

Howe Independent School District

Howe Intermediate School

2025-2026 Campus Improvement Plan

Accountability Rating: C

Distinction Designation
Academic Achievement in Science



Mission Statement

The mission of HIS is to establish a safe environment that continuously challenges and empowers students to develop and mature academically, physically, emotionally and socially.

Vision

Howe Intermediate school strives to inspire a community of curious, confident, and compassionate learners who embrace diversity, think critically, and contribute meaningfully to the world.

Howe ISD Board Goals

2020-2021

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 57% to 62% by August 2025

Goal 2: Increase the percent of All Students that score meets grade level or above on All Subjects on STAAR from 52% to 57% by August 2025

Goal 3: Increase the percent of All Students that achieve Academic Growth on STAAR Reading and Math from 65% to 71% by August 2025

Goal 4: Increase the number of graduates that are College, Career or Military Ready (CCMR) from 72.5% to 77.5% by August 2025

Goal 5: Increase the 4-year Graduation Rate from 95.9% to 98% by August 2025

Goal 6: Howe ISD will attract, retain and develop exemplary employees for all jobs in the district.

Goal 7: Howe ISD will provide facilities and resources that are safe and conducive to learning and manage its resources in a prudent manner.

Goal 8: Howe ISD will engage parent and community to be active partners in the education of our students.

Value Statement

Howe Intermediate School Values:

· Academic Growth by All Students

- Encouragement of Life-Long learning for all Students

- Retention of Highly Qualified Staff

- Student and Staff Safety

- Parent and Community Involvement

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	6
Student Learning	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: HIS will provide meaningful and challenging curriculum and instruction to foster academic growth.	12
Goal 2: We will attract, retain and develop exemplary employees for all jobs.	17
Goal 3: We will provide facilities that are safe and conducive to learning and manage its resources in a prudent manner.	20
Goal 4: HIS will partner with Parents and the Community in the education of our students.	25
Goal 5: HIS will increase the percent of All Students that score MEETS Grade Level or above in All Subjects on STAAR from 42% to 55% by August 2026.	28
RDA Strategies	30
Targeted Support Strategies	31
Additional Targeted Support Strategies	32
Title I	33

Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

With the demographics changing it would be beneficial to add a bi-lingual classroom teacher.

With the growing population of EB students it would be beneficial to add a full time ESL teacher on the HIS campus.

With the growing population of Dyslexia students it would be beneficial to add a full time Dyslexia teacher on the HIS campus.

Due to the amount of students to service through Intervention and GT it would be beneficial to add a full time Intervention/GT teacher.

Demographics

Demographics Summary

The campus percentages for these specific grade levels last year were as follows:

32.4% Hispanic, 7.69% African America, 62.8% White

55.5% Economically Disadvantaged, 14.04% ESL, 7.4% GT, 31.10% SPED, 41.13% At-Risk

Attendance Rate is 96% and mobility rate is 8%

Current Enrollment: 299

Our Hispanic, Non-English speaking population is growing. Over the past two years, our ESL or EB

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): 41.13% of our population is "at-risk" the two main areas are retention and students who are not successful on the state assessments.

Root Cause: Changing population and growing economically disadvantaged group.

Problem Statement 2 (Prioritized): Staff needs ongoing training on how to best support students with English language acquisition.

Root Cause: There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers.

Problem Statement 3 (Prioritized): There are gaps in learning in the areas of math and reading.

Root Cause: Inconsistent planning/PLC and teaching with the use of Backward Lesson Design and with the utilization of resources.

Student Learning

Student Learning Summary

STAAR scores were higher than the 23-24 School Year. Math was particularly low in 4th Grade.

Student Learning Strengths

Math: Above State average in 5th grade.

ELAR: Above State average in 4th and 5th grade.

Science: Above State average in 5th grade.

Comfortability with online testing and CANVAS.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Staff needs ongoing training on how to best support students with English language acquisition.

Root Cause: There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers.

Problem Statement 2 (Prioritized): 41.13% of our population is "at-risk" the two main areas are retention and students who are not successful on the state assessments.

Root Cause: Changing population and growing economically disadvantaged group.

