

**Longview Independent School District**  
**J.L. Everhart Elementary**  
**2023-2024 Improvement Plan**



**Board Approval Date:** October 16, 2023

# 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 16, 2023

## Demographics

### Demographics Summary

J.L. Everhart Elementary is a Title 1 school that services grade levels 1st through 5th. The purpose of this improvement plan is to focus on the 2023-2024 school year by using the demographic information from May 2023. J.L. Everhart an AT-RISK School with 92% ECD, 35% LEP, and less than 1% of the student body classified as homeless. There is still a significant achievement gap among our students in all ranges when focused on literacy. Enrollment as of August 2023 shows the data as follows: there are a total of 431 students enrolled with a decrease in the entire school population by 12% from the previous year. Demographic data is as follows:

- Hispanic - 194 (45%)
- African American - 164 (38%)
- Caucasian - 63 (15%)
- Other - 10 (less than 1%)

J.L. Everhart an AT-RISK School with 92% ECD, 35% LEP, and less than 1% of the student body classified as homeless. There is still a significant achievement gap amongst our African-American sub-pop, specifically in literacy. Average class sizes are a 20-to-1 ratio, with our highest student-to-teacher ratio resting in our 3rd-grade classes.

Teacher skills are aligned with our student needs, with teacher placements being specifically agreed upon by grade level. Each grade level is populated with teachers whose experience and skills match the specific needs of those students.

### Demographics Strengths

The Bilingual sub-pop continues to grow and be strengthened. Data suggests a trend of upward progression academically for this subgroup. Likewise, the parental involvement from this sub-group is trending upward as well. Parents are also opting to choose our campus via Longview ISD's "Choose" program at a higher rate for the 2023 school year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The disparity among the African American sub-pop with academic readiness and success continues to trend on campus. **Root Cause:** Low reading levels affect performance in all other content areas. Paired with minimal parental support, students achieve disproportionately lower than their peers.

# Student Learning

## Student Learning Summary

| JLE   |              |                   |                |            |              |       |         |         |          |
|-------|--------------|-------------------|----------------|------------|--------------|-------|---------|---------|----------|
| Grade | Subject Area | Demographic       | Total Students | Approaches | Approaches % | Meets | Meets % | Masters | Master % |
| 3rd   | Math         | All Students      | 80             | 57         | 71%          | 23    | 29%     | 10      | 13%      |
|       |              | Hispanic          | 41             | 40         | 40           | 13    | 34      | 0       | 0        |
|       |              | Asian             | 0              | 0          | 0            | 0     | 0       | 0       | 0        |
|       |              | African American  | 27             | 19         | 70           | 4     | 15      | 1       | 4        |
|       |              | White             | 9              | 6          | 67           | 4     | 44      | 1       | 11       |
|       |              | Two or More       | 3              | 2          | 67           | 1     | 33      | 1       | 33       |
|       |              | ECD               | 73             | 52         | 71           | 19    | 26      | 8       | 11       |
|       |              | ELL               | 29             | 22         | 76           | 12    | 41      | 7       | 24       |
|       |              | Special Education | 6              | 3          | 50           | 1     | 17      | 0       | 0        |
|       |              | Dyslexia          | 5              | 5          | 100          | 0     | 0       | 0       | 0        |
| Grade | Subject Area | Demographic       | Total Students | Approaches | Approaches % | Meets | Meets % | Masters | Master % |
| 4th   | Math         | All Students      | 85             | 78         | 92%          | 62    | 73%     | 42      | 49%      |
|       |              | Hispanic          | 48             | 45         | 94           | 37    | 77      | 24      | 50       |
|       |              | Asian             | 2              | 2          | 100          | 2     | 100     | 2       | 100      |
|       |              | African American  | 25             | 21         | 84           | 15    | 60      | 9       | 36       |
|       |              | White             | 6              | 6          | 100          | 5     | 83      | 4       | 67       |
|       |              | Two or More       | 4              | 4          | 100          | 3     | 75      | 3       | 75       |
|       |              | ECD               | 80             | 73         | 91           | 57    | 71      | 38      | 48       |
|       |              | ELL               | 36             | 34         | 94           | 30    | 83      | 20      | 56       |
|       |              | Special Education | 6              | 4          | 67           | 4     | 67      | 1       | 17       |
|       |              | Dyslexia          | 3              | 3          | 100          | 2     | 67      | 2       | 67       |
| Grade | Subject Area | Demographic       | Total Students | Approaches | Approaches % | Meets | Meets % | Masters | Master % |
| 5th   | Math         | All Students      | 98             | 82         | 85%          | 54    | 56%     | 30      | 31%      |
|       |              | Hispanic          | 58             | 50         | 86           | 35    | 60      | 19      | 33       |
|       |              | Asian             | 1              | 1          | 100          | 1     | 100     | 0       | 0        |
|       |              | African American  | 25             | 18         | 72           | 8     | 32      | 4       | 16       |
|       |              | White             | 10             | 10         | 100          | 7     | 70      | 5       | 50       |

