



## Coaching Results

---

### Transforming Schools & Accelerating Student Success

Every time a great teacher leaves, students lose more than lessons they lose momentum. Teacher turnover is the most expensive crisis in education. Each loss can cost districts up to \$52,000, and 41% of new hires are gone by year five. That's not just a staffing problem; it's a leadership challenge.

EverNorth Education changes that equation. When Ms. Rivera was ready to quit, coaching reignited her purpose and precision. Now her students gain months of learning every semester. Our impact is measurable. 95% of coached teachers improve instruction, 86% lift student outcomes, and districts have saved more than \$4.6 million.

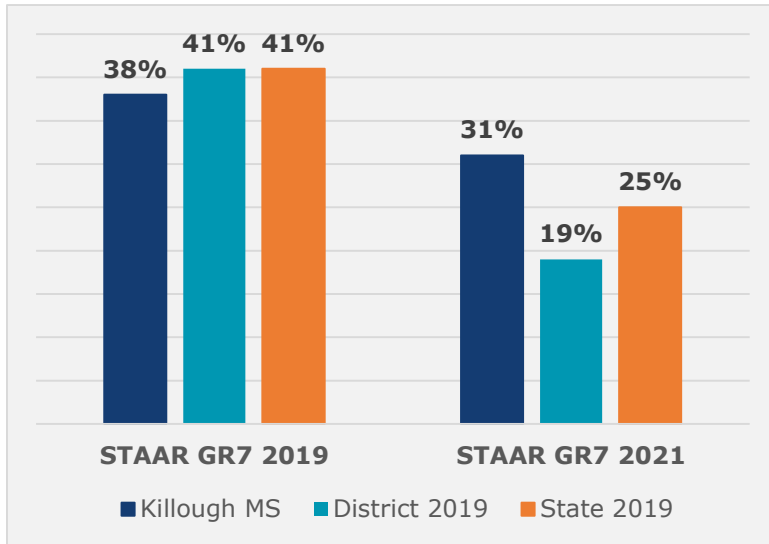


**9 out of 10 Students attend Public School**

But teacher stability only lasts when leadership is built to sustain it. EverNorth coaches also develop principals, superintendents, and executive teams to create cultures where teachers thrive, stay, and grow. Every leader we equip keeps teachers anchored. Every teacher we retain strengthens a generation. Generations build nations. EverNorth is building both.

# Killough Middle School | Alief ISD

*From Recovery to a Model for Excellence*



**Texas Education Agency.** (n.d.). *Texas academic performance reports.* Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

*“My coach and content knowledge they have in mathematics did wonders for us as a teachers and the staff makes us feel as though we are colleagues and not customers. I look forward to working with you all next year.”*

*~Erin McDaniel*

*Math Specialist, Alief ISD*

*Student results reflect percentages of students meeting the grade level standard.*

For years, Killough Middle School faced a familiar challenge, student performance that consistently trailed district and state benchmarks. But what happened in the wake of COVID-19 tells a different story entirely.

While many schools struggled to regain lost ground, Killough didn't just recover. It **surpassed** both district and state averages. The difference was a deliberate, coach-driven commitment to equitable and high-quality instructional materials that met every student where they were.

Now, Alief Independent School District is working to ensure no school has to find that path alone.

In partnership with curriculum experts at EverNorth Education, the Alief ISD Curriculum Department is translating Killough's breakthrough into a replicable district-wide model. Together, they are developing and refining 7th grade lessons designed not just for one campus, but for every classroom across the district. Through intentional long-range planning days throughout the school year, instructional specialists and teachers are being trained side by side, building the shared language, skills, and materials needed to replicate Killough's results at scale.

This is what equity in action looks like: taking proof of what works for underserved students and making it the standard for all.

