Victoria Independent School District

Howell Middle School

2021-2022 Campus Improvement Plan

Mission Statement

Howell Middle School's mission is to ensure all students learn at high levels today to succeed tomorrow.

Wildcat Pride!

Vision

We envision a school in which:

- Staff, students, and parents unite to achieve high levels of student growth.
- Students and teachers engage in school activities, clubs, and organizations.
- Staff collaborate in interdependent teams to implement best practices for improving student achievement.

Collective Commitments

In order to fulfill our fundamental purpose and become the school we describe in our vision statement, Howell Middle School staff make the following collective commitments:

- We will study, align, and implement state standards.

- We will use data to drive instructional decisions and to intervene with students
- We will engage in meaningful staff development to enhance our professional skills.
- We will utilize instructional best practices to promote success for all students.
- We will exhibit professionalism and respectful behaviors toward all staff, students, families, and community members.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Howell Middle School currently has a student population of 831 students. This is comparable to the end of the 2020-2021 school year. Our current demographics are as follows:

- 57% economically disadvantaged
- 45% at risk
- 4% English Language Learners (ELL)
- 12% Special Education
- 62% Hispanic
- 25% White
- 10% African American
- 1% Asian
- 2% Two or More Races

Howell currently has 52 classroom teachers. We have 8 new teachers, four of whom are first year teachers.

Howell has an active Parent Teacher Organization. We have 12 active clubs on campus, including NJHS, Student Council, Video Game Club, Art Club, Chess Club, and Robotics.

As a learning community, we are on the East side of VISD and feed into Victoria East High School. Our feeder campuses are DeLeon, Rowland, and Chandler Elementaries.

Demographics Strengths

- With few exceptions, we exceeded the district percentages at meets grade level in all sub-populations on the Spring 2021 STAAR assessments.
- In 7th grade STAAR Reading, we exceeded the state in African American and Hispanic sub-populations at meets grade level.
- In 7th grade STAAR Writing, we exceeded the state in African American sub-population at meets grade level and tied in the Hispanic and White sub-populations.
- In 8th grade STAAR math, we exceeded or tied the state in all sub-populations at meets grade level.
- In 8th grade STAAR Social Studies, we exceeded the state in the African American sub-population at meets grade level.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Howell's attendance rate was 95.2% during 2020-2021 school year. **Root Cause:** COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

Problem Statement 2 (Prioritized): Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause:** Economically disadvantaged students need additional support to help close the achievement gap.

Student Learning

Student Learning Summary

For the 2018-2019 school year, Howell received an overall score of 73 (C) which was an increase from 71 (C) from the previous year. Due to the COVID-19 pandemic, Texas schools were not rated for the 2019-2020 school year. Last year, students were administered STAAR; however, schools did not receive an accountability rating.

As expected, we saw the greatest declines in math. Our reading scores remained fairly steady.

	HOWELL 2019			HOWELL 2021		
Test	**Approaches**	**Meets**	**Masters**	**Approaches**	**Meets**	**Masters**
6th Math	75	37	17	59	24	10
6th Reading	59	23	10	60	22	11
7th Math	60	15	1	40	5	0
7th Reading	71	41	20	70	43	20
7th Writing	64	34	13	64	31	5
8th Math	81	56	14	61	38	9
8th Reading	75	46	25	70	43	20
8th Science	83	49	21	63	35	15
8th Social Studies	60	27	13	48	21	8
Algebra I	96	90	67	96	69	41

Student Learning Strengths

A closer look at our data revealed that we have decreased the gaps between Howell and the state in almost all grades and subjects, with the exception of 6th grade math and 8th grade science.

See Addendum 1

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause:** Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.

Problem Statement 2 (Prioritized): 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause:** Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.

Problem Statement 3 (Prioritized): The percentage of 6th grade students achieving meets grade level on the 2021 STAAR Math Test decreased to 23%. **Root Cause:** Students need additional strategies and supports to fill in learning gaps.

Problem Statement 4 (Prioritized): 3% of special education students scored at meets grade level on math and reading. **Root Cause:** Special education teachers need strategies to increase the level of rigor while supporting special education students.

School Processes & Programs

School Processes & Programs Summary

Howell teachers follow the district created pacing calendars aligned to the Teacher Resource System (TRS). The foundation of our instruction is the Fundamental Five by Sean Cain and Mike Laird and Teach Like a Champion by Doug Lemov. We are a Professional Learning Community and meet in teacher teams weekly to study essential standards, plan common formative assessments, analyze data, make intervention plans for students who need it, and make enrichment plans for students who have mastered the learning. Our campus leadership team meets weekly and is composed of administrators, counselors, and instructional coaches. Our department heads meet monthly to address operational issues, and our guiding coalition meets monthly to move our PLC process forward and address instructional issues.

At Howell, we have a systemic Response to Intervention process that includes using multiple data points to make decisions in the best interest of our students. Students are placed in an intervention advisory where they work with a highly qualified teacher on research-based interventions in Reading or Math. Special education students also receive their intensive plan of instruction (IPI) during advisory time.

Howell is an AVID campus and currently serves students in an AVID elective class in grades 6-8. Students are assisted by a certified teacher and part-time tutors who work to ensure success in Pre-AP classes and to prepare students for post-secondary options.

We have a number of structures in place to improve communication and collaboration among staff. We meet in grade level teams once per nine weeks to discuss specific student concerns and to plan appropriate interventions. All staff members serve on committees which support the campus in everything from attendance and parent involvement to fund raising and technology.

New teachers are assigned a mentor to guide them as they begin their career as educators. New teachers also meet with an instructional coach for lessons on a wide variety of topics to meet their individual needs.

School Processes & Programs Strengths

Howell uses instructional time effectively by scheduling multiple intervention and enrichment classes during our daily advisory time. We have an RTI Reading and Math advisory in 6th-8th grade. This year we plan to use advisory time to provide tutoring as required by House Bill 4545. We also plan to incorporate short-term, data-based interventions during advisory. Teachers administer a common formative assessment and develop groups based on the results of the assessments.

After school we offer "Wildcat Time" to support students with homework help, test makeup, and test corrections. Howell has an active Parent Teacher Organization. In a typical year, we have 10-15 active clubs on campus, including NJHS, Student Council, Video Game Club, Builders Club, Gardening Club, and Robotics.

Perceptions

Perceptions Summary

Howell Middle School's mission is to ensure all students learn at high levels today to succeed tomorrow.

We envision a school in which:

- Staff, students, and parents unite to achieve high levels of student growth.
- Students and teachers engage in school activities, clubs, and organizations.
- Staff collaborate in interdependent teams to implement best practices for improving student achievement.