|              |                     |                     |                       |                   |                     |              |                |                |                 |
|--------------|---------------------|---------------------|-----------------------|-------------------|---------------------|--------------|----------------|----------------|-----------------|
| <b>JLE</b>   |                     |                     |                       |                   |                     |              |                |                |                 |
|              |                     | Two or More         | 4                     | 3                 | 75                  | 3            | 75             | 2              | 50              |
|              |                     | ECD                 | 90                    | 76                | 84                  | 50           | 56             | 27             | 30              |
|              |                     | ELL                 | 39                    | 36                | 92                  | 26           | 67             | 17             | 44              |
|              |                     | Special Education   | 6                     | 4                 | 67                  | 2            | 33             | 0              | 0               |
|              |                     | Dyslexia            | 2                     | 2                 | 100                 | 1            | 50             | 0              | 0               |
| <b>Grade</b> | <b>Subject Area</b> | <b>Demographic</b>  | <b>Total Students</b> | <b>Approaches</b> | <b>Approaches %</b> | <b>Meets</b> | <b>Meets %</b> | <b>Masters</b> | <b>Master %</b> |
| <b>3rd</b>   | <b>Reading</b>      | <b>All Students</b> | 80                    | 59                | 74                  | 24           | 36             | 12             | 22              |
|              |                     | Hispanic            | 41                    | 29                | 70                  | 14           | 33             | 9              | 41              |
|              |                     | Asian               |                       |                   |                     |              |                |                |                 |
|              |                     | African American    | 26                    | 21                | 81                  | 6            | 23             | 0              | 0               |
|              |                     | White               | 9                     | 6                 | 67                  | 3            | 33             | 2              | 22              |
|              |                     | Two or More         | 3                     | 3                 | 100                 | 1            | 33             | 1              | 33              |
|              |                     | ECD                 | 73                    | 53                | 73                  | 22           | 35             | 10             | 20              |
|              |                     | ELL                 | 29                    | 20                | 60                  | 13           | 40             | 9              | 21              |
|              |                     | Special Education   | 6                     | 4                 | 40                  | 2            | 40             | 0              | 0               |
|              |                     | Dyslexia            | 4                     | 2                 | 50                  | 0            | 0              | 0              | 0               |
| <b>Grade</b> | <b>Subject Area</b> | <b>Demographic</b>  | <b>Total Students</b> | <b>Approaches</b> | <b>Approaches %</b> | <b>Meets</b> | <b>Meets %</b> | <b>Masters</b> | <b>Master %</b> |
| <b>4th</b>   | <b>Reading</b>      | <b>All Students</b> | 96                    | 67                | 73                  | 37           | 42             | 22             | 24              |
|              |                     | Hispanic            | 57                    | 41                | 72                  | 24           | 42             | 12             | 21              |
|              |                     | Asian               | 1                     | 1                 | 100                 | 0            | 0              | 0              | 0               |
|              |                     | African American    | 25                    | 14                | 56                  | 6            | 24             | 6              | 24              |
|              |                     | White               | 9                     | 7                 | 78                  | 4            | 44             | 3              | 33              |
|              |                     | Two or More         | 4                     | 4                 | 100                 | 3            | 75             | 1              | 25              |
|              |                     | ECD                 | 87                    | 59                | 71                  | 32           | 41             | 19             | 23              |
|              |                     | ELL                 | 37                    | 28                | 69                  | 16           | 32             | 8              | 27              |
|              |                     | Special Education   | 6                     | 3                 | 70                  | 0            | 0              | 0              | 0               |
|              |                     | Dyslexia            | 2                     | 0                 | 0                   | 0            | 0              | 0              | 0               |
| <b>Grade</b> | <b>Subject Area</b> | <b>Demographic</b>  | <b>Total Students</b> | <b>Approaches</b> | <b>Approaches %</b> | <b>Meets</b> | <b>Meets %</b> | <b>Masters</b> | <b>Master %</b> |
| <b>5th</b>   | <b>Reading</b>      | <b>All Students</b> | 98                    | 75                | 83                  | 53           | 65             | 27             | 31              |
|              |                     | Hispanic            | 56                    | 48                | 82                  | 39           | 65             | 16             | 27              |
|              |                     | Asian               | 1                     | 1                 | 100                 | 0            | 0              | 0              | 0               |