# NeSTEM Middle School | Raul Yzaguirre Schools for Success

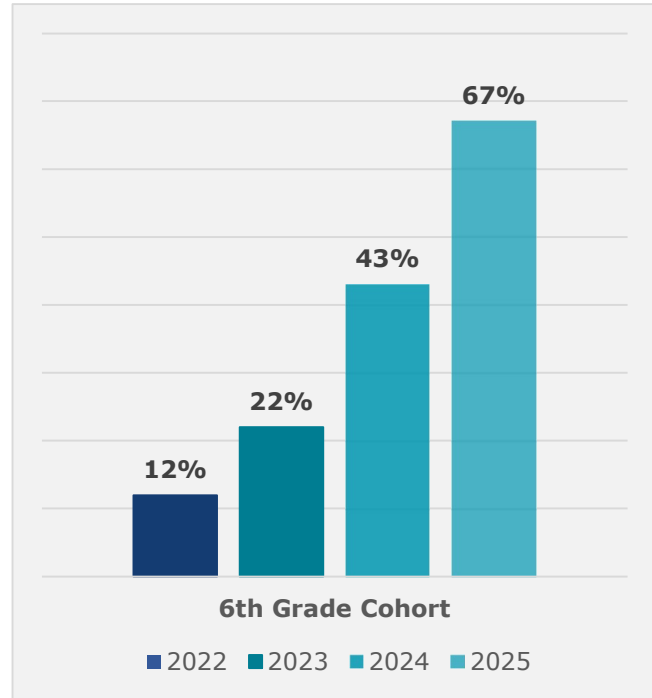
*Turning Coaching Into Measurable Student Success*

*"Watching the student growth data shift over time was powerful. When you have a consistent coaching model in place, you stop guessing and start seeing. The numbers told us that what we were doing was working, and more importantly, they told us which students still needed more from us,"*

*~Crisabella Van Den Bossche*

*Curriculum Specialist*

*Northeast STEM Academy*



**Texas Education Agency.** (n.d.). *Texas academic performance reports*. Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

Over three years of sustained mathematics coaching, from 2022 to 2025, Northeast STEM Academy achieved something remarkable. Student performance in mathematics on the STAAR and End of Course assessments did not just improve incrementally. It transformed.

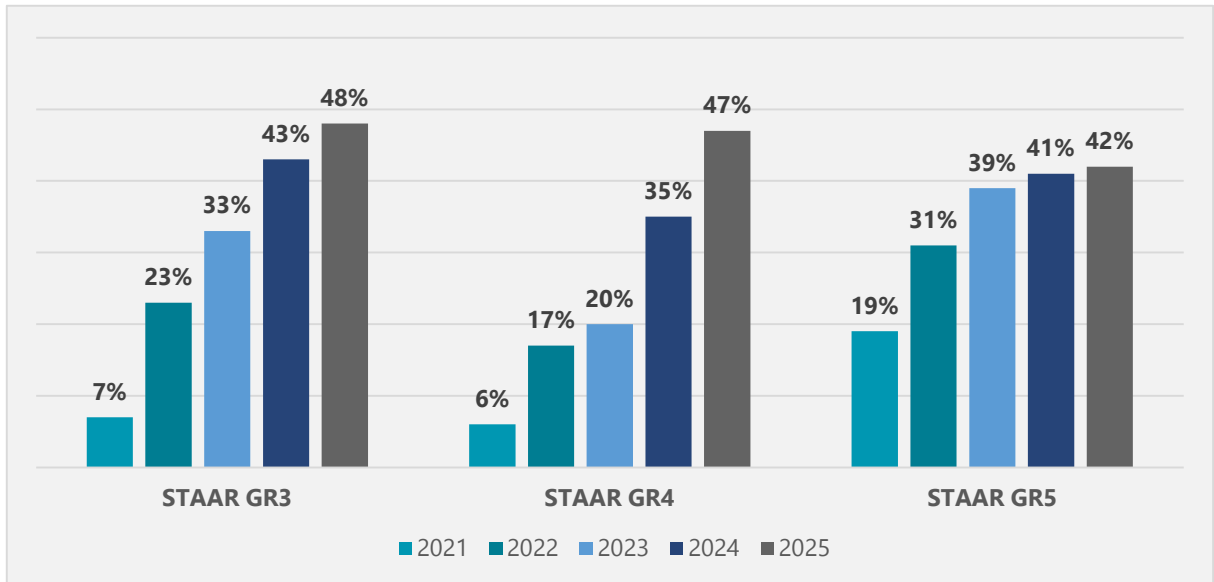
At the heart of that transformation was a commitment to acceleration. Through a rigorous accelerated mathematics program, entire cohorts of students reached a milestone that once felt out of reach, successfully completing Algebra by the end of their 8th grade year. Every data point behind that achievement reflects the collective growth of students who were challenged, supported, and believed in.