In order to fulfill our fundamental purpose and become the school we describe in our vision statement, Howell Middle School Staff make the following collective commitments:

- We will study, align, and implement state standards.
- We will use data to drive instructional decisions and to intervene with students.
- We will engage in meaningful staff development to enhance our professional skills.
- We will utilize instructional best practices to promote success for all students.
- We will exhibit professionalism and respectful behaviors toward all staff, students, families, and community members.

Perceptions Strengths

Howell has strong Safe and Civil Schools procedures in place. We maintained most of the safety protocols put in place last year because of the pandemic. We have a series of lessons and videos that we show to students at the beginning of each semester in order to teach and reinforce school-wide procedures and expectations. Rules are clearly posted in classrooms and common areas. We help 6th grade students transition to middle school by providing an orientation and a series of lessons during advisory to help them learn the Howell Way.

Every year, we welcome teachers back with a theme. This year we chose a "Wizard of Oz" theme to remind us that we have the brains, heart, and courage to achieve our mission. Just like Dorothy, the tin man, the lion, and the scarecrow, we already have the power within ourselves. Most importantly, there's no place like Howell.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year. **Root Cause:** School wide rules and procedures are sometimes not done with fidelity.

Priority Problem Statements

Problem Statement 1: Howell's attendance rate was 95.2% during 2020-2021 school year.

Root Cause 1: COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

Problem Statement 1 Areas: Demographics

Problem Statement 3: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test.

Root Cause 3: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year.

Root Cause 4: School wide rules and procedures are sometimes not done with fidelity.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population..

Root Cause 5: Economically disadvantaged students need additional support to help close the achievement gap.

Problem Statement 5 Areas: Demographics

Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test.

Root Cause 2: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.

Problem Statement 2 Areas: Student Learning

Problem Statement 6: The percentage of 6th grade students achieving meets grade level on the 2021 STAAR Math Test decreased to 23%.

Root Cause 6: Students need additional strategies and supports to fill in learning gaps.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: 3% of special education students scored at meets grade level on math and reading.

Root Cause 7: Special education teachers need strategies to increase the level of rigor while supporting special education students.

Problem Statement 7 Areas: Student Learning

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
- HB3 CCMR goals
- 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
- Covid-19 Factors and/or waivers

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- (STAAR) current and longitudinal results, including all versions
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR assessments from 30% to 35%.

Performance Objective 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR Reading/Language Arts test from 36% to 40%.

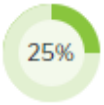
Targeted or ESF High Priority

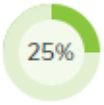
HB3 Goal

Evaluation Data Sources: 2022 STAAR RLA test results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Use CBA data to identify students who need support and intervene with those students in small groups. **Strategy's Expected Result/Impact:** Small group instruction will allow teachers to personalize learning and address learning gaps. **Staff Responsible for Monitoring:** ELAR Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Develop unit lesson plans with curriculum coordinator **Strategy's Expected Result/Impact:** Improved understanding of the level of rigor of the TEKS **Staff Responsible for Monitoring:** ELAR Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Teachers will utilize Notice and Note signposts that alert readers to significant moments in a work of literature and encourages them to read closely. **Strategy's Expected Result/Impact:** Increased comprehension and analytical thinking **Staff Responsible for Monitoring:** ELAR Instructional Coach, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: Utilize Imagine Learning applications through advisory to address unfinished learning, including training all staff and implementing with fidelity. **Strategy's Expected Result/Impact:** Targeted at-risk students will receive additional time and support in the area of reading to help fill in learning gaps. **Staff Responsible for Monitoring:** ELAR Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.

Student Learning
Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause**: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.

Goal 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR assessments from 30% to 35%.

Performance Objective 2: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR Math test from 27% to 35%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Math teachers will implement Carnegie Math through the CRIMSI pilot. **Strategy's Expected Result/Impact:** Carnegie Math curriculum is designed to engage students at a more rigorous level, thus improving the problem solving and thinking skills of our students. **Staff Responsible for Monitoring:** Math Instructional Coach, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Use CBA data to identify students who need support and intervene with those students in small groups. **Strategy's Expected Result/Impact:** Teachers will pull small groups of students during Mathia days in order to help close gaps and personalize the learning. **Staff Responsible for Monitoring:** Math Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Instructional coaches will provide mentoring and model lessons for our new math teachers. **Strategy's Expected Result/Impact:** By working with experienced teachers, new teachers will grow professionally. **Staff Responsible for Monitoring:** Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.

Student Learning

Problem Statement 1: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause**: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.

Problem Statement 3: The percentage of 6th grade students achieving meets grade level on the 2021 STAAR Math Test decreased to 23%. **Root Cause**: Students need additional strategies and supports to fill in learning gaps.

Goal 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR assessments from 30% to 35%.

Performance Objective 3: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR Science test from 35% to 40%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Science teachers will utilize Gizmos and Stemscopes to increase student engagement and understanding of content. **Strategy's Expected Result/Impact:** Online interactive labs, videos, worksheets, and labs will make content more relevant and engaging, thus improving student understanding. **Staff Responsible for Monitoring:** Science Instructional Coach **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Instructional coach will co-teach and model lessons for new science teachers. **Strategy's Expected Result/Impact:** Teachers learn best when they see live teaching of their peers. New teachers will feel supported. **Staff Responsible for Monitoring:** Science Instructional Coach. **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Teachers will use the PLC process to conduct in-class small group interventions based on data. **Strategy's Expected Result/Impact:** By identifying students who need more time and support, teachers will be able to intervene in a timely way and improve student outcomes. **Staff Responsible for Monitoring:** Science Instructional Coach, Administrators **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.

Goal 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR assessments from 30% to 35%.

Performance Objective 4: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR Social Studies test from 21% to 26%.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Teachers will utilize the DBQ binder to help students understand and interpret primary and secondary sources and to help differentiate for Pre-AP students. **Strategy's Expected Result/Impact:** Students will have a deeper understanding of primary and secondary sources and increase their ability to analyze such sources. **Staff Responsible for Monitoring:** Social Studies Instructional Coach **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Teachers will use the PLC process to identify students who need more time and support and intervene in small groups using data. **Strategy's Expected Result/Impact:** By working with students who need more support according to data, teachers will be able to intervene more effectively and minimize learning gaps. **Staff Responsible for Monitoring:** Instructional coaches, administrators **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Teachers will meet in weekly Team Time to identify essential standards, plan common formative assessments, analyze student data, and plan intervention and enrichment activities. **Strategy's Expected Result/Impact:** Using the PLC process will ensure high levels of learning for all students. **Staff Responsible for Monitoring:** Social Studies IC and administrators **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.

Goal 1: Howell will increase the percentage of students achieving meets standard on the 2022 STAAR assessments from 30% to 35%.

Performance Objective 5: Howell will increase the percentage of special education students achieving meets standard on the 2022 tests from 3% to 10%.

