



Campus Improvement Plan

LONGVIEW INDEPENDENT SCHOOL DISTRICT

J L Everhart Elementary 2016-2017

Accountability Rating

Met Standard

Distinction Designation

Academic Achievement in ELA/Reading

Arthur Brown, Principal

2919 Tryon Road
Longview, TX 75605
903-803-5400
Fax: 903-803-5401

Board of Trustees



Dr. Mark Camp (Place 1)



Mr. Jud Murray, Secretary (Place 2)



Dr. Chris Mack, President (Place 3)



Mrs. Virginia Northcutt (Place 4)



Mrs. Shandreka "Shan" Bauer, Vice President (Place 5)



Mr. Ted Beard (Place 6)



Dr. Troy Simmons (Place 7)

Background

The JL Everhart Plan of Action is prepared in accordance with requirements of Chapter 11, Subchapter F, of the Texas Education Code, specifically §11.251 and §11.252. These requirements are also contained in LISD policies BQ (Legal) and BQA (Legal).

Each school district shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the Superintendent with the assistance of the district-level committee. The purpose of the district improvement plan is to guide district and campus staff in the improvement of student performance for all student groups in order to attain state standards in respect to academic excellence indicators.

The Campus Plan of Action is required by statute to include the following components:

- Comprehensive needs assessment
- Measurable campus performance objectives
- Strategies for improvement of student performance
- Strategies for providing secondary students with information on higher education preparation and opportunities
- Description of resources needed to implement identified strategies
- Description of staff responsible accomplishing of each strategy
- Timelines for implementation of each strategy
- Formative evaluation criteria

In developing the 2016-2017 Campus Plan of Action, the JL Everhart Campus Improvement Team met in committee to review the Needs Assessment and proposed Performance Objectives and Targets, and the full Campus Improvement Team recommended approval. The Board of Trustees provided final approval on _____.

Accordingly, monitoring of the strategies included in the Campus Plan of Action is accomplished through ongoing monitoring. Further, each Campus Improvement Plan aligns directly with the District Plan of Action.

This plan has been collaboratively developed by the Campus Improvement Team which represents all Campus stakeholders. All performance goals identified in No Child Left Behind legislation including Special Education and Bilingual Performance Based Analysis System (PBMAS) identified indicators and the Highly Qualified Plan have been adopted by the district and are reflected in this Plan of Action.

The following funding sources support the objectives and strategies implemented to address identified student needs: Titles I, IIA, IID, III, IV, V, Special Education, State Compensatory Education, Career and Technology Education, Optional Extended Year, ARI Grant, District Foundation Grants.

Campus Composition

Student Demographics

	Count	Percent		Count	Percent
<i>Gender</i>			<i>Race</i>		
Female	340	45.76%	American Indian – Alaskan Native	2	0.27%
Male	403	54.24%	Asian	8	1.08%
			Black – African American	240	32.30%
<i>Ethnicity</i>			Native Hawaiian – Pacific Islander	0	0.00%
Hispanic-Latino	330	44.41%	White	125	16.82%
			Two-or-More	38	5.11%

Student by Program

Other Student Information

Bilingual	208	27.99%	At-Risk	427	57.47%
English as a Second Language (ESL)	42	5.65%	Economically Disadvantaged	637	85.73%
Career and Technical Education (CTE)	0	0.00%	Title I Homeless	0	0.00%
Free Lunch Participation	587	79.00%	Immigrant	8	1.08%
Reduced Lunch Participation	50	6.73%	Limited English Proficient	256	34.45%
Other Economically Disadvantaged	0	0.00%	Migrant	0	0.00%
Gifted & Talented	2	0.27%	Military Connected	0	0.00%
Special Education (SPED)	54	7.27%	Foster Care	1	0.13%
Title I Participation	743	100.00%	CTE Single Parent/Pregnant Teen	0	0.00%
Dyslexia	18	2.42%	Section 504 (No Section 504 File for 2016)	0	0.00%

JL Everhart Elementary

Mission

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.

Nondiscrimination Notice

JL Everhart Elementary does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

JL Everhart Elementary Site Base

Name	Position
Brown, Arthur	Campus Administrator
Cameron, Kristy	Counselor
Cardenas, Irene	Parent
Davis, Esther	Teacher
Garcia, Griselda	Teacher
Gardner, Nita	Community Member
Hilerio, Marisol	Teacher
Knight, Debbie	Teacher
Mccrary, Laura	Business Representative
Molina, Ruth	Parent
Moore, Dawn	Teacher
Nugent, Vicki	Teacher
Pritchard, Ginger	Teacher
Saravia, Bitia	IB/Curriculum Coordinator
Thompson, Kori	Teacher
Walker, Suzanne	Business Representative

Resource Allocations

Resource	Source	Amount
IDEA Special Education	Federal	
Title I	Federal	
Title I-FTE	Federal	
Title III Bilingual/ESL	Federal	
Instructional	Local	
TEKS Resource System	Local	
Benchmark Assessment System (BAS)	Other	
Campus Library	Other	
Computer Lab	Other	
District Benchmarks	Other	
District Staff Development	Other	
District Technology Plan	Other	
District Technology Staff Development	Other	
Frey Sight Word List	Other	
Google Apps for Educators	Other	
IB standards	Other	
Journals	Other	
Leveled books	Other	
Library	Other	
LISD Technology Wiki	Other	
Literacy Library	Other	
Making Content Comprehensible for ELL, The SIOP Mo	Other	
Manipulatives	Other	
Math Materials	Other	
Physical Fitness Equipment	Other	
Region VII	Other	
Rigby	Other	
Scantrons	Other	
Science Materials	Other	

Resource Allocations

Resource	Source	Amount
STAAR Assessments	Other	
TEKS Resources System	Other	
Local Funds	State	
SCE-FTE	State	
State Compensatory	State	

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

10 COMPONENTS OF A TITLE I, PART A SCHOOLWIDE PROGRAM

A schoolwide program shall include the following:

1. A **comprehensive needs assessment** of the school that is based on the achievement of children in relation to the State academic content standards and the State student academic achievement standards.
 - a. Content Standards = Texas Essential Knowledge and Skills (TEKS)
 - b. Achievement Standards = STAAR & TAPR
2. **Schoolwide reform strategies** that:
 - a. Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b. Use effective methods and instructional strategies that are based on scientifically based research that address the needs of all children:
 - Strengthen the core academic program.
 - Increase the amount and quality of learning time such as providing an extended school year, summer program, and before- and after-school tutoring.
 - Enrich and accelerate the curriculum.
 - Include strategies for meeting the needs of historically underserved populations.
 - Address how the school will determine if such needs have been met.
 - Determine if the strategies are consistent with and designed to implement the District and Campus Improvement Plans.
3. Instruction by **highly qualified teachers and paraprofessionals**.
4. **High-quality and ongoing professional development** for teachers, principals, and paraprofessionals to enable all children to meet the State's student academic achievement standards.
5. **Campuses utilize strategies to attract and retain highly qualified staff**.

