

Longview Independent School District
J.L. Everhart Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: October 8, 2018

Mission Statement

At J L Everhart it is our community endeavor to foster a global desire for learning, creativity, and technological advancement through a rigorous, diverse curriculum resulting in self-sufficient, independent, life-long learners and productive and responsible leaders and citizens.

Vision

We are a progressive school aiming to prepare our students for a rapidly changing world by equipping them with critical thinking skills, global perspective, and respect for other cultures and their contributions to society.

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Comprehensive Needs Assessment

Revised/Approved: October 02, 2018

Demographics

Demographics Summary

Enrollment number have remained steady for the past two years (after the removal of PreK-K students to the district's new Montessori campus. Our demographics include 46% Hispanic, 30% African American, and 18% Caucasian. We are an at-risk school with 92% ECD, 35% LEP, and less than 1% classified homeless. Our students come from all areas of the community that fall within the boundaries of our school's zone. We still have a significant achievement gap in our African American male population.

Student Academic Achievement

Student Academic Achievement Summary

Last year saw a dip in our progress towards our goals of becoming an exceptional school. Our summative data from the STAAR test was not where we would like it to be. However, we are already showing progress in all areas. Our students are beginning to learn the deconstruction of TEKS in our initial steps to give the ability to take charge of their own learning.

Student Academic Achievement Strengths

Math continues to be our strength in the 5th grade. We are seeing growth in the other grades as well. The ability of our students to grasp the concepts can be seen in the initial formative testing.

School Processes & Programs

School Processes & Programs Summary

As a PYP school we are attempting to recruit teachers who will fit into this program. We are attempting to attract a mix of teachers to help us grow in the areas needed. Seasoned teachers are needed to solidify our immediate student growth needs. However, we are also attempting to attract young teachers who have already have an acquaintance with the IB methodology. In the current year, we will be training more teachers on this methodology.

School Processes & Programs Strengths

This year, we will make further progress on putting processes in place that will help us gain a foothold transitions.

Perceptions

Perceptions Summary

JL Everhart has a family culture, not only among its faculty and staff, but with its parents as well. It will be the relationships that we continue to build that will give us the impetus to build an exceptional school.

Perceptions Strengths

The relationships built with our parents and community are the greatest strengths for JL Everhart. Working with the churches and businesses around us, we are giving students things that they are not provided anywhere else. We will continue to strengthen ourselves in this area as we reach out to bring more members of the community into the family that is Everhart.

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Performance Index Framework Data: Index 1 - Student Achievement
- Domain 2 - Student Progress
- Performance Index Framework Data: Index 2 - Student Progress
- Domain 3 - Closing the Gaps
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, progress, and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: Improve Recruitment and Retention of Quality Personnel





Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 1: Expand comprehensive programs and partnership opportunities between parents, community, and schools that foster classroom innovation

Evaluation Data Source(s) 1: Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator, PTA

Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Provide opportunities for parents to visit the school, participate in parent education, and observe student work with highlights the state and district expectations (Title I SW: 6) (Target Group: All) (ESSA: 1)</p> | 3.1, 3.2 | Principal | Increased parental awareness of district and state expectations and improved student achievement | | | | |
| Funding Sources: 194-PIC 30 SCE, Title IA, Schoolwide Activity - 0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Weekly video newsletter outlining campus events, IB profile and attitude words, and miscellaneous parent information. (Title I SW: 6) (Target Group: All)</p> | 2.6, 3.1, 3.2 | Principal, Coordinator | Continuous communication to keep parents abreast of campus events | | | | |
| Problem Statements: Demographics 1 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Student-led conferences as outlined in the IB-PYP Making the PYP Happen (Title I SW: 2,6) (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5, 3.1 | | Sign-in sheets showing number of parents attending | | | | |

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|---|---------------|------------------------------|---|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Provide for a smooth transition from preschool to kindergarten and 5th grade to 6th grade through classroom visits, parents meetings, middle school campus visits and orientation night. (Title I SW: 6,7,10) (Title I TA: 2,7) (Target Group: 1- 5th) (ESSA: 1,5)</p> | 2.4, 2.6, 3.1 | | Agendas and sign- in sheets | | | | |
| <p>Critical Success Factors CSF 1 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>5) Parent contact each six weeks regarding student progress (Title I SW: 6)</p> | 2.4, 2.6, 3.1 | Teacher, Grade Level Leaders | Parent contact logs, Report Cards, Progress Reports | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | |

Performance Objective 1 Problem Statements:

| Demographics |
|---|
| <p>Problem Statement 1: We have a significant achievement gap in our African American male population. Root Cause 1: The root cause of this is a failure to create a foundation of learning, especially in the intermediate grades.</p> |

Goal 2: Improve Communication and Delivery of Information to Parents and General Public

Performance Objective 2: Create a system for establishing and maintaining reciprocal community partnerships to increase authentic field based learning experience

Evaluation Data Source(s) 2: Counselor(s), Principal, PYP Coordinator, Members-of-Community

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--------------------|-----------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>1) Partner with Alpine Church of Christ, Mobberly Baptist Church, Colonial Village, Corner Bakery and other community members to provide food, school supplies, and funds to furnish student and teacher needs (Title I SW: 9,10) (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5, 2.6, 3.1 | Principal (Secretary) | Weekly delivery of 100+ backpacks of food, annual delivery of school supplies and/or funds for students who lack needed items | | | | |
| Funding Sources: 199 General Fund - 0.00 | | | | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>2) Participate in Adopt a School program, which fosters a partnership between businesses, agencies and organizations and the public school. (Title I SW: 10) (Target Group: All)</p> | 2.4, 2.5, 3.1 | Teacher, Leadership Group | JL Everhart will benefit from the various external resources through tutoring and enrichment to expanded learning opportunities | | | | |
| <p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Maintain a relationship with representatives of Eastman Research Forest and Texas Forestry Department and the Texas A&M Agriculture project to enhance student learning with authentic field-based learning experiences (Title I SW: 2,10) (Target Group: All, 5th)</p> | 2.4, 2.5, 3.1 | Science Vertical, Principal | Student participation in authentic learning that crosses disciplines and brings students into meaningful contact with community | | | | |
| | | | | | | | |

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 1: Provide rigorous, complex, and meaningful learning that promotes readiness for post PreK-12 experiences, including a curriculum that is focused on state standards and research based, effective instructional practices in all classrooms.





Evaluation Data Source(s) 1: Campus Instructional Technologist, Classroom Teacher(s), Content Area Instructional Coaches, Counselor(s), Curriculum Supervisor(s), Department Heads, Director of Curriculum, Principal, PYP Coordinator, Special Ed Teachers, Speech Therapist, Support Team, Teacher(s), Technology Staff

Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|-----------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>1) Complete a comprehensive campus needs assessment in accordance with ESSA and Title 1 requirements (Title I SW: 1) (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Principal, Leadership Group | Targeted and prioritized areas of greatest need | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Utilize the TEKS Resource Instructional Focus Documents, Enhanced TEKS Clarification Documents, Year at a Glance and Vertical Alignment Documents to ensure all instruction is aligned with state standards and taught at the appropriate level of rigor. (Title I SW: 1,3) (Target Group: All) (ESSA: 1)</p> | | Curriculum Coordinator, Principal | Lesson plans, classroom walkthroughs, T-TESS evaluations, data from district and state assessments | | | | |

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|--|---------------|--|--|--|--|--|--|
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>3) Plan rigorous activities that are aligned with the cognitive rigor of the verb in the TEKS and SEs</p> | 2.4, 2.5, 2.6 | Coordinator, Principal | <p>Aligned lesson plans</p> <p>-Increase in student achievement</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Instruct using a Balanced Literacy Approach to English Language Arts utilizing the following components:</p> <ul style="list-style-type: none"> -Modeled/shared reading -Guided reading groups -Independent reading -Read Alouds -Phonics -Modeled/Interactive Writing -Writing Academy (Title I TA: 1,3) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1,2) | 2.4, 2.5, 2.6 | Principal, Coordinator | <p>Observe increased academic success on TPRI, Tejas LEE, district benchmarks and states assessments</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Utilize a campus-wide program including the following components:</p> <ul style="list-style-type: none"> -Writing Academy -pairs of teachers holistically grading the writing samples using a grade appropriate rubric. -collaboration of teachers from all grades to share expectations and teaching strategies. -utilizing student writings for editing and revising practice. -Teacher reflection on application of content instruction -a springboard for curricular model -Student data collection for student-led parent meetings (Title I SW: 2) (Title I TA: 2,4,5) (Target Group: 1st, 2nd, 3rd, 4th, 5th) | 2.4, 2.5, 2.6 | Principal, Coordinator, Teachers | <p>Improve scores on district writing benchmarks, STAAR Writing assessments and TELPAS Writing assessment</p> | | | | |
| <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>6) Utilizing journal writing in all content areas for students to justify answers, develop vocabulary and respond to texts. (Title I SW: 3,8) (Title I TA: 1,2,3) (Target Group: All) (ESSA: 1,2,5)</p> | 2.4, 2.5, 2.6 | Coordinator, Principal, Teachers | <p>Improved academic achievement in all core subject areas, as well as increased scores on district benchmarks test and state assessments.</p> | | | | |