| <b>JLE</b> |              |                   |                |            |              |       |         |         |          |
|------------|--------------|-------------------|----------------|------------|--------------|-------|---------|---------|----------|
|            |              | African American  | 25             | 14         | 56           | 6     | 24      | 6       | 24       |
|            |              | White             | 9              | 7          | 78           | 4     | 44      | 3       | 33       |
|            |              | Two or More       | 4              | 4          | 100          | 3     | 75      | 1       | 25       |
|            |              | ECD               | 90             | 68         | 82           | 48    | 64      | 33      | 29       |
|            |              | ELL               | 39             | 36         | 79           | 32    | 56      | 13      | 41       |
|            |              | Special Education | 6              | 3          | 50           | 1     | 17      | 0       | 0        |
|            |              | Dyslexia          | 2              | 0          | 0            | 0     | 0       | 0       | 0        |
| Grade      | Subject Area | Demographic       | Total Students | Approaches | Approaches % | Meets | Meets % | Masters | Master % |
| 5th        | Science      | All Students      | 98             | 70         | 75           | 30    | 34      | 14      | 16       |
|            |              | Hispanic          | 58             | 45         | 77           | 20    | 34      | 8       | 14       |
|            |              | Asian             | 1              | 1          | 100          | 0     | 0       | 0       | 0        |
|            |              | African American  | 25             | 10         | 40           | 4     | 16      | 2       | 8        |
|            |              | White             | 9              | 9          | 100          | 4     | 44      | 2       | 22       |
|            |              | Two or More       | 4              | 4          | 100          | 2     | 50      | 2       | 50       |
|            |              | ECD               | 59             | 45         | 74           | 25    | 31      | 12      | 15       |
|            |              | ELL               | 39             | 31         | 71           | 15    | 29      | 6       | 19       |
|            |              | Special Education | 4              | 1          | 25           | 0     | 0       | 0       | 0        |
|            |              | Dyslexia          | 2              | 2          | 100          | 0     | 0       | 0       | 0        |
| Grade      | Subject Area | Demographic       | Total Students | Approaches | Approaches % | Meets | Meets % | Masters | Master % |
| 4th        | Writing      | All Students      | 85             | 70         | 84           | 39    | 45      | 13      | 16       |
|            |              | Hispanic          | 48             | 41         | 85           | 21    | 45      | 8       | 17       |
|            |              | Asian             | 2              | 2          | 100          | 2     | 100     | 1       | 50       |
|            |              | African American  | 24             | 19         | 79           | 12    | 50      | 4       | 17       |
|            |              | White             | 7              | 5          | 71           | 3     | 43      | 0       | 0        |
|            |              | Two or More       | 4              | 3          | 75           | 1     | 25      | 0       | 0        |
|            |              | ECD               | 79             | 67         | 83           | 36    | 44      | 13      | 17       |
|            |              | ELL               | 36             | 31         | 85           | 15    | 45      | 6       | 17       |
|            |              | Special Education | 6              | 5          | 90           | 2     | 40      | 0       | 0        |
|            |              | Dyslexia          | 3              | 3          | 100          | 1     | 33      | 0       | 0        |

