted extensive community engagement to inform turnaround plan development. This process included**:**

Direct Engagement Activities:

- Superintendent-led faculty and staff meeting **(**Lincoln Junior High School Turnaround Plan Presentation**)**
- Campus and District Education Improvement Council meetings
- Campus office hours for individual family consultations

Written Input Collection:

- Parent/Family surveys (**2024-2025 School Community Survey Link**)
- Faculty & Staff surveys (**2024-2025 End-of-Year Faculty & Staff Survey Link**) (**Link to Responses**)
- Student surveys (**2024-2025 End-of-Year Student Survey Link**)

Key Community Feedback Themes:

1. Mathematics Improvement: Strong community support for intensive mathematics intervention
2. Teacher Support: Emphasis on providing comprehensive professional development and coaching
3. Communication Enhancement: Request for regular progress updates and family engagement opportunities
4. Student Support Services: Need for enhanced counseling and social-emotional learning support
5. Community Partnerships: Interest in business and higher education collaboration opportunities

Ongoing Stakeholder Communication Plan

Monthly Communication Cycle:

- Campus progress newsletter to all families
- District leadership update to school board, including student and staff recognition
- Community stakeholder meeting

Quarterly Comprehensive Reporting:

- Detailed progress reports to the Texas Education Agency
- Community forum presentations with Q&A sessions
- School board workshop sessions with data deep dives (Monthly)
- Parent-teacher organization updates and planning sessions

Summary of Community Feedback: Over the past several months, district and campus leadership conducted an extensive stakeholder engagement process to develop the Lincoln Junior High School Turnaround Plan (TAP), as required by the Texas Education Agency (TEA). This comprehensive process began with a Superintendent-led Faculty & Staff Meeting and included multiple opportunities for stakeholder input: parent forums, Campus & District Education Improvement Council (CEIC & DEIC) meetings, campus office hours, and district-wide surveys for both staff, students, and families/community members. These collaborative efforts ensured that diverse perspectives from all stakeholder groups directly informed the strategies and implementation approaches outlined in the Turnaround Plan.

COMPREHENSIVE IMPLEMENTATION STRATEGY

Strategic Partnership Framework

NIET Technical Partnership (75-Day Implementation Support)

- Upfront Training: 13.5 days of foundational development
- Ongoing Support: 61.5 days of coaching and monitoring
- Service Investment: $175,000 over a two-year implementation period
- Deliverables: HQIM goals, progress monitoring plans, quarterly action plans, monthly summary reports

District Leadership Enhancement

- Dr. Bryan Taulton (Superintendent): Executive coaching and strategic oversight **(Executive Coaching Plan)**
- Dr. Elizabeth Klammer (Principal in Residence/Principal Manager): Daily Leadership development and succession planning, developing Ms. Keel to become the Lincoln Junior High School Principal **(Comprehensive Coaching Plan: Principal in Residence Development)**
- Ms. Keel is being prepared to assume the principalship of Lincoln Junior High through targeted coaching from Dr. Taulton and ongoing development from Dr. Klammer, who is serving as Principal in Residence. This plan leverages The 4 Disciplines of Execution and NIET expertise, including structured operations to strengthen leadership skills, improve campus performance from failing to acceptable standards, and ensure sustainable instructional improvement and succession.

Instructional Schedule Redesign

- Campus Operating Hours: 7:15 AM - 4:45 PM (extended support available)
- Core Instructional Day: 7:45 AM - 4:15 PM
- Targeted Intervention Period: 56 minutes daily for math and reading, scheduled during every period of the day
- Teacher Collaboration Time (Curriculum-Based Learning Communities, CBLCs): 56 minutes daily for Curriculum planning and internalization with alignment to RBIS (Research-Based Instructional Strategies). Math and reading teachers have an additional 56 minutes for data analysis and intervention planning.

Mathematics Enrichment and Academic Calendar Enhancement (2025-2027)

Beginning in October of the 2025–2026 school year, all COCISD campuses will implement **designated Friday Math enrichment sessions**. These sessions are designed to strengthen student achievement, address identified learning gaps, and provide accelerated instructional opportunities for all learners.

To further advance academic excellence, the District is engaging in thoughtful discussions and is actively considering the implementation of a **hybrid 165-day academic calendar** for the 2026–2027 school year. This calendar is strategically designed to align with the Bluebonnet Learning Curriculum, ensuring enhanced instructional impact and improved student outcomes.