Targeted or ESF High Priority

Evaluation Data Sources: Special education STAAR scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Lesson plan feedback for resource teachers on alignment with grade level standards **Strategy's Expected Result/Impact:** Ensuring alignment with grade level standards will increase the level of rigor in resource classrooms **Staff Responsible for Monitoring:** Assistant Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Student Learning 4	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Special education students who failed one or more STAAR assessments will be placed in an IPI advisory with a highly qualified special education teacher and paraprofessional. **Strategy's Expected Result/Impact:** By providing small group, targeted instruction, special education students will have their individual needs met and improve their understanding of content. **Staff Responsible for Monitoring:** Assistant principal, counselors **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Student Learning 4	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Include resource and inclusion teachers during Team Time with content area teachers. **Strategy's Expected Result/Impact:** Improve the rigor of instruction **Staff Responsible for Monitoring:** Instructional coaches, administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - **Targeted Support Strategy** **Problem Statements:** Student Learning 4	25%			

No Progress

Accomplished

Continue/Modify

Discontinue

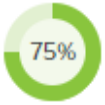
Performance Objective 5 Problem Statements:

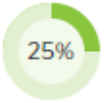
Student Learning
Problem Statement 4: 3% of special education students scored at meets grade level on math and reading. **Root Cause**: Special education teachers need strategies to increase the level of rigor while supporting special education students.

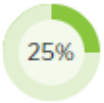
Goal 2: Howell will support post-secondary readiness by providing opportunities, information, and exposure, thereby increasing the number of VISD students who achieve their "And" from 75% to 85% by August 2024.

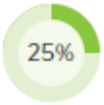
Performance Objective 1: 100% of Howell students will have a written plan for their "And" by May 2022.

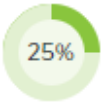
Evaluation Data Sources: Student "And" Plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: All 8th graders will take the YouScience aptitude and career test during the first two weeks of October. **Strategy's Expected Result/Impact:** Students will begin identifying their area of interest beyond high school. **Staff Responsible for Monitoring:** Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Librarian will conduct lessons, and ELAR teachers will incorporate career focus during research unit. **Strategy's Expected Result/Impact:** Students will be exposed to more opportunities by studying their options. **Staff Responsible for Monitoring:** ELAR teachers, librarian, counselors **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: CTE/PTECH talks with 8th grade students to expose them to high school opportunities **Strategy's Expected Result/Impact:** Exposure to the vast variety of programs and options available to students beginning in high school in order to prepare them for their path after high school. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2 - Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 4: AVID, STREAM, Investigating Careers, MAPS, and Professional Communications teachers will expose students to various industries and career fields. **Strategy's Expected Result/Impact:** Students will increase their knowledge of the many paths and opportunities available to them. **Staff Responsible for Monitoring:** Teachers, Instructional Coaches, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2				

Strategy 5 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 5: Howell will implement One Day Wednesday to ensure a weekly focus on college, career, and military readiness campus-wide. **Strategy's Expected Result/Impact:** By continually exposing students to the many options available to them, we will better prepare them to make decisions for their future. **Staff Responsible for Monitoring:** Administrators, Counselors **TEA Priorities:** Connect high school to career and college - **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Student Learning 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause**: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.
Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause**: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.
Perceptions
Problem Statement 1: Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year. **Root Cause**: School wide rules and procedures are sometimes not done with fidelity.

Goal 3: Howell will develop a positive school culture aligned to our mission, vision, and goals by providing learning environments and structures that promote safety and the whole child.

Performance Objective 1: 80% of Howell students on the 10% Attendance List will recover their time.

Evaluation Data Sources: Attendance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Student success facilitator will meet with students on the 10% list to develop a principal's plan to recover time. **Strategy's Expected Result/Impact:** Students who are absent will be able to make up their classwork and catch up on lost learning. **Staff Responsible for Monitoring:** SSF, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Howell will have Saturday School once per nine weeks to help students recover time. **Strategy's Expected Result/Impact:** By having Saturday School four times per year, we will be able to have more students recover attendance in a more timely fashion. **Staff Responsible for Monitoring:** SSF, administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Howell will provide after school makeup time to help students complete missing assignments and recover their time. **Strategy's Expected Result/Impact:** Students will be able to catch up on their assignments and learning that they missed while absent. **Staff Responsible for Monitoring:** SSF, Instructional Coaches, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction **Problem Statements:** Demographics 1	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

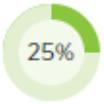
Demographics
Problem Statement 1: Howell's attendance rate was 95.2% during 2020-2021 school year. **Root Cause**: COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

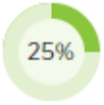
Goal 3: Howell will develop a positive school culture aligned to our mission, vision, and goals by providing learning environments and structures that promote safety and the whole child.

Performance Objective 2: 100% of Howell students and staff will participate in lessons and activities to teach campus safety procedures, behavioral expectations, and social emotional learning.

Evaluation Data Sources: Documented lesson plans, agendas

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students placed in ISS will complete 30 minutes of Ripple Effects daily. **Strategy's Expected Result/Impact:** Students will reflect on their behavior in order to prevent repeat offenses. **Staff Responsible for Monitoring:** Assistant Principals, Counselors, ISS staff **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Enrichment advisories will study the Seven Habits of Highly Effective Teens and read the book Wonder. **Strategy's Expected Result/Impact:** By participating in these activities, students will become more well rounded, appreciate differences, and become better students. **Staff Responsible for Monitoring:** Instructional Coaches **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Student Learning 1, 2 - Perceptions 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Safe and Civil School lessons and COVID safety precautions will be taught four times per year. **Strategy's Expected Result/Impact:** The more we communicate our expectations, the safer our school will be. **Staff Responsible for Monitoring:** Instructional coaches, administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Howell's attendance rate was 95.2% during 2020-2021 school year. **Root Cause**: COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

Student Learning

Problem Statement 1: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause**: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.

Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause**: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.

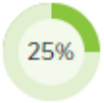
Perceptions

Problem Statement 1: Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year. **Root Cause**: School wide rules and procedures are sometimes not done with fidelity.

Goal 3: Howell will develop a positive school culture aligned to our mission, vision, and goals by providing learning environments and structures that promote safety and the whole child.

Performance Objective 3: Howell will implement Wellness Wednesday once per week through PE classes to support the whole child.

Evaluation Data Sources: Lesson plans, walk throughs

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: PE teachers will use the TEKS to identify curriculum to present to students to address their physical and mental health. **Strategy's Expected Result/Impact:** Students will learn to become more mentally and physically healthy and have strategies and resources to utilize in their lives. **Staff Responsible for Monitoring:** Coaches, administrators **ESF Levers:** Lever 3: Positive School Culture **Problem Statements:** Demographics 1 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Howell's attendance rate was 95.2% during 2020-2021 school year. **Root Cause**: COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

Perceptions
Problem Statement 1: Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year. **Root Cause**: School wide rules and procedures are sometimes not done with fidelity.