### Student Learning Strengths

Math continues to be our strength in student learning campus-wide. The ability of our students to grasp the concepts can be seen in the initial formative testing. Students' data reveals much higher levels of success in math as opposed to reading.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Our campus gap is focused in literacy, ranging from grade 1 through 5, specifically in our African American sub-pop. **Root Cause:** Lack of a consistent, systemic phonics program has set up a pipeline of students with gaps in their learning. Students without strong phonics instruction struggle with decoding.



# School Processes & Programs

## School Processes & Programs Summary

Our campus has implemented several initiatives for the 2023-2024 school year. Firstly, our campus will follow district protocol and apply the Texas Instructional Leadership model on campus. This will allow us to use a positive, research-based instructional coaching system to hyper focus our teacher growth.

Data from the 2023 Spring STAAR administration continues to show growth for our campus in mathematics. Data in literacy shows us that our teachers need more specific PLC planning and development to give them the ability to hone their instruction for student learning. With that in mind, we adjusted our campus schedule to allow the teachers a full day for PLC planning and evaluating data.

## School Processes & Programs Strengths

Teachers have already begun to show increased overall depth, complexity and rigor of their instructional delivery. There is a marked increase in student engagement and achievement that can be attributed to the utilization of the TIL model and PLC planning with fidelity. Teachers are able to implement more meaningful lessons including project based learning and students are given the elaborative rehearsal needed for success.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers are just beginning their TIL process, with training and planning working through the program roll-out, which causes small frustrations. **Root Cause:** Training is set-up via a roll out process, so reassuring teachers that there will be consistent training has been key.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

#### **Employee Data**

- Professional learning communities (PLC) data
- Campus leadership data
- Professional development needs assessment data
- T-TESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results





# Goals

Revised/Approved: June 2, 2023

## Goal 1: Improve Recruitment and Retention of Quality Personnel

**Performance Objective 1:** Increase the student-teacher participation rate in LISD classrooms by 5% by the end of the 2023-2024 school year.





**Evaluation Data Sources:** Employment Records, Walkthrough data, Anecdotal data

| Strategy 1 Details  | Reviews          |            |            |                  |
|---|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> 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 reflective of the instructional model.</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, at least 90% of J.L. Everhart students will increase their levels of academic performance in mathematics, reading /language arts, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals<br/>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|   |                  |            |            |                  |
| Strategy 2 Details  | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Consistent use of the School Mint program to help teachers calibrate their instruction to help their understanding of instructional methods.</p> <p><b>Strategy's Expected Result/Impact:</b> The increase of student-teacher participation in classrooms and strengthening of instructional methods.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Campus Teacher Leaders</p> <p><b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|   | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|   |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>  |                  |            |            |                  |

**Goal 1:** Improve Recruitment and Retention of Quality Personnel

**Performance Objective 2:** Increase the teacher retention rate and employment of highly qualified staff by 10%.





**Evaluation Data Sources:** Employment Records

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Extend the campus PLC schedule from one half of a day to a whole day weekly of available collaboration and teacher mentoring.</p> <p><b>Strategy's Expected Result/Impact:</b> To allow staff members appropriate time to plan, professionally develop, and model TEKS for peers.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Teacher Leaders</p> <p><b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b><br/>Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | May | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>            |           |     |     |           |