The results did not happen by accident. Long-term coaching relationships gave teachers the stability to understand individual learning styles, strengthen classroom culture, and build instructional confidence over time. Working side by side with their coach, teachers received ongoing professional development, lesson plan alignment support, and real-time classroom coaching that sharpened both practice and purpose.

*Student results reflect percentages of students meeting the grade level standard.*

# Orange Grove Elementary School | Aldine ISD

*A Coaching Partnership Built for Lasting Impact*



**Texas Education Agency.** (n.d.). *Texas academic performance reports*. Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

*"What made this partnership work was that it never felt transactional. Our coach was embedded in our campus culture, working alongside our team every step of the way. When teachers felt supported, it showed up in their classrooms, and when it showed up in classrooms, it showed up in our students,"*

*~Nolita Bechara*

*Campus Instructional Specialist*

At Orange Grove Elementary, instructional coaching was never a one-size-fits-all solution. Working side by side with classroom teachers and campus specialists, the coach built genuine, trust-based relationships that gave every educator the confidence and clarity needed to master a new curriculum while keeping Texas state standards and STAAR requirements at the center of every lesson.

Support was not delivered in a single training and forgotten. It began with intentional, targeted professional development and continued through individualized coaching woven throughout the entire school year. This sustained presence meant teachers were not left to implement new practices alone. They had a consistent partner in the room, in the planning, and in the work.

The results speak to the power of that commitment. Student achievement has grown measurably, teacher retention has strengthened, and Orange Grove Elementary has established a foundation capable of sustaining educational excellence long after any single school year ends.

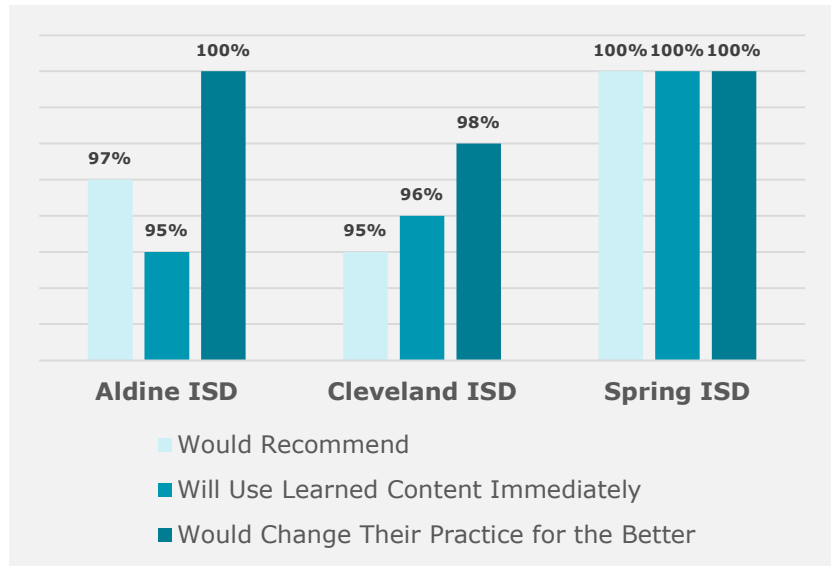
# Coaches and Leadership Institute

*Developing the Coaches Within*

*"Before the Leadership Institute, I thought of myself as a content expert. Afterward, I understood what it truly means to be a leader. This experience pushed me to look inward, examine how I show up for the people I support, and grow in ways I did not expect. I left more self-aware, more intentional, and more prepared to lead with purpose,"*

*~Bobbie Taylor*

*ELAR Specialist and Leadership Institute Participant*



*The survey results reflect the results of over 200 participants who would strongly agree with the content presented during the institute.*

Great instruction does not happen in isolation. It grows from campuses where curriculum specialists, teacher leaders, and administrators are equipped not just to teach, but to lead. The Leadership Institute was designed with that belief at its core. By developing the coaching capacity of those closest to the classroom, the institute builds a distributed leadership model where evidence-based instructional practices are not handed down from above but championed from within. Participants leave with the skills to support their colleagues, strengthen campus culture, and drive meaningful improvements in student learning outcomes across their content areas.

