

**Lake Worth Independent School District**  
**Howry STEAM Academy**  
**Goals/Performance Objectives/Strategies**  
**2020-2021**

**Accountability Rating: Not Rated: Declared State of Disaster**



*A Title I Schoolwide Campus*

**Board Approval Date:** October 19, 2020  
**Public Presentation Date:** October 19, 2020

# Mission Statement

**LWISD will engage, challenge, and empower every student every day.**

## Vision

**LWISD - a learning community that fosters thinkers, contributors, competitors, and leaders.**

## Core Beliefs

**Lake Worth Independent School District believes...**

- every student has worth, is capable of learning and can achieve high standards.
- education and communication are the shared responsibility of the student, school, home and community.
- in inspiring each other and holding one another accountable in a safe, supportive and collaborative environment.
- all members of the school community are lifelong learners.
- in the power of effective instruction, using sound research, data, and fidelity of practice.

## District Goal:

**Lake Worth Independent School District, partnering with the community, will prepare every student for college and/or career.**

# Table of Contents

Goals	4
Goal 1: HOWRY works collaboratively with students, families and community to increase engagement and communication.	4
Goal 2: HOWRY provides a rigorous education to ensure student success and student readiness for career, college and/or military.	7
Goal 3: HOWRY provides research-based professional development focused on academic growth and student achievement.	13
Goal 4: HOWRY provides a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.	15

# Goals





**Goal 1:** HOWRY works collaboratively with students, families and community to increase engagement and communication.

**Performance Objective 1:** LWISD will provide opportunities to build strong relationships and increase communication with students, parents, family and community with an overall satisfaction rating of 80% on surveys.

**Evaluation Data Sources:** Sign In Sheets  
Surveys

<p><b>Strategy 1:</b> Howry STEAM Academy will implement an engagement plan and wellness policy to increase the number of student, staff, parent, family and community engagement activities throughout the year, where possible due to the COVID-19 restrictions. Efforts will be made to provide events virtually. Such activities may include: Literacy/Family Workshop Nights, virtual home visits, virtual open house, family night at Fort Worth Museum of Natural Science and History, parent/school compact. We will continue to involve parents in the development, evaluation and update of the parent involvement policy and school/parent/student compact.</p> <p><b>Leading Indicators:</b> Increased participation in Parent, Family &amp; Community Engagement activities and Parental Involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, Counselors, Social Workers, Teachers and Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> The Site Based Decision Making team will meet at least three times per year in order review the comprehensive needs assessment, expenditures and set priorities.</p> <p><b>Leading Indicators:</b> TAPR; Budget reports; Comprehensive Needs Assessment; SBDM minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principals, and SBDM team, Faculty and Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> HSA will host Parent involvement nights, possibly virtual due C-19, throughout the year to help parents build capacity and better assist their child in reading, math, social studies and science.</p> <p><b>Leading Indicators:</b> Sign-in sheets Photos, Improved relationships between students, parents, faculty, staff, and community members. Increase parental involvement</p> <p><b>Staff Responsible for Monitoring:</b> Principals, teachers, and counselor</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 3</p> <p><b>Funding Sources:</b> Capacity building take-home activities - 211/TI, Improving Basic Programs - \$1,500</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 4:</b> HSA will conduct a virtual Meet the Teacher Event in August and the annual Title 1 presentation for parents during the month of September.</p> <p><b>Leading Indicators:</b> Sign-in sheets PowerPoint</p> <p><b>Staff Responsible for Monitoring:</b> Principals Faculty and Staff</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 5:</b> HSA administration and teachers will use multimedia for communication - Smore Newsletter, Facebook, Twitter, Remind 101, Sign Up Genius , Class Do Jo, Google Classroom and the HSA website.</p> <p><b>Leading Indicators:</b> Student and parent engagement survey</p> <p><b>Staff Responsible for Monitoring:</b> Principals and Teachers</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> HSA will provide CIS Social Worker for at-risk student support and to reduce the potential for student dropout. Community In Schools will support the academic and behavioral goals of the campus through individual counseling for identified students.</p> <p><b>Leading Indicators:</b> At Risk student performance on state assessments will improve. Community involvement will increase. Increase attendance. Improve student discipline and school culture</p> <p><b>Staff Responsible for Monitoring:</b> Principals Counselor CSI/Social Worker</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Student Learning 5 - Perceptions 1</p> <p><b>Funding Sources:</b> Programs to Support at-risk students on T1 Schoolwide campus including Communities In Schools- CIS Social Worker - 199/State Compensatory Ed-SCE (PIC 24,30,28) - \$42,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 7:</b> HSA will partner with community partners to provide virtual presentations as well as career day involvement.</p> <p><b>Leading Indicators:</b> Sign-in sheets PowerPoint Presentations Photos</p> <p><b>Staff Responsible for Monitoring:</b> Social Worker Counselor Community Partners</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<b>Strategy 8:</b> N.A. Howry Teachers, students, and parents will be asked to complete a survey to gauge how the campus is doing with customer service and providing an environment that is warm and inviting. <b>Leading Indicators:</b> Survey Results <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, Front Office staff <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 5:</b> Howry will need routine and systematic support systems that facilitate At Risk student success. <b>Root Cause:</b> At Risk students lack fundamental support systems and consistently under-perform on state assessments relative to non-At Risk peers.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> HSA needs more parental involvement, participation and technology training for both in-person and virtual students. <b>Root Cause:</b> Lack of technology familiarity/expectations for parents at home for both in-person and virtual students and lack of differentiated educational resources for home.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Poor student behavioral concerns constantly took precedent over instructional focus campus-wide. <b>Root Cause:</b> There is not a district wide system to manage student behavior quickly, efficiently, and consistently. Students need to be taught and/or learn social norms acceptable for a school environment. Teachers need to utilize the service of the Counselor and Social Worker for infractions regarding students social well-being and conflict resolution.