Problem Statement 3 (Prioritized): There are gaps in learning in the areas of math and reading.

Root Cause: Inconsistent planning/PLC and teaching with the use of Backward Lesson Design and with the utilization of resources.

Problem Statement 4: With the growing population of EB students there is a need for a Bi-lingual teacher.

Root Cause: Increasing EB population.

Perceptions

Perceptions Summary

Family and Community Involvement:

We have a very active PTO at Howe ISD.

Staff Recruitment & Retention:

4% Beginning Teachers, 25% 1-5 Years, 25% 6-10 Years, 36% 11-20 years, 11% over 20 years

Engage parents and family members in academic events.

Language is sometimes a barrier for parent communications.

Perceptions Strengths

Communication with parents.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There are gaps in learning in the areas of math and reading.

Root Cause: Inconsistent planning/PLC and teaching with the use of Backward Lesson Design and with the utilization of resources.

Problem Statement 2 (Prioritized): Staff needs ongoing training on how to best support students with English language acquisition.

Root Cause: There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers.

Problem Statement 3 (Prioritized): 41.13% of our population is "at-risk" the two main areas are retention and students who are not successful on the state assessments.

Root Cause: Changing population and growing economically disadvantaged group.

Priority Problem Statements

Problem Statement 1: Staff needs ongoing training on how to best support students with English language acquisition.

Root Cause 1: There is a fast-growing number of second-language students creating a high ratio of second-language learners vs. native English speakers.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: 41.13% of our population is "at-risk" the two main areas are retention and students who are not successful on the state assessments.

Root Cause 2: Changing population and growing economically disadvantaged group.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 3: There are gaps in learning in the areas of math and reading.

Root Cause 3: Inconsistent planning/PLC and teaching with the use of Backward Lesson Design and with the utilization of resources.

Problem Statement 3 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

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
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Action research results

Goals

Goal 1: HIS will provide meaningful and challenging curriculum and instruction to foster academic growth.

Performance Objective 1: His will provide instruction, intervention, and enrichment to accelerate learning experiences to meet the unique needs of all students.

Strategy 1 Details	Reviews			
Strategy 1: The implementation of MAP and IXL allows us to meet the specific learning needs of each individual student. Students will work on focused areas to close learning gaps or accelerated learning to extend learning. These programs can also be used as progress monitoring tools. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: Teachers, administrators, RSC/MSC teacher, Dyslexia therapist TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: implementing Kagan Strategies, tutorials, interventions, and enrichment. Strategy's Expected Result/Impact: Improved mastery and student performance on assessments Staff Responsible for Monitoring: Teachers, Administrators, Aides, and MTSS committee, RSC/MSC teacher TEA Priorities: Build a foundation of reading and math - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Monitor strategies that promote academic growth in Special Education, Dyslexia, and ELL program. Strategy's Expected Result/Impact: Lesson plan design is intentional and mapped for success. Staff Responsible for Monitoring: Administration, classroom teacher, ESL teacher, Special Education teacher, Dyslexia therapist	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: HIS will provide meaningful and challenging curriculum and instruction to foster academic growth.

Performance Objective 2: HIS will assist in achieving a TEA Accountability Rating of B or better.

Strategy 1 Details	Reviews			
Strategy 1: A variety of data tools such as MAP, IXL, common assessments, unit assessments, and performance based tasks will be used to accurately assess current levels of performance and consequently drive instruction for each student. Strategy's Expected Result/Impact: Differentiated experiences in the classroom leading to students increased level of performance and retention. Staff Responsible for Monitoring: Teachers, MTSS, 504 committee, and ARD committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Interventions will be provided for students who are deemed At-Risk due to assessment tools and/or standardized testing. Strategy's Expected Result/Impact: Decreased gaps between sub pops and improved progress on STAAR. Staff Responsible for Monitoring: Principal, teachers, support staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: HIS will provide meaningful and challenging curriculum and instruction to foster academic growth.

Performance Objective 3: HIS will increase TELPAS Ratings by 5 points.