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|---|---------------|---|--|--|--|--|--|
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>7) Emphasize the use of manipulatives, mathematical vocabulary, and higher order questioning to provide rigorous instruction of mathematical concepts and skills. (Title I SW: 2) (Title I TA: 1,2,3,4) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Teachers, Coordinators | <p>For teachers, an increased understanding of effective delivery of rigorous math instruction utilizing varying instructional strategies.</p> <p>For students, an increase in academic achievement on district math benchmarks and on the STAAR Math assessment</p> | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>8) Participation in math staff development with district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Principal, Coordinator | Improved mathematics instruction as evidenced by well-aligned rigorous lessons, walkthroughs, improved student achievement, and improved STAAR scores | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>9) Participate in science staff development w/ district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (ESSA: 3)</p> | 2.4, 2.5, 2.6 | Science Vertical Team, Principal, Coordinator | Improved science instruction as evidenced by well-aligned, rigorous lessons, walkthroughs, improved student achievement, and improved STAAR scores | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>10) Plan and perform rigor Science experiments and respond in journals in Grades 1-5. (Title I SW: 2) (Title I TA: 3) (Target Group: 1st, 2nd, 3rd, 4th, 5th)</p> | 2.4, 2.5, 2.6 | Science Vertical Team, Principal, Coordinator | Improved academic achievement on Science STAAR and Primary Science Inventory | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4</p> <p>11) Participate in a campus-wide and district STEM Fair. (Title I TA: 1,2,3,7) (Target Group: 1st, 2nd, 3rd, 4th, 5th)</p> | | Science Vertical Team, Principal, Coordinator | Increase in quantity and quality of science projects entered into the campus and district STEM fairs. Increase in academic achievement on the district science benchmarks and the STAAR test | | | | |
| <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>12) Implement the RtI Process with fidelity to assist students who are failing or in danger of failing. (Title I SW: 9) (Target Group: At Risk) (ESSA: 1)</p> | 2.4, 2.6 | Counselor, Principal, Teacher | Documentation in DMAC detailing interventions used and progress monitoring and improved student achievement. | | | | |

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| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>13) Participation in writing staff development with district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (ESSA: 1)</p> | <p>2.4, 2.5, 2.6</p> | <p>Teachers (4th Grade), Coordinator, Principal</p> | <p>Improved writing instruction as evidenced by well-aligned, rigorous lessons, walkthroughs, improved student achievement and improved STAAR scores</p> | | | | |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div> | | | | | | | |

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 2: Increase attendance rates at all campuses to at least 97%.

Evaluation Data Source(s) 2: Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator

Summative Evaluation 2: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--------------------|------------------------|-----------------------------------|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Daily parent contact when a student is absent. (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5 | Teacher, Secretary | ADA equal to or greater than 97% | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>2) Perfect attendance recognized and awarded each six weeks through Honor Assemblies (Title I SW: 2) (Target Group: All)</p> | 2.4, 2.5, 2.6, 3.1 | Principal, Coordinator | ADA equal to or greater than 97% | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Communicate with parents regarding state compulsory attendance statutes through a variety of media (Title I SW: 2,6) (Target Group: All)</p> | 2.4, 2.5, 2.6, 3.1 | Principal | ADA equal to or greater than 97% | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6</p> <p>4) Public display in the hallway with student names with perfect attendance from each six weeks grading period. (Title I SW: 2) (Target Group: All)</p> | 2.4, 2.5, 2.6, 3.1 | | ADA equal to or greater than 97% | | | | |

| | | | | | | | |
|--|--------------------|-----------|----------------------------------|--|--|--|--|
| Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 5) Weekly attendance incentive for students having perfect attendance for the week. (Use of brag tags) (Target Group: All) | 2.4, 2.5, 2.6, 3.1 | Counselor | ADA equal to or greater than 97% | | | | |
|--|--------------------|-----------|----------------------------------|--|--|--|--|