**Goal 1:** HOWRY works collaboratively with students, families and community to increase engagement and communication.

**Performance Objective 2:** LWISD teachers will make daily contact with virtual learning students 100% of the time.

**Evaluation Data Sources:** Contact Logs

<p><b>Strategy 1:</b> Direct teaching: Teachers are required to participate in 15 minutes (secondary) or 20 minutes (elementary) of direct teaching daily.</p> <p><b>Leading Indicators:</b> Teacher Zoom /Google Classroom accounts</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor the direct teaching of each teacher</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Student contact: Teachers are required to make contact with each student, daily.</p> <p><b>Leading Indicators:</b> Teachers will make contact with students through zoom/google classroom or by making a phone call to each student who was not able to participate in the zoom/google classroom direct teaching.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators will monitor teacher contact logs, as well as observe and provide feedback on the direct teaching in zoom/google classroom.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> HSA will monitor staff and student attendance and implement a campus incentive plan. HSA will meet virtually with families with attendance problems and implement as attendance behavior plan.</p> <p><b>Leading Indicators:</b> Teachers and attendance clerk will make parent contact for students who are absent both remotely and in-person and keep documentation via Google Drive.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, attendance clerk and administrators.</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 2:** HOWRY provides a rigorous education to ensure student success and student readiness for career, college and/or military.

**Performance Objective 1:** LWISD will increase the percentage of students who score at the "approaches" level in all grades and all subjects on the STAAR/EOC by 5%.

