Eagle Mountain-Saginaw Independent School District

Highland Middle School

2024-2025 Campus Improvement Plan

Mission Statement

The mission of Highland Middle School is to enhance and promote a lifelong love for learning in a climate that fosters trust, acceptance, and success while preparing every student for the challenges of tomorrow.

Vision

It is Highland Middle School's vision to support excellence in teaching and learning so that our students may be empowered to achieve their dreams for their future.

Core Beliefs

At Highland Middle School, we believe it is our responsibility to...

Provide a welcoming, safe classroom environment where learning can be nurtured

Promote positive behaviors and attitudes by modeling respect, support, and integrity

Collaborate with peers in order to ensure we are providing opportunities for student learning at the highest levels

Communicate effectively with parents and guardians and to invite their support in their child's academic progress

Commit to our dedication to learn and grow as professionals in order to continually improve our teaching practices

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

HMS demographics													
All Students	**# students**	**# SPED**	**# LEP**	**LOW SES**	**GT**	**504**	**Hisp**	**White**	**AA**	**Asian**	**Multi**	**At Risk**	**SPED/ LEP/504**
	701	130	140	414	70	67	311	192	97	52	42		
		20.1%	19.97%	55.3%	8.87%	8.90%	44.37%	27.39%	13.84%	7.42%	5.99%	%	%
6th grade	**# students**	**# SPED**	**# LEP**	**LOW SES**	**GT**	**504**	**Hisp**	**White**	**AA**	**Asian**	**Multi**	**At Risk**	**SPED/ LEP/504**
	227	54	49	118	31	18	102	61	31	21	11	118	
		23.78%	22.00%	51.98%	9.13%	7.44%	44.93%	26.87%	13.66%	9.25%	4.85%	%	%
7th grade	**# students**	**# SPED**	**# LEP**	**LOW SES**	**GT**	**504**	**Hisp**	**White**	**AA**	**Asian**	**Multi**	**At Risk**	**SPED/ LEP/504**
	241	62	49	152	22	20	104	64	30	17	12	126	102
		25.72%	19.77%	63.07%	8.14%	8.77%	48.25%	28.07%	14.47%	7.46%	5.26%	49.12%	44.74%
8th grade	**# students**	**# SPED**	**# LEP**	**LOW SES**	**GT**	**504**	**Hisp**	**White**	**AA**	**Asian**	**Multi**	**At Risk**	**SPED/ LEP/504**
	233	39	42	134	17	26	102	77	43	17	21	99	132
		16.73%	21.92%	57.51%	9.35%	10%	39.23%	29.62%	16.54%	6.54%	8.08	56.92%	50.77%
Students by gender	**Male**	**Female**											
	404	323											

Highland Middle School is a 6-8 campus in the Eagle Mountain - Saginaw ISD. We are located in Saginaw, and serve parts of Saginaw, Fort Worth, and all of the city of Blue Mound. We have a growing number of LEP students with 17+ different home languages spoken. Our SPED population and Low Income population have both increased dramatically

over the last several years, while our overall student population has declined.

Demographics Strengths

Diverse Student Population: Highland Middle School serves a diverse student body, including students from various backgrounds, ethnicities, and languages. With over 13 different home languages spoken, the school fosters cultural awareness and understanding.

Responsive Support Programs:

Special Education (SPED): The school provides support for students with special needs, with 130 SPED students.

Limited English Proficiency (LEP): Highland Middle School addresses language barriers by supporting 140 LEP students.

504 Accommodations: The school ensures accommodations for 67 students under Section 504 of the Rehabilitation Act, promoting inclusivity.

Focus on At-Risk Students: Highland Middle School actively supports at-risk students, with 55.3% of the student population falling into this category. The school's commitment to these students contributes to their success.

Gifted and Talented (GT) Programs: The school recognizes and nurtures gifted students, with 8.90% of the student body identified as GT. These programs provide enrichment and challenge.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A rise in the Special Education population and Low SES student population increases the demand on resources and support for teachers and staff.   **Root Cause:** Learning loss and extreme student behaviors have led to an increase in learning disability emotional disturbance identification

Problem Statement 2: The overall student population has declined, impacting program sustainability.   **Root Cause:** The attendance boundaries do not have new construction and the children in the established neighborhoods are growing up and graduating.