Staffing Structure Enhancement

- **(LJH 2025-2026 Turnaround Plan)**

MILESTONES AND PERFORMANCE MANAGEMENT

Year 1 – Systematic Monitoring Framework (SY 2025–2026)

Priority Focus Area	Timeline/Target Date	Resources Needed	Responsible Parties	Milestone	Success Measure	Evidence Used to Determine Progress	Evidence Collection Method/Data Source
Professional Development	Jul. 31, 2025	NIET training modules	NIET Staff, Campus Leadership	NIET Foundation Training Completion	100% staff complete modules	Staff complete upfront modules	Certificates, competency checks, rubrics
HQIM	Sept. 2, 2025	HQIM materials & training	All Instructional Staff	HQIM Implementation Launch	85% fidelity in lessons	Lesson plans & observations	Observation protocols, lesson reviews, student work
HQIM	Sept. 2, 2025	NIET support & training	ILT	CBLC Start	Weekly CBLC meetings	Agendas, collaboration logs	Agendas, action item tracking
HQIM	Jul. 2025–Jun. 2026	NIET support & training	NIET Staff, Admin	CBLC Implementation	Admin-led CBLC & cluster meetings	NIET monitoring visits	Meeting notes, NIET reports
Assessment	Aug. 18–21, 2025	iReady platform	Coaches, Test Coordinator	BOY Assessments	100% participation	All students tested	iReady reports, logs
Data-Driven Instruction	Oct. 9, 2025	Data reports	Campus Leadership	First Quarter Data Review	Identify bottom 25%	Intervention lists	Plans, parent logs

Instructional Fidelity	Oct. 15, 2025	NIET protocols	NIET Specialists, District	NIET Learning Walk #1	Fidelity check	Walkthrough findings	Notes, trend analysis, action plans
Assessment	Jan. 7–13, 2026	MOY platform	Core Teachers	Mid-Year Assessments	90% participation + growth	Growth from BOY to MOY	Data reports, intervention updates
STAAR Readiness	Mar. 2–Apr. 30, 2026	Practice assessments	Instructional Team	STAAR Prep Intensive	85% readiness	Mock STAAR results	Scores, remediation logs
STAAR	Apr. 8–May 2, 2026	Testing materials	Testing Team	STAAR Administration	Growth toward "C" rating	Official STAAR	TEA reports, analysis
Year-End Performance	Jun. 15, 2026	Performance reports	Superintendent, Campus Leadership	End-of-Year Review	Year 1 milestones met	Comprehensive review	Reports, feedback
Student Engagement	Jun. 15-Jul. 15, 2026	NIET training	ILT, Teachers	Leadership Training on Student Discourse	Use discourse strategies	Implementation documented	Walkthrough data, CBLC notes
Instructional Planning	Jun. 2025-Jun. 2026	NIET training	ILT, Teachers	ESF Cluster Meetings	Bi-weekly cluster meetings	Agendas reflect focus	Meeting notes, agendas
Leadership Development	Jun. 15-Jul. 15, 2026	NIET training	Leadership Team	Summer Leadership Intensive	Mastery in leadership domains	360° evaluation	Peer feedback

Year 1 Quarterly Review Structure (SY 2025-2026)

Q1 Review (October 2025): Foundation Implementation Assessment

- Implementation fidelity establishment above 75%
- Student engagement baseline indicators documented
- Community awareness and initial buy-in above 60%

Q2 Review (January 2026): Mid-Year Progress Verification

- Mid-year assessments show growth trajectory toward acceptable rating
- Intervention effectiveness meets initial targets
- Leadership development progressing on schedule

Q3 Review (March 2026): STAAR Readiness and System Validation

- Mock assessments indicate readiness for state testing
- All improvement systems functioning effectively
- Sustainability framework development initiated

Q4 Review (June 2026): Foundation Success and Year 2 Preparation

- Significant improvement demonstrated in official results
- Foundational practices documented and validated
- Year 2 strategic goals and systems established

Year 2 – Systematic Monitoring Framework (SY 2026–2027)

Milestone	Priority Focus Area	Timeline/Target Date	Resources Needed	Responsible Parties	Success Measure	Evidence Used to Determine Progress	Evidence Collection Method/Data Source
BOY Assessments	Assessment	Aug. 18-21, 2026	iReady platform	Coaches, Test Coordinator	100% participation	All students tested	iReady reports
Refined HQIM Implementation	HQIM	Aug. 12, 2026	Updated HQIM	Coaches, NIET	95% fidelity + engagement	Observation evidence	Rubrics, surveys
Data Dashboard Launch	Data Systems	Sept. 1, 2026	Dashboard software	Campus Data Specialist, Tech Specialist	Dashboard live & functional	Tested features, trained users	Test logs, training logs
First Quarter Data Review	Data-Driven Instruction	Oct. 8, 2026	Data reports	Campus Leadership	Identify bottom 25%	Intervention lists	Progress plans, parent logs
NIET Learning Walk #1	Instructional Fidelity	Oct. 14, 2026	NIET protocols	NIET Specialists, District	Fidelity check	Walkthrough findings	Notes, action plans
Peer Learning Network	Collaboration	Oct. 1, 2026	Collaboration tools	Teacher Leaders, Coordinators	Best practice sharing	Documentation of adoption	Logs, artifacts
Advanced Implementation Launch	HQIM	Aug. 12-30, 2026	Enhanced HQIM materials	Dr. Klammer, Academic Coaches	95% HQIM implementation fidelity with enhanced student engagement	Observation rubric scores averaging 4.0/5.0 or higher	Monthly observation cycles, student survey data

