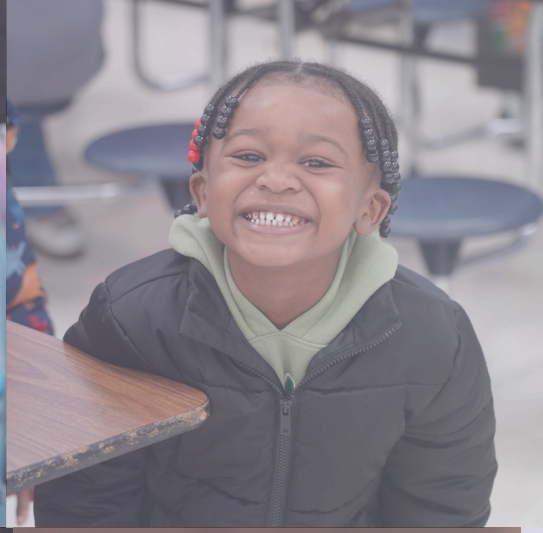
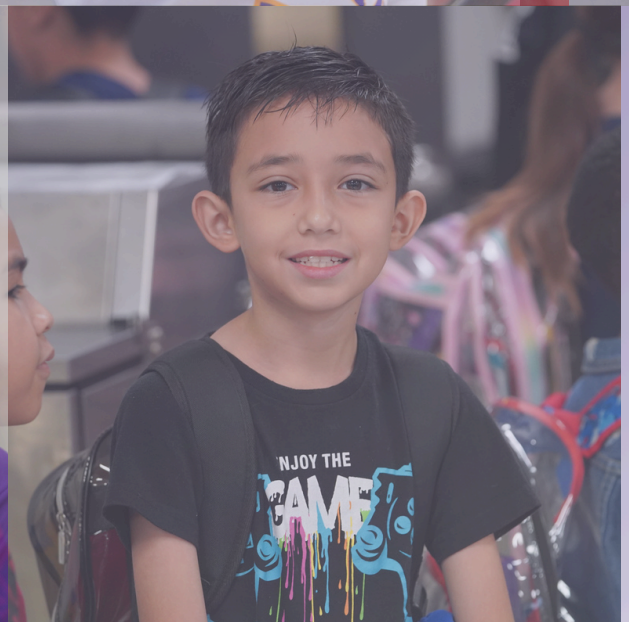




2026-2031

STRATEGIC PLAN

Roadmap 2031

Dr. Felicia Donaldson Superintendent

JOE C. BEAN HIGH SCHOOL
EVERMAN INDEPENDENT SCHOOL DISTRICT

EXPLORE NOW

STRATEGIC PLAN
2026-2031

Roadmap 2031

Mission Statement

"Rooted in pride, purpose, and partnership". Everman ISD provides a caring, challenging, and enriching learning environment where every student grows in knowledge, character, and confidence to lead and succeed.

STRATEGIC PLAN
2026-2031

Roadmap 2031

Vision Statement

One Goal...One Purpose...Student Success!

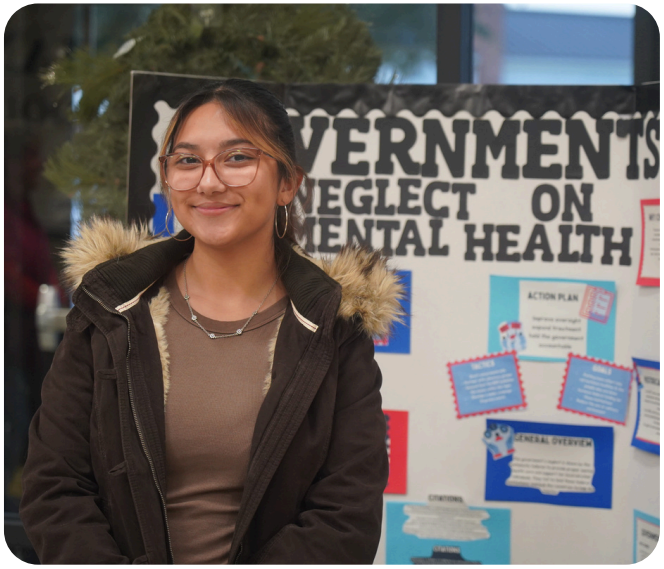
STRATEGIC PLAN 2026-2031

Roadmap 2031

The Everman Way

Great organizations are defined not only by what they accomplish, but by how they accomplish it. In Everman ISD, The Everman Way is the shared commitment that guides every interaction, every decision, and every relationship. It reflects who we are, how we serve, and what our community can expect from every Bulldog, every day.

The Everman Way means giving our BEST in every interaction.



STRATEGIC PLAN 2026-2031

Roadmap 2031

Bulldogs Give Their BEST Every Day.

BEST is the common language that unites our district culture and defines the behaviors that create exceptional experiences for students, families, colleagues, and our community.

Every Bulldog is committed to:

B — **BUILD CONNECTIONS**

E — **ENGAGE POSITIVELY**

S — **SERVE WITH EXCELLENCE**

T — **TREAT EVERYONE WITH EXCEPTIONAL HOPITALITY**

EVERMAN ISD GAME ON

STRATEGIC PLAN 2026-2031

Roadmap 2031

Bringing BEST to Life

While every Bulldog shares the same commitment to Build Connections, Engage Positively, Serve with Excellence, and Treat Everyone with Exceptional Hospitality, the way these commitments are demonstrated naturally varies by role. Students, teachers, campus leaders, support staff, and district departments each BEST Look-Fors that define the observable behaviors that bring these commitments to life in daily practice.

