

Victoria Independent School District
Howell Middle School
2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard



Board Approval Date: September 27, 2018

Mission Statement

At Howell, our mission is to ensure:

People are valued and appreciated.

Rigor is included in all content areas.

Integrity is expected and recognized.

Determination is exhibited by all.

Excellence is achieved daily.

Vision

Adding Value to Education for All

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	7
Perceptions	9
Comprehensive Needs Assessment Data Documentation	10
Annual Goals	12
Annual Goal 1: 40% of all students will achieve "meets or above" on the 2019 STAAR Reading Test.	12
Annual Goal 2: 41% of all students will achieve "meets or above" on the 2019 STAAR Math Test.	14
Annual Goal 3: 60% of identified special education students will achieve "expected or accelerated" progress on the 2019 STAAR Reading Tests. . .	16
Annual Goal 4: During the the 2018-19 school year, decrease office referrals by 10% to increase the amount of time students remain in class and receive classroom instruction.	18
Annual Goal 5: Howell's annual attendance rate for the 2018-19 school year will be 96.0% or higher.	20
Comprehensive Support Strategies	22
State Compensatory	23
Personnel for Howell Middle School:	23
Campus Site-Based School Committee	24
Campus Funding Summary	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

Howell Middle School currently has a population of 892 students. During the 2018 - 2019 school year, 56.7% of students are economically disadvantaged, 4.5% are English Language Learners, and 14.6% are served by special ed. Approximately 6% of students are African American, 64% are Hispanic, and 25% are white.

This year we have ten new teacher Wildcats. Of those, five are first year teachers. Several of our new Wildcat teachers are involved in multiple Howell clubs and making our school and community continue its legacy.

Howell has an active Parent Teacher Organization as well as a Athletic Booster Club. Our Builders Club is supported by the local Kiwanis Club. Other community partnerships include Caterpillar, Junior Achievement, Victoria Business Economic Coalition, and Communities in Schools.

As a learning community, we are on the east side of VISD and feed into Victoria East High School. Our feeder campuses are DeLeon, Chandler, Rowland, William Wood, and Guadalupe Elementary Schools.

Demographics Strengths

On the 2018 STAAR, the subpopulations of African American met Academic Achievement Status in reading and math. 64% of EL students met Growth Status in areas of reading and math. In addition, special education sub pop made growth status in math at 67%.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 44% of all students did not meet Academic Achievement Status on the 2018 STAAR Reading Test for sixth, seventh, and eighth grade. **Root Cause:** Instructional Structures were not conducive to timely, effective, and targeted instruction in the area of reading.

Student Academic Achievement

Student Academic Achievement Summary

Domain	Scaled Score	Better of School Progress A or B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1 - Student Achievement	73		73	70%	51.1
Domain 2A - Academic Growth	63	70			
Domain 2B - Relative Performance	70				
Domain 3 - Closing the Gaps	63			30%	18.9
			Overall Score		70
			Projected Rating		Met C

Howell Middle School is a met standard campus. Our overall score was a 70 = C. Howell did not receive any distinction designations. For the 2018 Accountability: Closing the Gaps, Howell did not meet in the following areas of Additional Targeted Supports: all students; hispanic, white, two or more races, and economic disadvantaged.

Student Academic Achievement Strengths

69% of all students approached grade level on the 2018 STAAR Reading Test. 76% of all students approached grade level on the 2018 STAAR Math Test. 72% of all students approached grade level on the 2018 STAAR Science Test.

60 students took the 2018 STAAR EOC Algebra. 82% of students were at meets grade level, and 45% of those students hit mastered grade level. In addition, 25 additional Algebra students scored at such an elevated level on the PSAT they were allowed to use it as a substitute assessment instead of the STAAR EOC.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 46% of all students did not meet Academic Achievement Status on the 2018 STAAR Math Test for sixth, seventh, and eighth grade.

Root Cause: Instructional Structures were not conducive to timely, effective, and targeted instruction in the area of math.