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

**Performance Objective 1:** Increase Family Engagement on magnet campuses by 50%.





**Evaluation Data Sources:** Family Engagement Plans; Sign-in sheets, and Agendas from meetings

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Conduct monthly parent meetings to inform parents of the mission and vision of the campus and grade-level curriculum expectations</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, at least 90% of all students' parents and or family members will participate in a t least one school-sponsored academic activity for/with their children.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, CIS Member</p> <p><b>Title I:</b><br/>4.2</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |

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

**Performance Objective 2:** Longview ISD campuses will increase partnerships with local educational institutions of higher learning, medical institutions, and with local businesses by 50%.

**Evaluation Data Sources:** MOUs; Business and community partnerships; Volunteer documentation





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Conduct monthly networking outreach meetings in order to gain, increase, and maintain current community partners.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase the number of community partners invested in the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, CIS Member</p> <p><b>Title I:</b><br/>4.2</p> <p><b>- ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |           |     |     |           |



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

**Performance Objective 3:** Increase social media/online presence in new outlets by 25%.





**Evaluation Data Sources:** Data Reports

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> The campus will use ThrillShare as a new media outlet to deliver information to parents, posting a minimum of 1 time weekly.</p> <p><b>Strategy's Expected Result/Impact:</b> To give parents who do not use traditional social media methods viable resources for campus information.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Campus Secretary</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> Increase media posts by +2 posts a week, highlighting academic and enrichment successes.</p> <p><b>Strategy's Expected Result/Impact:</b> To increase campus media traffic rates on website, Facebook, ThrillShare, and ClassDojo.</p> <p><b>Staff Responsible for Monitoring:</b> Academic Dean, Campus Secretary.</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div> |                  |            |            |                  |

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

**Performance Objective 4:** 95% of the district parents, staff, teachers, and community will report feeling safe and secure in all facilities.

**Evaluation Data Sources:** Safety Reports; Surveys; Safety Meetings; Security Officer sign-in sheets





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Post all safety verbiage for staff, students, and parents to see and give access to available information to parents for the entirety of the school year.</p> <p><b>Strategy's Expected Result/Impact:</b> To give parents campus transparency in matters that can be communicated.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 1:** Our campus will earn the maximum number of distinctions designated by TEA by the 2024-2025 school year.

**Evaluation Data Sources:** Common Assessments; Teacher Observation; Progress Reports; Parent Conferences





| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Create a print-rich environment in all subjects by posting thinking maps and anchor charts for interactive use in all classrooms, by TEKS assigned every six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> Principal, Academic Dean, Teacher Leaders</p> <p><b>Staff Responsible for Monitoring:</b> By May of 2024, at least 90% of J.L. Everhart students will increase their levels of academic performance in mathematics, reading /language arts, and science.</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| Strategy 2 Details   | Reviews   |     |     |           |
| <p><b>Strategy 2:</b> Identify students' reading, math and science levels and keep them informed of progress throughout the six weeks each six weeks.</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, at least 90% of J.L. Everhart students will increase their levels of academic performance in mathematics, reading /language arts, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Teacher Lead</p>   | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |

| Strategy 3 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 3:</b> Provide and offer training in the HMH phonics and spelling instructional program that is aligned with the science of teaching reading. When used with fidelity, this program will prevent and remediate reading difficulties for students in grades 1-3. It will also significantly increase the reading levels of all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve the reading of students from grades 1-5 and to increase vocabulary, comprehension, and fluency.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Teacher Leader</p> <p><b>Title I:</b><br/>2.4</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 4 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 4:</b> During weekly PLC, teachers will use the TEKS Breakdown method to align their instruction to the depth and complexity needed.</p> <p><b>Strategy's Expected Result/Impact:</b> This will allow teachers to understand their curriculum at an in-depth level, giving them the ability to hyper-focus their instruction on the rigor of the TEKS.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 5: Effective Instruction</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>   |                  |            |            |                  |

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 2:** All student groups will meet the state targets in Domain 3, closing performance gaps, according to state accountability.





