

Coldspring-Oakhurst CISD



Coldspring-Oakhurst
CONSOLIDATED I.S.D.

2026-2027 Goals/ Performance Objectives/ Strategies

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Goal 1

1. Academic Excellence

Coldspring-Oakhurst CISD will ensure all students achieve high academic standards across all educational programs through rigorous curriculum, effective instruction, and comprehensive support systems.

Performance Objective 1 High Priority HB3 Goal

By the 2027 TEA A-F release, raise the district rating from 75 (C) to 80+ (B), with campus targets of CIS 72 (C) - 77-80 (C+/B), LJH 67 (D) - 75+ (C/C+), and COHS 85 (B) - 88+ (B+/A); maintain zero F-rated campuses; and increase Math & RLA progress measures met from 10 of 14 to 14 of 14.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: STAAR Reading/Math performance reports (Meets/Masters rates) disaggregated by campus and grade level.

Strategy 1

Implement teacher-led student goal setting for STAAR in every tested grade level and course at all three campuses

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I, Principals, and Math teachers

Formative Reviews

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Strategy 2 Results Driven Accountability

Use short-cycle assessment data and the mid-semester exam as common checkpoints to monitor each campus's progress toward its MEETS goals and adjust intervention accordingly

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I, Principals, and teachers

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Strategy 3

Conduct a district-wide mid-year progress review in January 2027, measuring each campus against its rating target and progress-measure goals

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I, Principals, and teachers

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Strategy 4

Monitor LJH Turnaround Plan implementation at each checkpoint to keep the campus on track for a rating of 70 (C) or higher

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I and Principals

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Performance Objective 2 High Priority HB3 Goal

By the end of the 2026-2027 school year, increase 4th grade Math from 27% to 40% Meets or Above, and 6th grade Math from 16% to 30% Meets or Above, closing the transition-point achievement gaps identified in 2025-2026 data.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: STAAR Reading/Math performance reports (Meets/Masters rates) disaggregated by campus and grade level.

Strategy 1

Implement a diagnostic/intervention window in the first six weeks of 4th and 5th grade Math to identify and close skill gaps before new content builds on them.

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I and Principals

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Strategy 2

Provide targeted Math coaching/PD for 4th and 5th grade teachers, prioritizing the cohort with the widest CIS gap to State (50%) and Region 6 (53%).

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I and Principals

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Strategy 3

Replicate the 5th grade RLA practices (56% Meets, +8) in CIS math classrooms, codifying the instructional routines behind the district's highest grade-level RLA score

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I and Principals

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Strategy 4

Monitor 3rd grade Math (32%) and RLA (38%) as a Watch Area through short-cycle checkpoints, providing early intervention before students enter 4th grade.

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, and teachers

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Performance Objective 3 High Priority

By June 2027, stabilize the 6th-grade landing at LJH by holding the incoming 6th grade cohort at or above its 5th grade results -- Math 40% and RLA 56% Meets or Above -- meeting both 5th-6th progress measures and reversing the 2025-26 declines (RLA [?]19, Math [?]7).

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: 2026 Accountability System

Strategy 1

Establish and Schedule joint CIS-LJH vertical alignment meetings (Math/RLA) each grading period to review incoming cohort data and align pacing/skills across the 3rd-4th and 5th-6th transitions.

Strategy's Expected Result/Impact: Vertical teams produce a shared pacing guide and skills-gap analysis each grading period, resulting in aligned instruction across the 3rd-4th and 5th-6th transitions; by the end of 2026-2027, this contributes to at least a 5-percentage-point increase in Meets Grade Level or above on STAAR Reading and Math, with the 5th-6th grade gap (the difference between 5th and 6th grade Meets/Masters rates) narrowing measurably from the 2025-2026 baseline.

Staff Responsible for Monitoring: Region 6 Lift Grant, Assistant Superintendent of C&I, principals, and teachers

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Strategy 2

Implement a diagnostic /intervention window in the first six weeks of the 4th and 6th grade to identify and close the skills gaps before new content builds on them.

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Assistant Superintendent of C&I

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Strategy 3

Provide targeted Math and RLA coaching/PD for 6th grade teachers

Strategy's Expected Result/Impact: 2027 Accountability System

Staff Responsible for Monitoring: Assistant Superintendent of C&I, Principals, Instructional Coaches, and Teachers

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Strategy 4

Prepare rising 6th graders during spring 2027 through joint CIS-LJH transition activities, including a hand-off of each student's data and STAAR goals

Strategy's Expected Result/Impact: 2027 Accountability System

Staff Responsible for Monitoring: Assistant Superintendent of C&I, Principal, Instructional Coach, and teachers

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Performance Objective 4

By June 2027, increase standard-track 8th grade Math to at least 21% Meets or Above (the cohort's 7th grade result), preventing a repeat of the 7th-8th decline (26% - 17%); increase 8th grade Social Studies from 17% to 30%; increase 8th grade Science from 36% to 40%; and sustain 8th grade Algebra I at or above 88%.