6. Strategies to increase **parental involvement**.
 - a. Convene an annual meeting, at a convenient time, to inform parents of their school's participation and to explain the requirements of Title I, Part A and the rights of parents to be involved.
 - b. Involve parents in an organized, on-going, and timely review and improvement of the program.
 - c. Allow for regular and flexible meetings for parents and enable them to give input.
 - d. Offer resources for parents that assist them with their effort to help their children achieve.
 - e. Develop a school-parent compact that outlines how parents, staff, and students share the responsibility for improved academic achievement.
7. **Plans for assisting preschool children transition from early childhood programs**, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. **Measures to include teachers in decisions regarding the use of academic assessments** that provide information to improve the achievement of individual students or the overall instructional program.
9. **Effective, timely additional assistance** to ensure that students' difficulties are identified and assistance is provided.
10. **Coordination and integration of Federal, State, and local services and programs** including violence prevention programs, housing programs, Head Start, adult education, vocational and technical education and job training.

Every student a learner...Every learner a graduate...Every graduate a success!

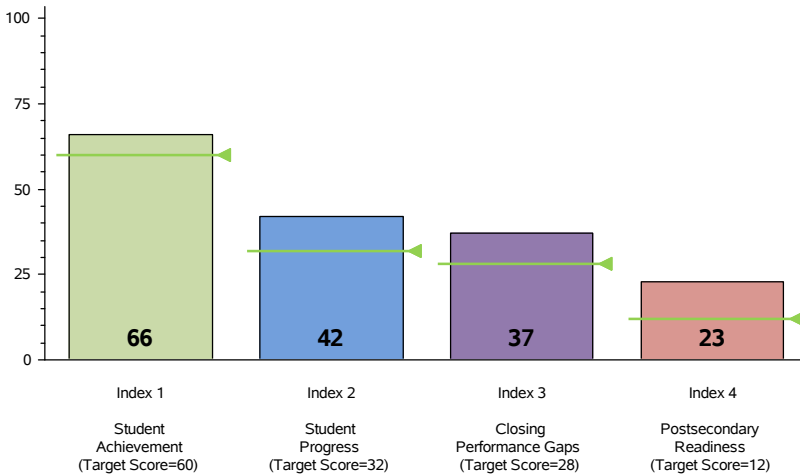
TEXAS EDUCATION AGENCY
2016 Accountability Summary
 J L EVERHART MAGNET EL (092903122) - LONGVIEW ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	461	703	66
2 - Student Progress	423	1,000	42
3 - Closing Performance Gaps	732	2,000	37
4 - Postsecondary Readiness			
STAAR Score	22.8		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		23

Distinction Designation



Academic Achievement in ELA/Reading
DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
NOT ELIGIBLE
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
NO DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	742 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	85.8
Percent English Language Learners	34.5
Mobility Rate	19.3

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	15 out of 21 = 71%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	27 out of 33 = 82%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
J L EVERHART MAGNET EL (092903122) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y		Y		6	6	100
Mathematics	Y	N	Y	Y					Y		Y		5	6	83
Writing	Y	N	Y						Y		Y		4	5	80
Science	N	N	N						N				0	4	0
Social Studies													0	0	
Total													15	21	71

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y			Y	6	6	100
Mathematics	Y	Y	Y	Y					Y			Y	6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

Overall Total **27** **33** **82**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
J L EVERHART MAGNET EL (092903122) - LONGVIEW ISD

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	187	53	92	27	*	*	-	13	160	14	70	n/a
Total Tests	264	86	127	31	*	*	-	16	225	22	101	98
% at Level II Satisfactory Standard	71%	62%	72%	87%	*	*	-	81%	71%	64%	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	182	45	97	25	*	*	-	12	156	15	79	n/a
Total Tests	263	85	127	31	*	*	-	16	224	22	101	98
% at Level II Satisfactory Standard	69%	53%	76%	81%	*	*	-	75%	70%	68%	78%	n/a
Writing												
# at Level II Satisfactory Standard	61	16	36	5	*	*	-	*	53	7	30	n/a
Total Tests	94	30	50	5	*	*	-	*	80	9	40	40
% at Level II Satisfactory Standard	65%	53%	72%	100%	*	*	-	*	66%	78%	75%	n/a
Science												
# at Level II Satisfactory Standard	31	5	15	7	*	-	-	*	27	*	10	n/a
Total Tests	82	29	36	11	*	-	-	*	72	*	26	23
% at Level II Satisfactory Standard	38%	17%	42%	64%	*	-	-	*	38%	*	38%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	280	92	130	38	*	*	-	16	239	23	n/a	100
Total Students	281	92	131	38	*	*	-	16	240	24	n/a	100
Participation Rate	100%	100%	99%	100%	*	*	-	100%	100%	96%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	280	92	130	38	*	*	-	16	239	23	n/a	100
Total Students	281	92	131	38	*	*	-	16	240	24	n/a	100
Participation Rate	100%	100%	99%	100%	*	*	-	100%	100%	96%	n/a	100%

* Indicates results are masked due to small numbers to protect student confidentiality.

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

- Enrollment has remained close to the same for the past 3 years
- We are fortunate to maintain a 20 student to teacher ratio
- Over time the representation of Hispanic males in special programs has dropped

Demographics Weaknesses

- Males are over represented in Special Education
- We have 15% mobility rate
- 86% of our students are ECD

Demographics Summary

Enrollment numbers have remained steady for the past 3 years. Our demographics include 45% Hispanic, 32% African American, and 17% Caucasian. We are an at-risk school, with 84% 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 zone.

Student Achievement

Student Achievement Strengths

- Index 4 - more commended progress in writing; percentage passing from 45% to 65%; growth in all demographics
- More of our students are scoring in the upper quintiles than in previous years
- Everhart met standard in all 4 indexes

Comprehensive Needs Assessment

Student Achievement Weaknesses

- Science scores dropped significantly
- African-American students performing below standard
- 4th grade students performed lower than students in the other tested grades.

Student Achievement Needs

- Sustained math training
- Align our teaching with the cognitive rigor of the SE's
- Provide in-depth training on guided reading in grade 4

Student Achievement Summary

Student achievement data is collected from a variety of sources: teacher observation, weekly assessments, six weeks assessments, district benchmarks, and state assessments. District and state data is pulled from DMAC and analyzed each time an assessment is given. Data is broken down by quintiles, TEKS and SE performance. This analysis is then used to direct instruction. Data from classroom teachers daily instruction should directly correlate with data from benchmarks and STAAR, however it does not in many cases. This indicates a lack of rigor in the instructional process.

In 3rd, 4th, and 5th grade, STAAR data indicates that AA students are not performing as well as Hispanic and White students in Reading. In 5th grade Science, AA students scored below Hispanic and White students as well. We are, however making gains in the number of students scoring in the 3rd, 4th, and 5th quintile which is at or above the state standard.