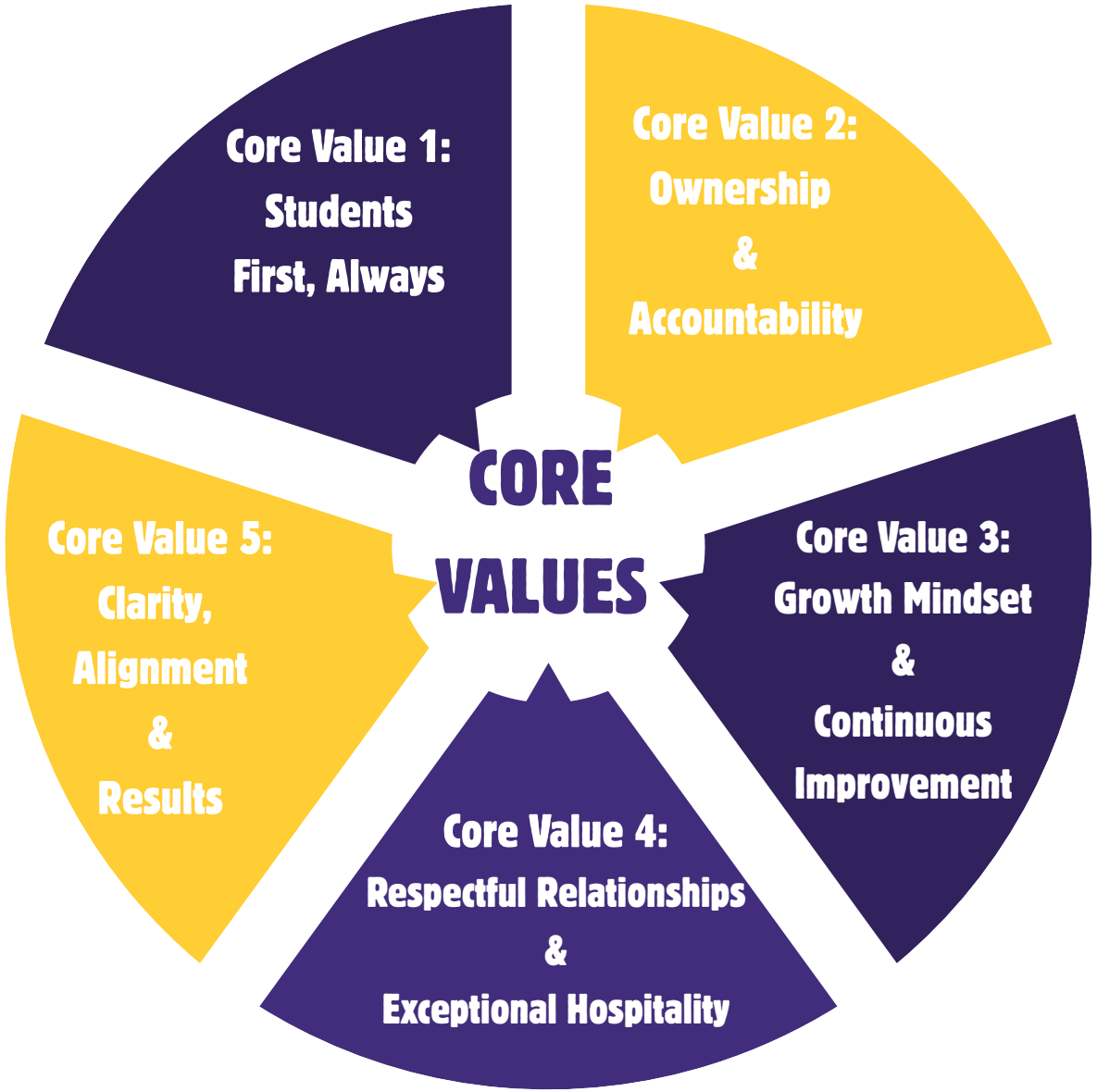
These role-specific look-fors create consistency across the district while recognizing the unique responsibilities of each role. Together, our shared commitments and observable behaviors ensure that The Everman Way is experienced in every classroom, office, campus, and interaction throughout Everman ISD.

BEST is how we bring our mission, vision, and Strategic Plan to life—ensuring that every goal is achieved through intentional relationships, positive engagement, exceptional service, and outstanding hospitality.

BEST
EVERMAN ISD
GAME ON

STRATEGIC PLAN
2026-2031

Roadmap 2031



STRATEGIC PLAN 2026-2031

Roadmap 2031

CORE VALUES:

Making students' needs the primary focus for all decisions.

You will see this when we:

Core Value 1:

Students First, Always

- Use student outcome data to drive decisions, not convenience or tradition
- Allocate time, people, and resources where students' needs are greatest
- Prioritize Tier 1 instruction and timely re-teach for students who are behind

STRATEGIC PLAN
2026-2031

Roadmap 2031

CORE VALUES:

Committing to owning results, action, and follow-through individually and collectively.

You will see this when we:

Core Value 2:

Ownership & Accountability

- Prepare, execute, and follow through on commitments
- Use data honestly and address gaps without defensiveness
- Hold ourselves and each other accountable with clarity and respect

STRATEGIC PLAN 2026-2031

Roadmap 2031

CORE VALUES:

Embracing challenges and constantly seeking ways to improve.—no matter our role or title.