Goal 4: Howell will improve the state accountability rating for 2022 from a C to a B or better.

Performance Objective 1: Howell will increase the percentage of students achieving growth on the 2022 STAAR Math test from 36% to 74%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR Math Progress Measure

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students will use progress trackers to monitor their growth on math assessments as compared to their 2021 STAAR score. **Strategy's Expected Result/Impact:** Teachers will be able to identify students who fall behind and quickly intervene. Students will be able to monitor their own growth and take ownership in their learning. **Staff Responsible for Monitoring:** Math teachers, Math IC, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 3	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Howell will have an after school homework center called Wildcat Time to assist at-risk students with assignments. **Strategy's Expected Result/Impact:** By having small group/individualized assistance, at-risk students will improve their grades and their understanding of content. **Staff Responsible for Monitoring:** Instructional Coaches **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 1, 2 - Student Learning 1, 2, 3, 4 **Funding Sources:** Extra Duty Pay for Teachers and Paraprofessionals - 199 - PIC 24 State Comp Ed - $5,395	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Howell will use advisory time to intervene with at-risk students. **Strategy's Expected Result/Impact:** Students will have an individualized learning plan to help them complete any unfinished learning. **Staff Responsible for Monitoring:** Leadership Team **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2 **Funding Sources:** 5 Kidney tables - 199 - PIC 24 State Comp Ed - $1,435, 50 calculators - 199 - PIC 24 State Comp Ed - $5,954, 50 Lenovo 300e Laptops - 199 - PIC 24 State Comp Ed - $18,950, 12 Aver Laptop Carts - 199 - PIC 24 State Comp Ed - $6,600, 450 Headphones - 199 - PIC 24 State Comp Ed - $4,500	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Howell's attendance rate was 95.2% during 2020-2021 school year. **Root Cause**: COVID-19 and the hybrid learning model led to an increase in the number of students absent more than 10% of the time.

Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.

Student Learning

Problem Statement 1: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause**: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.

Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause**: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.

Problem Statement 3: The percentage of 6th grade students achieving meets grade level on the 2021 STAAR Math Test decreased to 23%. **Root Cause**: Students need additional strategies and supports to fill in learning gaps.

Problem Statement 4: 3% of special education students scored at meets grade level on math and reading. **Root Cause**: Special education teachers need strategies to increase the level of rigor while supporting special education students.

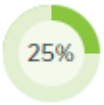
Goal 4: Howell will improve the state accountability rating for 2022 from a C to a B or better.

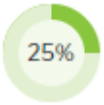
Performance Objective 2: Howell will increase the percentage of students achieving growth on the 2022 STAAR Reading Language Arts test from 62% to 74%.

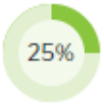
Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR RLA Progress Measure

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 1: Students will use progress trackers to monitor their growth on reading assessments as compared to their 2021 STAAR score. **Strategy's Expected Result/Impact:** Teachers will be able to identify students who fall behind and quickly intervene. Students will be able to monitor their own growth and take ownership in their learning. **Staff Responsible for Monitoring:** ELAR teachers, IC, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 2: Howell will conduct a "No One Goes Backwards" campaign to maintain a campus-wide goal focus of progress for all. **Strategy's Expected Result/Impact:** Students and staff will understand the expectation that our "ticket to the dance" is student growth. **Staff Responsible for Monitoring:** ICs, Administrators **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	June
Strategy 3: Implement a Pineapple Board through which teachers will invite other teachers into their classrooms to observe teaching and learning. **Strategy's Expected Result/Impact:** Teachers will grow professionally, increase collaboration, and improve their practice by observing their peers, thereby improving student outcomes. **Staff Responsible for Monitoring:** Instructional coaches, administrators **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** **Problem Statements:** Demographics 2 - Student Learning 1, 2, 4 - Perceptions 1				
No Progress Accomplished Continue/Modify Discontinue				

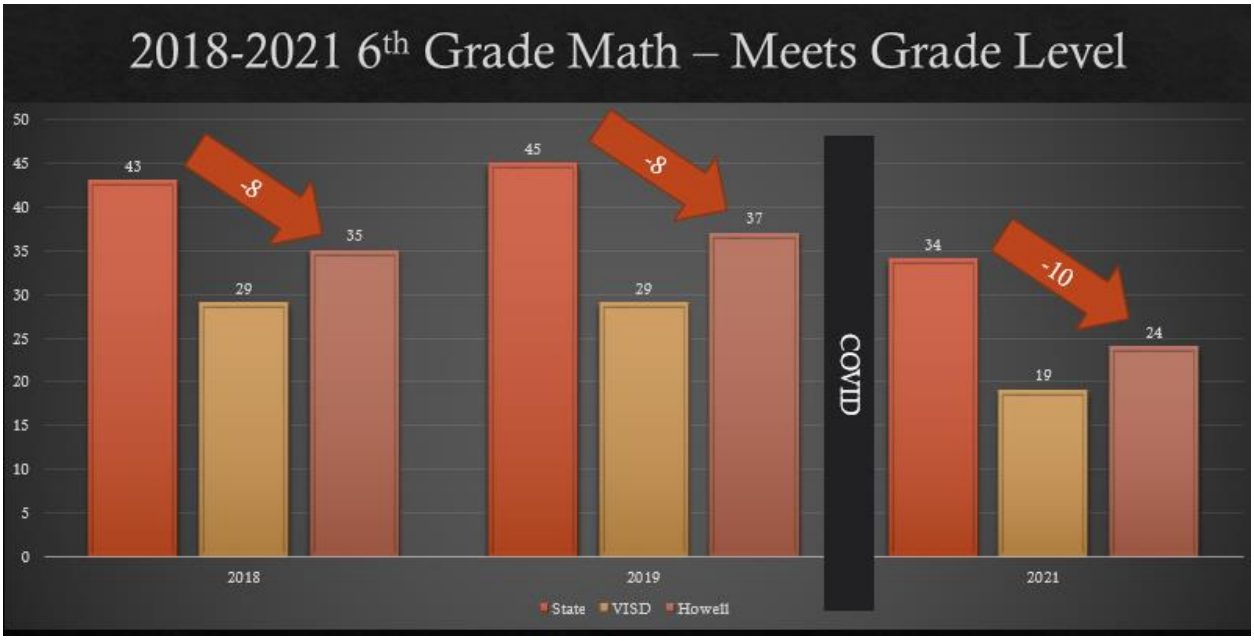
Performance Objective 2 Problem Statements:

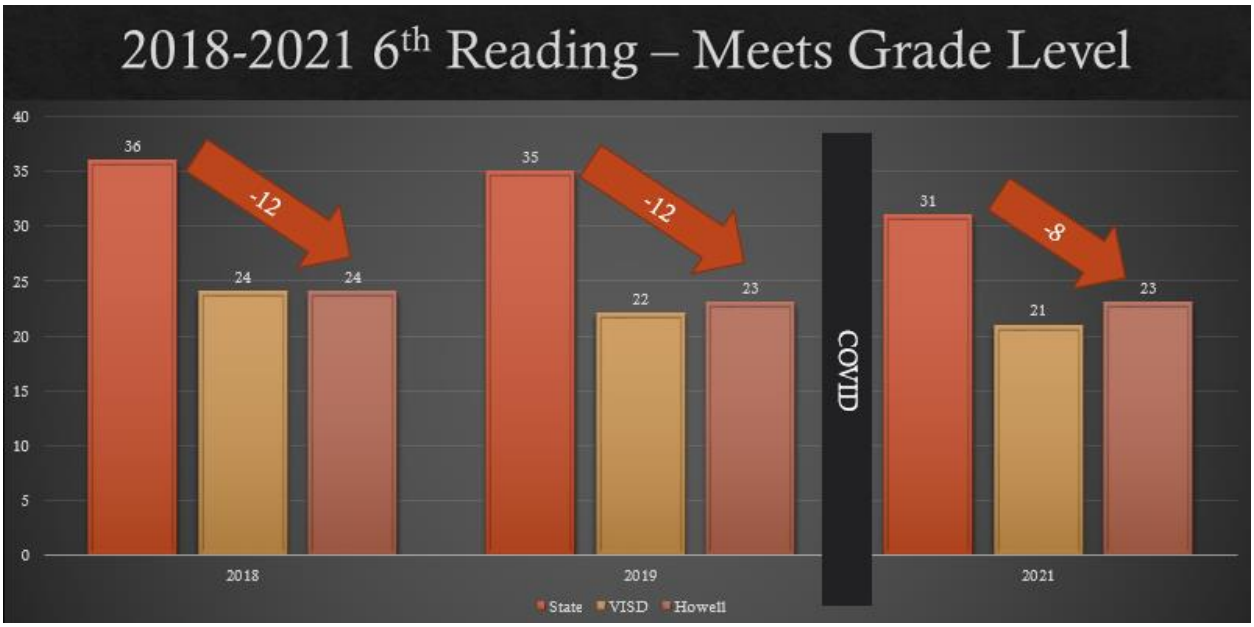
Demographics
Problem Statement 2: Howell was identified for targeted support and improvement for missing indicators in Domain 3 for three consecutive years, including the economically disadvantaged sub-population.. **Root Cause**: Economically disadvantaged students need additional support to help close the achievement gap.
Student Learning
Problem Statement 1: 27% of all students achieved "meets grade level" on the 2021 STAAR Math Test. **Root Cause**: Students have unfinished learning from the COVID pandemic and lack critical thinking and problem solving skills required to accurately solve problems.
Problem Statement 2: 36% of all students achieved "meets grade level" on the 2021 STAAR Reading Test. **Root Cause**: Students lack critical thinking skills and reading endurance to analyze reading selections and answer questions.
Problem Statement 4: 3% of special education students scored at meets grade level on math and reading. **Root Cause**: Special education teachers need strategies to increase the level of rigor while supporting special education students.
Perceptions
Problem Statement 1: Student discipline resulted in lost instruction time, with 218 ISS action counts and 68 suspensions during the 2020-2021 school year. **Root Cause**: School wide rules and procedures are sometimes not done with fidelity.