**Evaluation Data Sources:** Common Assessments; Benchmark Data; Performance Monitoring Data

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Identify students' reading, math, and science levels and keep them informed of progress throughout the six weeks each six weeks in order to increase awareness of their progress.</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, at least 90% of J.L. Everhart students will increase their levels of academic performance in mathematics, reading /language arts, and science.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Classroom Teachers</p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>                               |           |     |     |           |

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 3:** Increase parental and community engagement by 5%.





**Evaluation Data Sources:** Surveys; Sign-in sheets

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Offer one more parent night, in addition to the current calendar of family engagement activities by May 2024.</p> <p><b>Strategy's Expected Result/Impact:</b> To continue to grow our parent community.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, CIS</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>  | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 4:** Expand instructional learning opportunities to meet and enhance the needs of each learner.





**Evaluation Data Sources:** Parent Meetings; Parent Surveys

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Offer both a Math Lab and ELPS Lab for students to have enrichment periods for expanded instruction using HQIM such as Zearn, IXL, Summit K-12, and mClass/Amplify.</p> <p><b>Strategy's Expected Result/Impact:</b> With this expansion, the expected result includes students meeting all accountability standards for campus and district levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Teacher Leader</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 5:** Student participation in University Interscholastic League (UIL), academic competitions, and college entrance exams will increase by 5% as evidenced by participation numbers at the end of the school year.

**Evaluation Data Sources:** Student Participation Data





| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Appoint a new campus UIL coordinator in order to strengthen the organization of UIL for teachers and students.<br/> <b>Strategy's Expected Result/Impact:</b> This person will be able to focus on the implementation of UIL at Everhart with more fidelity, giving teachers a person of focus on campus for help.<br/> <b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>TEA Priorities:</b><br/>           Connect high school to career and college<br/> <b>- ESF Levers:</b><br/>           Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | May | June      |
|   |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>                        |           |     |     |           |



**Goal 3:** All Schools Will Meet State Accountability Standards and Perform at or above State Level in Math, Reading/Writing, and Science.

**Performance Objective 6:** Provide a safe, disciplined and healthy environment conducive to student learning and supporting the physical health and social-emotional needs for students, their families and employees.





**Evaluation Data Sources:** Campus counseling services lessons and documentation, PEIMS data sources, documentation of social emotional learning occurring in classrooms, staff wellness activities.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Conduct monthly parent meetings to inform parents of the mission and vision of the campus and grade-level curriculum expectations.</p> <p><b>Strategy's Expected Result/Impact:</b> To keep parents updated about campus culture and climate in both academic and SEL domains.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Deans, CIS Member</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p>                              | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p> |           |     |     |           |

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 1:** Meet the requirements of the IB mission statement: The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.





**Evaluation Data Sources:** Periodic Surveys and Observations

| Strategy 1 Details  | Reviews   |     |     |           |
|---|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Schedule and monitor campus policy implementation in the form of updates at the BOY, MOY, and EOY staff sessions.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff understanding of the IB Mission statement and the needs that are required to be a successful IB authorized campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|   | Nov       | Jan | May | June      |
|   |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>    |           |     |     |           |

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 2:** Provide a challenging and diverse academic program with a commitment to excellence.





**Evaluation Data Sources:** Observations, Assessment Data, Instructional Plans

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Provide meaningful transdisciplinary professional development for teachers to ensure they continue to meet the highly qualified status and deliver instruction at the appropriate level.</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, at least 90% of J.L. Everhart students will increase their levels of academic performance using campus Units of Inquiry.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>Title I:</b><br/>2.4, 2.6</p> <p>- <b>TEA Priorities:</b><br/>Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>   |           |     |     |           |

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 3:** Incorporate the IB Learner Profile into all elements of students' educational experiences.