Data Systems Optimization	**Technology**	**Sept. 1-15, 2026**	**Dashboard software, training**	**Campus Data Specialist, Technology Coordinator**	**Real-time data dashboard operational with predictive analytics**	**100% staff trained, dashboard updated daily**	**System logs, user competency assessments**
Peer Learning Network Establishment	**Professional Learning**	**Oct. 1-31, 2026**	**Collaboration tools, meeting spaces**	**Teacher Leaders, Academic Coaches**	**Best practice sharing system with documented adoption rates**	**80% of strategies shared show implementation across classrooms**	**Practice documentation logs, observation evidence**
Mid-Year Projection Achievement	**Data Analysis**	**Nov. 15, 2026**	**Analytics tools, assessment data**	**Dr. Taulton, Campus Leadership Team**	**On-track performance for C rating based on predictive modeling**	**Predictive analytics show 75% probability of C rating**	**Assessment data trends, growth trajectory analysis**
Sustainability Framework Development	**Long-term Planning**	**Dec. 1-20, 2026**	**Planning resources, stakeholder input**	**Dr. Taulton, District Leadership Team**	**Long-term sustainability plan completed and approved**	**Board-approved sustainability framework with resource commitments**	**Plan documentation, board resolution**
Mid-Year Assessments	**Assessment**	**Jan. 7-13, 2027**	**MOY platform**	**Core Teachers**	**90% participation + growth**	**Growth BOY → MOY**	**Data reports**
Advanced Intervention Effectiveness	**Intervention Systems**	**Jan. 7-31, 2027**	**Intervention materials, progress**	**Content Interventionist, Academic Coaches**	**Tier 2/3 interventions show 90%**	**90% of intervention students meet**	**Individual student progress data,**

			monitoring tools		student progress rate	individual growth targets	intervention logs
Mid-Year Projection	Data Review	Jan. 15, 2027	Analytics tools	Superintendent Cabinet	On track for "C"	Projection data	Growth trajectory reports
Community Partnership Expansion	Stakeholder Engagement	Feb. 1-28, 2027	Partnership agreements, coordination	Ms. Keel, Community Liaison	Five active community partnerships supporting student learning	Documented student impact from each partnership	Partnership agreements, impact documentation
STAAR Prep Intensive	STAAR Readiness	Mar. 2-Apr. 30, 2027	Practice assessments	Instructional Team	85% readiness	Mock STAAR	Scores, logs
STAAR Readiness Confirmation	Assessment Preparation	Mar. 2-30, 2027	Mock assessments, remediation materials	All Core Teachers, Academic Coaches	90% of students demonstrate STAAR readiness on mock assessments	Mock STAAR results show C-level performance trajectory	Mock assessment scores, remediation completion rates
STAAR Administration	STAAR	Apr. 8-May 2, 2027	Testing materials	Testing Team	Growth toward "C" rating	Official STAAR	TEA reports
Leadership Succession Readiness	Leadership Development	Apr. 1-30, 2027	Assessment tools, feedback systems	Dr. Taulton, Dr. Klammer	Ms. Keel demonstrates independent campus leadership capability	360-degree evaluation shows readiness for independent assignment	Competency assessments, stakeholder feedback

STAAR Performance Achievement	STAAR	May 15, 2027	Testing materials	Entire Campus	Earn "C" rating	TEA results	Accountability reports
C Rating Achievement	Accountability	May 15, 2027	All campus resources	Entire Campus Community	Lincoln Junior High earns C rating on TEA accountability system	Official TEA rating of C (70) or higher	Official TEA accountability report
End-of-Year Review	Year-End Performance	Jun. 15, 2027	Performance reports	Superintendent, Campus Leadership	Year 2 milestones met	Review completed	Reports, feedback
Comprehensive Success Documentation	Documentation	Jun. 1-30, 2027	Documentation resources, research support	Dr. Taulton, NIET Partnership Team	Complete turnaround model documented for replication	TEA-approved best practice documentation completed	Comprehensive implementation guide, impact studies
Sustainability Plan	Long-Term Planning	Jun. 1, 2027	Sustainability framework	District Leadership	Plan completed	Final framework	Documentation, charts
Leadership Training on Student Discourse	Student Engagement	Jun. 15-Jul. 15, 2027	NIET training	ILT, Teachers	Use discourse strategies	Implementation documented	Walkthroughs, CBLC notes
ESF Cluster Meetings	Instructional Planning	Jun. 2026-Jun. 2027	NIET training	ILT, Teachers	Bi-weekly cluster meetings	Agendas reflect focus	Meeting notes
Summer Leadership Intensive	Leadership Development	Jun. 15-Jul. 15, 2027	NIET training	Leadership Team	Mastery in leadership domains	360° evaluation	Peer feedback