Our Hispanic students are making progress in part because of the implementation of the Gomez and Gomez Dual Language Model. Supporting and developing a child's native language first and then blending in English has proven to be a successful model for Everhart.

Utilizing the Growth vs Achievement Matrix, data reveals that in 4th grade the majority of our student are not making growth in Reading. In 5th grade, however, the number of students making growth was roughly comparable to the number of students not making growth.

School Culture and Climate

School Culture and Climate Strengths

Comprehensive Needs Assessment

- Welcoming, happy environment
- Staff and students feel valued and safe
- High expectations for all

School Culture and Climate Weaknesses

- Discipline referrals are too high
- We need bus monitors - incidents that occur on the bus are brought into the school - impedes the learning process
- Attendance and tardies are problems with a small percentage of students.

School Culture and Climate Needs

- Progressive Discipline Plan that is consistent across the district
- Continue to utilize the Truancy Officer to quell attendance issues.
- Sensitivity training on disciplining minority students

School Culture and Climate Summary

Based on data gathered from a school wide survey, both students and staff feel that Everhart is a welcoming place where they feel safe and a sense of belonging. Students feel that they are treated fairly by the adults at school. There seems to be a small percentage of students who believe that other students do not treat them fairly. At Everhart the IB Profile and Attitude words are taught each day which encourages mutual respect and honesty when interacting with each other.

Discipline data reveals that AA students receive the majority of discipline referrals at Everhart. More referrals are for verbal altercations rather than physical. Almost half of the referrals recorded were incidents that took place on the bus.

Both students and teachers are very proud of our beautiful new building. Parents are very happy that their children have such modern facilities and equipment to help with their child's education.

Extra-curricular activities are present at school with UIL, Little Lobos, and Little Lobo Cheerleaders, however many more camps/clubs are offered in the summer in conjunction with Longview HS coaches (football, baseball, basketball, cheer, viewette camps).

Staff Quality, Recruitment and Retention

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Strengths

- 100% highly qualified teachers.
- Overwhelming turnout of highly qualified applicants at job fair
- Staff retention is over 89%

Staff Quality, Recruitment and Retention Weaknesses

- Mentor program - need more practical teaching tips/modeling would be very helpful
- New staff support - On campus mentor circle meeting rather than so many off campus large group meetings
- Data shows a definite need for professional development in math and writing

Staff Quality, Recruitment and Retention Needs

- Math professional development - sustained
- Writing professional development - sustained
- Stronger mentor/mentee planning and collaboration on campus

Staff Quality, Recruitment and Retention Summary

- 1. What are the teacher qualifications, certifications, etc.? Paraprofessionals?

Texas Certification in that area, TExAS Exam, PPR, Highly qualified
 2. What does the general data reflect regarding teacher quality on the campus?
All are highly qualified. Areas of low achievement could strengthen with additional professional development.
 3. How are follow-up data regarding teacher performance provided to teachers?

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Through T-TESS, Walk-throughs, Observations.

4. How are we recruiting highly qualified and effective staff?

Through our yearly job fair and on-line applications.

5. What is our staff attendance rate? Retention rate? Turnover rate?

382.5 days, 52 out of 58 teacher returned and 4 that are retiring/changing

6. How is highly effective staff assigned to work with the highest need students?

Tutorials, dual certification (Generalist and Bilingual) and past effectiveness.

7. What is the impact/effect of our teacher mentor program?

It provides support.

8. How is new staff supported? What feedback do they provide?

On campus mentors, TxBess, Staff meetings and good teaching staff.

9. What systems are in place to build capacity and support the notion of continuous improvement?

Through professional development and vertical alignment.

10. How are we using data to determine professional development for staff?

Heat maps and re-constructing our lesson plans to target TEKS and SE's .

11. How are collective and individual decisions regarding professional development determined?

Region 7- quality staff development

12. What types of professional development has staff attended? How is implementation monitored ? What impact has it had on performance? What is the follow up?

Proficiency 11, ClassWorks, Gomez & Gomez, WoW (Work on Writing)

Through strengths and weaknesses

PLC's, Collaboration meetings, re-teach

3 Areas of Strength:

All highly qualified teachers

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Overwhelming turnout of highly qualified applicants
Retention is over 98%

3 Areas of Weakness:

Mentor program - Good but, more practical teaching tips/modeling would be very practical.
New staff Support - On campus mentor circle meeting rather than so many off campus large group meetings.
Science
Impact on performance in Writing

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

- Assessment driven instruction
- Curriculum created using data
- Excellent staff development

Curriculum, Instruction and Assessment Weaknesses

- Assessments need to be authentic and individualized
- Little consistency between campuses
- Need better Rtl documentation

Curriculum, Instruction and Assessment Needs

Comprehensive Needs Assessment

- Thorough, sustained training on Rtl and documentation
- Thorough, sustained training on aligning lesson planning to the TEKS
- Need continued instruction on data analysis

Curriculum, Instruction and Assessment Summary

- 1. . What evidence exists to determine that the curriculum is clearly linked to the TEKS and other standards for student learning?** Lesson Plans, focus questions, and IB Planner
- 2. How is data used to inform curriculum, instruction, and assessment decisions?** Develop reteach lessons, tutorials, to level reading groups, PMI
- 3. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?** Reading levels, test result data reflects the rigor of instruction, quintile reports tell who needs intervention and/or enrichment
- 4. What does the data reflect about how curriculum, instruction, and assessment are aligned? How are they focused on supporting and challenging all students?** Curriculum, instruction, and assessment are aligned with 21st century learning skills because the level of cognition in the TEKS is taught in the lessons, the IB curriculum is based on project-based learning, NCLB demands ensure that all children receive these skills, and STAAR tests assess these higher level skills as well.
- 5. What evidence is there that there is a process for monitoring, evaluating and renewing the curriculum to meet the needs of all learners?** PLC's DMAC, Lesson Plans, Vertical and Horizontal Alignment, IB Curriculum
- 6. How are instructional strategies and activities aligned with student learning needs and expected outcomes for achievement? How consistent is this across the district/school? What is the impact on specific student groups?** Activities in lesson plans match the verb and follow the TEKS, periodic assessments - seems consistent on campus but not across the district. There doesn't seem to be a good communication system in place for sharing ways of success.
- 7. What evidence supports the implementation of high impact/high yield additional interventions for students who need assistance beyond primary classroom instruction? Which students need this type of instruction? What has the effect been over time?** Rtl, benchmarks, increase in BAS scores, monitoring grades, students who are at risk in many aspects such as educational as well as their environment seem to need this additional instruction. The effect over time is the increase in achievement of students in the at-risk categories.
- 8. How does instructional design and delivery maximize student engagement, a positive learning climate, higher order thinking skills, problem solving, critical thinking, etc.?** Designing an engaging lesson will increase student participation, encourage students to ask more questions, decrease discipline issues, promote better attendance, and produce higher test scores.
- 9. Is there evidence that assessments are aligned with clearly specified and appropriate achievement expectations? How are they developed and linked to measure the effect of curriculum and instruction?**
Yes, benchmark scores. District develops the test utilizing rigorous questions. If instruction is delivered on a rigorous level with high level questions and critical thinking, then scores should imply the same.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

10. How do we know assessments are designed, developed, and used in a fair and equitable manner that eliminates biases? How do students perceive these assessments? The tests are developed at the district level and are used with all campuses. The students dislike these assessments and often become stressed over them.