You will see this when we:

Core Value 3:

Growth Mindset & Continuous Improvement

- Seek feedback and coaching
- Adjust strategies based on evidence, not ego
- Invest in professional learning aligned to our goals

STRATEGIC PLAN
2026-2031

Roadmap 2031

CORE VALUES:

Building trust and providing exceptional, welcoming service.

You will see this when we:

Core Value 4:

Respectful Relationships & Exceptional Hospitality

- Create welcoming, inclusive environments for students, staff, and families
- Communicate clearly, timely, and professionally
- Assume positive intent while maintaining high expectations

STRATEGIC PLAN 2026-2031

Roadmap 2031

CORE VALUES:

Committing to creating clear expectations, aligned systems, and a focused approach that drives measurable results.

You will see this when we:

Core Value 5:

Clarity, Alignment & Results

- Align district, campus, and classroom priorities
- Focus on a few high-impact strategies instead of many competing initiatives

STRATEGIC PLAN 2026-2031

Roadmap 2031

To fulfill our mission and realize our vision, Everman ISD will focus on six interconnected strategic goals.

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 1: Student Growth & Achievement

Ensure all students experience measurable academic growth and achieve grade-level standards through strong Tier 1 instruction and timely intervention.

Strategic Priority:

Student Growth & Achievement

Description:

Accelerate student learning by strengthening High-Quality Tier 1 instruction, consistent monitoring progress, and providing timely support when students are not yet meeting expectations.

Strategy 1: Grow By 3 Initiative

Accelerate student growth by ensuring each student demonstrates at least 1.3 years of academic growth annually, as measured by NWEA MAP, through high-quality Tier 1 instruction, consistent progress monitoring, targeted re-teach, and aligned instructional coaching.

Definition – Grow-By-3: Grow-By-3 refers to accelerated student growth equal to approximately 1.3 years of academic learning, as measured by NWEA MAP RIT growth.

Metric 1.1: Accelerated Annual Growth (Primary Outcome Metric)

- **Metric: Percentage of students demonstrating accelerated annual growth, defined as:**
  - **Achieving 1.3 years of academic growth on NWEA MAP (RIT growth)**

- **Target:**
  - **Year 1 (Baseline Year): Establish district baseline for percentage of students achieving 1.3 years of growth on NWEA MAP**
  - **Year 2: Baseline + 5 percentage points**
  - **Year 3: Baseline + 10 percentage points**
  - **Year 4: Baseline + 15 percentage points**
  - **Year 5: Baseline + 20 percentage points**

- **Monitoring:**
  - **Growth reviewed at BOY, MOY, and EOY checkpoints**
  - **Measures aligned to grade level and assessment type**
  - **Results disaggregated by campus, grade, and student group**

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 1: Student Growth & Achievement

Ensure all students experience measurable academic growth and achieve grade-level standards through strong Tier 1 instruction and timely intervention.

Metric 1.2: On-Grade-Level Performance (Acceleration Indicator)

- **Metric:**
  - STAAR/EOC (Meets Grade Level or above) for tested grade levels
  - NWEA MAP (On Grade Level or Above) for non-tested grade levels

- **Target:**
  - Year 1 (Baseline Year): Establish district baseline for percentage of students performing on or above grade level across STAAR/EOC and NWEA MAP
  - Year 2: Baseline + 5 percentage points
  - Year 3: Baseline + 10 percentage points
  - Year 4: Baseline + 15 percentage points
  - Year 5: Baseline + 20 percentage points

- **Monitoring:**
  - Tracked through universal screeners and end-of-course assessments
  - Reviewed during data cycles and instructional planning meetings

Strategy 2: Strengthening High-Quality Tier 1 Instruction

Implement a continuum of coaching that strengthens Tier 1 instruction by building teacher capacity to deliver clear, rigorous instruction, consistently use checks for understanding to drive student thinking, and purposefully structure instructional time aligned to the HQT1 Instructional model, ensuring high levels of engagement and learning for all students.

Metric 1.3: Coaching Impact on Checks for Understanding (Student Engagement & Thinking)

- Metric: Percentage of coached teachers consistently implementing checks for understanding (multiple response strategies) that require all students to actively think, respond, and demonstrate understanding throughout the lesson.

- **Target:**
  - Year 1 (Baseline Year): Establish baseline for percentage of teachers consistently implementing effective checks for understanding
  - Year 2: Baseline + 5 percentage points
  - Year 3: Baseline + 10 percentage points
  - Year 4: Baseline + 15 percentage points
  - Year 5: Baseline + 20 percentage points

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 1: Student Growth & Achievement

Ensure all students experience measurable academic growth and achieve grade-level standards through strong Tier 1 instruction and timely intervention.

- **Monitoring:**
  - Frequent, short-cycle observations with actionable feedback focused on checks for understanding
  - Coaching logs capturing evidence of: (in Appraiser)
    - Frequency of checks for understanding
    - All-student participation (not just volunteers)
    - Variety of response strategies (read, write, speak, listen)
  - Reviewed during campus and district coaching calibration meetings
  - Trends analyzed alongside student engagement and progress data

Metric 1.4: Coaching Impact on Instructional Time (HQT1 Instructional Model)

Definition:

District instructional time will progressively shift toward a High-Quality Tier 1 Instructional Model in which teachers serve as the facilitators of learning through strong instruction, modeling, guided practice, questioning, and feedback, while students actively engage in rigorous thinking, discussion, writing, and application. This model prioritizes high-quality Tier I instruction and intentionally reduces overdependence on technology or passive independent work. Educational technology is used strategically to enhance learning, not replace teacher instruction or student cognitive engagement.