Student Achievement

Student Achievement Summary

Campus	6th Reading						6th Math					
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024	Change
Highland	74%	53%	77%	73%	80%	7%	86%	63%	77%	67%	69%	2%

Campus	7th Reading						7th Math					
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024	Change
Highland	85%	71%	77%	82%	67%	-15%	69%	35%	45%	51%	32%	-19%

Campus	8th Science						8th Social Studies						8th Reading						8th Math					
	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024	Change	2019	2021	2022	2023	2024	Change
Highland	87%	68%	84%	69%	70%	1%	81%	54%	59%	54%	58%	4%	80%	76%	88%	82%	85%	3%	85%	65%	75%	78%	67%	-9%

School Culture and Climate

School Culture and Climate Summary

[HMS Culture Plan.docx](#)

Students	Staff	Community
PBIS Rewards **Rewards Days- end of six weeks early release days** **Positive Office Referrals** **Hawk of the Week- selected by staff by awarding points via Hawk High 5 Form** **Lunch in the Nest** **VIP seating at ballgames, dances**	**Draft Day Teams** **Draft Teams Points Competition** **PBIS Committee** **Hawk Hype**	**Hawk Highlights- Example below** **Parent Newsletter to include PBIS Incentive highlights (Analytics below)** **Social Media to include LIVE videos-** Facebook: https ://www.facebook.com/ HighlandMS Instagram: @Highland_EMSISD **Social Media quick polls**

School Culture and Climate Strengths

Dr. Aguirre, Mrs. Roberts and the campus PBIS Committee have led the PBIS Points system this year. The program contributed positively to the culture. It also enhanced student motivation to pass and improve behavior. The PBIS Celebration days and reward opportunities were a big success for students, staff, and parents in the 23-24 School year. The purchase of PBIS Rewards software will greatly enhance the program by streamlining the point system.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Highland Middle School, we are committed to recruiting, recognizing, developing, and retaining high-quality and effective staff. Our focus is aligned to our campus mission to promote a lifelong love for learning in a climate that fosters trust, acceptance, and success.

Staff Quality, Recruitment, and Retention Strengths

Highland Middle School demonstrates strengths in staff quality, recruitment, and retention through the following initiatives:

Alignment with District Values: We prioritize recruiting highly effective individuals whose values align with our district's mission. By fostering a culture of excellence, we ensure that our staff contributes to a positive learning environment.

Support for New Staff: Our commitment extends to robust support for new staff members. We organize Rookie Rough Rider meetings to ease their transition, offer the Teacher Induction Program (TIP) for new teachers, and provide a specialized 3-year academy for new Career and Technical Education (CTE) teachers.

Leadership and Growth Opportunities: At Highland Middle School, we believe in nurturing leadership potential. Our Aspiring Leadership Institute (ALI) encourages staff to develop their skills and contribute to our vibrant school community.

Staff Celebrations and Incentives: At Highland Middle School, staff enjoy a range of incentives, including being voted as the 'Hawk of the Week' by students and colleagues, featured in Hawk Highlight social media posts, participating in staff PBIS competitions, indulging in snack carts, and celebrating themed teacher appreciation and staff appreciation days

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Over the past two years, Highland Middle School has faced a significant challenge due to a decline in the number of applicants for crucial teaching positions. This shortage impacts our ability to maintain a high-quality educational experience for our students.   **Root Cause:** Teachers have left the profession due to burnout, demands of the profession, rising discipline concerns, and negative community perceptions of the profession.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Highland Middle School's leadership team is committed to data-driven instruction, fostering collaboration through Professional Learning Communities (PLCs), and integrating AVID strategies across the campus. By leveraging assessment data, creating common assessments, and promoting effective teaching practices to ensure student-centered learning environment.

Curriculum, Instruction, and Assessment Strengths

- Data-Driven Instruction: Our teachers actively use assessment data from STAAR tests, which has been shared with the team. They collaborate to identify the areas of greatest need and tailor their instruction accordingly.
- Professional Learning Communities (PLCs): Our PLCs work collaboratively to create common assessments and develop lessons that align with the DCA (District Common Assessment) data. Additionally, they enhance strategies to motivate and engage reluctant learners effectively.
- AVID Strategies Integration: The AVID Site Team plays a vital role by teaching and promoting the use of AVID strategies throughout the entire campus