Year 2 Quarterly Review Structure (SY 2026-2027)

Q1 Review (October 2026): Foundation Strengthening Assessment

- Implementation fidelity maintenance above 90%
- Student engagement indicators improvement
- Community satisfaction sustained above 80%

Q2 Review (January 2027): Performance Trajectory Confirmation

- Mid-year assessments show C-rating trajectory
- Intervention effectiveness above targets
- Leadership development is on schedule

Q3 Review (March 2027): STAAR Readiness Verification

- Mock assessments confirm C-level performance
- All systems are functioning at optimal levels
- Sustainability planning complete

Q4 Review (June 2027): Success Achievement and Future Planning

- Official C rating achieved
- Model documentation complete
- Next-level goals established in alignment with Student Success Tool (SST) performance metrics

(Lincoln Junior High School Turnaround Plan (TAP): Quarterly Review Structure 2025-2027)

Specific Quantitative Targets for Year 2

- Domain 2A Growth: 65% of students (3% increase from Year 1 target)
- TELPAS Composite Growth: 50% of EB students (5% increase from Year 1)
- Mathematics Proficiency:
    - 6th Grade: 35% (from 30% Year 1 target)
    - 7th Grade: 30% (from 25% Year 1 target)
    - 8th Grade: 40% (from 35% Year 1 target)
- Reading Proficiency: Maintain stability with 3% growth
- Overall TEA Rating: Achieve C (70) minimum, target B (80)

COMPREHENSIVE PROGRESS MONITORING PLAN

Data Collection and Analysis Framework (Year 1-2: SY 2025-2027)

Multi-Tiered Monitoring Structure:

Daily Monitoring (Campus Level)

- Responsible Party: Campus Administrative Team
- Data Sources: Classroom walkthroughs, student engagement indicators, and attendance tracking
- Collection Method: Digital walkthrough platform with real-time input
- Analysis Timeline: Daily summary reports generated each afternoon
- Communication: Weekly trend reports to district leadership

Weekly Analysis (District Level)

- Responsible Party: District Leadership Team
- Meeting Schedule: Fridays, 2:00 PM - 3:30 PM
- Data Sources: Aggregate campus data, teacher feedback, student progress indicators
- Analysis Focus: Trend identification, intervention effectiveness, resource needs
- Documentation: Weekly progress monitoring reports

Monthly Comprehensive Review (Superintendent Level)

- Responsible Party: Superintendent and Cabinet
- Meeting Schedule: First Monday of each month, 8:00 AM - 10:00 AM
- Data Sources: Comprehensive performance dashboard, stakeholder feedback, and financial reports
- Analysis Focus: Strategic goal progress, resource allocation effectiveness, long-term planning
- Output: Monthly board reports and community updates

Quarterly Deep Dive (Board and Community Level)

- Responsible Party: School Board, Community Stakeholders
- Meeting Schedule: End of each nine weeks
- Data Sources: Comprehensive assessment results, implementation fidelity reports, stakeholder satisfaction
- Analysis Focus: Accountability goal progress, community engagement effectiveness, plan adjustments
- Output: Public progress reports and strategic plan updates

Assessment Strategy and Timeline

Diagnostic Assessment Schedule

iReady Comprehensive Diagnostics:

- Beginning of Year (BOY): August 18-21, 2025 and 2026
- Middle of Year (MOY): January 7-13, 2026 and 2027
- End of Year (EOY): May 4-12, 2026 and 2027
- Responsible Parties: Academic Coaches, Core Teachers
- Data Analysis: Within 48 hours of completion with intervention adjustment

Advanced Placement Diagnostics:

- 8th Grade Advanced RLA: Mastery Prep TSIA2 assessments
- 8th Grade Advanced Mathematics: Mastery Prep TSIA2 assessments
- Timeline: Aligned with the comprehensive diagnostic schedule
- Purpose: College readiness indicator tracking

Formative Assessment Cycle

Bluebonnet Unit/Topic Assessments:

- Frequency: Every 3-4 weeks aligned with curriculum pacing
- Content Areas: Mathematics, Reading/ELA, Science, Social Studies
- Analysis Timeline: Deep data analysis sessions scheduled within one week
- Intervention Response: Immediate targeted support for students below proficiency

Released STAAR Benchmark Assessments:

- Quarter 1: November 3-6, 2025 and 2026
- Quarter 2: February 23-March 2, 2026 and 2027 (Mock STAAR preparation)
- STAAR Administration: April-May annually
- Analysis Protocol: Comprehensive review within 5 days of completion

