Howe Independent School District

Howe Middle School

2025-2026 Campus Improvement Plan

Accountability Rating: B

Mission Statement

Mission Statement

To provide each student with the opportunity to obtain a successful and a challenging learning experience in a way that

- **Encourages a desire for life-long learning**
- **Prepares students for opportunities for continuing education**
- **Promotes problem-solving and decision making**
- **Builds a good self-image.**
- **Develops behavior patterns which lead toward responsible citizenship**
- **Supports relationships between home, school and the community**

So that all students have the opportunity to reach their maximum potential in order to prepare them to be successful, contributing members of society.

Vision

Howe ISD Board Goals

2025-26

Goal 1: Increase the percent of 3rd grade students that score meets grade level or above on STAAR Reading from 58% to 63% 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 that are safe and conducive to learning and manage it's 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 Middle School Values:

Academic Growth by All Students

Life Long Learning by All Students and Staff

Retention of Highly Qualified Staff

Student and Staff Safety

Parent and Community Involvement

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Staff was tasked with reviewing questions to consider for each of the four areas in 2023 (Demographics, School Processes and Programs, Student Learning and Perceptions). All four areas shlould be reviewed again in 2026. Specific guiding questions identified for additional data and scrutiny by the Campus Improvement Committee in the 24-25 and 25-26 school year.

Demographics

Demographics Summary

Howe Middle School is a 6-8 grade public school. It is a rural/suburban school located 20 minutes from the northern edge of the DFW metroplex. Residents of Howe ISD work in various types of employment. Many commute to the Metroplex or Sherman. Howe and the surrounding areas have a strong agriculture-based economy. Howe ISD is expected to grow rapidly starting in the 25-26 school year (growth may be slower than expected) and double by the 2031-32 school year due to the growth of the wafer plants in south Sherman. Housing developments are already platted and some have started house construction. Howe Middle School has seen an increase in lower socio-economic student enrollment in the last five years. The mobility rate is currently at 12%. The current makeup of the students is 53% Economically Disadvantaged, 19% Special Education, and 33% Hispanic.

Faculty staff is 100% state certified and averages 10-15 years of teaching experience.

Demographics Strengths

STAAR scores have remained above state averages despite increased enrollment of Economically Disadvantaged, Special Education and English Proficiency students. Special Education, Emerging Bilingual performance and Meets to Masters are areas of targeted improvement.

100% state certified staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Lower than average academic performance by limited English Proficiency students.
Root Cause: Limited use of English at home, staff training needs, staffing needs dedicated to limited English Proficiency students.

Problem Statement 2: Data/ accommodation information on newly enrolled students.
Root Cause: Limited and delayed students records from sending district., time to staff on new student needs.

Problem Statement 3: Increase in numbers of at-risk, economically disadvantaged students.
Root Cause: Economically disadvantaged students statistically include higher proportions of at-risk students.

Student Learning

Student Learning Summary

Despite an increase in economically disadvantaged and ELL students, Reading and Math achievement have held steady or demonstrated growth. STAAR Testing in May 2023 revealed some areas of growth among students for a 2nd consecutive year. This growth has levelled off in 2024 and 2025 with some areas (Special Education, ELL) need additional growth. Additionally, Meets to Masters is a targeted area of growth. There was a growth in 2025 of Masters level testing across the board.

Content Areas: Strengths and Problem statements included below. All content areas struggle with meeting needs of students with differentiated needs (SPED, 504, ELL).

Student Learning Strengths

Comparative Academic Growth and Post-secondary Achievement Distinctions.

Familiarity with online learning platform.

Social Studies: Coordination among the department is improved. Understanding of Supporting Standards is improving STAAR preparation among students. Masters percentage increase.

Science: Vertical alignment and communication and increased hands on activities.

Math: Large turnover in the past two years in this department, but still good level of instruction. Increased use of data to prepare lessons.

ELAR: Growth with Text Evidence, vocabulary embedded in units/ lessons, inferencing themes, alignment to short answer format on STAAR. Collaboration and alignment of curriculum is trending up. Use of Study Sync department-wide supports consistency. Alignment of 6th grade ELA and Reading classes is a continued area of focus.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading Skills continue to be a concern across subject areas. This includes critical thinking skills and reading comprehension.
Root Cause: Reduced reading in all areas of students' lives.