At the heart of the institute is a commitment to reflective practice and continuous professional growth. Participants do not simply consume new strategies. They examine their own leadership, challenge their assumptions, and return to their campuses ready to model the kind of thoughtful, growth-oriented culture that makes lasting change possible.

## **Build Trust & Relationships**

Strategies for building trusting partnerships with teachers, establishing psychological safety, and encouraging professional growth.

## **Observation & Feedback Skills**

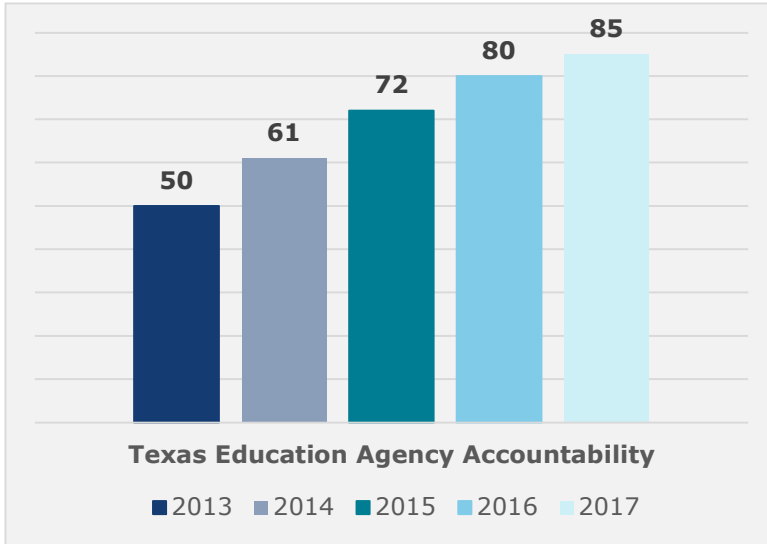
Participants practice observation techniques and professional conversations through modelled lessons aligned with growth goals.

## **Effective Coaching Models**

Coaches explore various coaching models and identify strategies personalized to their content and school context.

# Fondren Middle School | Houston ISD

*A Turnaround Story Five Years in the Making*



**Texas Education Agency.** (n.d.). *Texas academic performance reports.* Retrieved October 8, 2025, from <https://tea.texas.gov/schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

*"At Fondren, we never allowed ourselves to believe that any child was beyond reaching. That belief had to live in every classroom, every hallway, and every conversation. When your entire leadership team is aligned around the conviction that every single student deserves excellence, it stops being a slogan and starts becoming the culture,"*

*~LaQuisha Knowles  
Assistant Principal*

In 2012, Fondren Middle School held a Texas accountability score of 50 and zero distinctions. Five years later, the campus had climbed to a score of 85 and earned all six available distinctions, placing Fondren among the most improved middle schools in the state of Texas.

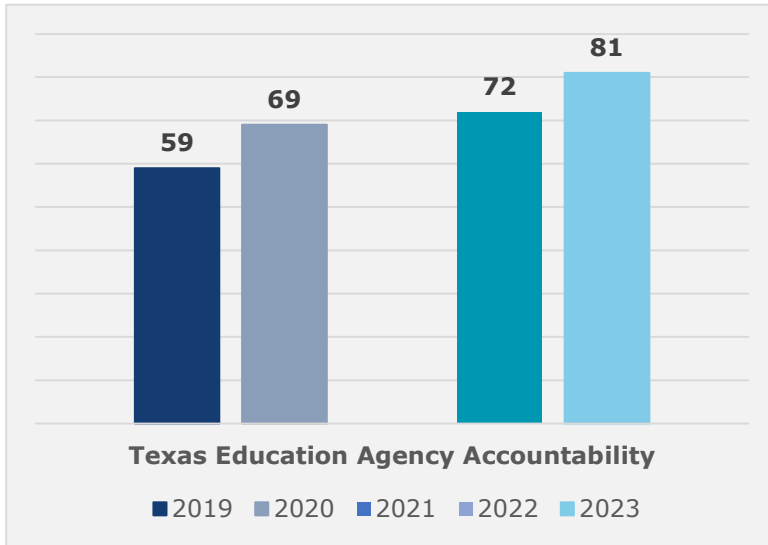
That transformation was the result of deliberate, sustained investment across every layer of the campus. Leadership set a clear and uncompromising vision. Curriculum was rigorously realigned to Texas state standards and STAAR requirements, giving teachers and students a shared roadmap to mastery. Professional development treated educators as the professionals they are, building instructional capacity that grew stronger every year. Embedded coaching provided the real-time, individualized support that turned training into practice and practice into results. And through it all, a community that believed deeply in its students created a campus culture where high expectations were not the exception. They were the standard.