Metric:

Increase the percentage of teachers demonstrating purposeful instructional time use aligned to the High-Quality Tier 1 Instructional Model, where the majority of learning occurs through rigorous instruction and active student thinking, with strategic and limited use of educational technology.

Target:

District-wide instructional time will progressively shift toward the High-Quality Tier 1 Instructional model as follows:

- Year 1: 40% High-Quality Tier 1 instruction / 60% independent or tech-led learning
- Year 2: 50% High-Quality Tier 1 instruction / 50% independent or tech-led learning
- Year 3: 60% High-Quality Tier 1 instruction / 40% independent or tech-led learning
- Year 4: 70% High-Quality Tier 1 instruction / 30% independent or tech-led learning
- Year 5: 80% High-Quality Tier 1 instruction / 20% independent or tech-led learning

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 1: Student Growth & Achievement

Ensure all students experience measurable academic growth and achieve grade-level standards through strong Tier 1 instruction and timely intervention.

Monitoring:

- Frequent short-cycle observations with actionable feedback focused on instructional time use
- Coaching logs capturing evidence of:
  - Balance of teacher-facilitated instruction vs. independent/tech-supported learning
  - Direct instruction, modeling, guided practice, and structured student thinking
  - Purposeful vs. excessive technology use
- Campus and district coaching calibration reviews
- Trends analyzed alongside student engagement and academic growth data

Key Guardrail:

This model does not prioritize more technology or less teaching, it prioritizes stronger teaching, deeper student thinking, and strategic technology use that supports rather than drives instruction.

Attendance Connection Statement:

Consistent student attendance is essential to achieving accelerated academic growth, as students must be present to fully engage in high-quality Tier 1 instruction, targeted interventions, and progress monitoring cycles.

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 2: Instructional Quality & Talent

Goal Statement:
Recruit, support, and retain high-quality educators and leaders through strategic compensation, strategic staffing, and growth-focused pathways.

Strategic Priority:
Talent Effectiveness & Sustainability

Description:
Build and sustain a high-quality, stable instructional workforce by aligning compensation to effectiveness, developing strong internal pipelines, and implementing staffing models that prioritize teacher impact on student learning.

Everman ISD defines a high-quality educator as an individual who consistently accelerates student learning through strong instructional practices, positive relationships, and measurable student growth. Teacher effectiveness will be informed through multiple measures, including student academic growth, instructional observation data, and professional contributions to the campus and district community.
The district believes every student deserves access to effective teaching, and staffing decisions will prioritize educator impact, instructional quality, and long-term sustainability.

Key Strategies / Initiatives

Strategy 1: Strategic Compensation

Design and implement performance-based compensation systems that attract, reward, and retain highly effective educators based on instructional impact, student growth, and contributions to the school community.

Key emphasis embedded in this strategy goal:
- **Compensation is tied to effectiveness and student outcomes, not tenure alone**
- **High-performing teachers are identified, recognized, and retained**
- **Systems are aligned across evaluation (T-TESS), student growth, and long-term financial sustainability**
- **Reinforces district priorities (e.g., TIA, Grow by 3, high-quality Tier 1 instruction)**

Goal 2: Instructional Quality & Talent

Metric 2.1: Expansion of Performance-Based Compensation Participation

Percentage of eligible educators participating in or receiving performance-based compensation through district strategic compensation initiatives, including the Teacher Incentive Allotment (TIA) and other locally adopted performance-based compensation programs.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline percentage of eligible educators participating in or receiving performance-based compensation.**
- **Year 2 (2027–2028): Increase participation by 10 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase participation by 20 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase participation by 30 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase participation by 40 percentage points above the established baseline.**

Metric 2.2 — Retention of High-Performing Educators

Annual turnover rate of high-quality educators, as identified through district effectiveness indicators (e.g., student growth, T-TESS performance, and/or Teacher Incentive Allotment (TIA) designation status). Lower turnover rates indicate stronger retention of high-quality educators.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline turnover rate for high-quality educators.**
- **Year 2 (2027–2028): Reduce the turnover rate by 3 percentage points from the established baseline.**
- **Year 3 (2028–2029): Reduce the turnover rate by 6 percentage points from the established baseline.**
- **Year 4 (2029–2030): Reduce the turnover rate by 9 percentage points from the established baseline.**
- **Year 5 (2030–2031): Reduce the turnover rate by 12 percentage points from the established baseline.**

Goal 2: Instructional Quality & Talent

Strategy 2: Strategic Staffing & Grow-Your-Own Pathways

Develop and sustain a high-quality educator pipeline through innovative staffing models, residency partnerships, and structured pathways that support paraprofessionals and community members in becoming certified teachers.

Metric 2.3: Certified Teacher Fill Rate in Critical Shortage Areas

Percentage of teaching positions in district-identified critical shortage certification areas that are filled by appropriately certified teachers at the beginning of each school year.

🎯 Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline percentage of critical shortage teaching positions filled by appropriately certified teachers at the beginning of the school year.**
- **Year 2 (2027–2028): Increase the certified teacher fill rate by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase the certified teacher fill rate by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase the certified teacher fill rate by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase the certified teacher fill rate by 20 percentage points above the established baseline.**

Metric 2.4: Equitable Access to Effective Educators

Difference in the percentage of students taught by high-quality educators across campuses, as measured by district effectiveness indicators (e.g., student growth, T-TESS performance, and/or Teacher Incentive Allotment (TIA) designation status). Smaller differences indicate more equitable access to effective educators across the district.