**Evaluation Data Sources:** Surveys, Academic Success, School Culture

| Strategy 1 Details   | Reviews          |            |            |                  |
|--|------------------|------------|------------|------------------|
| <p><b>Strategy 1:</b> Implement a weekly "IB Student of the Week" that focuses on the implementation of the Learner Profile traits on campus.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student knowledge about the Learner Profile.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>  | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| Strategy 2 Details   | Reviews          |            |            |                  |
| <p><b>Strategy 2:</b> The campus creation of an IB Learner Profile enrichment class that focuses on the instruction of the Learner Profile Traits.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student knowledge about the Learner Profile.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>ESF Levers:</b><br/>Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>   | <b>Formative</b> |            |            | <b>Summative</b> |
|  | <b>Nov</b>       | <b>Jan</b> | <b>May</b> | <b>June</b>      |
|  |                  |            |            |                  |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |                  |            |            |                  |

**Goal 4:** Implement the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP), and/or Career-related Programme with fidelity.

**Performance Objective 4:** Register faculty and staff for official IB workshops to meet IB requirements and maintain updated curriculum changes.





**Evaluation Data Sources:** Number of staff members trained.

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Monitor, maintain, and provide appropriate IB training for all staff members.</p> <p><b>Strategy's Expected Result/Impact:</b> To maintain campus requirements at the campus, district, and IB Global levels.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean</p> <p><b>TEA Priorities:</b><br/>Build a foundation of reading and math, Improve low-performing schools</p> <p><b>- ESF Levers:</b><br/>Lever 4: High-Quality Instructional Materials and Assessments</p>                      | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div> |           |     |     |           |

**Goal 5:** LISD will provide a safe, disciplined, and healthy environment on all campuses and facilities to promote and support student learning.

**Performance Objective 1:** Expand comprehensive programs and partnership opportunities between parents, community, and schools that foster classroom growth and innovation by 50% by May 2024.

**Evaluation Data Sources:** Classroom Teachers, Counselor(s), Principal, Academic Dean, PTA, CIS

| Strategy 1 Details   | Reviews   |     |     |           |
|--|-----------|-----|-----|-----------|
| <p><b>Strategy 1:</b> Coordinate and support the education program by collaborating with businesses, parents, and community members for innovative ideas concerning campus environments.</p> <p><b>Strategy's Expected Result/Impact:</b> By May of 2024, 90% of all students' parents will participate in at least one school-sponsored academic activity with their child.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Academic Dean, Counselor, CIS</p> <p><b>Title I:</b><br/>4.2</p> <p>- <b>TEA Priorities:</b><br/>Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b><br/>Lever 3: Positive School Culture</p> | Formative |     |     | Summative |
|  | Nov       | Jan | May | June      |
|  |           |     |     |           |
| <div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>   |           |     |     |           |

# Targeted Support Strategies

| Goal | Objective | Strategy | Description   |
|------|-----------|----------|---|
| 3    | 1         | 1        | Create a print-rich environment in all subjects by posting thinking maps and anchor charts for interactive use in all classrooms, by TEKS assigned every six weeks. |

# Campus Improvement Team

| <b>Committee Role</b>    | <b>Name</b>       | <b>Position</b>          |
|--------------------------|-------------------|--------------------------|
| Administrator            | Crystal Locke     | Head of School           |
| Administrator            | Samantha Chastain | Academic Dean            |
| Classroom Teacher        | Lisa Christopher  | Lead Teacher             |
| Community Representative | Carlton Brown     | Manager-Sales-Enterprise |
| Classroom Teacher        | Tashawna Carraway | Teacher Leader--Math     |