Intervention Response System

Tier 1 Universal Interventions:

- Implementation: All students in general education classrooms
- Strategies: Differentiated instruction, HQIM implementation, regular formative assessment
- Monitoring: Daily through classroom walkthroughs and weekly through unit assessments
- Adjustments: Real-time, based on student response data

Tier 2 Targeted Interventions:

- Student Identification: Bottom 25% performers on diagnostic and formative assessments
- Delivery Method: Small group instruction during the intervention period
- Duration: Minimum 30 minutes daily with academic coaches
- Progress Monitoring: Bi-weekly using curriculum-based measures
- Review Cycle: Monthly intervention team meetings with data-driven adjustments

Tier 3 Intensive Interventions:

- Student Identification: Students not responding to Tier 2 interventions
- Delivery Method: Individual or very small group intensive support
- Frequency: Daily with content interventionist
- Assessment: Weekly progress monitoring with immediate adjustments
- Documentation: Detailed intervention logs with fidelity monitoring

Detailed Performance Management Plan

Leadership Development and Accountability Structure

Dr. Taulton (Superintendent):

- Clear focus on developing leadership competencies for systemic change
- Specific training sources (NIET + SMU) with defined outcomes

Dr. Klammer (Principal in Residence/Principal Manager):

- Dual role clearly defined with daily operational responsibility
- Integration of external expertise with hands-on leadership

Ms. Keel (Principal Apprentice):

- Clear succession pathway with dual coaching structure
- Executive coaching from superintendent + daily coaching from principal manager

Coaching Schedule and Focus:

Weekly Strategic Leadership Sessions (2 Hours) Dr. Taulton

Session Frequency: Every Wednesday, 1:00 PM - 3:00 PM
Duration: 36 weeks (Full Academic Year)
Total Contact Hours: 72 hours of intensive coaching

Mathematics Performance Dashboard Review (20 minutes)

- Weekly mathematics assessment data analysis across grades 6-8
- Grade-level transition tracking (TEA Progress Measures) (5th→6th, 6th→7th, and 7th→8th)
- Algebra I success model sustainability monitoring
- Cohort performance trend identification

Strategic Planning Session (25 minutes)

- Wildly Important Goal (WIG) progress assessment
- Lead measure performance review and adjustment
- Upcoming week's high-leverage action planning
- Resource allocation decisions for mathematics improvement

Problem-Solving and Course Correction (15 minutes)

- Address immediate mathematics instruction challenges
- Stakeholder engagement planning (teachers, parents, students)
- Success model replication strategy refinement

Hour 2: Leadership Development and Capacity Building

Leadership Competency Development (30 minutes)

- Mathematics instruction leadership skills practice
- Difficult conversation rehearsal and coaching
- Data-driven decision-making skill-building
- Culture transformation leadership techniques

Capacity Building Activities (20 minutes)

- Observation and feedback skill development
- Professional learning community facilitation practice
- Change management strategy implementation
- Systems thinking for sustainable improvement

Reflection and Leadership Portfolio Development (10 minutes)

- Weekly leadership growth documentation
- Evidence collection for quarterly assessments
- Personal leadership vision alignment
- Next week's leadership intention setting

Principal in Residence Development: Dr. Klammer will receive specialized training provided through NIET partnership

Principal Manager Development: Dr. Elizabeth Klammer (Principal in Residence/Principal Manager)

Role: Direct supervisor of Lincoln Junior High School campus operations and principal-level decisions

Coaching Schedule: Weekly 90-minute sessions with NIET specialists focused on principal supervision skills

Development Focus: Campus oversight, instructional leadership evaluation, performance management

Success Metrics: Campus improvement indicators, principal development progress, implementation fidelity

Hour 1: Campus Data Review and Strategic Planning (60 minutes) Dr. Klammer

Daily Leadership Support Structure:

- Campus Presence: Full-time on-campus instructional leadership
- Morning Routine: 7:30 AM - 8:30 AM data review and day planning
- Instructional Rounds: 8:30 AM - 3:30 PM, classroom observations and teacher coaching

- Afternoon Analysis: 3:30 PM - 4:30 PM data analysis and intervention planning
- Weekly Leadership Team Meetings: Mondays, 5:00 PM - 6:00 PM, strategic planning
- Monthly Competency Assessment: Leadership skill demonstration with external evaluation
- Growth Documentation: Monthly reflection portfolios with evidence of impact

Principal Apprentice Program (Ms. Keel)

Structured Leadership Development Pathway: Dr. Klammer

- Phase 1 (Months 1-3): Observation and guided practice
- Phase 2 (Months 4-6): Co-leadership responsibilities with mentored independence
- Phase 3 (Months 7-9): Independent leadership tasks with consultation support
- Phase 4 (Months 10-12): Full administrative responsibilities with oversight
- Assessment Criteria: Monthly competency demonstrations across leadership domains
- Succession Planning: Preparation for independent campus leadership role