11. How does the scope of assessments provide a comprehensive and representative sampling of student performance that allows for confident conclusions about achievement? If the assessments are not aligned with the scope and sequence of the TEKS Resource System, the scores will reflect that because the teachers ARE following the scope and sequence of the district. The scores will also reflect the rigor, or lack thereof, of the instruction.

Family and Community Involvement

Family and Community Involvement Strengths

- Strong partnerships with several community organizations
- Welcoming atmosphere for parents and community members
- According to survey parents are very satisfied with our school and believe we take care of their children and treat them fairly

Family and Community Involvement Weaknesses

- Utilizing volunteers effectively
- PTA not strong; hard to get parents to commit to serve
- The ID checks with the Raptor system prevents a large section of our families out of the school (Hispanics with no proper documentation)

Family and Community Involvement Needs

- Formulate a plan for utilizing volunteers more effectively
- Find ways to increase PTA membership and attendance at meetings
- Talk with district officials to see what can be done to allow Hispanic parents who have no legal documentation to volunteer in the school

Comprehensive Needs Assessment

Family and Community Involvement Summary

- 1. What evidence exists that families and community members are involved in meaningful activities that support students' learning? What are the activities? Which parents and community members are involved? What trends and patterns do we observe?** Sign-in sheets from various events held at the campus. Activities include: Open House, Read Across America, Science Fair, 5th Grade Exhibition, STAAR Information Night, Latino Family Literacy Project, Field Day, etc. Volunteers from local churches and businesses come for events such as Read Across America. In regards to parents, we see more parents of the younger children in grades K-2 than parents of students in grades 3-5. We feel that community business partners are more likely to volunteer for an educational activity than parents because of their level of education and confidence in being able to perform the needed task.
- 2. How are families and the community members involved in school decisions?** Through PTA meetings, Title 1 parent survey, conferences with teachers and principal, membership on the site based decision making committee
- 3. What types of services are available to support families, community members, and students to encourage healthy family relationships?** PTA committee, Pathstones Counseling Center, Parenting Partners, Latino Family Literacy Project, Character Education programs through the school, CPS
- 4. If families speak languages other than English, what are these languages? How does the school communicate in those languages?** All communication goes home in both English and Spanish and we always provide an interpreter if needed for phone calls and face to face conferences.
- 5. What types of services are available to support students in special programs? What are the results?** Gifted and Talented, ESL, Special Education services, Occupational Therapy, Physical Therapy, Speech and Visual Impairment service, and Bilingual Services - Students are supported in these special programs so that children grow and achieve grade level appropriate academic goals.
- 6. What types of community partnerships exist to support families and students?** Backpack Food Program through Alpine Church of Christ and Mobberly Baptist Church, Boys and Girls Club, Doorpost Academy, Bringing Up Grades Program, Junior Achievement, Knights of Pythias donating bicycles to top readers, Lions Club provides glasses to students who cannot afford them

School Context and Organization

School Context and Organization Strengths

- We have a strong professional development system in place in our district
- We have a new, modern building with modern technology
- The parents, students, and teachers love our school

School Context and Organization Weaknesses

Comprehensive Needs Assessment

- Student achievement data shows that we need instructional support in the areas of math and writing
- Rtl process is not strong on campus
- Need to do a better job of promoting the fact that JL Everhart is an IB School.

School Context and Organization Needs

- Implement sustained training and provide support in Rtl process
- Implement sustained training and support for math staff development
- Focus on the IB PYP Philosophy in all planning, instruction, and assessment.

School Context and Organization Summary

“School Context and Organization”

Esther Davis, Cindy Cabrera and Zaria Chapa

1. To what degree does the district/school support the organization and how?

Positives: Training, staff development, provide materials, provide technology, modern school environment, supplies that are needed, inspectors provide follow up on custodial services, disaster equipment alert system is working properly, we are provided with technology, and regional training and state level training are provided by our school district.

2. What does the data reflect about classes, schedules, and students performing poorly?

Over-crowded classes in 4th grade lead to discipline problems, over-crowded classes in PK-K lead to difficulty in meeting all of the required components for Montessori, IB, Gomez and Gomez, etc.... The overcrowding creates problems in many areas. In the classrooms it means a high student-to-teacher ratio, which makes it difficult to differentiate for and focus time on all students. Transportation is also a big problem. Seriously over-crowded buses lead to large numbers of incidents and office referrals on the bus. Students bring those problems with them into the school and are not in the mindset to be able to focus on schoolwork.

3. How is adequate time devoted to subjects in whom students perform poorly?

Teachers use visuals, word play, and internet visuals to re-teach the same lesson to students in a different way. Peer tutoring, hands-on manipulatives, and extended time are used to help the students grasp difficult concepts. Teachers in grades 2-5 provided tutorials during and after school for students who need extra help. Teachers are also hired in the spring to tutor students in small groups for the STAAR test.

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

4. How do teachers have a voice in decision making and school polices?

The school district gives out a questionnaire for teachers to answer about school policies and we have a school representative that takes questions to the school board for answers. However, most school policies are made at the administration level in our school district. During faculty meetings, teachers are given handouts in a questionnaire format. We are asked for ideas on how some things in our school should be done, and we collaborate in teams to help decide ways to improve instruction, behavior, and curriculum.

5. What role do teachers have in deciding what assessments will be used to evaluate individual students or the program as a whole?

The school district uses assessments such as the STAAR test and TELPAS that have been developed by the state. The school district has also chosen for teachers to administer the BAS and TPRI. In addition, teachers in Grades 2-5 use assessments from the TEKS Resource System. The district makes decisions on the 6 weeks benchmarks, and district common assessments each three (3) weeks

6. Do school committees and decision making bodies make it easy for teachers, parents, paraprofessionals, support staff, and students to be heard and, in turn, for all groups to be a part of solutions to identified problems?

Yes, through PTA meetings, conferences, Meet the Teacher nights, Reading nights, staff meetings, IB meetings, and summative conferences. The staff at our school work well together to fix identified problems. However, there is a problem with parents choosing not to participate in meetings. Teachers show up, but parents do not show up unless it is a free food night or a carnival with play and free prizes. If you say "PTA meeting" the crowd goes way down.

7. What are the students' parents' and community perceptions of the school?

Student and parent surveys were completed, and they showed a very positive perception of our school. We have many activities for which we invite parents to come and participate, and we are involved in many activities and community service projects outside of our school.