Strategy 1 Details	Reviews			
Strategy 1: HIS teachers will be ESL certified in order to better support EB students in the classroom. Strategy's Expected Result/Impact: Increased participation in classroom discussions. Staff Responsible for Monitoring: Administration, ESL teacher, and LPAC committee	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: EB student are pulled for vocabulary instruction and comprehension strategies. Strategy's Expected Result/Impact: Increase achievement on TELPAS. Staff Responsible for Monitoring: Administration, ESL teacher, and classroom teachers	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Teachers and staff will receive yearly staff development on ELL instruction. Strategy's Expected Result/Impact: Increased achievement on TELPAS. Staff Responsible for Monitoring: Administration, teachers, and support staff	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: HIS will provide meaningful and challenging curriculum and instruction to foster academic growth.

Performance Objective 4: His will provide instruction, intervention, and enrichment to accelerate learning experiences to meet the unique needs of all students.

Strategy 1 Details	Reviews			
Strategy 1: By incorporating tutorials into the school day every student will receive remediation or accelerated learning in Math, ELAR and Science. Strategy's Expected Result/Impact: Academic growth Staff Responsible for Monitoring: Teachers, administrators, RSC/MSC teacher, Dyslexia therapist	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 2: We will attract, retain and develop exemplary employees for all jobs.

Performance Objective 1: HIS will attract and retain qualified staff.

Evaluation Data Sources: Training agendas, staff evaluations, and feedback.

Strategy 1 Details	Reviews			
Strategy 1: Assign Mentor teachers to support and encourage growth among new teachers. Strategy's Expected Result/Impact: Teacher retention on campus will not fall below 90%. Utilization of Mentor Program; frequent meetings between mentors and new teachers to provide support in all necessary areas. Staff Responsible for Monitoring: Administrators and mentors TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Seek employee input via Staff Climate Survey. Strategy's Expected Result/Impact: 85% of staff will participate. Survey results will reflect 90% or higher positive response. Staff Responsible for Monitoring: Administrators and Campus Improvement Team TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Ensure staff participation in professional development in all curricular areas to enhance instructional strategies, including differentiated instruction. Strategy's Expected Result/Impact: Students will acquire necessary knowledge and skills that are age appropriate and aligned to the curriculum. Staff Responsible for Monitoring: Teachers and administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Professional development will be provided during staff meetings and during conference times on the use of instructional strategies. Strategy's Expected Result/Impact: Increase instructional strategies in all content areas to help build teacher confidence and craft in designing differentiated and individualized learning opportunities. Staff Responsible for Monitoring: teachers, SPED teacher, IEC, dyslexia teacher, and administrators TEA Priorities: Recruit, support, retain teachers and principals -	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: All new teachers will receive training on the following: GT training, compliance training, T-TESS, canvas and other training. Strategy's Expected Result/Impact: Region 10 trainers, Co-Op trainers, administrators, and other teachers Staff Responsible for Monitoring: Staff development attendance documentation, T-TESS TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Utilize T-TESS conference to discuss and improve instructional strategies, questioning and assessments in order to connect and align individual teacher goals and district goals. Strategy's Expected Result/Impact: Increased student success as measured by STAAR, curriculum assessments, and increased T-TESS ratings. Staff Responsible for Monitoring: Principal, AP, teachers TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: We will attract, retain and develop exemplary employees for all jobs.

Performance Objective 2: Teachers and staff members attendance can present a positive impact on learning and operations. Employee attendance at 100% will be encouraged.

Evaluation Data Sources: District attendance report, staff recognition.

Strategy 1 Details	Reviews			
Strategy 1: Incentives and competitions will be implemented to reward good attendance each 9 weeks (jeans passes, gift cards, dinner coupons). Strategy's Expected Result/Impact: staff attendance will increase with direct correlation to student learning Staff Responsible for Monitoring: Principal, Asst. Principal, PTO, secretary ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 3: We will provide facilities that are safe and conducive to learning and manage its resources in a prudent manner.

Performance Objective 1: Technology will be implemented in order to enhance instruction and increase student mastery.

Evaluation Data Sources: Lesson plans, student performance on online programs, staff training agendas.