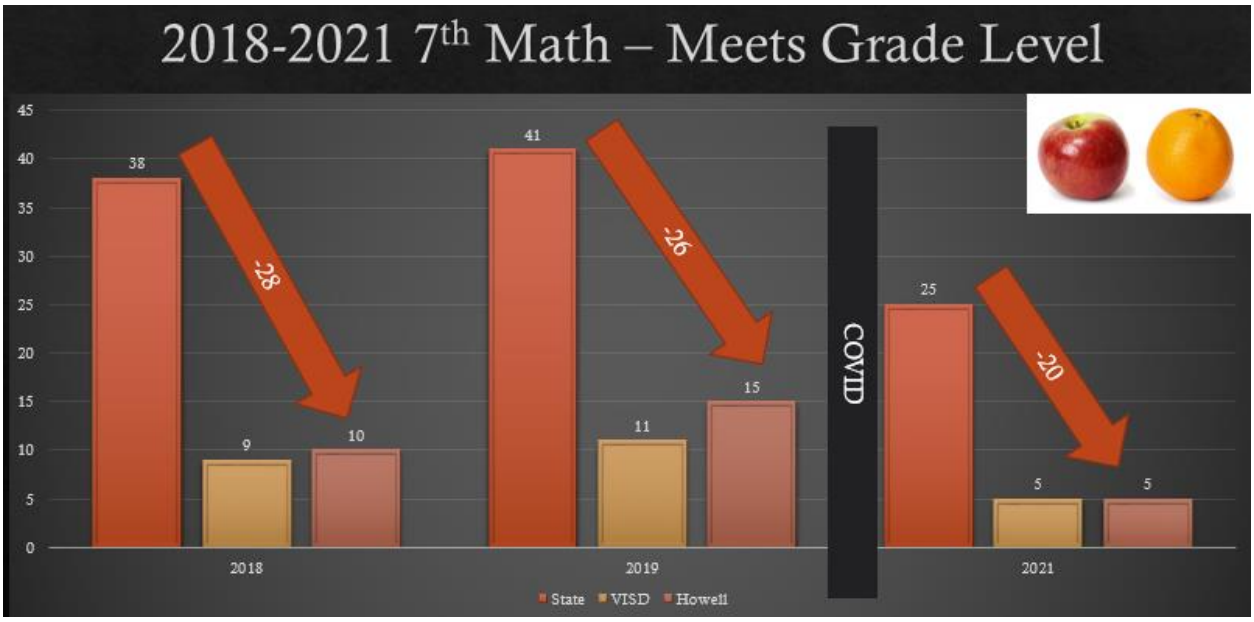
Campus Funding Summary

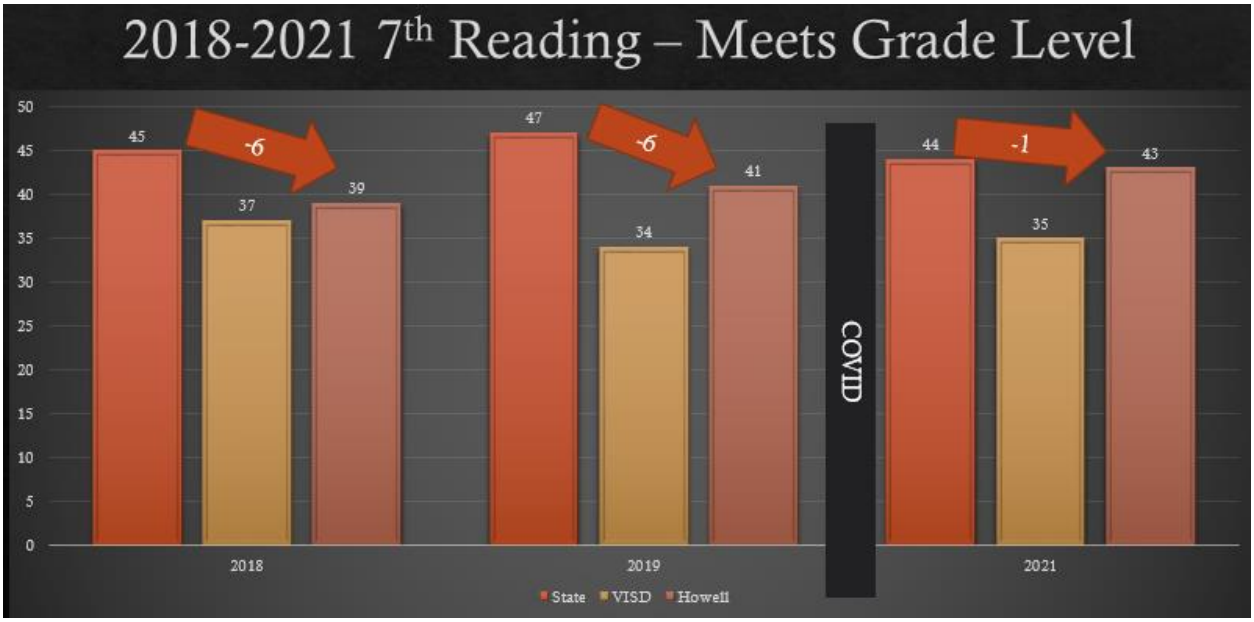
199 - PIC 24 State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2	Extra Duty Pay for Teachers and Paraprofessionals		$5,395.00
4	1	3	5 Kidney tables		$1,435.00
4	1	3	50 calculators		$5,954.00
4	1	3	50 Lenovo 300e Laptops		$18,950.00
4	1	3	12 Aver Laptop Carts		$6,600.00
4	1	3	450 Headphones		$4,500.00
				Sub-Total	$42,834.00
				Budgeted Fund Source Amount	$51,700.00
				+/- Difference	$8,866.00
				Grand Total	$42,834.00