🎯 Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline difference in student access to high-quality educators across campuses.**
- **Year 2 (2027–2028): Reduce the difference by 5 percentage points from the established baseline.**
- **Year 3 (2028–2029): Reduce the difference by 10 percentage points from the established baseline.**
- **Year 4 (2029–2030): Reduce the difference by 15 percentage points from the established baseline.**
- **Year 5 (2030–2031): Reduce the difference by 20 percentage points from the established baseline.**

Attendance Connection Statement:

Strong attendance supports instructional effectiveness by ensuring students consistently experience high-quality teaching, while also enabling educators to build relationships, deliver coherent instruction, and accurately monitor student progress.

Goal 3: Student Engagement, Attendance & Completion

Goal Statement:

Increase student engagement, improve attendance, and ensure students persist to on-time graduation by providing meaningful, relevant, and connected learning experiences that prepare every student for college, career, military service, and life.

Strategic Priority:

Engaged Learning & Postsecondary Readiness

Description:

Create a coherent K–12 system of engaging academic, enrichment, and career-connected learning experiences that inspire students to attend school consistently, achieve at high levels, explore future opportunities, and graduate prepared for college, career, military service, and life.

Key Strategies / Initiatives

Strategy 1: Attendance & Engagement Systems (K–12)

Implement consistent districtwide attendance systems that proactively identify attendance concerns, strengthen family partnerships, and provide timely interventions to improve student engagement and reduce chronic absenteeism.

Key Emphasis:

- **Daily and weekly attendance monitoring at campus and district levels**
- **Clear expectations for campus attendance systems and ownership**
- **Early intervention for students at risk of chronic absenteeism**
- **Family communication and engagement tied to attendance**
- **Alignment between engaging instruction and improved attendance**

Goal 3: Student Engagement, Attendance & Completion

Strategy 2: K-12 Future Ready Learning Pathways

Develop and expand a coherent continuum of academic enrichment, STEM exploration, career-connected learning, and College, Career, and Military Readiness (CCMR) opportunities that engage students, strengthen achievement, and prepare every graduate for postsecondary success.

Metric 3.1 – Student Attendance

Measure

Average Daily Attendance (ADA) and the percentage of students attending school regularly. Student attendance serves as a leading indicator of student engagement, academic success, and postsecondary readiness.

🎯 Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline attendance rate.**
- **Year 2 (2027–2028): Increase the district attendance rate by 1 percentage point above the established baseline.**
- **Year 3 (2028–2029): Increase the district attendance rate by 2 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase the district attendance rate by 3 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase the district attendance rate by 4 percentage points above the established baseline.**

Metric 3.2: Elementary Enrichment and Advanced Learning Participation

Measure

Percentage of elementary students participating in and sustaining engagement in district-sponsored enrichment and advanced learning opportunities designed to increase academic engagement, curiosity, and readiness for future advanced coursework (e.g., gifted and talented services, dual language, STEM enrichment, fine arts, and other district-designated enrichment programs).

Goal 3: Student Engagement, Attendance & Completion

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline percentage of elementary students participating in district-sponsored enrichment and advanced learning opportunities.**
- **Year 2 (2027–2028): Increase participation by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase participation by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase participation by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase participation by 20 percentage points above the established baseline.**

Monitoring

- **Participation rates by elementary campus**
- **Participation by student subgroup**
- **Student persistence in enrichment and advanced learning programs**
- **Enrollment in gifted and talented, dual language, STEM, fine arts, and other district-designated enrichment opportunities**
- **Annual review of program availability and equitable student access**

Metric 3.3: Middle School STEM and Career Exploration Participation

Measure

Percentage of middle school students participating in STEM, career exploration, leadership, fine arts, and other career-connected learning experiences that promote student engagement and prepare students for high school pathways.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline percentage of middle school students participating in STEM and career exploration opportunities.**
- **Year 2 (2027–2028): Increase participation by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase participation by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase participation by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase participation by 20 percentage points above the established baseline.**

Goal 3: Student Engagement, Attendance & Completion

Monitoring

- Participation in STEM courses, clubs, and competitions
- Career exploration and college awareness activities
- Enrollment in career-connected electives
- Participation by student subgroup
- Student interest surveys and pathway selection trends
- Transition rates into aligned high school programs of study

Metric 3.4: High School College, Career, and Military Readiness (CCMR) Pathway Participation

Percentage of high school students participating in and sustaining engagement in College, Career, and Military Readiness (CCMR) pathways, including Career and Technical Education (CTE) Programs of Study, dual credit, Advanced Placement (AP), Industry-Based Certifications (IBCs), work-based learning, military readiness opportunities, and other district-approved advanced academic and career pathways.

Progressive Improvement Target

- Year 1 (2026–2027): Establish the district baseline percentage of high school students participating in CCMR pathways.
- Year 2 (2027–2028): Increase participation by 5 percentage points above the established baseline.
- Year 3 (2028–2029): Increase participation by 10 percentage points above the established baseline.
- Year 4 (2029–2030): Increase participation by 15 percentage points above the established baseline.
- Year 5 (2030–2031): Increase participation by 20 percentage points above the established baseline.