We are open minded, welcome parents, have many community outreach activities. We have events for parents to come and have Family Nights: Learning for Limbs, 5-k runs, winter carnivals, spring carnivals, spring dance, seasonal and holiday programs. We have Christmas singing in the Mall where parents are welcome to come. Other activities available to parents are: Olympic tournaments, Valentine parties, Christmas Parties, donuts for dads, muffins for moms, open house, grandparents breakfast, Dr. Seuss Read Across America, Junior Achievement teachers, and high school students enrolled in the program: Ready Set Teach.

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

8. What do school expectations reveal?

We have high expectations for all students. We expect them to be here and to be successful. We expect them to be prepared and do their best. It is important to increase student attendance by continuing to call parents when students are absent. We also expect all students to behave and have a discipline plan for all staff to follow in order to achieve consistency across the board.

Technology

Technology Strengths

- 100% participation in Proficiency 11
- According to Texas Star Chart, we have Advanced Technology Infrastructure

Technology Weaknesses

- Not enough available time on existing campus technology to teach the technology applications TEKS
- Plan for replacing outdated hardware
- Opportunity for students to develop 21st Century skills by integrating technology tools and resources within the core curriculum

Technology Needs

- Updated mobile labs
- More in-class modeling by the IT person to show actual use of different applications

Comprehensive Needs Assessment

Technology Summary

Technology

1. What technology do we have?

The instructional staff at JLE have in all classrooms and labs:

- A. Ceiling mounted projectors
- B. Eno Interactive Board, Smart Response System, and Smart Notebook software
- C. Multi-media Presentation Carts which include, CPU, Qomo Tablet, Elmo, and high definition microphone
- D. Instructional staff also have either a Thin Client(virtual computer) or a desktop as their teacher station plus 2 student Thin Client (virtual computers) available in their classroom
- E. Each JLE administrator and office staff person has a computer and access to network printing.
- F. We have PA system and full camera security for the entire campus
- G. Other equipment includes networked B/W and color printers for teachers, networked B/W and color printers for student use in the computer labs, networked Xerox copiers for office areas.
- H. Equipment available through library check out: digital cameras, stand-alone projectors, flip cameras.
- I. We are equipped with 2 desktop computer labs (60 machines), 2 Windows 7 mobile labs with 30 laptops per lab, 2 Windows XP mobile carts with 25 laptops per lab, and 9 mini laptops for library research.
- J. LISD has implemented LISD Google Apps for Education, standardized district software, and subject specific software.

2. What is the technology proficiency for staff and students?

All LISD professional staff are required to complete a minimum of 7 hours of focused technology course work per year. The courses are developed by LISD technology staff, offered online via the district's Google site. Courses require participants to complete and submit assignments(s) for approval. The LISD Long Range Plan targets this requirement annually. The 2016-2017 Technology Proficiency requires all professional staff earn a minimum of 7 hrs of technology professional development by creating a Google Site webpage and other Google Apps for education component for website. Also, continued staff development is encouraged on the use of the classroom presentation cart components.

District Improvement Plan Goal 5 - "All LISD students will acquire and apply technological skills, where appropriate, to enhance academic achievement". Strategy 1: LISD educators will design at least two project based learning opportunities that apply technology-enhanced instructional strategies that address foundation TEKS and technology applications TEKS, Strategy 2: Evaluate District Technology resources and maintain or improve existing technology asset, and Strategy 3: LISD students will demonstrate technology literacy based on state technology applications TEKS standards.

3. How does staff feel about technology?

- A. The Texas Teacher Technology STaR chart data for 2016-2017 report the District's teachers believe they are at the Advanced Tech level.
- B. They have regular weekly access to technology and digital resources.
- C. They use technology as a tool in and across content areas to enhance higher order thinking skills.
- D. Current information tools and systems are used at the campus for communication, management of schedules and resources, performance assessment, and professional

Comprehensive Needs Assessment

Technology Summary (Continued)

development.

E. Teachers request more planning and training opportunities for developing the use of technology in their content area.

4. What are some barriers that potentially prevent effective use of technology? When it's working, why is that so? When it's not working, why not?

A. Barriers: Lack of identified time to become proficient in the use of technology tools and resources integrated within a particular subject; technology staff stretched beyond the ability to adequately support district needs.

B. When technology is effective it is largely due to teachers' personal interest in the integration of technology tools and resources and to administrators who encourage/allow risk taking.

C. When it is not working it is largely due to the barriers listed as well as a significant emphasis from district administrators on the use of technology for instruction with drill and practice using on-line programs instead of creation/collaboration projects using higher order thinking.

5. What types of technology professional development have we provided? What was the impact for staff and students?

A. Staff members are encouraged to attend technology training sessions in their subject area at conferences/workshops for integration ideas.

B. LISD uses training from Region VII, Pearson, and Project Share. There are on-going training sessions for specific staff in Tutorial Programs (Classworks, Think Through Math, and iStation)

C. Other training for student management Skyward and SPED manager. Staff receives training in student data mining tools used DMAC, EVAAS, Skyward.

D. LISD has a subscription to United Streaming and Atomic Learning.

E. LISD has on-line help guides through the Technology Wiki.

F. LISD offers many individual and group training opportunities by LISD Instructional Technologists.

6. In which content areas are we using technology and how? What is the effect?

Technology tools and resources are used throughout the entire instructional program for:

? delivery of guided and independent practice

? tutorials

? research

? assessment

? management tools

? electronic communication

7. How does the design of the network provide for the users it supports?

A. The district LAN is a robust electronic environment with little down time. The district LAN complies with CIPA requirements.

B. All staff and students have network logins which gives them access to personal home directories and other shared network resources.

C. All staff and students have logins to LISD Google Apps for Education (email, docs, calendar, sites)

8. How is technology utilized to support curriculum, instruction, and assessment integration and implementation?

Comprehensive Needs Assessment

Technology Summary (Continued)

- A. The district participates in the State online testing system for TELPAS and other STAR online exams.
- B. Math/Science/Reading skill reinforcement is delivered by computer for all students through Classworks (required 45 minutes per week)
- C. All core subjects have access to computer generated tutorials recommended by curriculum administrators.
- D. Some integration activities can be found across all grade levels and core subject areas.
Many teachers use their teacher web sites to deliver instruction for integrated activities.
Google apps for education is used by some teachers and students for collaboration projects and writing assignments with peer editing.
- E. The teachers use the following electronic resources: TEKS Resource System, YouTube, United Streaming, Atomic Learning, Khan Academy, and other web resources to enhance their curriculum delivery.