**Evaluation Data Sources:** BOY, MOY, EOY Screenings--DRA, RI, CLI Engage, ISIP

<p><b>Strategy 1:</b> HSA will use a Response to Intervention Plan to improve the learning of Tier 2 and Tier 3 students. Teachers will provide after school tutorials twice a week to target students in greatest need of reading and math intervention.</p> <p>Campus professional learning teams and MTSS (RtI) teams will meet regularly to review student data, create and implement plans based upon student performance. The campus will provide Interventions for at-risk students by utilizing an English Learner (EL) Lead Teacher (.5 FTE) to provide specific interventions to our Limited English Proficient (LEP) students. All campuses with students in grades PK-8 will house an MTSS (RtI) Specialist to implement and coordinate interventions as well as an MRT and EL Lead teacher.</p> <p><b>Leading Indicators:</b> TELPAS Scores Student improvement on state assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principals Coaches, Coordinators District EL Coordinator RtI Specialist MRT</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p> <p><b>Problem Statements:</b> Demographics 2 - Student Learning 1, 2, 3, 4, 5</p> <p><b>Funding Sources:</b> Programs to support T1 Schoolwide campus including EL and Class-size Reduction efforts - 199/State Compensatory Ed-SCE (PIC 24,30,28) - \$73,075, Needs as Determined by Committee - 211/TI, SIG (School Improvement Grant) - \$60,000, Programs to support T1 Schoolwide campus including MTSS - 211/TI, Improving Basic Programs - \$112,848</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June
<p><b>Strategy 2:</b> HSA will increase the teacher and student use of technology on a daily basis in meaningful, targeted lessons across the curriculum with the use of Google Classroom.</p> <p><b>Leading Indicators:</b> Lesson plans Walkthroughs</p> <p><b>Staff Responsible for Monitoring:</b> Principals Teachers Curriculum Coaches</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Reviews			
	Formative			Summative
	Dec	Mar	June	June



<b>Strategy 3:</b> HSA will follow the district curriculum and curriculum frameworks. Data conferences will be conducted after CBAs and DBAs and coaching provided in order to ensure compliance and plan interventions accordingly. <b>Leading Indicators:</b> Lesson Plans Walkthroughs Data Conferences <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal and instructional coaches <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 2:</b> 25% of students are in MTSS (RtI) for reading, math and behavior. <b>Root Cause:</b> Lack of literacy, math resources and support at home, as well as high mobility rates.
<b>Student Learning</b>
<b>Problem Statement 1:</b> HSA will need more than 25% of students to meet standard in math and reading in all tested grade levels. <b>Root Cause:</b> Intervention teachers have an extremely large case load, must attempt to work with larger groups of students impacting the effects of intervention, and many student have gaps in education due to the COVID-19 pandemic and changes to the instructional delivery model.
<b>Problem Statement 2:</b> Students in both third and fourth grade for 2019, with the exception of some sub pop groups, showed growth on the STAAR for all tested areas, but not enough growth improve state ratings. Based on state rating inherited with the transition, the campus is F - Comprehensive. <b>Root Cause:</b> A large number of students requiring extensive services and interventions at all levels and for all subjects and not enough staff to facilitate their needs..
<b>Problem Statement 3:</b> Sub pop groups for third and fourth grade in 2019 experienced a decline in the number of students approaching grade level on the STAAR for Math and Reading. <b>Root Cause:</b> Due to high mobility, several students were new to the school that and had related services that were not able to be implemented with fidelity due to technology, teacher and aide shortage for Special Education at various times throughout the year.
<b>Problem Statement 4:</b> Students in lower grade levels experienced a decline in growth on iStation and Imagine Math data in comparison to last year. <b>Root Cause:</b> Several new students have enrolled in the lower grades that start the year behind and struggle to make growth (several have never been in a regular, public school setting). The effects of the COVID-19 pandemic in the Spring also contributed to the decline in growth.
<b>Problem Statement 5:</b> Howry will need routine and systematic support systems that facilitate At Risk student success. <b>Root Cause:</b> At Risk students lack fundamental support systems and consistently under-perform on state assessments relative to non-At Risk peers.

**Goal 2:** HOWRY provides a rigorous education to ensure student success and student readiness for career, college and/or military.

**Performance Objective 2:** LWISD will increase the percentage of students who achieve the Meets Grade Level Performance Standard on the STAAR/ in all grades and all subjects by 5%.

**Evaluation Data Sources:** BOY, MOY reading improvement data, EOY reading screening data  
Curriculum-Based Assessments  
STAAR results  
Implementation of Leveled Literacy Intervention, Guided Reading, rubric-based lesson planning that incorporates Rigor, Relevance, and Learner Engagement and iStation Results.