Teacher Development and Professional Growth

Professional Learning Community Structure

Curriculum-Based Learning Communities (CBLC):

- Meeting Schedule: Wednesdays 3:30 PM - 5:00 PM (90 minutes)
- Focus Protocol:
    - Minutes 1-20: Student outcome data analysis
    - Minutes 21-50: Instructional strategy development and practice
    - Minutes 51-75: Lesson planning and resource development
    - Minutes 76-90: Reflection and next steps planning
- Documentation Requirements: Meeting minutes, action items, student impact evidence
- NIET Support: Monthly facilitation and coaching from technical partner specialists

Bi-weekly Subject-Area Cluster Meetings:

- Mathematics Cluster: Tuesdays 3:30 PM - 4:30 PM
- Reading/ELA Cluster: Thursdays 3:30 PM - 4:30 PM
- Science/Social Studies Cluster: Alternating Fridays 3:30 PM - 4:30 PM
- Focus Areas: High-impact instructional strategies, assessment development, student engagement
- Leadership: Academic coaches with rotating teacher leadership opportunities

Coaching and Observation Framework

Daily Instructional Support:

- Academic Coaches: Minimum 60 minutes per teacher per week in classroom support
- Support Types: Co-teaching, modeling, planning assistance, resource development
- Documentation: Coaching logs with teacher feedback and growth planning

Administrative Observation Cycle:

- Informal Walkthroughs: Daily 3-5 classroom visits with immediate feedback
- Formal Observations: Monthly comprehensive classroom observations
- Feedback Timeline: Within 24 hours of observation with growth-focused conversations
- Goal Setting: Individual teacher development plans updated monthly

NIET Learning Walks:

- Frequency: Quarterly comprehensive campus assessments
- Participants: NIET specialists, district leadership, campus administration
- Focus: Implementation fidelity, instructional effectiveness, student engagement
- Output: Detailed improvement recommendations with timeline and support plans

Look Fors: The quarterly NIET campus assessments provide systematic monitoring of implementation fidelity, instructional effectiveness, and student engagement to ensure turnaround initiatives stay on track. These collaborative evaluations generate timely, actionable improvement recommendations with specific timelines and support plans, enabling early identification of challenges and rapid course corrections rather than waiting for annual reviews.

Quality Assurance and Risk Mitigation

Monthly Fidelity Monitoring Protocol

Assessment Areas:

- HQIM implementation adherence
- Professional learning community effectiveness
- Intervention delivery quality and impact
- Leadership development progress
- Community engagement levels

Monitoring Process:

- Classroom observation data compilation
- Teacher and student survey analysis
- Family and community feedback review
- Academic outcome trend analysis
- Resource utilization assessment

Response Framework:

- Immediate support for areas below 80% fidelity
- Strategic plan adjustments for persistent challenges
- Additional resources allocation for critical needs
- Enhanced communication for stakeholder concerns

Risk Identification and Mitigation Strategies

Risk Category: Insufficient Academic Progress

- Early Warning Indicators: MOY assessments below growth targets, decreased student engagement
- Mitigation Strategies: Intensified coaching, supplemental tutoring, modified intervention approaches
- Timeline: Immediate response within 5 days of identification
- Resources: Reserve funding for additional support personnel, enhanced materials

Risk Category: Staff Turnover and Retention

- Early Warning Indicators: Decreased satisfaction surveys, increased absence rates, resignation notices
- Mitigation Strategies: Enhanced support systems, recognition programs, competitive compensation adjustments
- Timeline: Monthly satisfaction monitoring with quarterly retention strategies
- Resources: Professional development opportunities, mentor teacher programs, wellness initiatives

Risk Category: Community Resistance or Disengagement

- Early Warning Indicators: Decreased meeting attendance, negative feedback trends, reduced volunteer participation
- Mitigation Strategies: Enhanced communication, individual family outreach, success celebration events
- Timeline: Weekly community pulse monitoring with monthly engagement assessments
- Resources: Translation services, family support programs, community event funding

Risk Category: Funding and Resource Limitations

- Early Warning Indicators: Budget projections below needs, grant funding delays, unexpected expense increases
- Mitigation Strategies: Diversified funding portfolio, community partnerships, prioritized resource allocation
- Timeline: Monthly budget review with quarterly projection updates
- Resources: Grant writing support, business partnership development, emergency reserve funds

STRATEGIC RESOURCE ALLOCATION

Human Capital Investment (Year 1-2: SY 2025-2027)

Position Justifications and Specifications

Academic Coach - Mathematics & Science (1.0 FTE)