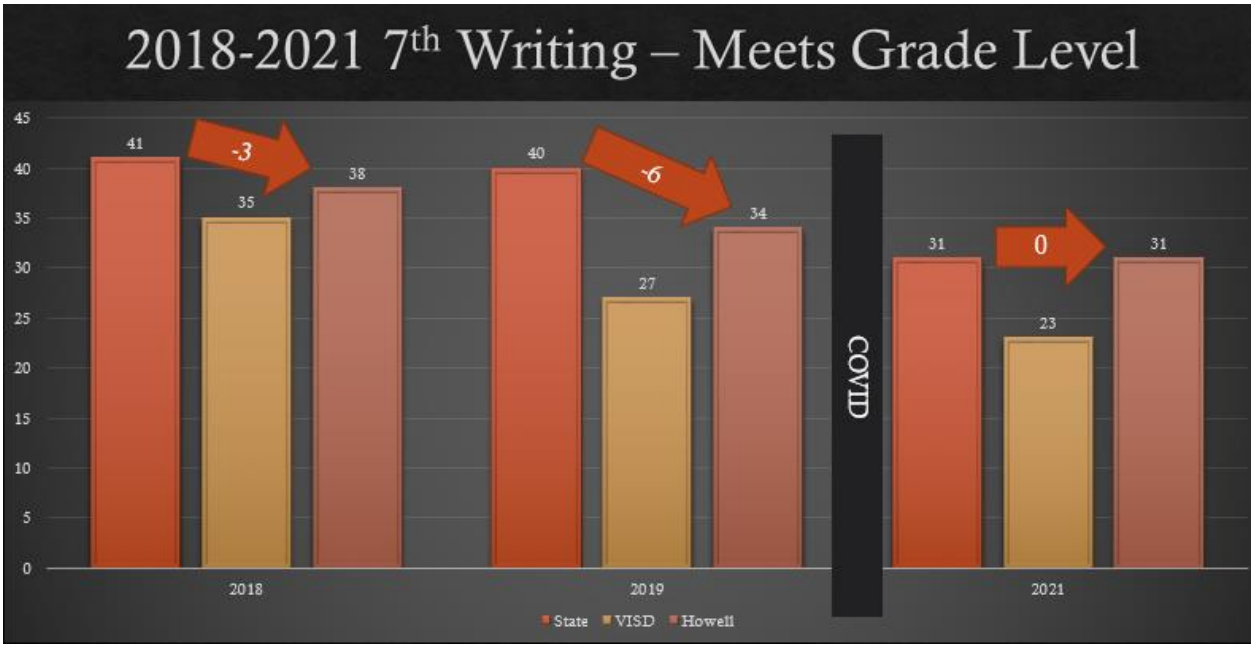
Addendums

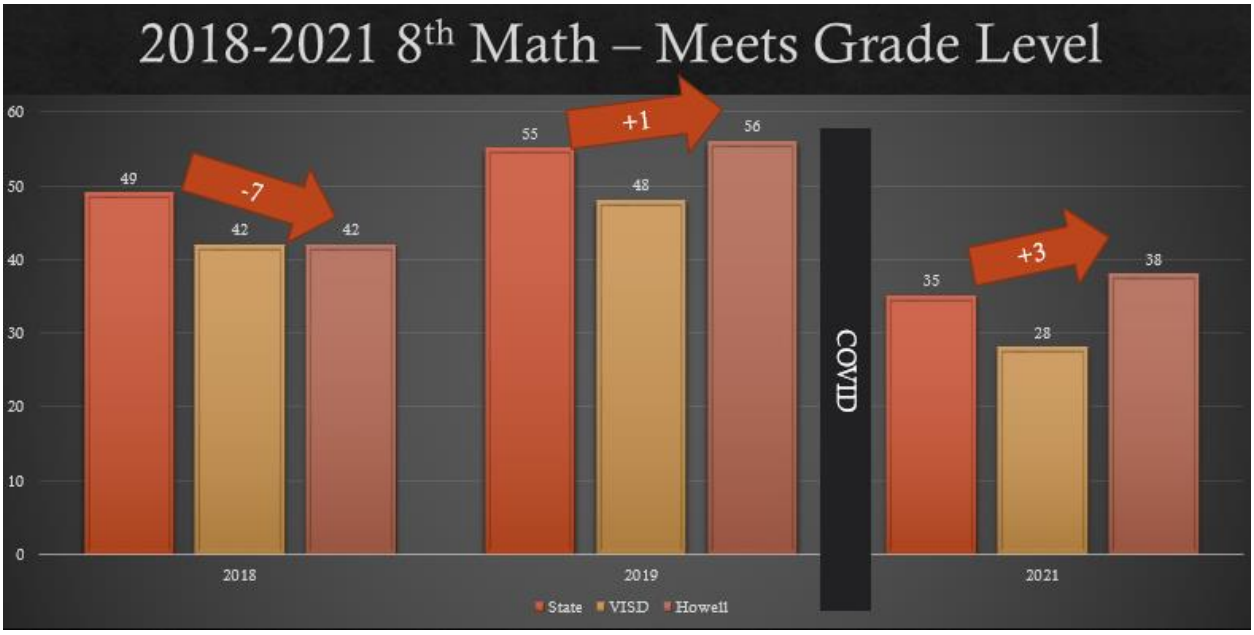

2018-2021 6th Grade Math – Meets Grade Level
50
45
40
35
30
25
20
15
10
5
0
43
29
35
45
29
37
34
19
24
-8
-8
-10
COVID
2018
2019
2021
State
VISD
Howell

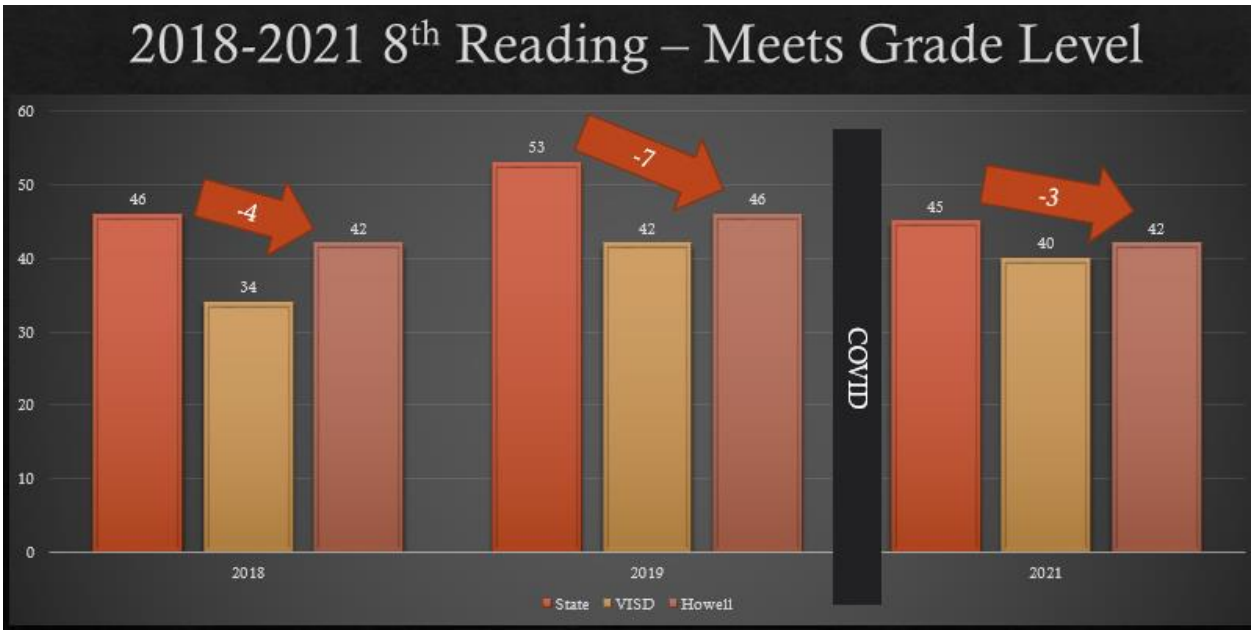

2018-2021 6th Reading – Meets Grade Level
40
35
30
25
20
15
10
5
0
36
24
24
35
22
23
31
21
23
-12
-12
-8
COVID
2018
2019
2021
State
VISD
Howell

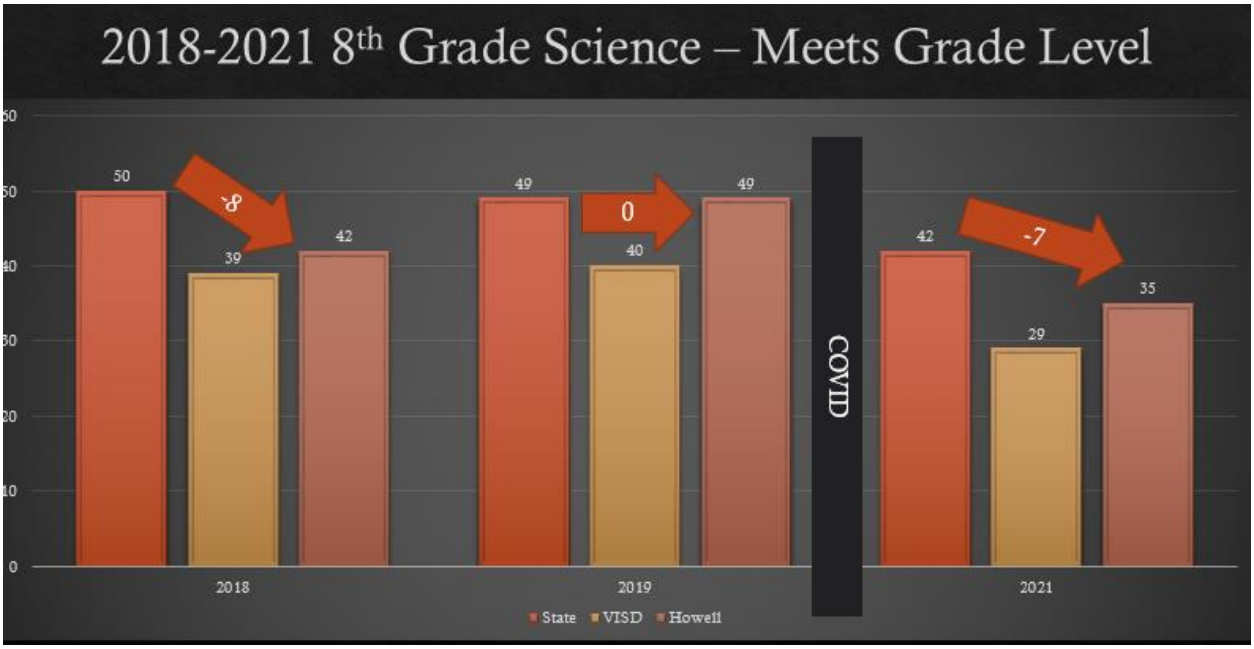

2018-2021 7th Math – Meets Grade Level
45
40
35
30
25
20
15
10
5
0
38
9
10
41
11
15
25
5
5
-28
-26
-20
COVID
2018
2019
2021
State
VISD
Howell