School Processes & Programs

School Processes & Programs Summary

Howell teachers follow the district created pacing calendars aligned to the Teacher Resource System. Our instructional strategies are built around *The Fundamental Five* by Sean Cain and Mike Laird. We meet weekly in professional learning communities to analyze data, collaborate, and grow as teachers. Our campus leadership team meets weekly and is composed of administrators, instructional coach, and department heads.

At Howell, we have a well organized 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 a research-based intervention. Special education students also receive their intensive plan of instruction (IPI) during advisory time.

Howell has been an AVID campus (Advancement Via Individual Determination) for a number of years, and this year expanded the program to serve students in grades 6-8. Students work with a certified teacher and tutors who work to ensure success in Pre-AP classes and to prepare students for post-secondary options.

Our campus is privileged to work with the Victoria Business Economic Council and Communities in Schools. VBEC recruits and trains community members to serve as mentors for Howell students. Communities and Schools provides a number of services to support students in the area of attendance, academics, and behavior.

Howell has a number of structures in place to improve communication and collaboration among staff. Once a month, teachers participate in a grade level meeting to discuss specific student concerns and to plan appropriate interventions. All staff members also serve on one of eight committees which support the campus in everything from attendance and parent involvement to fundraising and technology.

New teachers are assigned a mentor to guide them as they begin their career as educators. In addition, each month new teachers meet with our instructional coach, principal, and a lead teacher for a lesson on a wide variety of topics.

School Processes & Programs Strengths

Howell utilizes instructional time effectively by scheduling multiple intervention classes during homeroom. We have an RtI reading and math homeroom in 6th and 7th grades and a math RtI homeroom in 8th grade. 8th graders who were not successful on 7th grade STAAR Reading are enrolled in a power reading class in addition to their regular ELAR class. In addition we have multiple special education homerooms to better support the needs of students.

We also have an extra 20 minutes built into our 2nd period schedule for school-wide enrichment. During this time, we are reading the same

book school-wide (Wonder by R. J. Palacio), focusing on the qualities that define us as human beings.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Howell special education students received an Academic Growth Score of 51 in the area of Reading missing the target of 59. **Root Cause:** Some special education students lack pre-requisite skills required to be successful and need additional strategies and interventions.

Problem Statement 2: During the 2017 - 2018 school year, 54% of discipline action resulted in ISS/OSS student removals. **Root Cause:** Students purposely engaged in behaviors to leave the classroom.

Problem Statement 3: 60 students in the 2017 - 2018 school year attended school less than 90%. **Root Cause:** Early interventions are not consistently managed.

Perceptions

Perceptions Summary

The mission of Howell is to ensure that people are valued and appreciated, rigor is included in all content areas, integrity is expected and recognized, determination is exhibited by all, and excellence is achieved daily. This year our theme is Assemble the Troops. When our staff returned, we were decked out in camo. We even had the National Guard welcoming the teachers! It was exciting to see the military vehicles lined up in front of our school. Each teacher selected a personal word to describe their focus for the year.

Our staff is hosting our VISD maintenance staff for lunch at Thanksgiving, and we honor our veterans during Warriors Weekend. This year, teachers decorated each hallway with a different theme to welcome students back and show them how much they care for them. Overall, Howell believes in growing students into well-rounded citizens.

Perceptions Strengths

Howell is sometimes used as the district model for Safe and Civil Schools. 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 so that students are aware of them. District staff recognize the efforts Howell makes in this area and has sent other campuses to learn from us in this area. This year we added Camp Wildcat for sixth graders. This is a daily time during the 2nd period enrichment time to help sixth graders transition from elementary school to middle school. The new Wildcats focus on helpers, rules, problem solving, and communication.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: During the 2016-2017 school year, 94% of all reported referrals result in ISS/OSS placements. **Root Cause:** Administrators and counselors need to explore alternative consequences other than ISS/OSS.