Strategy 1 Details	Reviews			
Strategy 1: Teachers/students will use technology for research activities, instructional practice activities, improving key boarding skills, and assisted learning activities in a lab and classroom setting. Teachers will use the technology available as a teaching and management tool. Strategy's Expected Result/Impact: Students will demonstrate progress by meeting the goals set. Teachers will implement more technology in the classroom-lesson plans and walk-throughs. Staff Responsible for Monitoring: Teachers, Principals, Asst. Principal, Library Director, Campus Technology, Coordinator, Region X, Special Ed. COOP, Students, School Staff ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will benefit from a one-to-one iPad implementation. Strategy's Expected Result/Impact: Student participation in campus programs such as Amplify, Book Taco, ST Math, and IXL Staff Responsible for Monitoring: Teachers, administrators and IT dept.	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: We will provide facilities that are safe and conducive to learning and manage its resources in a prudent manner.

Performance Objective 2: HIS will promote student wellness and safety.

Evaluation Data Sources: Discipline data, Positive Proof visitor logs, Region 10 Safety Audit

Strategy 1 Details	Reviews			
Strategy 1: We will implement health awareness through a campus coordinated health program. Strategy's Expected Result/Impact: Improve student health awareness and instruction. Staff Responsible for Monitoring: Administration, Teachers, Nurse, Cafeteria Staff, Instructional Aides, PE Teacher	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Students will participate in the fitness gram. Strategy's Expected Result/Impact: Students will become more physically fit. Staff Responsible for Monitoring: PE Teacher, Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Guidance lessons will be provided to all students. Strategy's Expected Result/Impact: Improved behavior and self-esteem. Decreased number of office referrals. Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: Counseling available to students who are referred by either teacher, EIT, or parents. Counselor will implement guidance lessons with the Purposeful People by Character Strong. Strategy's Expected Result/Impact: Improved behavior and self-esteem. Staff Responsible for Monitoring: Counselors, Parents, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: PALS student mentoring will be continued, with students from HHS. Strategy's Expected Result/Impact: Improved behavior and self-esteem. Staff Responsible for Monitoring: Teachers and Administration. ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Review and revise campus discipline plan for main areas such as hallways, restrooms, cafeteria, and playground. Strategy's Expected Result/Impact: Conduct grades will improve and office referrals will decrease. Staff Responsible for Monitoring: Teachers, Principal, Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Encourage "Exceptional Behavior" with end of year organized games, student of the month nominations and end of the year behavior field trip. Strategy's Expected Result/Impact: Increase expected campus behavior. Staff Responsible for Monitoring: Teachers, Principal, Asst. Principal ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 3: We will provide facilities that are safe and conducive to learning and manage its resources in a prudent manner.

Performance Objective 3: His will implement plans that maximize safety and security of students and staff.

Strategy 1 Details	Reviews			
Strategy 1: HIS will practice safety drills and also implement an effective discipline management system to ensure the campus is a safe and secure environment for all students. Strategy's Expected Result/Impact: Students will feel safe and secure while at school. Staff Responsible for Monitoring: Staff, administration, and SRO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: HIS will implement the HISD Emergency Operations Plan in order to maximize the safety and security of students and staff. Strategy's Expected Result/Impact: Student will feel safe and secure while at school. Staff Responsible for Monitoring: Administration, School Nurse, Counselor, SRO	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: HIS will continually and consistently assess current safety and security conditions, Audits (Intruder, door safety, etc.) will be conducted during normal school operations when students/staff are present. Strategy's Expected Result/Impact: Continued safe school as well as improved care and security of students. Staff Responsible for Monitoring: Teachers, staff, SRO, administrators	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: HIS will partner with Parents and the Community in the education of our students.

Performance Objective 1: HIS will provide a variety of opportunities to communicate with parents.

Evaluation Data Sources: Facebook posts, copies of volunteer forms, blast messages, fliers sent home, emails, and planners.

Strategy 1 Details	Reviews			
Strategy 1: The CIP will be posted on our campus webpage for staff, parents, and community members to access. They can also get a copy from the office. Strategy's Expected Result/Impact: Parents and community members who access it will be more informed. Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: We will develop and distribute the Parent and Family Engagement Policy at the beginning of each school year. Strategy's Expected Result/Impact: Parents will be informed and know they are welcomed. Staff Responsible for Monitoring: Principal, CAC ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: HIS will partner with Parents and the Community in the education of our students.