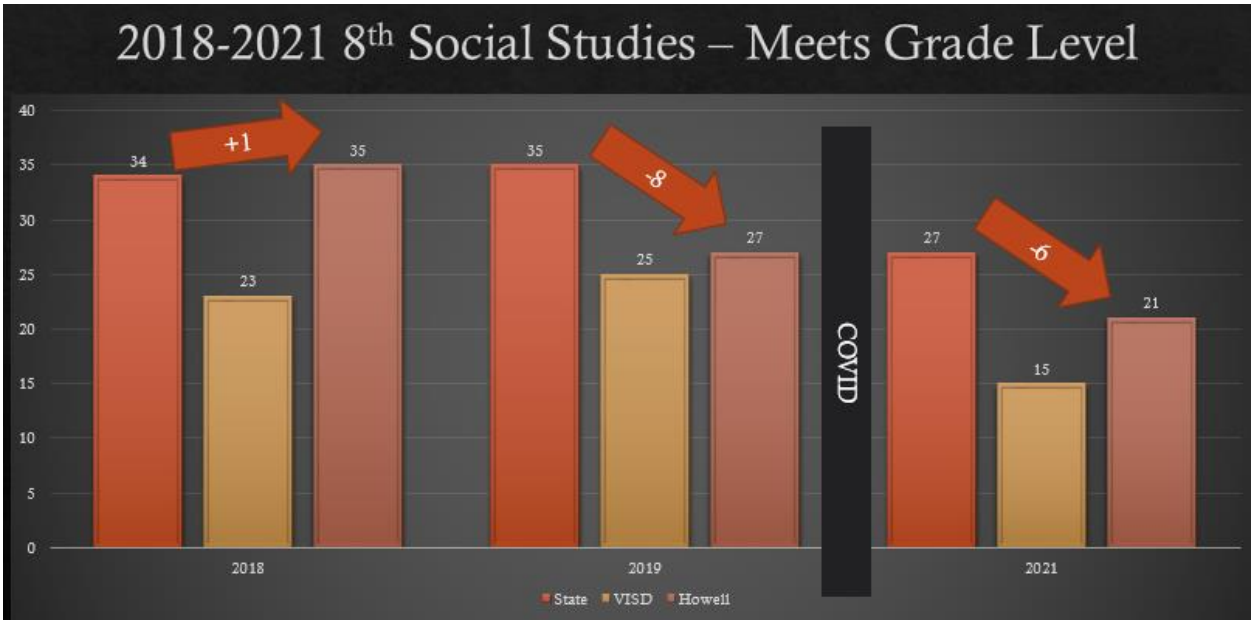

2018-2021 7th Reading – Meets Grade Level
50
45
40
35
30
25
20
15
10
5
0
45
37
39
47
34
41
44
35
43
-6
-6
-1
COVID
2018
2019
2021
State
VISD
Howell

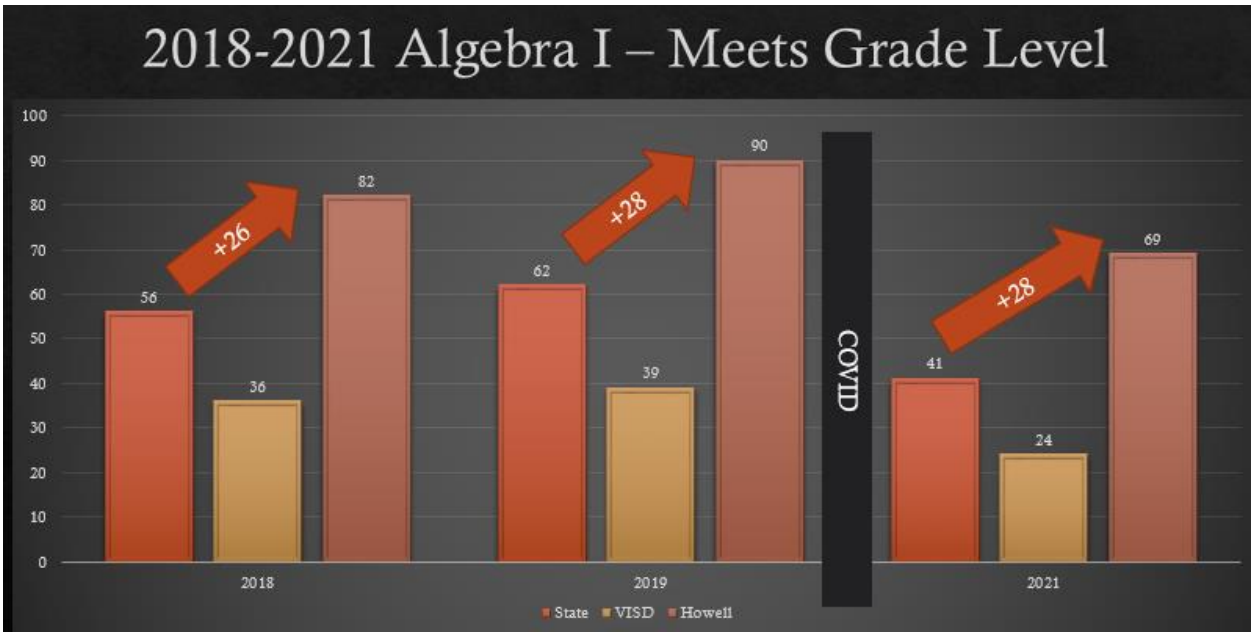

2018-2021 7th Writing – Meets Grade Level
45
40
35
30
25
20
15
10
5
0
41
-3
35
38
40
-6
27
34
COVID
31
0
23
31
2018
2019
2021
State
VISD
Howell


2018-2021 8th Math – Meets Grade Level
60
50
40
30
20
10
0
49
42
42
55
48
56
35
28
38
-7
+1
+3
COVID
2018
2019
2021
State
VISD
Howell


2018-2021 8th Reading – Meets Grade Level
60
50
40
30
20
10
0
46
34
42
53
42
46
45
40
42
-4
-7
-3
COVID
2018
2019
2021
State
VISD
Howell


2018-2021 8th Grade Science – Meets Grade Level
50
39
42
49
40
49
42
29
35
-8
0
-7
COVID
2018
2019
2021
State
VISD
Howell


2018-2021 8th Social Studies – Meets Grade Level
34
23
35
35
25
27
27
15
21
+1
-8
-6
COVID
2018
2019
2021
State
VISD
Howell


2018-2021 Algebra I – Meets Grade Level
100
90
80
70
60
50
40
30
20
10
0
56
36
82
62
39
90
41
24
69
+26
+28
+28
COVID
2018
2019
2021
State
VISD
Howell