Problem Statement 2: The 2016-2017 attendance rate for Howell Middle School was 95.56% which is 0.44% less than the district goal of 96.0%. **Root Cause:** Staff need strategies to increase motivation for students with persistent absenteeism (10% or more) to come to school.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- 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) results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- 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
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

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

Annual Goals

Revised/Approved: September 20, 2018

Annual Goal 1: 40% of all students will achieve "meets or above" on the 2019 STAAR Reading Test.

Quarterly Goal 1: 40% of designated WICOR Walks will show evidence of Writing to Learn strategies.


Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: 10% of all students will improve from approaches to "meets or above" from the first to second checkpoint.

Quarterly Goal 3: 30% of all students will be at the "meets or above" District Reading Benchmark.

Quarterly Goal 4: 40% of designated WICOR Walks will show evidence of Writing to Learn strategies.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 4 1) Train staff on 'writing to learn' in all classrooms.		Pamela Edge, Anne Schaller	* Promotes critical thinking skills and participation in class discussion * Familiarizes students with writing for purposes beyond assessment * Enables students to experience how low-stakes writing can serve their needs * Encourages students to build knowledge en route to more formal assignments	✓	✓	✓	
	Problem Statements: Demographics 1						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 4 2) Professional Learning grade level teams meet weekly to discuss where classes are and where they are going academically	2.4	Campus administration	Increased learning time through more targeted writing while connecting to the read text.				
	Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00						

<p>Critical Success Factors CSF 1 CSF 7</p> <p>Strategy Aims AIM 1 AIM 5 AIM 6</p>	2.6	Campus Administration, teachers, instructional coach, and counselors	Improve student performance in critical reading skills.				
3) Create targeted homeroom classes to improve critical reading skills.		Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00					
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1</p> <p>4) Utilize consistent note taking strategies while reading text.</p>		Instructional Coach and Campus Administration	Increase student comprehension of the text.				
		Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00					
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: 44% of all students did not meet Academic Achievement Status on the 2018 STAAR Reading Test for sixth, seventh, and eighth grade. Root Cause 1: Instructional Structures were not conducive to timely, effective, and targeted instruction in the area of reading.</p>

Annual Goal 2: 41% of all students will achieve "meets or above" on the 2019 STAAR Math Test.

Quarterly Goal 1: 40% of designated WICOR Walks will show evidence of Writing to Learn strategies in any math class.

Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 10% of all students will improve from approaches to "meets or above" from the first to second checkpoint.

Quarterly Goal 3: 30% of all students will be at the "meets or above" District Math Benchmark.

Quarterly Goal 4: 40% of designated WICOR Walks will show evidence of Writing to Learn strategies in any math class.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 1) Create Power Math classes. based on historical student data.		Counselors, Instructional Coach,	Students will participate in lessons focused on highly tested/highly missed TEKS in order to increase performance in these areas.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 2) Meet with PLC to plan stations within the power math classes		Instructional Coach, teachers, Administrators	At least two learning stations where students work on tasks simultaneously, and whose activities are linked.				
	Problem Statements: Student Academic Achievement 1						
Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 3) Hire math consultant to collaborate with 8th grade teachers, plan effective lessons using data, and intervene with targeted students.		Instructional Coach, Administrators	Consultant will bring specialized knowledge to effectively implement curriculum and will motivate students to reach their goals.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - PIC 24 State Comp Ed - 1500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: 46% of all students did not meet Academic Achievement Status on the 2018 STAAR Math Test for sixth, seventh, and eighth grade. **Root Cause 1:** Instructional Structures were not conducive to timely, effective, and targeted instruction in the area of math.

Annual Goal 3: 60% of identified special education students will achieve "expected or accelerated" progress on the 2019 STAAR Reading Tests.

Quarterly Goal 1: 50% of special education students will score better on each checkpoint given in the first grading period compared to their 2018 STAAR percentage score in Reading.





Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 50% of special education inclusion students will score 50% or better on each checkpoint given in the second grading period.

Quarterly Goal 3: 50% of special education inclusion students will achieve 50% or better on the 6th-8th Grade Reading and Math District Benchmarks.