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: All Schools Will Meet State Accountability Standards

Performance Objective 3: Increase student participation, completion, and performance in GT, Pre-AP, Honors, IB, and/or Dual Credit/Dual Degrees, as well as on ACT and SAT exams.

Evaluation Data Source(s) 3: Classroom Teacher(s), Club Sponsors, Principal, UIL Coordinator

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|----------------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Promote student participation in UIL academic events (Title I SW: 4,7) (Target Group: All)</p> | 2.5 | Counselor, UIL Coordinator | Increased percentage of students scoring at the commended rate on STAAR | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>2) Conduct daily in-school tutorials in reading and math to increase the number of students scoring at Masters Level on STAAR. (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2)</p> | 2.4, 2.5, 2.6 | Principal, Coordinator, Teachers | Greater percentage of students scoring at Masters level on STAAR | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>3) Students participate in Inquiry-based learning projects as outlined in the standards for the PYP program (Title I TA: 1,3,4,8) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | PYP Coordinator, Principal | Increased percentage of students performing at the commended level on STAAR | | | | |

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|---|----------------------|--------------------------------------|--|--|--|--|--|
| <p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6</p> <p>4) 5th grade students participate in the IB Exhibition (Title I SW: 2) (Title I TA: 1,2,3,4,7,8) (Target Group: All, 5th) (ESSA: 1,2)</p> | <p>2.4, 2.5, 2.6</p> | <p>PYP Coordinator, Teachers</p> | <p>Students become more proficient in in-depth research and learning at higher levels which leads to increased scores on state assessments</p> | | | | |
|---|----------------------|--------------------------------------|--|--|--|--|--|

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 3: All Schools Will Meet State Accountability Standards





Performance Objective 4: Improve the achievement of students served by programs such as English Language Learners (B/ESL), Special Education, 504, Dyslexia, CTE, and Gifted and Talented.

Evaluation Data Source(s) 4: Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Principal, RtI Team, Bilingual Teachers, G/T Teachers, Counselor, PYP Coordinator

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|----------------------------------|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>1) Implement with fidelity the Gomez and Gomez Dual Language program from grades 1-4 (Title I SW: 2,4,9,10) (Target Group: LEP, 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1,2)</p> | 2.4, 2.5, 2.6 | Coordinator, Teachers, Principal | Improve the long- term academic and linguistic achievement (based on standardized test results in reading & mathematics) of Spanish and English dominant student participants | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) Incorporate SIOP components in daily instruction, not only for LEP students, but for African American ECD students as well. (Title I SW: 3,4,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1,2)</p> | 2.4, 2.5, 2.6 | Principal, Teachers, Coordinator | Increased acquisition of English listening, speaking, and writing skills for the Limited English Proficient students. Increased academic achievement of LEP students in all areas of curriculum on district benchmark tests as well as state assessments | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) Continue SIOP Professional Development to reach 100% of staff trained. (Title I TA: 5,6) (Target Group: All, LEP) (ESSA: 2)</p> | 2.4, 2.5, 2.6 | Principal, Coordinator | Increase in the number of staff members trained in SIOP strategies, thereby increasing academic achievement by Limited English Proficient student in all core subjects, district and state assessments | | | | |