Monitoring

- CTE Program of Study participation and persistence
- Dual credit and dual enrollment participation
- Advanced Placement course participation
- Industry-Based Certification (IBC) participation
- Work-based learning and internship participation
- Military readiness participation, where applicable
- Participation by student subgroup
- Campus-level pathway enrollment trends

Goal 3: Student Engagement, Attendance & Completion

Metric 3.5: Postsecondary Readiness

Percentage of graduates demonstrating College, Career, and Military Readiness (CCMR) as defined by state accountability measures, reflecting successful preparation for postsecondary education, workforce entry, and military service.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline CCMR attainment rate.**
- **Year 2 (2027–2028): Increase the CCMR attainment rate by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase the CCMR attainment rate by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase the CCMR attainment rate by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase the CCMR attainment rate by 20 percentage points above the established baseline.**

Monitoring

- **Overall CCMR attainment rate**
- **Industry-Based Certification (IBC) attainment**
- **Dual credit completion**
- **TSI College Readiness**
- **Advanced Placement/International Baccalaureate qualifying performance**
- **Military enlistment and qualifying readiness indicators**
- **Postsecondary enrollment, military enlistment, and workforce outcomes (where available)**
- **CCMR attainment by student subgroup**

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 4: Safe, Supportive & Well-Run Schools

Goal Statement:

Provide safe, supportive, and well-managed learning environments where students and staff can thrive through consistent systems, effective leadership, and operational excellence.

Strategic Priority:

Safe, Consistent & Effective School Operations

Description:

Establish safe, supportive, and highly effective learning environments through clear expectations, aligned systems, strong daily operations, and responsive leadership. Everman ISD will implement consistent districtwide practices for safety, student support, behavior response, Multi-Tiered Systems of Support (MTSS), and campus operations to ensure every school is safe, orderly, welcoming, and focused on learning.

Strategy 1: Safety, Security & Student Support Systems

Implement and continuously strengthen aligned safety, security, emergency preparedness, behavioral response, and student support systems across all campuses to ensure safe, responsive, and supportive learning environments for students and staff.

Goal 4: Safe, Supportive & Well-Run Schools

Metric 4.1: Safety Compliance & Preparedness

Measure

Percentage of campuses consistently meeting district and state expectations for safety compliance, emergency preparedness, required drills, corrective actions, and operational systems that support safe and effective learning environments.

Annual Performance Expectation

Each year, 100% of campuses will:

- **Meet all district and state safety audit requirements.**
- **Complete all required emergency drills within established timelines.**
- **Complete all required corrective actions within established timelines.**
- **Comply with district operational safety procedures.**
- **Complete all required safety reports and submissions on time.**

Monitoring

- **District and state safety audit completion**
- **Completion of required emergency drills**
- **Timeliness of corrective actions**
- **Compliance with district operational procedures**
- **Required reports and submissions**
- **Campus operational readiness reviews**

Metric 4.2: School Climate, Safety & Student Support

Measure

Improvement in campus climate, perceptions of safety, and the effectiveness of student support systems, including MTSS, behavior supports, campus response practices, and positive school culture.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish district baseline results for school climate, perceptions of safety, and student support indicators.**
- **Year 2 (2027–2028): Improve overall climate, safety, and student support indicators by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Improve performance by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Improve performance by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Improve performance by 20 percentage points above the established baseline.**

Goal 4: Safe, Supportive & Well-Run Schools

Monitoring

- Staff climate survey results
- Student climate survey results
- Parent climate survey results (if administered)
- Perceptions of campus safety
- Repeat discipline incidents
- Office discipline referrals
- Suspension and exclusionary discipline rates
- MTSS intervention effectiveness
- Student behavior trends
- Campus implementation of behavior support systems

Strategy 2: Operational Excellence & School Culture

Develop and sustain consistent operational systems, positive school culture, and exceptional customer service across all campuses through aligned leadership practices, district operational expectations, Positive Behavioral Interventions and Supports (PBIS), Bulldog BEST, and Exceptional Hospitality. Ensure every campus operates with consistency, professionalism, responsiveness, and a relentless focus on creating welcoming, student-centered learning environments.

Metric 4.3: Campus Operational Excellence

Measure

Percentage of campuses consistently implementing district operational expectations and leadership systems that support efficient, effective, and student-centered school operations.

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline for campus operational excellence using district operational performance indicators.**
- **Year 2 (2027–2028): Increase the percentage of campuses meeting operational excellence expectations by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase performance by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase performance by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase performance by 20 percentage points above the established baseline.**

Goal 4: Safe, Supportive & Well-Run Schools

Monitoring

- Timely completion of required district reports and submissions
- Compliance with district operational procedures
- Campus leadership implementation reviews
- Operational scorecard results
- Completion of corrective actions
- Principal operational performance reviews
- District operational audits

Metric 4.4: Bulldog BEST Culture & Exceptional Hospitality

Measure

Percentage of students, families, staff, and visitors reporting positive experiences with school culture, customer service, communication, and overall campus climate, demonstrating consistent implementation of Bulldog BEST expectations and Exceptional Hospitality practices.

Progressive Improvement Target

- Year 1 (2026–2027): Establish district baseline measures for school culture and stakeholder experience.
- Year 2 (2027–2028): Improve positive stakeholder experience indicators by 5 percentage points above the established baseline.
- Year 3 (2028–2029): Improve performance by 10 percentage points above the established baseline.
- Year 4 (2029–2030): Improve performance by 15 percentage points above the established baseline.
- Year 5 (2030–2031): Improve performance by 20 percentage points above the established baseline.