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: The state assessment requires the curriculum to be designed at a level beyond the students' grade-level abilities.   **Root Cause:** Learning loss has impacted students concurrently with a state assessment redesign and a decrease in student academic readiness.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus planning advisory committee, consisting of staff and community members, will work to draft, finalize, and formatively review the campus improvement plan for the 2024-2025 school year. Parent partnership is provided in our Language Proficiency Advisory Committee. Parents are often asked to volunteer

Parent and Community Engagement Strengths

Biweekly parent newsletters are sent to families to increase engagement (Engagement statistics are 500-900 clicks per issue). Facebook and Instagram social media posts are used to engage the community at large. Let's Talk is used to dialog with community members with transparency. REMIND is used to provide urgent and timely updates to parents. Parents often communicate via the REMIND app due to ease of access and translation service. Parent support is strong at Fine Arts, Athletics, and program meetings and events, as well as campus events such as Genius Hour, MS Open House, Spring Showcase, and Science Night Clap Out are keystones of parent/community engagement opportunities. The CPAC will look for ways to engage the reformed PTO and parent volunteer opportunities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Parent volunteer opportunities are limited at Highland Middle School.   **Root Cause:** Dismantling of PTO East, COVID restrictions, and Administration turnover have caused limited requests for campus-based parent volunteer opportunities. Parents are often asked by program coordinators/sponsors to attend events and trips as volunteers/chaperones.

School Context and Organization

School Context and Organization Summary

At Highland Middle School, we are dedicated to fostering a culture of excellence. Our staff actively utilizes assessment data from STAAR tests to tailor instruction. PLCs create common assessments and responsive lessons. Additionally, AVID strategies are integrated throughout the campus. Our administrative team oversees the school's overall management and operations, ensuring adherence to educational standards and policies. Instructional teams, composed of teachers and staff, collaborate to develop and deliver curriculum using effective teaching strategies. The Counseling Department provides academic, career, and personal counseling to support students' social-emotional development and academic success. Furthermore, our School-Based Law Enforcement Officer ensures campus safety and security, fostering a safe learning environment for both students and staff. This structured approach at Highland Middle School emphasizes both academic excellence and student well-being, aiming to provide a supportive and conducive environment for learning and growth.

Technology

Technology Summary

Highland Middle School utilizes technology for instruction, communication, and security.

Technology Strengths

Classroom Technology:

- Most classrooms are equipped with laptop carts to enhance technology integration during instruction.

- Systems are in place for a "Buddy System" for teachers to share resources for projects and activities.

Canvas Integration:

- Teachers utilize the Canvas learning management system to post assignments, share resources, and communicate with students and parents.

Communication Technology:

Highland Middle School leverages technology for communication through various channels:

- Electronic newsletters- Canva for staff and community updates

- Mass emails- Skyward

- Text-based announcements via Remind

- Social media platforms share events and celebrate student learning and success via Facebook and Instagram

Security

- Cameras increase campus security
- Raptor Software tracks student pick up and late arrival in addition to checking background of school visitors
- Secured vestibule provides safety for staff and students

Problem Statements Identifying Technology Needs

Problem Statement 1: At Highland Middle School, we face a dual challenge: insufficient availability of classroom laptops and laptop carts for both elective and some core classes. **Root Cause:** The aging district technology places a strain on the campus budget for replacements.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- 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
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 1: HB 1416 required accelerated instruction will be provided to all students who failed to meet "approaches grade level" on a STAAR exam in 2023-2024 school year.

High Priority

Evaluation Data Sources: STAAR data, HB1416 reporting program

Strategy 1 Details			Reviews			
Strategy 1: HMS will utilize a data based system to record and log student Accelerated Instruction hours.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will practice Math, Reading , and Science skills to improve STAAR performance.			**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: MTSS Interventionist, Campus Admin, Math, Reading, Science Department leads						

Strategy 2 Details			Reviews			
Strategy 2: Students that continue to demonstrate a lack of progress will be monitored by the Campus Care team and recommended for further assessment when targeted interventions do not impact progress positively.			**Formative**			**Summative**
			Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students may have unidentified learning disabilities and the Campus Care Team's role is to identify students that have a suspected disability.						
Staff Responsible for Monitoring: Campus Care Team comprised of Administrators, Counselors, Interventionists, and Diagnaostician						

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

Goal 1: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a supportive environment, setting high expectations, and promoting student involvement to ensure each student achieves academic mastery and is well prepared for future success. Central to this commitment is our proactive approach to monitoring and responding to student needs. We recognize that each student is unique and has diverse learning requirements, and it is our responsibility to foster an environment that supports their success.