Performance Objective 2: HIS will send out a monthly newsletter to communicate upcoming events and resources that promote partnerships with families and community members.

Strategy 1 Details	Reviews			
Strategy 1: Monthly parent newsletter will be sent out with communication about campus events, volunteer opportunities, PTO info, counselor updates and parent resources. Strategy's Expected Result/Impact: Build on campus collaborative culture to create a safe, collaborative and supportive culture with our school community. Gain more parent volunteers, Encourage partnerships and responsibility in student educational process. support our families with resources that impact student achievement and development. Staff Responsible for Monitoring: principal	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 4: HIS will partner with Parents and the Community in the education of our students.

Performance Objective 3: HIS will initiate a volunteer program, to involve parents of our grade level students in day to day learning.

Strategy 1 Details	Reviews			
Strategy 1: Parents will be notified of volunteer opportunities each nine weeks. Strategy's Expected Result/Impact: Increased parent involvement Staff Responsible for Monitoring: principal, counselor	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Goal 5: HIS will increase the percent of All Students that score MEETS Grade Level or above in All Subjects on STAAR from 42% to 55% by August 2026.

Performance Objective 1: Howe ISD core teachers will implement systems & programs available to maximize learning for all students.

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing training for teachers on effective instructional strategies, including differentiated instruction and data analysis. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: teachers, Intervention teacher, Special Education teacher, ESL teacher, Dyslexia teacher, principal, assistant principal, counselor	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use formative assessments and MAP to identify student needs and tailor instruction accordingly. Regularly analyze data to adjust teaching strategies. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: teachers, Intervention teacher, Special Education teacher, ESL teacher, Dyslexia teacher, principal, assistant principal, counselor	Formative			Summative
	Nov	Jan	Mar	June
<div><div><div></div>No Progress</div><div><div></div>Accomplished</div><div><div></div>Continue/Modify</div><div><div></div>Discontinue</div></div>				

Goal 5: HIS will increase the percent of All Students that score MEETS Grade Level or above in All Subjects on STAAR from 42% to 55% by August 2026.

Performance Objective 2: HIS will target subgroup performance to increase overall scores.

Strategy 1 Details	Reviews			
Strategy 1: Implement small group intervention for students who are at risk of not passing. Use specialized programs for struggling readers or math learners. Strategy's Expected Result/Impact: Increased performance in subgroups Staff Responsible for Monitoring: teachers, Intervention teacher, Special Education teacher, ESL teacher, Dyslexia teacher, principal	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Use MAP and Eduphoria with STAAR like questions to familiarize students with STAAR testing formats and question types. Strategy's Expected Result/Impact: Increased STAAR scores Staff Responsible for Monitoring: teachers, Intervention teacher, Special Education teacher, ESL teacher, Dyslexia teacher, principal, counselor	Formative			Summative
	Nov	Jan	Mar	June
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

RDA Strategies

Goal	Objective	Strategy	Description
1	1	1	The implementation of MAP and IXL allows us to meet the specific learning needs of each individual student. Students will work on focused areas to close learning gaps or accelerated learning to extend learning. These programs can also be used as progress monitoring tools.
1	1	2	Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: implementing Kagan Strategies, tutorials, interventions, and enrichment.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The implementation of MAP and IXL allows us to meet the specific learning needs of each individual student. Students will work on focused areas to close learning gaps or accelerated learning to extend learning. These programs can also be used as progress monitoring tools.
1	1	2	Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: implementing Kagan Strategies, tutorials, interventions, and enrichment.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	The implementation of MAP and IXL allows us to meet the specific learning needs of each individual student. Students will work on focused areas to close learning gaps or accelerated learning to extend learning. These programs can also be used as progress monitoring tools.
1	1	2	Teachers will employ effective strategies to differentiate and individualize learning for all students. These strategies include but are not limited to: implementing Kagan Strategies, tutorials, interventions, and enrichment.

Title I