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|--|---------------|------------------------------------|---|--|--|--|--|
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Provide a Special Education Instructional Assistant to offer classroom support to students who qualify for Special Education Services and their teachers (Title I SW: 9) (Target Group: SPED) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Principal | Increased academic achievement by students qualifying for Special Education services in all core content areas as well as district benchmarks and state assessments | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Provide a daily reading intervention for students qualifying for Special Education who did not reach the approaches level on STAAR. (Title I SW: 2,5,9) (Target Group: SPED, 4th, 5th) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Coordinator, Principal, Teacher | Increased percentage of Special Education students scoring minimum passing standard or higher on district and state assessments | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) Teachers use differentiated instruction to address the needs of all learners (Title I SW: 2,9) (Target Group: All) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Principal, Teacher | Increased student understanding and mastery of concepts on district and state assessment | | | | |
| <p>Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>7) Provide support and specialized instruction for students identified as dyslexic (Title I SW: 2,9) (Target Group: Dys) (ESSA: 1)</p> | 2.4, 2.5, 2.6 | Teacher | Students identified as dyslexic will become more proficient readers and increase both reading levels and fluency | | | | |
| <p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>8) Provide enrichment for students identified as Gifted and Talented. (Title I SW: 3) (Target Group: GT) (ESSA: 1)</p> | 2.5 | Principal, Coordinator | Identified G/T students will demonstrate skills in self-directed learning, thinking, research and communication | | | | |

| | | | | | | | | |
|---|----------------------|-----------------------------------|---|--|--|--|--|--|
| <p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 2 CSF 6 CSF 7</p> <p>9) Teachers will use videoing of lessons to gain feedback from PLC team members; discussions of rigor and student-centered teaching, along with discussion of differentiation. (Title I SW: 2,9) (Target Group: All) (ESSA: 1)</p> | <p>2.4, 2.5, 2.6</p> | <p>Principal, Coordinator</p> | <p>Higher scoring on T-TESS and improved student outcomes from better use of best teaching practices.</p> | | | | | |
| <p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p> | | | | | | | | |

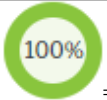
Goal 4: All Schools Will Perform at or above State Level in Math, Reading/Writing, and Science

Performance Objective 1: Everhart students will show yearly growth in mathematics problem solving as measured by the district's common assessments, the state STAAR exam, with 90% of students meeting either meets or masters


Evaluation Data Source(s) 1: Classroom teachers, Instructional specialist, Principal, Instructional Support

Summative Evaluation 1: Met Performance Objective

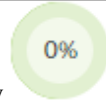
| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------------|------------------------|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 1) Teachers will follow the district's 90 minute block, making sure to have students journal feedback; along with student breakdown of TEKS (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2) | 2.4, 2.5, 2.6 | Principal, Coordinator | Students will score at the meets or masters level on both common assessments and the STAAR exam | | | | |
| Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 2) 2. Conduct daily in-school tutorials in reading and math to increase the number of students scoring at Masters Level on STAAR. (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2) | 2.4, 2.5, 2.6 | Teachers, Coordinator | Greater percentage of students scoring at meets and masters level on STAAR | | | | |




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 5: Meet or Exceed all state Growth Objectives


Performance Objective 1: Students will meet state expectations for growth in all STAAR related areas


Evaluation Data Source(s) 1: Teachers, Instructional Support, Instructional Specialist, Principal, Counselor


Summative Evaluation 1: Met Performance Objective

| Strategy Description | ELEMENTS | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Feb | Apr | June |
| Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 1) PLCs will meet weekly, focusing on dis-aggregating data to choose SEs of concentration in both math and reading. | 2.4, 2.5, 2.6 | Principal | Students will show growth as teachers concentrate on areas of student weakness, spiraling back to areas of foundational gaps. | | | | |
| Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 2) Teachers will give instruction students in the methodology of deconstructing TEKS, giving students the tools to control aspects of their own learning. | 2.4, 2.5, 2.6 | Principal, Coordinator, Teachers | Student knowledge of the verbs of the TEKS will have a better grasp of what is expected of them. This will lead to higher scores on both common assessments and the STAAR exam. | | | | |