<p><b>Strategy 1:</b> HSA will follow district reading/balanced literacy frameworks and implement PK-12 research-based instructional literacy strategies in all classrooms.</p> <p><b>Leading Indicators:</b> Teachers implementing the balanced literacy instructional model in all classrooms.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Curriculum Coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> Initiate administration of STAAR benchmark assessments to use as a predictor of student performance. All classrooms and subjects will include strategies for reading to learn and writing to demonstrate learning daily.</p> <p><b>Leading Indicators:</b> Walkthroughs Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Principals Coaches, Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> HSA will monitor student progress to STAAR throughout the year using curriculum-based assessments, interim assessments, and a benchmark. Plans will be made and interventions/tutorials will be held when students are not making progress.</p> <p><b>Leading Indicators:</b> Curriculum-Based Assessments and DBAs</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Specialists and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 4:</b> HSA will disaggregate student data from CBA and DBA results using Eduphoria and Lead4Ward resources in order to plan interventions accordingly.</p> <p><b>Leading Indicators:</b> Curriculum-Based Assessments Screenings District Measures Matrix</p> <p><b>Staff Responsible for Monitoring:</b> Principals and teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<p><b>Strategy 5:</b> Build a solid foundation for Reading and Math by providing tutorials to target students in greatest need of reading and math intervention. HSA Teachers will tutor small groups of at-risk and those students in need of assistance to support their learning and show mastery of TEKS and STAAR performance standards on CBAs, DBAs and STAAR.</p> <p><b>Leading Indicators:</b> Improve student performance on district and state level assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, MTSS teacher, MRT, and instructional coaches</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 6:</b> HSA STAAR Tested subject teachers will implement individualized instructions through use of STAAR aligned materials and resources.</p> <p><b>Leading Indicators:</b> Direct impact on growth and sustainability of student performance. TEKS questions based with Supporting and Readiness Standards.</p> <p><b>Staff Responsible for Monitoring:</b> Content STAAR Tested area Teachers, Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** HOWRY provides a rigorous education to ensure student success and student readiness for career, college and/or military.

**Performance Objective 3:** LWISD will increase College and Career Military Readiness targets by 5% through the provision of well-rounded educational opportunities.





**Evaluation Data Sources:** GT program numbers  
 Certification numbers  
 AP/Dual Credit/ACT/SAT/TSI data  
 CTE Participation  
 CTE Internships/Certifications  
 Dual Credit participation and success

<b>Strategy 1:</b> HSA teachers will be GT certified in order to provide enrichment activities that challenge and engage students identified as GT. <b>Leading Indicators:</b> Lesson Plans, Project based learning activities <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, GT coordinator <b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 2:</b> HSA will utilize the STEAM class in order to promote the area of college and career readiness in the STEAM fields. Student and Staff will wear college/university/military tops on Friday's to increase awareness. Virtual Career Fair in the STEAM field will be held. <b>Leading Indicators:</b> Surveys <b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Counselor, CIS, and STEAM teacher <b>Title I Schoolwide Elements:</b> 2.5	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** HOWRY provides a rigorous education to ensure student success and student readiness for career, college and/or military.

**Performance Objective 4:** LWISD will continue to engage in proactive behavior systems that decrease the number of students with PEIMS reported disciplinary incidents by 5%.

**Evaluation Data Sources:** PEIMS 425 Records





<p><b>Strategy 1:</b> HSA will implement PBIS and provide support to empower teachers with positive practices to help meet the educational, social and emotional needs of all students. PBIS incentives for student positive behavior.</p> <p><b>Leading Indicators:</b> Relationship Agreements posted; PBIS Expectations clearly communicated; PEIMS 425 data</p> <p><b>Staff Responsible for Monitoring:</b> Principals Assistant Principals Counselor PBIS Team</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning - <b>Comprehensive Support Strategy</b></p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 3:** HOWRY provides research-based professional development focused on academic growth and student achievement.

**Performance Objective 1:** LWISD will provide virtual professional development through Alludo, which will allow teachers to access professional development sessions at any time. 100% of teachers will participate in professional development through Alludo, which will be monitored through weekly Alludo reports.