Performance Objective 2: Increase English Language (EL) proficiency among our students tested in TELPAS with a campus proficiency rate of 48% or higher.

Evaluation Data Sources: TELPAS campus summary

Strategy 1 Details	Reviews			
Strategy 1: Campus EB Coordinator will use Summit K12 and Rosetta Stone 2 days per week in ESOL class and EB pull out to enhance language acquisition	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased engagement and improved language development through tech-enhanced learning. **Staff Responsible for Monitoring:** Campus EB Coordinator and Campus Admin **Targeted Support Strategy**	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Regularly assess students' language proficiency levels and academic performance and use data to tailor instruction to meet the specific needs of ESL students.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Use formative assessments to guide targeted interventions and instructional adjustments because more effective, personalized instruction that directly addresses students' learning gaps. **Staff Responsible for Monitoring:** Campus EB Coordinator and Campus Admin	Dec	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Equip all teachers with strategies to support EB students through Professional Learning at the campus level.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Offer ESL training by Terri Watson or campus staff on TELPAS, differentiated instruction, sheltered instruction, and culturally responsive teaching. **Staff Responsible for Monitoring:** Campus EB Coordinator and Campus Admin	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 1: Students will routinely practice appropriate grade level vocabulary within their core content with measurable student growth by the end of the school year.

Strategy 1 Details				Reviews			
Strategy 1: Students will use a variety of game-based methods to promote vocabulary growth throughout the school year.				**Formative**			**Summative**
Staff Responsible for Monitoring: Science Teachers, Admin				**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details				Reviews			
Strategy 2: ELAR students will preview all content vocabulary with the class prior to reading a text.				**Formative**			**Summative**
Staff Responsible for Monitoring: ELAR Teachers, Administration				**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details				Reviews			
Strategy 3: ELAR students will participate in warm ups/bell ringers focusing on vocabulary, affixes, roots, and word study.				**Formative**			**Summative**
				Dec	**Feb**	**Apr**	**June**

Strategy 4 Details				Reviews			
Strategy 4: Sixth grade SS classes practice finding definitions to vocabulary words from selected texts and answer vocabulary questions on mastery summatives.				**Formative**			**Summative**
Staff Responsible for Monitoring: Social Studies teachers, Administration				**Dec**	**Feb**	**Apr**	**June**

Strategy 5 Details				Reviews			
Strategy 5: Seventh grade classes will participate in bi-weekly vocabulary assessments.				**Formative**			**Summative**
Staff Responsible for Monitoring: Social Studies teachers, Administration				**Dec**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: Seventh and eighth grade SS classes will routinely practice vocabulary terms throughout the unit by making personalized flashcards.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Social Studies teachers, Administration				

Strategy 7 Details	Reviews			
Strategy 7: Eighth grade students will take a summative vocabulary assessment with the opportunity to practice/study and retake no less than a week later.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Staff Responsible for Monitoring: Social Studies teachers, Administration				

Strategy 8 Details	Reviews			
Strategy 8: Students will practice grade level math vocabulary through the use of word walls, spiral reviews and warm ups	**Formative**			**Summative**
Staff Responsible for Monitoring: Math teachers, Administration	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 2: Every core class will have a student goals & student data tracking system in place to monitor student growth.

Evaluation Data Sources: MAP Data, District Common Assessments (DCA), Teacher-generated tests and assessments.

Strategy 1 Details	Reviews			
Strategy 1: In Science, students will use a universal tracker to analyze student and class goals /growth for each unit.	**Formative**			**Summative**
Staff Responsible for Monitoring: Science Teachers, Admin	**Dec**	**Feb**	**Apr**	**June**

Strategy 2 Details	Reviews			
Strategy 2: In ELAR, students will use BOY, MOY, and EOY data from MAPS for targeted instruction.	**Formative**			**Summative**
Staff Responsible for Monitoring: ELAR Teachers, Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 3 Details	Reviews			
Strategy 3: In Social Studies, all students in grades 6-8 SS classrooms will set goals and track summative data each six weeks with periodic check-ins from teachers to discuss progress towards goals.	**Formative**			**Summative**
Staff Responsible for Monitoring: Social StudiesTeachers, Administration	**Dec**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: In Math, students will track student data using the Map programs Beginning of the year, Middle of the year, and End of the year test.	**Formative**			**Summative**
Staff Responsible for Monitoring: Math teachers, Intervention teachers, Admin	**Dec**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: In Math, students will track student data using the pre and post unit (DCA) tests.	**Formative**			**Summative**
Staff Responsible for Monitoring: Math teachers, Admin	**Dec**	**Feb**	**Apr**	**June**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 3: Students will routinely utilize a text evidence strategy in each core content area to demonstrate their understanding of the content area TEKS.