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

Comprehensive Support Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 3 | 1 | 13 | Participation in writing staff development with district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (ESSA: 1) |
| 3 | 2 | 1 | Daily parent contact when a student is absent. (Target Group: All) (ESSA: 1) |
| 3 | 2 | 2 | Perfect attendance recognized and awarded each six weeks through Honor Assemblies (Title I SW: 2) (Target Group: All) |
| 3 | 2 | 3 | Communicate with parents regarding state compulsory attendance statutes through a variety of media (Title I SW: 2,6) (Target Group: All) |
| 3 | 2 | 4 | Public display in the hallway with student names with perfect attendance from each six weeks grading period. (Title I SW: 2) (Target Group: All) |
| 3 | 2 | 5 | Weekly attendance incentive for students having perfect attendance for the week. (Use of brag tags) (Target Group: All) |
| 3 | 3 | 2 | Conduct daily in-school tutorials in reading and math to increase the number of students scoring at Masters Level on STAAR. (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2) |
| 3 | 3 | 3 | Students participate in Inquiry-based learning projects as outlined in the standards for the PYP program (Title I TA: 1,3,4,8) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1) |
| 3 | 3 | 4 | 5th grade students participate in the IB Exhibition (Title I SW: 2) (Title I TA: 1,2,3,4,7,8) (Target Group: All, 5th) (ESSA: 1,2) |
| 3 | 4 | 1 | Implement with fidelity the Gomez and Gomez Dual Language program from grades 1-4 (Title I SW: 2,4,9,10) (Target Group: LEP, 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1,2) |
| 3 | 4 | 2 | Incorporate SIOP components in daily instruction, not only for LEP students, but for African American ECD students as well. (Title I SW: 3,4,9) (Target Group: 1st, 2nd, 3rd, 4th, 5th) (ESSA: 1,2) |
| 3 | 4 | 3 | Continue SIOP Professional Development to reach 100% of staff trained. (Title I TA: 5,6) (Target Group: All, LEP) (ESSA: 2) |
| 3 | 4 | 4 | Provide a Special Education Instructional Assistant to offer classroom support to students who qualify for Special Education Services and their teachers (Title I SW: 9) (Target Group: SPED) (ESSA: 1) |
| 3 | 4 | 5 | Provide a daily reading intervention for students qualifying for Special Education who did not reach the approaches level on STAAR. (Title I SW: 2,5,9) (Target Group: SPED, 4th, 5th) (ESSA: 1) |
| 3 | 4 | 6 | Teachers use differentiated instruction to address the needs of all learners (Title I SW: 2,9) (Target Group: All) (ESSA: 1) |
| 3 | 4 | 7 | Provide support and specialized instruction for students identified as dyslexic (Title I SW: 2,9) (Target Group: Dys) (ESSA: 1) |
| 3 | 4 | 8 | Provide enrichment for students identified as Gifted and Talented. (Title I SW: 3) (Target Group: GT) (ESSA: 1) |

| Goal | Objective | Strategy | Description |
|-------------|------------------|-----------------|---|
| 3 | 4 | 9 | Teachers will use videoing of lessons to gain feedback from PLC team members; discussions of rigor and student-centered teaching, along with discussion of differentiation. (Title I SW: 2,9) (Target Group: All) (ESSA: 1) |
| 4 | 1 | 1 | Teachers will follow the district's 90 minute block, making sure to have students journal feedback; along with student breakdown of TEKS (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2) |
| 4 | 1 | 2 | 2. Conduct daily in-school tutorials in reading and math to increase the number of students scoring at Masters Level on STAAR. (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (ESSA: 1,2) |
| 5 | 1 | 1 | PLCs will meet weekly, focusing on dis-aggregating data to choose SEs of concentration in both math and reading. |
| 5 | 1 | 2 | Teachers will give instruction students in the methodology of deconstructing TEKS, giving students the tools to control aspects of their own learning. |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Advisory Team

| Committee Role | Name | Position |
|----------------------------|-------------------|------------------------|
| Administrator | Arthur Brown | Principal |
| Curriculum Support | Nastascia Horton | Curriculum Coordinator |
| Classroom Teacher | Heather Berryhill | 1st Grade Teacher |
| Classroom Teacher | Griselda Rosales | 2nd Grade Teacher |
| Classroom Teacher | Bryan Warren | 3rd Grade Teacher |
| Classroom Teacher | Vicki Nugent | 4th Grade Teacher |
| Classroom Teacher | Bitia Saravia | 5th Grade Teacher |
| Non-classroom Professional | Gwenn Black | Counselor |
| Classroom Teacher | Esther Davis | Specials Teacher |

Campus Funding Summary

| 199 General Fund | | | | | |
|--|-----------|----------|---------------------------------------|--------------|--------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 2 | 1 | Funding for Student and Teacher Needs | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| 194-PIC 30 SCE, Title IA, Schoolwide Activity | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 2 | 1 | 1 | Parent Meetings | | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Grand Total | | | | | \$0.00 |