- Annual Investment: $68,000 (salary + benefits)
- Funding Source: Title I, Part A
- Qualifications: Master's degree in Mathematics Education preferred, minimum 5 years successful middle school teaching
- Primary Responsibilities: Daily classroom coaching for HQIM implementation, Lead our Curriculum-Based Learning Communities (CBLC), including lesson and unit internalization, reviewing and rehearsing the delivery of research-based strategies, and student work analysis, intervention delivery, grade level, class, and student-level data analysis, and professional development facilitation centered around COCISD Mathematical Framework, cross-curricular math initiatives.
- Success Metrics: Teacher implementation fidelity, student growth in mathematics assessments

Academic Coach - Reading Language Arts & Social Studies (1.0 FTE)

- Annual Investment: $68,000 (salary + benefits)
- Funding Source: Title I, Part A
- Qualifications: Master's degree in Reading Education or English, Reading Specialist certification preferred
- Primary Responsibilities: Daily classroom coaching for curriculum implementation, Lead our Curriculum-Based Learning Communities (CBLC), including lesson and unit internalization, reviewing and rehearsing the delivery of research-based strategies, and student work analysis, intervention delivery, grade level, class, and student-level data analysis, and professional development facilitation centered around COCISD Literacy Framework, cross-curricular writing initiative
- Success Metrics: Reading growth indicators, teacher confidence in literacy instruction

Content Interventionist (1.0 FTE)

- Annual Investment: $58,000 (salary + benefits)
- Funding Source: ESSER III supplemental learning funds
- Qualifications: Bachelor's degree in Education, experience with at-risk populations, bilingual preferred
- Primary Responsibilities: Tier 2/3 intervention delivery, progress monitoring, behavior support, parent communication
- Success Metrics: Intervention student growth rates, successful return to general education support

Enhanced Counseling Services (0.5 FTE)

- Annual Investment: $32,000 (salary + benefits)
- Funding Source: General Fund
- Qualifications: Master's in School Counseling, bilingual communication skills preferred
- Primary Responsibilities: Social-emotional support, family engagement, attendance intervention, crisis response
- Success Metrics: Student engagement indicators, attendance improvements, family satisfaction

Professional Learning Coverage (1.0 FTE Substitute)

- Annual Investment: $20,000 (salary)
- Funding Source: SFI Grants
- Primary Purpose: Dedicated coverage for teacher professional learning, coaching, and collaboration time
- Impact: Enhanced teacher development without instructional time loss

Professional Development Investment Framework

NIET Technical Partnership Investment

Total Investment: $175,000 over two years

- Year 1: $95,000 (55 training and support days)
- Year 2: $80,000 (20 training and support days with sustainability focus)

Service Breakdown:

- Teacher Training: Foundation and advanced HQIM implementation (6 days)
- Coach Development: Instructional coaching and support strategies (7 days)
- Leadership Training: Systematic improvement and change management (5 days)
- Implementation Support: Ongoing coaching and classroom support (42 days Year 1, 15 days Year 2)
- Assessment and Monitoring: Learning walks and fidelity monitoring (15 days Year 1, 5 days Year 2)

Additional Professional Learning Investments

Leadership Academy Participation

- Investment: $28,000 annually
- Provider: Region VI Education Service Center
- Participants: All administrative personnel
- Focus Areas: Instructional leadership, change management, data analysis, community engagement

Teacher Incentive and Recognition

- Professional Learning Stipends: $52,000 annually
- Purpose: Extended learning time participation, summer institute attendance, and leadership role compensation
- Distribution: Based on participation and leadership contribution

Conference and External Training

- Annual Allocation: $18,000
- Purpose: Best practice learning, networking, and advanced skill development
- Participants: Teacher leaders, administrators, and instructional coaches based on strategic need

Technology and Infrastructure Enhancement

Assessment and Data Management Platform

- Investment: $22,000 implementation, $8,000 annual maintenance
- Capabilities: Real-time progress monitoring, intervention tracking, parent communication, predictive analytics
- Integration: iReady diagnostics, Bluebonnet assessments, STAAR preparation, attendance/behavior data
- Training: Comprehensive staff development included in investment

Instructional Technology Enhancement

- Classroom Technology: $15,000 for enhanced digital learning tools
- HQIM Digital Resources: $18,000 for supplemental online curriculum materials
- Communication Systems: $12,000 for family engagement platforms and translation services

Curriculum and Instructional Materials

- Bluebonnet OER Enhancement: $25,000 for supplemental resources and materials
- Intervention Program Resources: $18,000 for specialized Tier 2/3 instructional materials

SUSTAINABILITY AND CONTINUOUS IMPROVEMENT

Long-term Capacity Building Strategy (Year 1-2: SY 2025-2027)

Year 1 Focus: Foundation and External Support

Primary Goals:

- Establish systematic improvement processes with intensive NIET support
- Build internal leadership capacity through mentorship and coaching
- Create sustainable data systems and intervention frameworks
- Develop community engagement and support networks

Success Indicators:

- 85% implementation fidelity on all major initiatives
- Measurable student growth toward C-level performance
- Enhanced teacher retention and satisfaction
- Increased community engagement and satisfaction

Year 2 Focus: Internal Capacity and Reduced Dependence

Primary Goals:

- Transition to internally-led professional learning and coaching systems
- Develop teacher leadership and peer coaching capabilities
- Establish sustainable resource allocation and funding strategies
- Create systems for ongoing community engagement and feedback

Success Indicators:

- Achievement of (C+) level TEA A-F Academic Accountability Rating
- 90% teacher retention with high satisfaction indicators
- Self-sustaining professional learning communities
- Community partnership sustainability agreements

Year 3+ Focus: Independent Excellence and Mentorship

Primary Goals:

- Maintain (C+) level or higher performance without external support
- Serve as mentor campus for other improving schools
- Continuously refine and enhance instructional practices
- Expand community partnerships and engagement opportunities

Success Indicators:

- Sustained (C+) level or higher accountability ratings
- Recognition as model turnaround campus
- Teacher leadership development and retention
- Community pride and engagement maintenance

CONCLUSION AND COMMITMENT

This comprehensive turnaround plan represents Coldspring-Oakhurst CISD's unwavering commitment to transforming Lincoln Junior High School into a thriving academic community. Through systematic implementation of evidence-based practices, intensive professional development, and comprehensive community engagement, we will achieve sustainable C-level performance while building the foundation for long-term educational excellence.

The plan addresses all Texas Education Agency requirements while providing the detailed framework necessary for successful implementation and monitoring. With strategic investments in human capital, systematic support structures, and comprehensive accountability measures, Lincoln Junior High School will emerge as a model of successful school transformation.

Our commitment extends beyond mere compliance to genuine transformation that serves every student, empowers every educator, and engages every family in the shared mission of educational excellence. Through this comprehensive approach, Lincoln Junior High School will not only achieve required performance standards but will establish itself as a cornerstone of educational opportunity and community pride.

Implementation began in August 2025, with full community support and an unwavering determination to succeed.

RESOURCES

Milestone & Performance Management (MPM) SY 25/26 - SY 26/27 Weekly Cycle
School Improvement Strategy

Long-term Planning Meeting Agenda with NIET	25-26
Established Roles and Responsibilities	25-27
Calendar of Long-Term Planning	25-27

Core NIET Deliverables

1. **Leadership Team Facilitation - Professional learning and development of HQIM goals, progress monitoring plans, and quarterly data review**
2. **Grant Deliverable Development - HQIM Implementation Goals, Progress Monitoring Plan, 4 action plans, and monthly summary reports**
3. **Professional Learning - High-quality training for teachers, coaches, and administrators**
4. **Product Observations - Quarterly data collection on teacher/coach knowledge and implementation**
5. **Learning Walks - Minimum 2 walks to assess HQIM implementation progress**

Key Implementation Features

- **Flexible Support Model: Services tailored to campus-specific needs**
- **Collaborative Approach: Joint walkthroughs and observations with district personnel**
- **Data-Driven: Quarterly progress monitoring and reporting**
- **Comprehensive Training: All stakeholder levels included (teachers, coaches, administrators)**
- **Dual-Subject Focus: Both mathematics and reading implementation support**

Mid-Semester Examinations
Released Benchmarks 2024/2025-(Campus-Wide Testing)

Content	**Fall Window** Nov 3 - 6	**Spring Window** Feb 23 - Mar 2 (Mock STARR Test)	**STAAR**
RLA	Nov 3	Feb 25	April 8
Math	Nov 5	Mar 3	April 29
Science	Nov 4	Mar 4	April 14
Social Studies	Nov 6	Feb 26	April 21
Make-ups	Nov 11	Mar 5	

Bluebonnet Unit/Topic Assessments

Topics	6th	Deep Data Analysis w/ A. Hooks and Cluster Planning	7th	Deep Data Analysis w/ A. Hooks and Cluster Planning	8th	Deep Data Analysis w/ A. Hooks and Cluster Planning
1	8/27	10/9	8/27	10/9	9/9	10/9
2	9/9		9/8		9/22	
3	9/16		9/24		10/6	
4	10/14	1/9	10/16	1/9	10/27	1/9
5	10/24		10/28		11/17	
6	11/6		11/11		12/8	
7	12/2		12/4		12/18	
8	12/18		12/17		1/14	
9	1/27	3/17	1/21	3/17	1/27	3/17
10	2/16		2/3		2/10	
11	3/3		3/2		2/25	
12	3/26	June-July 26	3/19	June-July 26	3/23	June-July 26
13	4/9		4/9		4/9	