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: 2026 Accountability System

Strategy 1

Scale the Algebra I playbook (52% - 88%) to every LJH math section, including standard-track 6th-8th grade Math

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Strategy 2

Lift the standard 8th grade Math track through targeted intervention for students not enrolled in Algebra I, monitored at each short-cycle checkpoint

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Strategy 3

Target 8th grade Social Studies with focused instruction on high-leverage TEKS and short-cycle progress monitoring

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Strategy 4

Build on 8th grade Science's 2025-26 series high (36%, +11) to reach the 40% goal

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Performance Objective 5

By June 2027, push English I (41%) and English II (44%) past the 50% Meets or Above mark, and build upon 2025-26 Algebra I performance (27%, +19) while meeting all three COHS progress measures.

TEA Priorities: Improve low-performing schools

Evaluation Data Source: 2026 Accountability System

Strategy 1

Continue the Algebra I EOC intervention supports that drove the +19 (COHS) and +36 (LJH) point gains in 2025-26, coordinating with LJH on the 8th Math - Algebra I pipeline

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Strategy 2

Target English I and II students scoring at Approaches for small-group intervention, using short-cycle assessment data to move them to Meets

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Strategy 3

Strengthen 8th RLA - English I vertical alignment with LJH as the 47% 8th grade RLA cohort enters English I

Strategy's Expected Result/Impact: Increased Meets or Above on STAAR assessments

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, Instructional Coaches, Teachers

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Performance Objective 6

Increase COHS CCMR from 94.4% to 95% (A) and maintain the four-year graduation rate at or above 96.9% (B) in 2026-27, while growing dual credit enrollment beyond 503 and increasing Dual-Credit course completion from 28.9% toward the state average of 45.7%.

TEA Priorities: Connect high school to career and college

Evaluation Data Source: 2026 Accountability System

Strategy 1

Expand dual-credit course offerings and counseling outreach, building on the 2025-26 17% enrollment growth (503 students)

Strategy's Expected Result/Impact: Increase CCMR and STAAR scores at Meets or Above

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, CCMR Advisor, Instructional Coaches, Teachers

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Strategy 2

Increase dual credit enrollment access and support, particularly for economically disadvantaged and first-generation college-bound students

Strategy's Expected Result/Impact: Increase CCMR and graduation rate

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, CCMR Advisor, Instructional Coaches, Teachers

Formative Reviews

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Strategy 3

Monitor each senior's CCMR indicator status weekly to protect the 90%+ CCMR rating.

Strategy's Expected Result/Impact: Increase CCMR Rating

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Principals, CCMR Advisor, Instructional Coaches, Teachers

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Goal 2

2. Fiscal Responsibility and Operational Excellence
Coldspring-Oakhurst CISD will maintain efficient and effective operations through sound fiscal management, transparent practices, and responsible stewardship of all district resources.

Performance Objective 1 High Priority

The district will maintain a balanced budget with a fund balance meeting or exceeding board policy minimums, while ensuring 100% compliance with state financial reporting deadlines and audit requirements.

Evaluation Data Source: Annual financial audit report and TEA Financial Integrity Rating System for Texas (FIRST) rating.

Strategy 1

Monitor cost effectiveness of interventions and instructional materials through quarterly data reviews

Strategy's Expected Result/Impact: Effective researched-based programs in effects that result in improved student outcomes.

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Performance Objective 2

Align staffing and intervention resources to the campuses and grade levels with the greatest documented need (5th-6th grade Math/RLA transition, CIS 4th-5th grade Math, LJH 8th grade Math and Social Studies, attendance/discipline supports) as part of the 2026-27 budget planning cycle.

Evaluation Data Source: Effective researched-based programs in effects that result in improved student outcomes.

Strategy 1

Prioritize Title I and local funds toward the transition-support and attendance strategies above

Strategy's Expected Result/Impact: Increased STAAR at Meets or Above, Maintain student growth during transition years, increase student attendance

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Chief Financial Officer, Principals

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Strategy 2

Monitor cost-effectiveness of interventions through short-cycle assessment checkpoints and the January 2027 mid-year progress review

Strategy's Expected Result/Impact: Increased STAAR at Meets or Above, Maintain student growth during transition years, increase student attendance

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent of C&I, Chief Financial Officer, Principals

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Goal 3

3. Community Engagement and Partnership
Coldspring-Oakhurst CISD will strengthen parent and family engagement through effective communication strategies, meaningful partnerships, and collaborative decision-making processes that support student success.