Top 3 Areas of Strength:

- 2:1 computer ratio
- 100 percent participation in Proficiency 11.
- According to Texas Star Chart, advanced Technology Infrastructure

Top 3 Areas of Needs:

- Not enough available time on existing campus technology to teach the technology applications TEK.
- Plan for replacing outdated hardware. (laptops, printers)
- Opportunity for students to develop 21st century skills by integrating technology tools and resources within the core curriculum.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Federal Program Guidelines
Growth Projections
Highly Qualified Staff
Mobility Rates
Parent Participation
Parental Involvement Policy
Promotion/Retention Rates
SCE Policy
Special Programs Evaluations
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Complete a comprehensive campus needs assessment in accordance with NCLB and Title 1 requirements (Title I SW: 1) (Target Group: All) (NCLB: 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	May 2017		Summative - Targeted and prioritized areas of greatest need
2. Utilize the TEKS Resource Center Instructional Focus 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) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist, Principal, Special Ed Teachers	August 2016 - June 2017	(O)Computer Lab, (O)Leveled books, (O)Literacy Library, (O)TEKS Resources System, (S)Local Funds	Summative - Lesson plans, classroom walkthroughs, T-TESS evaluations, data from district and state assessments
3. Plan rigorous activities that are aligned with the cognitive rigor of the verb in the TEKS and SEs	Classroom Teacher(s), Instructional Assistants, Principal, PYP Coordinator	August 2016 - June 2017		Formative - -Aligned lesson plans -Increase in student achievement
4. Instruct using a Balanced Literacy Approach to English Language Arts utilizing the following components: -Modeled/shared reading -Guided reading groups -Independent reading -Read Alouds -Phonics -Modeled/Interactive Writing -Writing Academy (Title I TA: 1,3) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2)	Classroom Teacher(s), Instructional Assistants, Principal, Special Ed Teachers	August 2016 - June 2017	(L)Instructional, (O)Campus Library, (O)Computer Lab, (O)Journals, (O)Leveled books, (O)Literacy Library	Summative - Observe increased academic success on TPRI, Tejas LEE, district benchmarks and states assessments

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Utilize the Daily 5 framework during literacy instruction. (Title I SW: 2,9) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal	August 2016 - June 2017		Summative - -Improved structure of literacy instruction Increase of student reading levels and comprehension
6. Utilize a campus-wide program including the following components: -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: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Classroom Teacher(s), Principal, Special Ed Teachers	August 2016 - June 2017	(O)Journals, (O)TEKS Resources System	Summative - Improve scores on district writing benchmarks, STAAR Writing assessments and TELPAS Writing assessment
7. 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) (NCLB: 1,2,5)	Classroom Teacher(s), Instructional Assistants, Principal, Special Ed Teachers	September 2016 - June 2017	(O)Computer Lab, (O)TEKS Resources System	Summative - Improved academic achievement in all core subject areas, as well as increased scores on district benchmarks test and state assessments.

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
8. 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: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)	Classroom Teacher(s), Principal, Special Ed Teachers	August 2016 - June 2017	(O)Manipulatives, (O)Math Materials, (O)TEKS Resources System	Summative - For teachers, an increased understanding of effective delivery of rigorous math instruction utilizing varying instructional strategies. For students, an increase in academic achievement on district math benchmarks and on the STAAR Math assessment
9. Participation in math staff development with district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal	August 2016 - June 2017		Formative - Improved mathematics instruction as evidenced by well-aligned rigorous lessons, walkthroughs, improved student achievement, and improved STAAR scores
10. Participate in science staff development w/ district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Content Area Instructional Coaches, Instructional Specialist, Principal, PYP Coordinator	August 2016 - June 2017		Summative - Improved science instruction as evidenced by well-aligned, rigorous lessons, walkthroughs, improved student achievement, and improved STAAR scores
11. Plan and perform rigor Science experiments and respond in journals in Grades K-5. (Title I SW: 2) (Title I TA: 3) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Classroom Teacher(s), Principal	September 2016 - June 2017	(O)Journals, (O)TEKS Resources System	Summative - Improved academic achievement on Science STAAR and Primary Science Inventory
12. Participate in a campus-wide and district Science Fair. (Title I TA: 1,2,3,7) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Classroom Teacher(s), Principal	March 2017	(O)TEKS Resources System	Summative - Increase in quantity and quality of science projects entered into the campus and district science fairs. Increase in academic achievement on the district science benchmarks and the STAAR test

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
13. Implement the Rtl Process with fidelity to assist students who are failing or in danger of failing. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Principal, Rtl Team	August 2016 - June 2017		Formative - Documentation in DMAC detailing interventions used and progress monitoring and improved student achievement.
14. Participation in writing staff development with district consultant and implement strategies learned into daily classroom instruction. (Title I SW: 4) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Content Area Instructional Coaches, Instructional Specialist, Principal, PYP Coordinator	August 2016 - June 2017		Formative - Improved writing instruction as evidenced by well-aligned, rigorous lessons, walkthroughs, improved student achievement and improved STAAR scores

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Daily parent contact when a student is absent. (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Principal	August 2016 - June 2017	(O)TEKS Resources System	Summative - ADA equal to or greater than 97%
2. Perfect attendance recognized and awarded each six weeks through Honor Assemblies (Title I SW: 2) (Target Group: All)	Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator	August 2016 - June 2017	(S)Local Funds	Summative - ADA equal to or greater than 97%
3. Communicate with parents regarding state compulsory attendance statutes through a variety of media (Title I SW: 2,6) (Target Group: All)	Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator	August 2016 - June 2017	(O)Computer Lab, (S)Local Funds	Summative - ADA equal to or greater than 97%
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)	Counselor(s)	October 2016 - June 2016	(S)Local Funds	Summative - ADA equal to or greater than 97%
5. Weekly attendance incentive for students having perfect attendance for the week. (Target Group: All)	Classroom Teacher(s)	August 2016 - June 2017	(S)Local Funds	Summative - ADA equal to or greater than 97%

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct daily in-school tutorials for students currently scoring at Phase I to increase the number scoring at Phase II Satisfactory and Phase II Recommended. (Title I SW: 9) (Title I TA: 1,2,3,4,5,8) (Target Group: AtRisk) (NCLB: 1)	Classroom Teacher(s), ESL Teacher, Instructional Assistants, Parent Volunteers, Peer Tutors, Principal, Special Ed Teachers	October 2016 - June 2017	(O)Computer Lab, (O)Leveled books, (O)Manipulatives, (O)Math Materials	Summative - Increase in the percentage of students scoring at the Phase II Satisfactory and the Phase II Recommended Levels on STAAR
2. Utilize iStation and Classworks for a minimum of 30 minutes weekly as interventions for students not meeting minimum passing standard on STAAR, and for students passing STAAR at Level II Recommended and Level III Advanced. (Title I SW: 2,9) (Title I TA: 1) (Target Group: All, AtRisk, 3rd, 4th, 5th) (NCLB: 1)	Classroom Teacher(s), Principal	October 2016 - June 2017	(O)Computer Lab	Summative - Increase in the percentage of students scoring at the Phase II Satisfactory and the Level II Recommended or Level III Advanced on STAAR Reading and Math
3. Implement sight word recognition according to TEKS for grades Kindergarten through 5. (Title I TA: 1,2,4,7) (Target Group: All) (NCLB: 1,2,5)	Classroom Teacher(s), Principal	October 2016 - June 2017	(O)TEKS Resources System	Summative - By the 5th six weeks of school, each child should have mastered the required sight words for grade level as evidenced by mastery on a sight word assessment
4. Implement Word of the Week to develop vocabulary in all students. (Target Group: All) (NCLB: 1,2,4)	Campus Instructional Technologist, Classroom Teacher(s), Counselor(s), Custodial Staff, Dyslexia Teacher, ESL Teacher, Instructional Assistants, Librarian, Principal, PYP Coordinator, Special Ed Teachers, Speech Therapist	September 2016 - June 2017		Summative - -Increase in use of high-level vocabulary in everyday conversation and in work products -Increase in student achievement
5. Utilize Lead4Ward and Staar4ward information to analyze and select the focus student expectations for each subject and grade level and commit to teaching these with rigor in every lesson presented (Title I SW: 1,2,4,8) (Title I TA: 1,2,4,6,8) (Target Group: All) (NCLB: 1,2,5)	Classroom Teacher(s), Principal	August 2016 - June 2017	(O)Region VII, (O)TEKS Resources System	Summative - Increased academic achievement in all areas of STAAR