A 35-point accountability gain. Six distinctions earned from zero. Hundreds of students whose educational trajectory was permanently changed.

Fondren Middle School is proof that when leadership, curriculum, teacher development, and coaching align around a shared belief in every child, the results are not just measurable. They are transformational.

# Central Middle School | Galveston ISD

*A School that Refused to Stop Rising*



**Texas Education Agency.** (n.d.). *Texas academic performance reports.* Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

*“We hired Dr. Lewis to turn around a perennial “F” middle school. She delivered instruction that lands and drove a culture that made learning inevitable. She reaches students where they are and raises them up to where they should be. She also has the unique ability to replicate those skills in other teachers and administrators. I would enthusiastically recommend her to anyone seeking help to improve education at their campus or district. It will be the best decision you ever make!”*

*~Anthony P. Brown  
Galveston Board of Trustees*

A bold and unwavering vision guided every decision made on this campus. Instruction was intentionally restructured around Texas state standards and STAAR demands, creating a clear and common path to mastery for every teacher and every student.

Educators were invested in as true professionals, given meaningful, targeted development that sharpened their craft and deepened their impact year after year. Coaching was woven into the daily fabric of the campus, translating professional learning into classroom practice with the kind of precision that moves the needle.

Nothing proved more powerful than the culture Central Middle School built around its students. When the COVID-19 pandemic disrupted learning across Galveston ISD, Central's recovery was unlike anything the district had seen. Because high expectations had never been lowered, students returned to a campus that had never stopped believing in them.

That belief became momentum. Central Middle School rebounded faster than any other campus in the district, a testament to what happens when a school refuses to make excuses for its students and instead makes a relentless case for what they can achieve.

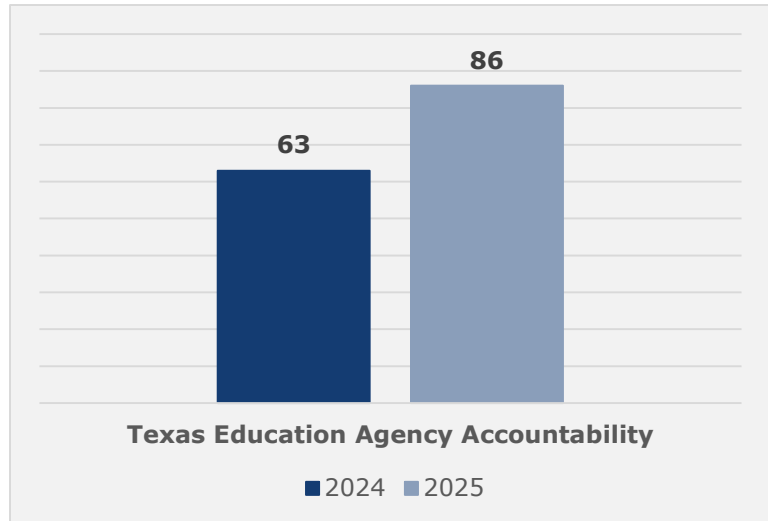
# Barber Middle School | Dickinson ISD

*Twenty Points. One Year. Every Student Counted.*

*"Monique helped me see that the data was never the problem, it was the answer. She pushed me to stop managing the work and start leading it. Once our teachers felt that shift, once they saw we were serious and we had a real plan, everything changed. Our students rose to meet every expectation we set for them. They always do when you truly believe in them."*

*~Dr. Billye Smith*

*Principal*



**Texas Education Agency.** (n.d.). *Texas academic performance reports.* Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

The faculty and staff refused to let a single score define the students walking their halls. Instead of looking away from the data, they leaned into it, treating that 63 not as a verdict, but as a roadmap. It pointed exactly where to pour energy, intention, and investment. No excuses. No finger-pointing. Just a team of educators who looked each other in the eye and decided: *our kids deserve better, and we're going to deliver it.*

What followed was twelve months of disciplined, relentless work. Under the guidance of Leadership coach Dr. Monique Lewis, the principal and her team built tighter systems around classroom instruction, student data, and targeted intervention. Every week, teachers examined evidence of student learning and adjusting in real time, not waiting for the end of a unit or a semester, but responding to what kids needed right now. Monique helped translate data into daily action, pushing the campus to move with urgency while never losing sight of the students at the center of every decision.