Strategy 1 Details		Reviews			
Strategy 1: In Science, students will provide text evidence by using their ISN to answer Bellringer questions regularly.		**Formative**			**Summative**
Staff Responsible for Monitoring: Science Teachers, Admin		**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**			
Strategy 2: In ELAR, students will routinely practice embedding evidence in their writing using the strategy RATE.		**Formative**			**Summative**
Staff Responsible for Monitoring: ELAR Teachers, Administration		**Dec**	**Feb**	**Apr**	**June**
Strategy 3 Details		**Reviews**			
Strategy 3: In ELAR, students will be required to use strategies that connect their answers to specific evidence within the passage.		**Formative**			**Summative**
Staff Responsible for Monitoring: ELAR Teachers, Administration		**Dec**	**Feb**	**Apr**	**June**
Strategy 4 Details		**Reviews**			
Strategy 4: In Social Studies, grades 6-8 SS classrooms will practice text-evidence strategies with content-specific texts weekly.		**Formative**			**Summative**
Staff Responsible for Monitoring: Social StudiesTeachers, Administration		**Dec**	**Feb**	**Apr**	**June**
Strategy 5 Details		**Reviews**			
Strategy 5: In Social Studies, students in grades 6-8 SS classrooms will utilize text-evidence strategies on all summative assessments.		**Formative**			**Summative**
Staff Responsible for Monitoring: Social StudiesTeachers, Administration		**Dec**	**Feb**	**Apr**	**June**

Strategy 6 Details		**Reviews**		
Strategy 6: In Math, students will utilize text evidence strategies by showing the work process or using writing to explain the mathematical process. **Staff Responsible for Monitoring:** Math teachers, Admin		**Formative**		**Summative**
		Dec	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 2: EXCELLENCE IN ACADEMICS TEACHING AND LEARNING: EMS ISD will foster a culture of continuous improvement, promote student achievement, and equip each student with the necessary knowledge and skills to excel academically through the development and implementation of a rigorous and differentiated, research-based curriculum that provides students with an engaging and accessible educational experience, fostering their intellectual growth and preparing them for future success.

Performance Objective 4: Students will utilize the implemented common note-taking strategies in each core content area.

Strategy 1 Details				Reviews			
Strategy 1: In Science, students will use their ISN (Interactive Student Notebooks) to participate daily in note taking activities.				**Formative**			**Summative**
Staff Responsible for Monitoring: Science Teachers, Admin				Dec	Feb	Apr	June

Strategy 2 Details				Reviews			
Strategy 2: In ELAR, students will use annotation strategies notes over their reading.				**Formative**			**Summative**
Staff Responsible for Monitoring: ELAR Teachers, Administration				Dec	Feb	Apr	June

Strategy 3 Details				Reviews			
Strategy 3: In Social Studies, grades 6-8 SS classrooms will use direct modelling to teach students how to properly take notes in the first six weeks.				**Formative**			**Summative**
Staff Responsible for Monitoring: Social StudiesTeachers, Administration				Dec	Feb	Apr	June

Strategy 4 Details				Reviews			
Strategy 4: In Social Studies, grades 6-8 SS classrooms will move from note-taking to note-making with students, giving them the autonomy to make notes work for their instructional needs by the end of the Fall semester.				**Formative**			**Summative**
Staff Responsible for Monitoring: Social StudiesTeachers, Administration				Dec	Feb	Apr	June

Strategy 5 Details				Reviews			
Strategy 5: In Math, students will use their interactive journals or binders to participate in routine note taking strategies.				**Formative**			**Summative**
Staff Responsible for Monitoring: Math Teachers, Administration				Dec	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 3: EXCELLENCE IN ACADEMICS RECRUITMENT and RETENTION of QUALITY STAFF: EMS ISD will recruit and employ highly effective people that hold values and characteristics that are aligned with the district mission. This culture of excellence includes those who are committed, coachable, and possess a growth mindset.

Goal 4: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will ensure opportunities for students, staff, families, and community members to learn and be empowered to implement and contribute to a safe and supportive environment that promotes personal and social development and fosters student learning.