Quarterly Goal 4: 50% of special ed student resource students will improve by at least one reading grade level as measured by Achieve 3000 end of year level set test.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6 1) Special education staff participate in regularly scheduled PLCs to review student data and discuss what teaching practices are working and what needs refining.		James Taylor and Susan Gregory	Increased communication between inclusion staff and general education teachers.				
				Problem Statements: School Processes & Programs 1 Funding Sources: 199 - PIC 23 State SpEd - 0.00			
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 6 2) Train all instructional staff on best practices of increasing collaboration between general education teachers and special education staff, effectively using supplemental instructional aids in the classroom, and strategies for motivating students to participate in their learning		James Taylor and Susan Gregory	Enhanced collaboration between the general education teachers of particular grades and the special education teachers and paraprofessionals will lead to developing study aids, study skills, and data analysis of checkpoints and benchmark tests.				
				Problem Statements: School Processes & Programs 1 Funding Sources: 199 - PIC 23 State SpEd - 0.00			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>3) Advisory classes will be developed to serve as intensive interventions for targeted students in special education.</p>		<p>Tracking special education teacher; James Taylor; Susan Gregory</p>	<p>Targeted group is progress measured for improvement. Intensive program of Instruction (IPI) will be provided during this time.</p> <p>Targeted students will demonstrate continued growth.</p>				
<p>Funding Sources: 199 - PIC 23 State SpEd - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>4) Attend Design Thinking training at Region IV in conjunction with Region III.</p>		<p>Jo Beth Jones, Susan Gregory, Michelle Nieto</p>	<p>Design Thinking will empower teachers and staff to think outside the box when it comes to improving instruction for special education students. We will come away with one or two ideas to begin implementing in the area of special education instruction.</p>				
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

<p>School Processes & Programs</p>
<p>Problem Statement 1: Howell special education students received an Academic Growth Score of 51 in the area of Reading missing the target of 59. Root Cause 1: Some special education students lack pre-requisite skills required to be successful and need additional strategies and interventions.</p>

Annual Goal 4: During the the 2018-19 school year, decrease office referrals by 10% to increase the amount of time students remain in class and receive classroom instruction.

Quarterly Goal 1: 20% decrease in sixth grade office referrals the first quarter.

Quarterly Review 1: No progress made toward meeting Quarterly Goal

Quarterly Goal 2: 25% of office referrals during the second quarter will result in consequences other than ISS/OSS

Quarterly Goal 3: 20% of office referrals during the third quarter will result in consequences other than ISS/OSS

Quarterly Goal 4: 15% of office referrals during the fourth quarter will result in consequences other than ISS/OSS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 4 CSF 6 Strategy Aims AIM 2 AIM 3 AIM 4 AIM 5 1) Implement Camp Wildcat to teach and support sixth grade students.		Instructional coach, teachers, administration	Students will know rules/consequences, and key sources of assistance within Howell Middle School.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 4 CSF 6 Strategy Aims AIM 4 AIM 6 2) Howell will designate campus representation for the District Behavioral RTI committee		James Taylor, Tambra Walton	1. Representatives attend meetings and trainings 2. Representatives will share information from district level committee 3. Utilize suggested interventions to reduce overall ISS/OSS consequences.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 3) Utilize the Intervention Team (May include teacher, student, parent, counselor, and/or administrator)		Assistant Principal and counselor	Increase open communication between home/school to support student's change in behavior.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 199 - Local Funds - 0.00						
4) Identify a list of students who exhibit chronic behaviors that result in classroom removal.		Assistant Principals, teachers, counselors	Targeted Intervention Plans are created for repeat offenders				
	Problem Statements: School Processes & Programs 2						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 2: During the 2017 - 2018 school year, 54% of discipline action resulted in ISS/OSS student removals. Root Cause 2: Students purposely engaged in behaviors to leave the classroom.

Annual Goal 5: Howell's annual attendance rate for the 2018-19 school year will be 96.0% or higher.

Quarterly Goal 1: 95% of all students will be in school 90% or higher during the first quarter of school.