Problem Statement 2 (Prioritized): Loss of Math and Reading skills due to Covid closure
Root Cause: Lack of face to face instruction during Covid closure.

Problem Statement 3: Students with attendance issues generally are not performing well in class or on state assessments.
Root Cause: Certain students missing school consistently creates gaps in their learning.

School Processes & Programs

School Processes & Programs Summary

Special programs such as GT, Dyslexia, Fine Arts, IEC (IXL) are strong resources as well as human and teaching tools that have been invested into those areas. High quality staff, are all working in multiple areas in addition to prime teaching assignments. HMS has multiple intervention and student support pieces in place. Instruction includes aspects of STEAM in all grade levels and support the height school STEAM goals.

GT: Student is identified during the nomination window, by parent or teacher, testing determines eligibility. Using STEAM students explore multiple extensions of core subjects.

EIT: Early Intervention Team tracks student programs to determine additional support needs. Team is made up of grade level teachers, title 1 staff and administration.

SPED: Teacher or parent identification to target one of 13 qualifications for specialized services. Students identified as needing more intensive individual services in their education action will be placed with in the program.

504: Teacher or parent identified to assist student in reaching academic goals. Student must met certain requirements set by Federal Section 504.

ESL/ Emerging Bilingual: Students who speak English as a Secondary language receive additional support in academics by grade level English teacher. Additional ELL Staff now allows for teaching staff to provide in class and pull-out support to ELL students.

Dyslexia: Parent of teacher identified and/or screened during 7th grade. Multi sensory pull out program designed to assist students in reading fluency, comprehension, spelling, and handwriting.

School Processes & Programs Strengths

Special Programs including GT, Dyslexia, Fine Arts, IEC (with IXL program) are strong as resources (human and teaching tools) have been invested into those areas. High quality staff, mostly all working in multiple areas in addition to prime teaching assignments. HMS has multiple intervention and student support pieces in place. Instruction includes aspects of STEAM in all grade levels and support the high school STEAM goals.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Multiple students in classes with varied accommodations/ needs.
Root Cause: High volume of students with needs.

Problem Statement 2: Lack of collaboration / planning among staff.
Root Cause: Teachers do not have time to collaborate.

Perceptions

Perceptions Summary

Howe MS includes a diverse group of students and staff.

Perceptions Strengths

Teaching staff, adaptability, technology inclusion in instruction (pre-Covid).

Strong enrichment and intervention programs (Dyslexia, Title 1 Pullout, Student Organization Support, GT, Special Education)

Priority Problem Statements

Problem Statement 1: Loss of Math and Reading skills due to Covid closure
Root Cause 1: Lack of face to face instruction during Covid closure.
Problem Statement 1 Areas: Student Learning

Problem Statement 2: Lower than average academic performance by limited English Proficiency students.
Root Cause 2: Limited use of English at home, staff training needs, staffing needs dedicated to limited English Proficiency students.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Multiple students in classes with varied accommodations/ needs.
Root Cause 3: High volume of students with needs.
Problem Statement 3 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data

Goals

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

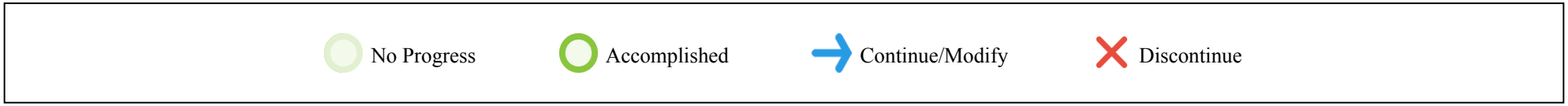
Performance Objective 1: HMS will achieve a TEA Accountability Rating of a B or better.

Evaluation Data Sources: Accountability Ratings Overall Summary (Annual Report released in August)

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use unit assessments, benchmarks, interim assessments to assess student learning and progress.	Formative			Summative
Strategy's Expected Result/Impact: Increase evaluation of data should drive instruction. Instruction should be based on student performance needs identified through the various assessment option. **Staff Responsible for Monitoring:** Teachers, Principal	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Purchase supplies and materials needed to support all learners in all areas of the curriculum including the core areas, fine arts and technology.	Formative			Summative
Strategy's Expected Result/Impact: Increased student engagement at school. **Staff Responsible for Monitoring:** Principal, core teachers, elective teachers.	Nov	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Implement HB 1416 including 15/30 hours of Accelerated Instruction for all students in each area in which they did not pass a STAAR test. This includes during and after school instruction and also summer learning opportunities.	Formative			Summative
Strategy's Expected Result/Impact: Increase student skills and understanding of Reading and Math, improving performance on the STAAR. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **- Targeted Support Strategy - Additional Targeted Support Strategy**	Nov	Jan	Mar	June