Performance Objective 1

The district will increase parent/family participation in campus-level engagement activities (e.g., parent conferences, PTO/PTA events, campus advisory committees) by 10% compared to the previous school year.

Evaluation Data Source: Campus sign-in logs/attendance records for parent engagement events, compared year-over-year.

Performance Objective 2 High Priority

Increase parent/family engagement touch points around attendance, reducing chronic absenteeism from 26.1% to 20% or below by June 2027.

TEA Priorities:
Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools

Evaluation Data Source: Attendance Data, Conference/Communication logs. Attendance Committee Documentation

Strategy 1

Launch proactive, multi-channel attendance communication (calls, texts, home visits) triggered at the first sign of an absence pattern, rather than after chronic status is reached

Strategy's Expected Result/Impact: Increased campus/district attendance rate

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, PEIMS Coordinators, Principals

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Strategy 2

Partner with campus counselors and community organizations to address root causes of absenteeism among economically disadvantaged, special education, and Hispanic student

groups

Strategy's Expected Result/Impact: Increased campus/district attendance rate

Staff Responsible for Monitoring: Superintendent, Assistant Superintendent, PEIMS Coordinators, Principals, Counselors

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4. Human Capital Development

Coldspring-Oakhurst CISD will actively recruit, retain, and develop highly qualified, certified staff through competitive compensation, comprehensive professional development, and ongoing support systems that enhance teaching and learning.

Performance Objective 1

Reduce teacher turnover rate from 25.3% to 20% or below by June 2027, moving closer to the state average of 18.8%

TEA Priorities: Recruit, support, retain teachers and principals

Evaluation Data Source: EOY HR data

Strategy 1

Strengthen new teacher mentorship and onboarding processes, particularly for teachers in their first 1-5 years (currently 34.9% of staff)

Strategy's Expected Result/Impact: Decrease turnover rate of teachers in the district

Staff Responsible for Monitoring: HR Director, Campus Principals

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Strategy 2

Conduct exit interviews to identify and address the specific drivers of turnover by campuses.

Strategy's Expected Result/Impact: Decrease turnover rate of teachers in the district

Staff Responsible for Monitoring: HR Director

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Strategy 3

Expand campus leadership development and coaching to address the principal/assistant principal by building leadership stability that supports teacher retention.

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Goal 5

5. Safe and Supportive Learning Environment
Coldspring-Oakhurst CISD will maintain a positive, safe, and drug-free educational environment that promotes student well-being, fosters respect, and creates optimal conditions for academic achievement.

Performance Objective 1

The district will reduce the number of reportable disciplinary incidents (as defined by the Texas Student Code of Conduct) by 10% compared to the previous school year, while maintaining 100% completion of required safety drills and audits.

Evaluation Data Source: EIMS discipline data (DAEP/ISS/OSS referrals) and Texas School Safety Center audit/drill compliance records.

Strategy 1

Track and review discipline data by student group quarterly to ensure equity amongst all students.

Strategy's Expected Result/Impact: Increase in discipline referrals

Staff Responsible for Monitoring: Campus Administrators

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Performance Objective 2

Reduce the districts disciplinary placement rate from 5.8% to 4% or below by June 2027, narrowing the gap to the state average of 2.1%

Evaluation Data Source: Ascender Discipline Reports

Strategy 1

Implement tiered behavioral interventions with consistent expectations across all four campuses.

Staff Responsible for Monitoring: Director of Student Services, Region 6 MTSS Specialist

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Goal 6

6. Social-Emotional Learning and Student Support
Coldspring-Oakhurst CISD will integrate social-emotional learning as a fundamental component of education, ensuring students develop essential life skills, including emotional regulation, relationship building, and responsible decision-making to support their overall growth and success.

Performance Objective 1

The district will implement a consistent SEL curriculum across all campuses, with at least 90% of teachers completing SEL training and campus counselors documenting SEL support services provided to students.

Evaluation Data Source: SEL professional development completion records and counselor service logs/documentation of SEL interventions.

Performance Objective 2

Reduce the mobility-related achievement and engagement gap for Special Education (23.3% mobility) and English language learners (34.5% mobility)

Evaluation Data Source: 2027 Accountability System

Strategy 1

Develop a rapid-onboarding protocol for mobile students (records, screenings, SEL checklist, etc.)

Staff Responsible for Monitoring: PEIMS Coordinator, PEIMS Coordinators on campus, and Campus Principals

Formative Reviews

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