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

Objective 3. Reduce the achievement gap on STAAR between the standard progression standards and the advanced performance standards.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6. Analyze district and state assessment data to drive instructional decisions. (Title I SW: 2,8,9) (Title I TA: 2,3,4) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Principal	August 2016 - June 2017	(O)Region VII	Summative - Increased student achievement in core content areas as well as district and state assessments

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Implement with fidelity the Gomez and Gomez Dual Language program from grades K-4 (Title I SW: 2,4,9,10) (Target Group: LEP, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2)	Classroom Teacher(s), District Bilingual Department, Principal	September 2016 - June 2017	(F)Title III Bilingual/ESL, (O)Journals, (O)Leveled books, (O)Literacy Library	Summative - Improve the long-term academic and linguistic achievement (based on standardized test results in reading & mathematics) of Spanish and English dominant student participants
2. Incorporate SIOP components in daily instruction (Title I SW: 3,4,9) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,2)	Classroom Teacher(s), Principal, Special Ed Teachers	August 2016 - June 2017	(F)Title III Bilingual/ESL, (L)TEKS Resource System, (O)Manipulatives	Summative - 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
3. Continue SIOP Professional Development to reach 100% of staff trained. (Title I TA: 5,6) (Target Group: All, LEP) (NCLB: 2)	District Bilingual Department, Principal	August 2016 - June 2017	(O)Region VII	Summative - 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
4. Provide Bilingual Instructional Assistants to help Bilingual teachers and students. (Title I SW: 9) (Target Group: LEP) (NCLB: 2)	Instructional Assistants, Principal	August 2016 - June 2017	(F)Title III Bilingual/ESL	Summative - Increased academic achievement of LEP students in all core content areas as well as district benchmarks and state assessments.

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. 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) (NCLB: 1)	Principal	August 2016 - June 2017	(F)IDEA Special Education	Summative - Increased academic achievement by students qualifying for Special Education services in all core content areas as well as district benchmarks and state assessments
6. Provide a daily reading intervention for students qualifying for Special Education who did not meet minimum passing standard on STAAR. (Title I SW: 2,5,9) (Target Group: SPED, 4th, 5th) (NCLB: 1)	Instructional Assistants, Principal, Special Ed Teachers	August 2016 - June 2017	(O)Computer Lab, (O)Leveled books, (O)TEKS Resources System	Summative - Increased percentage of Special Education students scoring minimum passing standard or higher on district and state assessments
7. Teachers use differentiated instruction to address the needs of all learners (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1)	Classroom Teacher(s), Dyslexia Teacher, ESL Teacher, Principal, Rtl Team	August 2016 - June 2017	(S)Local Funds	Summative - Increased student understanding and mastery of concepts on district and state assessment
8. Provide support and specialized instruction for students identified as dyslexic (Title I SW: 2,9) (Target Group: Dys) (NCLB: 1)	Dyslexia Teacher, Principal, Rtl Team	August 2016 - June 2017	(O)Journals	Summative - Students identified as dyslexic will become more proficient readers and increase both reading levels and fluency
9. Provide enrichment for students identified as Gifted and Talented. (Title I SW: 3) (Target Group: GT) (NCLB: 1)	Classroom Teacher(s), Instructional Specialist	August 2016 - June 2017	(S)Local Funds	Summative - Identified G/T students will demonstrate skills in self-directed learning, thinking, research and communication

JL Everhart Elementary

Goal 1. All Schools Will Meet State Standards

Objective 5. 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Promote student participation in UIL academic events (Title I SW: 4,7) (Target Group: All)	Classroom Teacher(s), Club Sponsors, Principal, UIL Coordinator	September 2016 - June 2017	(S)Local Funds	Summative - Increased percentage of students scoring at the commended rate on STAAR
2. Conduct daily in-school tutorials in reading and math to increase the number of students scoring at Level III Advanced on STAAR. (Title I SW: 2,9) (Title I TA: 1,4,8) (Target Group: All, 3rd, 4th, 5th) (NCLB: 1,2)	Classroom Teacher(s), Principal	October 2016 - June 2017	(O)Computer Lab, (O)Literacy Library, (O)Manipulatives	Summative - Greater percentage of students scoring at Level III Advanced on STAAR
3. Students participate in Inquiry-based learning projects as outlined in the standards for the IB program (Title I TA: 1,3,4,8) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1)	Principal, PYP Coordinator	August 2016 - June 2017	(F)Title I	Summative - Increased percentage of students performing at the commended level on STAAR
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) (NCLB: 1,2)	Classroom Teacher(s), PYP Coordinator	April 2017 - May 2017	(O)Computer Lab	Summative - Students become more proficient in in-depth research and learning at higher levels which leads to increased scores on state assessments

JL Everhart Elementary

Goal 2. Establish an integrated system of community relations and communication

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

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain an active PTA on campus (Title I SW: 6) (Title I TA: 7) (Target Group: All)	Classroom Teacher(s), Counselor(s), PTA	August 2016 - June 2017	(S)Local Funds	Summative - Greater than or equal to 90% staff and parent membership
2. Host a variety of activities which involve family members at school, including but not limited to: Meet the Teacher Night, Open House, Music Programs, Festivals, Donuts with Dad, Muffins with Mom, IB Exhibition, Student-led conferences, PTA meetings, Volunteer Breakfast, Kindergarten Graduation, Field Day, Family Reading Night (Title I SW: 6) (Target Group: All)	Classroom Teacher(s), Counselor(s), Custodial Staff, Instructional Assistants, Librarian, Principal, PTA	August 2016 - June 2017		Summative - Increased parent involvement as evidenced by sign-in sheets and conference logs
3. Conduct STAAR Information Night for parents of 3rd, 4th, and 5th grade students. (Title I SW: 2,6) (Target Group: 3rd, 4th, 5th) (NCLB: 1)	Classroom Teacher(s), Principal	January 2017	(L)Instructional, (L)TEKS Resource System, (O)District Benchmarks, (O)STAAR Assessments, (S)Local Funds	Summative - Increased parent knowledge of student expectations for STAAR
4. Communicate with parents on all aspects of their child's academic social, and behavioral progress and provide information on how to support their child with strategies academically, socially, and behaviorally (Title I SW: 2,6) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Dyslexia Teacher, ESL Teacher, Principal, PYP Coordinator, RtI Team	August 2016 - June 2017	(O)Benchmark Assessment System (BAS), (O)Computer Lab, (O)District Benchmarks, (O)Frey Sight Word List	Summative - Parents informed on a daily basis on their child's progress in all areas. Improved Test Scores
5. Inform parents about opportunities at Region VII, LISD, and other organizations that offer parenting and leadership skills that empower parents to become vital contributors to their children's academic success (Title I SW: 6) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator	August 2016 - June 2017	(O)Region VII	Summative - Increased parental involvement and positive parent engagement which will result in strong home learning environments and improved student academics