No Progress
Accomplished
Continue/Modify
Discontinue

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

Performance Objective 2: By 2025, HMS will increase STAAR results in All Subjects, Approaches GLS by 5 points, Meets GLS by 5 points and Masters GLS by 5 points.

Evaluation Data Sources: Student Achievement STAAR Performance Data Table. May 2025 target is to exceed scores from May 2024. and Show increase of 5 points.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement and Evaluate Attendance Strategy that will increase student attendance. This includes a grade level incentive and individual incentive. **Strategy's Expected Result/Impact:** Increased attendance rate to increase student learning. **Staff Responsible for Monitoring:** Principal, Assistant Principal **Title I:** 2.53 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 2: Strategic Staffing				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

Performance Objective 3: By 2025 HMS will increase Student Growth in Reading and Math by 5 points.

Evaluation Data Sources: Accountability Ratings Overall Summary

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Use daily Reading and Math practice via IXL, teacher created documents and activities to increase Math and Reading skills. **Strategy's Expected Result/Impact:** Growth expected per IXL assessments in all areas (Special Education, ELL, At-risk and higher learners as well) **Staff Responsible for Monitoring:** Tracking student growth with beginning of the year, mid-year and end of year assessments built into IXL. **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction **- Results Driven Accountability**				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Purchase materials to support Math, Reading growth. **Strategy's Expected Result/Impact:** Increase reading and math achievement **Staff Responsible for Monitoring:** Student growth measurements (Interim assessments and student growth instruments created by teachers, IXL Assessments. **TEA Priorities:** Build a foundation of reading and math				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

Performance Objective 4: By 2025 HMS will increase TELPAS Ratings by 2 points.

Evaluation Data Sources: Closing the Gaps STAAR Performance Data Table.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Implement vocabulary support through K12 Vocabulary , daily reading, Rosetta Stone and Duolingo programs. Word of the Week is provided daily through announcements as well. **Strategy's Expected Result/Impact:** Increased vocabulary and achievement through increased comprehension. **Staff Responsible for Monitoring:** ESL teachers, Aide, Classroom teachers and Principal.				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Evaluate Current instructional practices and services for ELL students. HMS currently has 5-7 struggling ELL with minimal English understanding. **Strategy's Expected Result/Impact:** Increase ELL learning and understanding of academic vocabulary. **Staff Responsible for Monitoring:** Principal, Counselor **TEA Priorities:** Build a foundation of reading and math				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

Performance Objective 5: HMS will meet federal safeguards for accountability for all sub-populations annually or increase student performance by 5% until each meets the required standard.

High Priority

Evaluation Data Sources: Closing the Gaps STAAR Performance Data Table

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform a mid-year review of sub-groups (SPED, Low Socio-economic, ELL students) **Strategy's Expected Result/Impact:** Identify students needing targeted instruction. **Staff Responsible for Monitoring:** Principal				

 No Progress Accomplished Continue/Modify Discontinue

Goal 1: The District will provide meaningful and challenging curriculum and instruction to foster academic growth and produce graduates who are college, career and /or military ready.

Performance Objective 6: HMS English Language Learners will increase language skills including academic vocabulary using various programs including K-12Summit and Duolingo to meet passing standards for Reading assessments/ benchmarks.

Evaluation Data Sources: Reading Benchmark Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Purchase materials including written and online resources for English Language Learner Acquisition. **Strategy's Expected Result/Impact:** Reduce barriers for English Language acquisition. **Staff Responsible for Monitoring:** ESL Staff, principal				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District will attract, retain and develop exemplary employees for all jobs in the district.

Performance Objective 1: HMS will set and maintain an annual retention rate of 85% for teaching staff.

Evaluation Data Sources: Teacher resignations, non-renewals and retirements.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Staff Recognition and Support. Employee of the Month will be recognized (priority parking included) with monthly luncheons and activities that promote positive staff culture (staff basketball game). **Strategy's Expected Result/Impact:** Increased in satisfaction as relationships are strengthened and increased retention rate.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: The District will attract, retain and develop exemplary employees for all jobs in the district.