Quarterly Review 1: Some progress made toward meeting Quarterly Goal

Quarterly Goal 2: 96% of all students will be in school 90% or higher during the second quarter of school.

Quarterly Goal 3: 96.5% of all students will be in school 90% or higher during the third quarter of school.

Quarterly Goal 4: 96% of all students will be in school 90% or higher during the fourth quarter of school.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7 1) Implement the "A-Team" through which 2nd period teachers will call home to students who are absent from their 2nd period class.		Student success facilitator, administrators	Teachers will improve school/home communication, and students will understand that they are missed and valued.				
	Problem Statements: Perceptions 2 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 6 AIM 7 2) Convene attendance committee to brainstorm incentives and monitor interventions.		Student success facilitator, Administrators	Students will be motivated by incentives and interventions to come to school.				
	Problem Statements: Perceptions 2 Funding Sources: 199 - Local Funds - 300.00						
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 6 AIM 7 3) Implement incentive/intervention plan for students with less than 90% attendance. 4) Weekly meeting between student success facilitator and admin to monitor list of students with less than 90% attendance.		Student success facilitator, administrators	Students will improve attendance.				
	Problem Statements: School Processes & Programs 3 Funding Sources: 199 - Local Funds - 0.00						
		admin, student success facilitator	Adjustment to student plans can be made.				
Problem Statements: School Processes & Programs 3							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

School Processes & Programs
Problem Statement 3: 60 students in the 2017 - 2018 school year attended school less than 90%. Root Cause 3: Early interventions are not consistently managed.
Perceptions
Problem Statement 2: The 2016-2017 attendance rate for Howell Middle School was 95.56% which is 0.44% less than the district goal of 96.0%. Root Cause 2: Staff need strategies to increase motivation for students with persistent absenteeism (10% or more) to come to school.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Train staff on 'writing to learn' in all classrooms.
1	1	2	Professional Learning grade level teams meet weekly to discuss where classes are and where they are going academically
1	1	4	Utilize consistent note taking strategies while reading text.
2	1	1	Create Power Math classes. based on historical student data.
2	1	2	Meet with PLC to plan stations within the power math classes
3	1	2	Train all instructional staff on best practices of increasing collaboration between general education teachers and special education staff, effectively using supplemental instructional aids in the classroom, and strategies for motivating students to participate in their learning

State Compensatory

Personnel for Howell Middle School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Anne Schaller	Instructional Coach	Curriculum & Instruction	1
Jill Garner	Lead Teacher	SCE	

Campus Site-Based School Committee

Committee Role	Name	Position
Administrator	Jo Beth Jones	Principal
Non-classroom Professional	Anne Schaller	Instructional Coach
Administrator	James Taylor	Assistant Principal
Administrator	Pam Edge	Assistant Principal
Non-classroom Professional	Jill Garner	Lead Teacher
Non-classroom Professional	Susan Gregory	SpEd Chairperson
Classroom Teacher	Clinton Cowan	Soc. St. Chairperson
Classroom Teacher	Lauri Marek	Science Chairperson
Classroom Teacher	Allison Delagarza	Mathematics Chairperson
Classroom Teacher	Karen Matak	ELAR Chairperson
Classroom Teacher	Paula Smolik	Electives Chairperson
Paraprofessional	Diana Acosta	Secretary
Parent	Marcia Nieto	Parent

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	N/A		\$0.00
1	1	3	N/A		\$0.00
1	1	4			\$0.00
2	1	1			\$0.00
4	1	1			\$0.00
4	1	2			\$0.00
4	1	3			\$0.00
5	1	1			\$0.00
5	1	2	Attendance Incentives		\$300.00
5	1	3			\$0.00
Sub-Total					\$300.00
199 - PIC 23 State SpEd					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
3	1	1			\$0.00
3	1	2			\$0.00
3	1	3			\$0.00
Sub-Total					\$0.00
199 - PIC 24 State Comp Ed					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
2	1	3	State comp ed mini-grant		\$1,500.00
Sub-Total					\$1,500.00
Grand Total					\$1,800.00