BEAUMONT INDEPENDENT SCHOOL DISTRICT

VINCENT MIDDLE SCHOOL

2025-2027 TURNAROUND PLAN



DR. PAUL GOEBEL-PRINCIPAL

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 foundation for school diagnostics, ensuring that Vincent Middle School produces independent thinkers who successfully progress through Beaumont Independent School District and graduate to become productive citizens, prepared for success in college, a career, or the military.

The ESF is structured with focus areas that Vincent should focus on, and these categories are known as levers. While all levers will be addressed at Vincent, the 2025-26 high focus areas for Vincent Middle School are Lever 1: Strong School Leadership and Planning, Lever 2: Positive School Culture, and Lever 5: Effective Instruction.

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. The goal of Vincent's School Improvement Strategy is to ensure an excellent education for all of our students. The Effective Schools Framework serves as the foundation for our transformation from an underperforming school to one of excellence. **To accomplish this, Vincent Middle School will focus on the five levers that TEA has identified as essential for high-performing campuses. Vincent's ELA/Reading Meets Grade Level and above goal is 38% and our Math Meets Grade Level and above goal is 28%.**

Vincent Middle School Turnaround Plan (TAP)

Lever 1 - Strong School Leadership and Planning (2025-26 VINCENT HIGH FOCUS AREA)

Campus Instructional leaders have clear, written, transparent roles and responsibilities.

Campus Administrator	Responsibilities
Dr. Paul Goebel, Principal	Maintenance & Operations, Athletics (PE), CTE, SPED, UIL, Student Activities, Campus Systems Implementation, Administrator Professional Development
Ms. Dominique Johnson, Assistant Principal	RLA, Social Studies, Discipline A-M, Chromebook Oversight, Campus Testing Coordinator, Teacher Professional Development
Dr. Tyrus Doctor, Assistant Principal	Campus Behavior Coordinator, Math, Science, Buses, Discipline N-Z, IMA, Teacher Professional Development

Vincent's administrators are committed to directing the school's efforts, facilitating organizational change, and cultivating a purposeful community both within the school and in its broader context. Vincent will utilize the Texas Principal Evaluation and Support System (T-PESS) to ensure effective leadership and support.

Campus instructional leaders use consistent, written protocols and processes to lead their department, grade-level teams, or other areas of responsibility.

Campus instructional leaders meet weekly to focus on student progress and formative data.

The campus principal coordinates with the Secondary Superintendent to launch the T-PESS evaluation process. Assistant Principals will leverage the self-assessment and goal-setting process to focus their work toward driving campus improvement. Campus leadership meets weekly to

calibrate and review all teachers within their respective departments. Additionally, campus leaders meet weekly to disaggregate data and discuss student performance.

Principal improves campus leaders through regularly scheduled, job-embedded professional development consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles.

The district has partnered with Relay GSE to support instructional leadership development, and all administrators at Vincent will participate in calibrated walks through the Math and RLA departments. Customized coaching through Relay GSE will enable the leadership team to implement the instructional leadership priorities outlined for Secondary School Administration, including calibrated feedback, planning, and internalization protocols, data analysis, and response through effective practice clinics for Vincent Middle School. The campus leadership team ensures that time is set aside for key leadership practices, such as walkthroughs, WPMs/WDMs, and teacher feedback.

Mrs. Johnson and Dr. Doctor will conduct weekly meetings with their departments to ensure that teachers use district-issued High Quality Instructional Materials (HQIM) with fidelity. These administrators ensure that lesson plans and exemplars are submitted on time each week—the principal and Assistant Principals issue letters of deficiency when teachers fail to meet deadlines or expectations. Outstanding practices result in letters of distinction being issued. The campus principal issues real-time feedback to assistant principals to ensure congruence among leadership.

Vincent Middle School has begun to transition from the foundational action of campus leadership having clear roles and responsibilities to initiating the process of developing a compelling, aligned vision, mission, and goals, with values focused on a safe environment and high expectations.

Campus mission, vision, values, and goals reflect strategies and activities grounded in research for all components of campus and instructional leadership.

Campus messages, policies, and practices are aligned to the mission and vision, and demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and post-secondary success.

The campus principal began the year with a vision of *improvement through refinement.* Each system has been inspected, and if effective, it was retained. The new campus administration convened a meeting before the start of school to integrate existing effective systems with new plans set forth by the current administration, aiming to streamline implementation. The staff have clear roles and responsibilities on the Vincent Campus. These are outlined in the Employee Handbook and are reiterated through regular email communications and staff meetings. These roles and responsibilities are established to ensure that Vincent students can exist in a safe environment where they know their teachers and administrators have high behavioral and academic expectations for them. Vincent Middle School has a Campus Improvement Plan that is aligned with the district's 2030 goals. Vincent leaders have recently submitted the Campus Improvement Plan and have established checkpoints to monitor progress toward intended outcomes.