The partnership between the principal and Monique became the engine of the transformation. Hard conversations happened. Assumptions were challenged. Instructional practices that weren't moving the needle were replaced with approaches that did. And through it all, the principal modeled the same belief she asked of every teacher, that every student at Barber could achieve at the highest level.

A jump from D to B in a single year is more than a score. It is a message, to students who now walk into a B-rated school and feel the difference, to families who can see that Barber delivers on its promises, and to every educator who has ever stared at a hard number and wondered if change was truly possible. *It is. Barber proved it.*

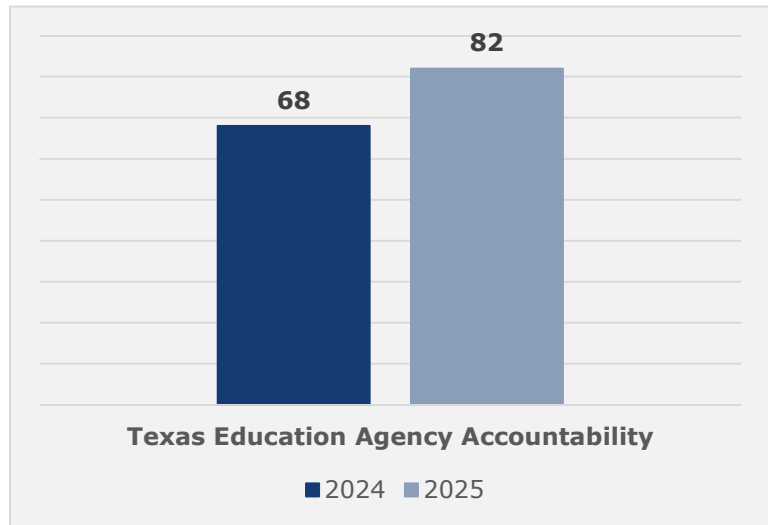
# San Leon Elementary School | Dickinson ISD

Where Early Learning Becomes Lifelong Success

*“This work has helped us move from good intentions to precise action. Our teachers are more confident, our instruction is more focused, and our students are benefiting from that clarity every day. The coaching support brought both accountability and encouragement, which is exactly what our campus needed.”*

*~Niki Snyder*

*Principal*



**Texas Education Agency.** (n.d.). *Texas academic performance reports.* Retrieved October 8, 2025, from <https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>

At San Leon Early Childhood, part of Dickinson ISD, the work began with a clear belief, that the earliest years of learning set the trajectory for everything that follows. Under the leadership of Principal Niki Snyder, the PK–3 program was already grounded in care and commitment. What EverNorth Education, alongside Monique Lewis, helped bring into sharper focus was coherence, intentionality, and a shared vision for instructional excellence.

When the partnership began, the goal was not to add more, but to align what already existed. Classrooms were rich with activity, teachers were dedicated, and students were eager. The opportunity was to strengthen instructional clarity, ensure that every moment of learning was purposeful, and build systems that would sustain growth over time.

Through coaching cycles, model lessons, and side-by-side planning, Monique worked closely with teachers to refine small-group instruction, elevate questioning strategies, and deepen student engagement. Teachers began to shift from delivering lessons to facilitating learning experiences. Data conversations became more focused, not just on what students were doing, but on why it mattered and what to do next.

Principal Snyder played a critical role in this transformation. Her leadership created the conditions for growth, trust, consistency, and a willingness to examine practice honestly. She remained deeply involved in the work, ensuring that coaching was not an initiative, but part of the fabric of the campus.

As the year progressed, the impact became visible. Classrooms demonstrated stronger routines, clearer learning targets, and more intentional differentiation. Students showed increased independence and confidence, particularly in literacy and early numeracy. Teachers collaborated more effectively, using common language and shared expectations.