Monitoring

- Student culture surveys
- Parent satisfaction surveys
- Staff climate surveys
- Visitor feedback
- Family communication responsiveness
- PBIS (Bulldog BEST) implementation fidelity
- Recognition and celebration of positive student and staff behaviors

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 4: Safe, Supportive & Well-Run Schools

Attendance Connection Statement:

Safe, consistent, and well-managed school environments contribute directly to improved student attendance, as students and families are more likely to engage when campuses are predictable, supportive, and responsive to student needs.

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 5: Trust & Partnership

Goal Statement:

Build lasting trust with families, staff, students, and the community through transparent communication, respectful relationships, exceptional service, and authentic partnerships that advance student success.

Strategic Priority:

Trust, Communication & Community Partnership

Description:

Strengthen trust and confidence by fostering transparent communication, responsive service, authentic engagement, and collaborative partnerships that connect families, staff, and the community to Everman ISD's mission of student success. Through consistent communication, meaningful relationships, and a culture of Bulldog BEST and Exceptional Hospitality, Everman ISD will cultivate lasting partnerships that enhance student learning and strengthen community confidence.

Strategy 1: Clear, Consistent & Transparent Communication

Strengthen trust by ensuring families, staff, students, and community members receive timely, accurate, accessible, and aligned communication that creates clarity, builds confidence, and reinforces understanding of district priorities, decisions, expectations, and progress.

Metric 5.1: Stakeholder Trust & Communication Effectiveness

Increase stakeholder trust and confidence in district communication, transparency, and decision-making as measured through annual stakeholder survey data and district communication performance indicators.

🎯 Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline for stakeholder trust and communication effectiveness.**
- **Year 2 (2027–2028): Increase favorable stakeholder responses by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase favorable stakeholder responses by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase favorable stakeholder responses by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase favorable stakeholder responses by 20 percentage points above the established baseline.**

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 5: Trust & Partnership

Monitoring

Communication Reach & Engagement

- Increase Thrillshare communication frequency from the established baseline toward district communication standards.
- Increase social media engagement annually as measured through Sprout Social.
- Website traffic and digital communication analytics.
- Campus and district communication frequency.

Communication Quality

- Percentage of campuses and departments meeting district communication standards for timeliness, clarity, branding, and responsiveness.
- Stakeholder satisfaction with communication quality.
- District communication audit results.

Trust & Confidence

- Percentage of stakeholders agreeing:
  - "I am confident the district makes decisions in the best interest of students."
  - Confidence in district leadership.
  - Confidence in district communication.
  - Transparency of district decision-making.

Responsiveness

- Average agreement across stakeholder survey items related to communication, responsiveness, and opportunities for stakeholder input.

Metric 5.2: Responsiveness to Stakeholder Feedback

Effectiveness and timeliness of district and campus responses to stakeholder questions, concerns, feedback, and requests for assistance.

🎯 Progressive Improvement Target

Initial Response Time

- Year 1: 90% of stakeholder inquiries receive an initial response within 24 business hours.
- Year 2: 95%
- Year 3: 100%
- Year 4: Sustain 100%
- Year 5: Sustain 100%.

Goal 5: Trust & Partnership

Monitoring

- Initial response time
- Customer service tracking
- Follow-up completion
- Stakeholder satisfaction after resolution
- Campus and department responsiveness reports

Strategy 2: Respectful Relationships & Exceptional Hospitality

Create a welcoming, relationship-centered culture where families, students, staff, and community members feel valued, respected, supported, and connected through Bulldog BEST and Exceptional Hospitality.

Metric 5.3: Family & Community Engagement

Percentage of families and community members meaningfully participating in district and campus engagement opportunities that strengthen relationships, partnerships, and support student success.

🎯 Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline for family and community engagement.**
- **Year 2 (2027–2028): Increase participation by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase participation by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase participation by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase participation by 20 percentage points above the established baseline.**

Monitoring

Family Participation

- **Percentage of enrolled families participating in one or more engagement opportunities annually.**
- **Average family attendance per engagement event.**
- **Participation by student subgroup.**

Quality of Engagement

- **Percentage of engagement events meeting district engagement standards.**
- **Implementation of interactive, two-way, and culturally responsive engagement practices.**
- **Structured family voice opportunities (focus groups, listening sessions, advisory groups).**

Goal 5: Trust & Partnership

Community Partnerships

- Growth in community partnerships aligned to district strategic priorities.
- Volunteer participation.
- Business and higher education partnerships.
- Partnerships supporting academics, attendance, school readiness, and postsecondary readiness.

Metric 5.4: Bulldog BEST, Hospitality & Sense of Belonging

Percentage of students, families, staff, and community members reporting they feel welcomed, respected, valued, supported, and connected to their school and district, reflecting implementation of Bulldog BEST and Exceptional Hospitality.

Progressive Improvement Target

- Year 1 (2026–2027): Establish the district baseline for belonging, hospitality, and stakeholder experience.
- Year 2 (2027–2028): Increase favorable responses by 5 percentage points above the established baseline.
- Year 3 (2028–2029): Increase favorable responses by 10 percentage points above the established baseline.
- Year 4 (2029–2030): Increase favorable responses by 15 percentage points above the established baseline.
- Year 5 (2030–2031): Increase favorable responses by 20 percentage points above the established baseline.

Monitoring

Stakeholder Experience

- Family satisfaction surveys.
- Student climate surveys.
- Staff climate surveys.
- Visitor feedback.

Bulldog BEST & Hospitality

- Bulldog BEST implementation fidelity.
- Hospitality implementation reviews.
- Customer service evaluations.
- Recognition of positive staff and student behaviors.