Lever 2- Strategic Staffing

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates.

Clear selection criteria, protocols, hiring, and induction processes are in place and align with the school's vision, mission, values, and goals.

Vincent Middle School is committed to recruiting, inducting, and retaining a whole staff of highly qualified educators. This is the first year of the campus principal and the two assistant principals at Vincent Middle School. The campus currently employs 44 teachers, 14 of whom are on adjunct status. This equates to 31% of our teachers who are working towards their certification. All adjunct teachers are monitored for progress on their alternative certification plans, and district educator program specialists regularly visit these teachers to assess their progress. All teachers in their final year of their program have been notified that they will not be retained if they do not complete their program and successfully attain their content area certification. Content-level teams have strong, supported department heads who were selected through interviews to ensure the best candidate was chosen.

For the 2025-26 school year, the prior administrator hired five new adjunct teachers, while the current principal hired fully certified teachers, signaling his commitment to hiring the

highest-qualified educators. Campus administrators follow clear selection criteria, protocols, and hiring/induction practices set forth by the Beaumont Independent School District's Human Resources Department. Campus administrators are committed to implementing strategies to retain high-performing staff. Known discipline issues from 2024-25, which had prevented effective classroom instruction, have been addressed, and teachers have frequently voiced that they feel supported. The district has begun the Teacher Incentive Allotment (TIA) process, which will afford Vincent's highly qualified teachers an additional yearly stipend. The preferred substitute teacher list for Vincent was provided; however, initially, very few teachers took assignments. As the year has progressed, substitutes have become aware of the transformation at Vincent, and more are taking assignments frequently. Vincent's leadership will continue to foster positive connections with substitutes to build on its preferred list.

Lever 3 - Positive School Culture (2025-26 HIGH FOCUS AREA)

Campus instructional leaders provide clear expectations, training, and support so that teachers implement best practices for establishing and maintaining a productive classroom learning environment throughout the school.

Staff implement clear school-wide procedures and provide practice opportunities that ensure safe and efficient student transitions and gatherings.

Vincent Middle School is committed to explicit schoolwide behavioral expectations and culture routines. Campus leaders have provided clear expectations and training to ensure that teachers implement best practices and maintain a productive classroom learning environment throughout the school.

Vincent Middle School is a Capturing Kids Hearts (CKH) campus that utilizes their relationship-focused social-emotional learning (SEL) framework and training designed to transform school culture by empowering teachers to build meaningful relationships with students, create self-managing classrooms, and improve school-wide discipline. Teachers are frequently reminded

to utilize moments such as "good news" and "launches" to build relationships. Social contracts are posted in classrooms, and consequences for violations are also posted.
Hallway routines are consistently reinforced, and administrators and support staff have designated posts during transitions. The campus expectation is that teachers are in the hallways to reinforce desired behavior. The campus has a tardy policy, and teachers are held accountable for its implementation. Title funds have been utilized to purchase Minga, a campus management platform to enhance safety, improve communication, and promote student engagement through features such as digital hall passes, tardy management, student communication tools, and behavior tracking. The planned implementation of Minga is in November 2025.

Current campus leadership has focused on a dramatic shift in campus behavior management. Teacher surveys and focus groups from previous years indicated a lack of consistency in the administration of discipline and reinforcement in routines. The current administration spent a considerable amount of time cleaning the campus in preparation for the school year. The idea of cleanliness and order reinforces the vision of *improvement through refinement.* New furniture was brought into the classrooms, and many rooms were painted by administrators to ensure the campus was ready for the first day of school. Multiple roll-off dumpsters were filled with old or broken furniture. This renewal of the campus was readily identified as the first shift in school culture. The campus principal has distributed stockpiled supplies to all teachers, and new whiteboards have been purchased with Title funds to accompany Newline Panels in every classroom.

Parents have commented on the positive changes and the campus's transformation. Vincent's recent goals night had the highest attendance in ten years, according to district administration. The campus principal posts live videos on Facebook at least once a week, and all activities are promoted on the platform. Facebook traffic for Vincent's page has increased by 128% year over year. Each post averages between 400 and 700 views. The posts are focused on informing parents and providing affirmation for the positive partnership they have committed to.

Lever 4

High-Quality Instructional Materials (HQIM) and Assessments

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.

Lever 5 - Effective Instruction (2025-26 VINCENT HIGH FOCUS AREA)

Campus instructional leaders provide training and support so that teachers consistently implement content-specific best practices.