JL Everhart Elementary

Goal 2. Establish an integrated system of community relations and communication

Objective 2. Create a system to communicate foundation and future-ready skills for each learner

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
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) (NCLB: 1)	Classroom Teacher(s), Counselor(s), Principal, PYP Coordinator	August 2016 - June 2017	(L)TEKS Resource System, (O)Benchmark Assessment System (BAS), (O)District Benchmarks, (O)Frey Sight Word List	Summative - Increased parental awareness of district and state expectations and improved student achievement
2. Weekly newsletter outlining campus events, IB profile and attitude words, and miscellaneous parent information. (Title I SW: 6) (Target Group: All)	PYP Coordinator	October 2016 - June 2017	(O)Campus Library, (S)Local Funds	Summative - Continuous communication to keep parents abreast of campus events
3. Student-led conferences as outlined in the IB-PYP Making the PYP Happen (Title I SW: 2,6) (Target Group: All) (NCLB: 1)	Classroom Teacher(s), PYP Coordinator	Spring 2017	(L)TEKS Resource System, (O)Benchmark Assessment System (BAS), (O)District Benchmarks, (O)IB standards	Summative - Sign-in sheets showing number of parents attending
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: PRE K, 5th) (NCLB: 1,5)	Counselor(s), Principal	May 2017	(F)IDEA Special Education, (S)Local Funds	Summative - Agendas and sign-in sheets
5. Parent contact each six weeks regarding student progress (Title I SW: 6)	Classroom Teacher(s)	August 2016 - June 2017	(L)TEKS Resource System, (O)District Benchmarks, (O)Frey Sight Word List, (O)Rigby	Summative - Parent contact logs, Report Cards, Progress Reports

JL Everhart Elementary

Goal 2. Establish an integrated system of community relations and communication

Objective 3. Create a system for establishing and maintaining reciprocal community partnerships to increase authentic field based learning experience

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Alpine Church of Christ, Mobberly Baptist Church, Colonial Village, and Corner Bakery to provide food, school supplies, and funds to furnish student and teacher needs (Title I SW: 9,10) (Target Group: All) (NCLB: 1)	Counselor(s), Principal, PYP Coordinator	August 2016 - June 2017	(S)Local Funds	Summative - Weekly delivery of 100+ backpacks of food, annual delivery of school supplies and/or funds for students who lack needed items
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)	Principal	August 2016 - June 2017	(S)Local Funds	Summative - JL Everhart will benefit from the various external resources through tutoring and enrichment to expanded learning opportunities
3. Maintain a relationship with representatives of Eastman Research Forest and Texas Forestry Department to enhance student learning with authentic field-based learning experiences (Title I SW: 2,10) (Target Group: All, 5th)	PYP Coordinator	October 2016 - June 2017	(L)TEKS Resource System	Summative - Student participation in authentic learning that crosses disciplines and brings students into meaningful contact with community

JL Everhart Elementary

Goal 3. Retain, Cultivate and Retain High Quality Personnel

Objective 1. Recruit, employ, induct, retain, and provide on-going professional development to highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Lead4ward webinars and resources to help teachers understand and meet the challenges presented by the new state assessment system (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Classroom Teacher(s), Principal	September 2016 - June 2017	(O)Computer Lab	Summative - Teachers will become well-informed about the STAAR assessment, learn how to analyze data and meet the demands of the new accountability system
2. Provide opportunities for staff to attend International Baccalaureate PYP training at appropriate levels (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,5)	Classroom Teacher(s), PYP Coordinator	September 2016 - June 2017	(F)Title I	Summative - Teachers will improve their instructional techniques and students will increase awareness of their own progression of learning
3. Participate in sustained training with Stacey Grant on implementing the new Math TEKS. (Title I SW: 4) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,5)	Classroom Teacher(s), Instructional Facilitator, Instructional Specialist, Principal	September 2016 - June 2017		Summative - -Expand understanding of changes in Math TEKS and increased proficiency in teaching them to the correct depth and complexity -Increase student achievement as evidenced by grades and STAAR scores
4. Participate and implement training with Holly Lyon on writing aligned lesson plans (Title I SW: 4) (Target Group: All) (NCLB: 1,5)	Classroom Teacher(s), Instructional Specialist, Principal	August 2016 - June 2017		Summative - Lesson plans designed with objectives and activities that are directly aligned to the cognitive level of the TEKS and SE

JL Everhart Elementary

Goal 4. Design a comprehensive instructional technology program that promotes 21st teaching and learning.

Objective 1. Fully integrate appropriate technology tools to facilitate best practices for teaching and learning in the classroom

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus will make effective use of learning management resources, i.e. iStation, Starfall.com, Classworks, and Think Through Math to support guided practice when appropriate (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,5)	Classroom Teacher(s), Principal, Special Ed Teachers	September 2016 - June 2017	(O)Computer Lab	Increased academic achievement in all content areas, district benchmarks and state assessments
2. All students will receive grade-appropriate internet instruction (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (NCLB: 1,5)	Classroom Teacher(s), Principal	September 2016 - June 2017	(O)Computer Lab	Students will use internet resources appropriately in accordance with the LISD Acceptable Use Policy
3. All students will have the opportunity to develop technology skills by completing a minimum of one project per semester utilizing technology tools and resources (Title I SW: 2) (Target Group: All, PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Classroom Teacher(s), Principal	August 2016 - June 2017	(O)Campus Library	

JL Everhart Elementary

Goal 4. Design a comprehensive instructional technology program that promotes 21st teaching and learning.

Objective 2. Increase the capacity of district staff to integrate the use of technology tools and resources through a differentiated staff development program that addresses 21st century skills

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% of staff will complete the required technology proficiency for 2016-2017 by the end of March 2017 (Title I SW: 2,3,4) (Title I TA: 3,5,7) (Target Group: All) (NCLB: 3)	Classroom Teacher(s), Principal	September 2016 - March 2017	(O)Computer Lab	100% professional staff completion of 2016-2017 Proficiency