Sense of Belonging

- Percentage of stakeholders reporting they feel welcomed, respected, and valued.
- School connectedness and belonging survey results.
- Student, family, and staff perception of school culture.
- Campus implementation of structured opportunities for stakeholder voice and feedback.

STRATEGIC PLAN 2026-2031

Roadmap 2031 GOALS

Goal 6: Responsible Stewardship & Systems Alignment

Goal Statement

Ensure responsible stewardship of financial, human, and physical resources through aligned systems, strategic planning, and disciplined execution to maximize student outcomes and sustain long-term organizational excellence.

Strategic Priority

Responsible Stewardship & Organizational Sustainability

Description

Align financial, human, physical, and operational resources through coherent systems, disciplined planning, and continuous improvement to ensure every investment advances district priorities, strengthens organizational effectiveness, and supports long-term sustainability.

Strategy 1: Financial & Resource Alignment

Allocate, monitor, and continuously evaluate financial and human resources to maximize return on investment, ensure fiscal responsibility, and align resources with district strategic priorities.

Key Emphasis

- **Budget development aligned to district strategic priorities**
- **Strategic resource allocation**
- **Return on investment (ROI)**
- **Multi-year financial planning**
- **Strategic staffing aligned to student needs**

Metric 6.1: Resource Alignment to Strategic Priorities

Measure

Percentage of district financial and human resources aligned to the priorities identified in the District Improvement Plan (DIP), Campus Improvement Plans (CIPs), and departmental strategic plans.

Goal 6: Responsible Stewardship & Systems Alignment

Progressive Improvement Target

- **Year 1 (2026–2027): Establish the district baseline for strategic resource alignment.**
- **Year 2 (2027–2028): Increase alignment by 5 percentage points above the established baseline.**
- **Year 3 (2028–2029): Increase alignment by 10 percentage points above the established baseline.**
- **Year 4 (2029–2030): Increase alignment by 15 percentage points above the established baseline.**
- **Year 5 (2030–2031): Increase alignment by 20 percentage points above the established baseline.**

Monitoring

- **Monthly departmental budget reviews**
- **Strategic priority coding of expenditures**
- **CIP/DIP alignment during purchasing**
- **Quarterly executive resource allocation reviews**
- **ROI analysis of major investments**

Metric 6.2: Financial Health & Stability

Measure

District financial performance as measured through state accountability ratings, independent financial audits, fund balance, and long-term financial sustainability indicators.

Annual Performance Expectations

Each year the district will:

- **Achieve a Superior rating under the FIRST accountability system.**
- **Receive an unmodified (clean) independent audit opinion with no material weaknesses.**
- **Maintain Board-adopted fund balance targets.**
- **Maintain or improve the district's bond rating, when applicable.**

Monitoring

- **Quarterly financial projections**
- **Fund balance monitoring**
- **Budget-to-actual reviews**
- **Internal compliance reviews**
- **External audit progress**
- **Debt and bond rating reviews**

Goal 6: Responsible Stewardship & Systems Alignment

Strategy 2: Facilities, Systems & Infrastructure Planning

Plan, maintain, and improve facilities, technology, and operational infrastructure to provide safe, reliable, efficient, and future-ready learning environments.

Key Emphasis

- **Preventive maintenance**
- **Long-range facilities planning**
- **Technology infrastructure**
- **Operational reliability**
- **Safe and efficient learning environments**

Metric 6.3: Facilities Condition & Operational Reliability

Measure

Percentage of identified facility, technology, and operational infrastructure priorities completed or actively progressing according to district long-range plans.

Progressive Improvement Target

- **Year 1 (2026–2027): Complete a comprehensive facilities and infrastructure assessment and establish the district baseline.**
- **Year 2 (2027–2028): Address or complete 25% of identified high-priority deficiencies.**
- **Year 3 (2028–2029): Address or complete 50% of identified high-priority deficiencies.**
- **Year 4 (2029–2030): Address or complete 75% of identified high-priority deficiencies.**
- **Year 5 (2030–2031): Address or complete 100% of identified high-priority deficiencies or incorporate remaining items into an approved long-range capital improvement plan.**

Monitoring

- **Facilities assessment updates**
- **Preventive maintenance completion**
- **Work order completion rates**
- **Capital project progress**
- **Technology reliability metrics**
- **Operational downtime**

Goal 6: Responsible Stewardship & Systems Alignment

Key Emphasis

- Alignment of DIP, department plans, and CIPs
- Process improvement
- Initiative coherence
- Cross-department collaboration
- Consistent planning and monitoring systems

Metric 6.4: Systems Alignment & Operational Coherence

Measure

Percentage of district departments and campuses demonstrating alignment between strategic priorities, improvement plans, operational systems, and implementation practices.

Progressive Improvement Target

- Year 1 (2026–2027): Establish the district baseline for systems alignment and operational coherence.
- Year 2 (2027–2028): Increase alignment by 5 percentage points above the established baseline.
- Year 3 (2028–2029): Increase alignment by 10 percentage points above the established baseline.
- Year 4 (2029–2030): Increase alignment by 15 percentage points above the established baseline.
- Year 5 (2030–2031): Increase alignment by 20 percentage points above the established baseline.

Monitoring

- DIP, departmental plan, and CIP alignment reviews
- Tier 1 implementation reviews
- District initiative inventory
- Cross-department collaboration reviews
- Staff surveys regarding clarity and coherence
- Executive Team implementation monitoring

Attendance Connection Statement:

Student attendance improves when families trust the school system and feel connected to their child's educational experience, making strong family partnerships and clear communication critical to sustained student engagement.