Campus instructional leaders provide training and support so that teachers consistently implement research-based best practices for delivering rigorous instruction in any content.

Campus instructional leaders provide training and support to teachers on consistently implementing strategies for inclusion and support for students who are members of special population groups.

Vincent's campus leaders provide training and support to ensure that teachers consistently implement content-specific best practices, as well as inclusion support for special populations. Current walkthrough data indicate that many teachers lean on choral responses and do not identify students who may be struggling. Additionally, teachers frequently lecture and do not allow for student response. Teachers do not circulate and check for student progress or understanding. Practice clinics are presented monthly by Vincent administrators to focus on small, specific, repeatable actions that:

- **Focus on Application, Not Theory**: The conversation is centered on "application and solutions" rather than abstract concepts.
- **Allow for Immediate Implementation:** Since the skills are modeled, practiced, and clear, they can be implemented in teacher practice right away.
- **Harness Peer Expertise:** The practice clinic model leverages the collective wisdom and expertise already present within the school, empowering teachers to learn from their peers in a supportive and trusting environment.

Date	Practice Clinic	Focus
September 25, 2025	Turn-and-talks	Student discourse, elimination of choral responses
October 8, 2025	Effective Classroom Management Routines	Saving instructional time
November 12, 2025	Think-pair-share, It's Thanksgiving!	Increased student engagement
December 10, 2025	Check for Understanding during Independent Work	Gauge for 100% of student mastery
January 14, 2026	"Show Me" Whiteboards for the New Year	100% student participation, elimination of choral responses
February 11, 2026	I LOVE Habits of Discusion	Teacher will be able to use "right is right" and "stretch it" strategies to vary and increase the rigor of their oral questioning
March 18, 2026	Effective Review Techniques for STAAR Blitz	Students actively engage with review materials and identify their confidence levels with different concepts
April 8, 2026	Quick Formative Assessment Techniques	Gauge student understanding in the final 3-5 minutes of class and make immediate instructional adjustments.

Vincent's campus leaders will also build capacity through observation and feedback cycles. Campus leaders use SchoolMint Grow to conduct observations, capture trends, and provide action steps.

Campus leaders follow up with action steps and model action steps or best practices.

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 records, and behavioral data, 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 that provide real-time data will be employed to monitor student progress, enabling continuous and immediate instructional adjustments.

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 the effectiveness of interventions.
- 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 6 and 7, alongside daily RLA interventions for students in grades 6 through 8, emphasizing skill development and reteaching.
- 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.

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.

3. Define the milestones and monitoring efforts that will be taken over the next two years to implement the selected school improvement strategy fully.

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 that all PLCs convene at least twice a week and adhere to the 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 creating real-time assessments 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.
- 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 that meaningful data discussions are being held.
- 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.

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 standard 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.
- Administer student and parent feedback surveys in April to assess perceptions of individualized support effectiveness.
- May evaluation of the final data analysis report relative to Year 1 goals.

Phase 4: Year 1 Review and Planning (June 2026-August 2027)

Milestones and Sustainability

1. Finalization of a comprehensive Year 1 Data Analysis and Progress Monitoring Implementation Report, detailing successes, challenges, and quantitative data trends.
2. Carry over the Year 1 plan, utilizing data from the 2025-26 Assessment, making necessary changes, and incorporating insights gained from Year 1. The Year 1 Plan, with modifications, will become the Year 2 Plan for Data Analysis and Progress Monitoring to be utilized for the 2026-27 school year.
3. Completion of the Year 2 Implementation Plan, incorporating insights gained from Year

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	Responsibilities
Principal and Campus Leadership Team (CLT)	Weekly data reviews, Weekly planning meetings, walkthroughs with action steps, and coaching plans based on feedback from district department leadership, and Relay GSE
Principal	Weekly meetings with CLT, walkthroughs, fidelity checks, consistent feedback, and adjustment recommendations to CLT and teachers.
Assistant Superintendent	Biweekly campus visits to monitor instructional delivery and campus culture routines Weekly check-ins with the campus principal to review key priorities Biweekly meetings with curriculum content supervisors to support HQIM implementation Quarterly briefings to review student performance results and support data-driven action plans

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?

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).
- RLA and Math teachers have all been given 45 Minute blocks dedicated to PLC/WDM/WPM meetings 5 days a week.
- Assistant Principals and district content coordinators for Math and RLA facilitate these meetings, utilizing Relay GSE protocols for these meetings.

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
Allocated resources will support both initial and ongoing professional development initiatives, including training focused on Social-Emotional Learning, Professional Learning Communities (PLCs), and the practical 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.

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 reviewed monthly 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.

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-evaluation, peer evaluation, and teacher evaluation.
- **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?

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, both 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