Performance Objective 2: HMS will set and maintain an employee attendance rate at 95%

Evaluation Data Sources: District Attendance Data

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

Performance Objective 1: HMS will implement the goals of the HISD Technology Plan and promote mastery of age-appropriate technology.

Evaluation Data Sources: Teacher input, student performance on technology standards, Walk throughs, Observations and lesson plans.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Engage students in instruction using technology seamlessly as with other resources. **Strategy's Expected Result/Impact:** Increased learning opportunities for all students. Exposure to technology learning and uses that translate into real world applications. **Staff Responsible for Monitoring:** Technology director, Principal, Assistant Principal via walk throughs **TEA Priorities:** Connect high school to career and college **- Additional Targeted Support Strategy - Results Driven Accountability** **Funding Sources:** iPads - 199 General Fund				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: HMS will implement the HISD Emergency Operations Plan in order to maximize the safety and security of students and staff.

Evaluation Data Sources: Completion of required trainings, drills and documentation.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Perform annual review of Safety/ Security Audit to evaluate needs and to consider and set goals for implementation of audit recommendations. **Strategy's Expected Result/Impact:** Review of needs identified in audit. **Staff Responsible for Monitoring:** HISD PD Campus Officer, Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Weekly check of exterior doors for human and mechanical error.				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 3: HMS will utilize student input to monitor student mental health and identify trends or students needing additional support.

Evaluation Data Sources: Use of data from methods of student input.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize Rhithm app for daily student input of mental health **Strategy's Expected Result/Impact:** Quicker response times to student needs. **Staff Responsible for Monitoring:** Counselor				

No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 4: HMS will utilize Social Emotional Learning to support student mental health and educate students on resilience and strategies in dealing with life challenges.

Evaluation Data Sources: Student participation in activities consistently throughout the year.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize weekly Character Strong lessons, monthly assemblies and quarterly character education lessons by counselor to increase student understanding of resilience and other social emotional situations.				

 No Progress Accomplished Continue/Modify Discontinue

Goal 4: Promote Parent and Community Involvement.

Performance Objective 1: HMS will provide parents opportunities to be informed and involved in their child's education.

Evaluation Data Sources: Information posted on web sites and communicated to parents, Parent Involvement Meeting attendance, parent surveys.

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Annual Title 1 Parent Involvement Meeting: Meetings will be held at least once per year (likely twice) and cover topics that support parents and students in developing academically, and socio-emotionally through the middle school year. This meeting is outlined in the Parent Involvement Policy approved annually by the campus improvement committee and communicated to all parents at the beginning of the year. **Strategy's Expected Result/Impact:** Increased parent knowledge. Better understanding among parents and their children. **Staff Responsible for Monitoring:** Principal **ESF Levers:** Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2: Provide training and reduce barriers for parents and students to access the grade portals provided to them. **Strategy's Expected Result/Impact:** Increase use of grade portals by students and parents, increasing care, concern and action towards grades and learning.				

Strategy 3 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3: Teachers will provide a video syllabus on the LMS for their classes so parents and students may access teacher explanations of the written syllabus. **Strategy's Expected Result/Impact:** Increased access for parents. **Staff Responsible for Monitoring:** Principal				

No Progress Accomplished Continue/Modify Discontinue

RDA Strategies

Goal	Objective	Strategy	Description
1	3	1	Use daily Reading and Math practice via IXL, teacher created documents and activities to increase Math and Reading skills.
3	1	1	Engage students in instruction using technology seamlessly as with other resources.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Implement HB 1416 including 15/30 hours of Accelerated Instruction for all students in each area in which they did not pass a STAAR test. This includes during and after school instruction and also summer learning opportunities.

Additional Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	3	Implement HB 1416 including 15/30 hours of Accelerated Instruction for all students in each area in which they did not pass a STAAR test. This includes during and after school instruction and also summer learning opportunities.
3	1	1	Engage students in instruction using technology seamlessly as with other resources.

Title I Personnel

Name	Position	Program	FTE
Kerry Kelly	Math and Reading Intervention	Math and Reading support Econ Disadvanta	75%

Campus Funding Summary

199 General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1	iPads		$0.00
				Sub-Total	$0.00