**Evaluation Data Sources:** Surveys

<p><b>Strategy 1:</b> HSA will implement instructional practices using rigor and relevance, four-part lesson objectives, lesson cycle and clocks while instructing to maintain pacing and sense of urgency.</p> <p><b>Leading Indicators:</b> Professional Development Schedules and Agendas Coaching Agendas and walk data</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal; Teaching and Learning Coaches; Coordinators</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> HSA teachers will receive on-campus teacher support from Teaching &amp; Learning Department and coaches.</p> <p><b>Leading Indicators:</b> STAAR/EOC results</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, T&amp;L Coaches, T&amp;L Department</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Programs to support T1 Schoolwide campus including T&amp;L coaches - 211/TI, Improving Basic Programs - \$54,533</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 3:</b> All new teachers (0-1 years) will be assigned a mentor and teachers new to the district will be assigned a buddy teacher by the campus.</p> <p>New teachers (Navigators) will meet with coaches, participate in digital coaching and receive support from the teaching and learning team as well as designated campus mentors throughout the school year. Five teacher mentors from each campus will be selected by the campus principal in order to further support new teachers.</p> <p><b>Leading Indicators:</b> Coach/Coordinator schedules Surveys Mentor/Mentee Log</p> <p><b>Staff Responsible for Monitoring:</b> Principals; Appointed Mentors</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Extra Duty Stipend for Mentors - 255/TII, Supporting Effective Instruction - \$3,000</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>

<b>Strategy 4:</b> HSA will implement PLC training for all administrators. All LWISD instructional staff will follow the 4 guiding questions of a PLC to ensure alignment of the pillars of a PLC. <b>Leading Indicators:</b> PLC Agenda and artifacts <b>Staff Responsible for Monitoring:</b> Principal, AP, Lead Teachers <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<b>Strategy 5:</b> HSA teachers and Administration will attend content specific conferences to improve their professional practice. (TXCSS, TSCA, TCTELA, CAMT, CAST, TASSP, TABSE, AVID, Education Law Conference) <b>Leading Indicators:</b> Budget expenditures <b>Staff Responsible for Monitoring:</b> Principal, AP and Leadership Team <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 1 Problem Statements:**

<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> More effective supports for teachers in the areas of mentoring, professional development, classroom management, curriculum instruction, lesson planning, SEL and technology to decrease the high teacher turnover rate. <b>Root Cause:</b> Constant changes in staff expectations, increase in alternatively certified new hires with lack of training in public school education, and change of instructional delivery model due to COVID-19 from traditional to virtual with not enough training.

**Goal 4:** HOWRY provides a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

**Performance Objective 1:** LWISD district and campus staff will work to build positive relationships with its stakeholders in an environment that is safe and student focused by increasing the retention rate by 5%.

**Evaluation Data Sources:** Customer Satisfaction Survey and other measures





<p><b>Strategy 1:</b> HSA administrators, teachers, and staff will create a positive welcoming environment to include telephone greetings, school motto, school vision, school mission and campus theme, and be respectful and gracious..</p> <p><b>Leading Indicators:</b> Customer Satisfaction Surveys Professional Development Surveys Coaching Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Principal, AP, Front Office Staff, Lead Teachers, Teaching and Learning Coaches, Coordinators</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
<p><b>Strategy 2:</b> HSA will maintain a clean and professional-appearing campus facility.</p> <p><b>Leading Indicators:</b> Clean and professional campus with a great appearance</p> <p><b>Staff Responsible for Monitoring:</b> Principals Faculty Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				



**Goal 4:** HOWRY provides a servant-minded leadership model by recruiting and retaining diverse, high quality administrators, teachers, and staff.

**Performance Objective 2:** 100% of LWISD principals will participate in leadership training.

**Evaluation Data Sources:** Monthly principal meetings  
T-PESS evaluations

<p><b>Strategy 1:</b> Principals will participate in monthly principals meetings</p> <p><b>Leading Indicators:</b> Campus principals, assistant principals, department heads, and other appropriate leaders will participate in leadership training to address climate, culture, and monitoring of best hiring practices. Leadership agendas T-PESS evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Asst. Superintendent of Teaching and Learning</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Dec</b>	<b>Mar</b>	<b>June</b>	<b>June</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				