Performance Objective 1: HMS Counseling Department will provide programming for substance abuse prevention promoting a safe school environment.

Strategy 1 Details	Reviews			
Strategy 1: Counseling Department will partner with Recovery Resource to bring a curriculum to Connect classes weekly for the first semester. **Strategy's Expected Result/Impact:** Reduced occurrence of vaping and drug related offenses, Substance abuse prevention, **Staff Responsible for Monitoring:** Campus Admin and Counseling team	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue

Goal 5: EXCELLENCE IN ACADEMICS PERSONAL and SOCIAL DEVELOPMENT: EMS ISD will provide diversified and developmentally appropriate learning opportunities with the purpose of equipping staff and students with the necessary skills for personal and social development, ensuring a supportive learning experience where everyone can thrive.

Performance Objective 1: HMS counselors will provide campus-level SEL throughout the school year for staff during Professional -Development and for students through Connect lessons.

Goal 6: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will engage each student in developing and executing a dynamic, customized, and personal education from registration to graduation which capitalizes on embedded robust opportunities where choice matters.

Goal 7: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will create a culture that understands and communicates opportunities, respects individuality and builds ownership.

Performance Objective 1: Highland Middle School will implement a PBIS Rewards points system to intentionally promote positive expectations supporting, promoting, students that meet and exceed behavior expectations.

High Priority

Evaluation Data Sources: Discipline data - referrals, discipline actions, ADC placements

Strategy 1 Details				Reviews			
Strategy 1: Students will have the opportunity to be selected as Hawk of the Week if they earn PBIS points during the week. This initiative will highlight students who follow campus expectations and celebrate our campus culture. Recognized students will be featured in campus announcements and social media posts, ensuring that students, staff, and families are aware of their achievements.				**Formative**			**Summative**
				Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increased positive student behavior Enghanced student engagement Improved campus culture **Staff Responsible for Monitoring:** Administration							

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 8: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STUDENT ENGAGEMENT: EMS ISD will implement processes to systematically communicate and provide access to a variety of opportunities to engage all students and stakeholders. This is prioritized by student choice in a manner that respects learning styles, interests and individuality, allowing all voices to be heard.

Performance Objective 1: We will establish the Hawk Student Voice Committee comprised of student leaders from student clubs and organizations. These students will meet with campus administrators once per six-weeks to develop leadership skills, promote student involvment, and enhance student voice on campus.

 Evaluation Data Sources: BOY/MOY/EOY surveys

Strategy 1 Details	Reviews			
Strategy 1: As part of our campus PBIS program and the Hawk Student Voice Committee, we will implement Hawk Student Grants. All students will have the opportunity to submit a grant proposal through their Connect class, detailing ideas they believe can benefit the campus within a specified budget. The Hawk Student Voice Committee, along with any additional stakeholders involved in funding, will review the grant proposals. Selected grants will be announced and implemented, promoting student engagement, creativity, and ownership of campus improvements.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased Student Engagement Increased Student Ownership Empowering Student Voice Strengthened Campus Culture **Staff Responsible for Monitoring:** Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 1: Continue to foster a workplace culture where staff members feel valued and respected by continuing to develop our Positive Behavioral Interventions and Supports (PBIS) program for staff. This program allows teachers to earn points throughout the year for actions that contribute positively to the campus culture, encouraging collaboration, open communication, and mutual trust among staff members and leadership.

High Priority

Evaluation Data Sources: Staff surveys
PBIS Participation Data
Peer & Leadership Feedback
PBIS Point Redemption data
Observations and Assessments
Climate Surveys

Goal 9: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will foster a workplace culture where staff members feel valued and respected. This culture encourages collaboration, open communication, and mutual trust amongst staff members and leadership.

Performance Objective 2: Highland Middle School will provide varied recognition opportunities for staff this school year.

Strategy 1 Details	Reviews			
Strategy 1: Hawks Hype will be sent weekly to encourage recognition and staff amongst peers.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher morale and recognize teachers' compliments.	**Dec**	**Feb**	**Apr**	**June**
Staff Responsible for Monitoring: Campus Administration				

Strategy 2 Details	Reviews			
Strategy 2: Staff PBIS: Staff will be able to recognize and award PBIS shout outs to other teachers and from the recognition comments, a staff member of the week will be recognized.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase teacher morale and recognition				
Staff Responsible for Monitoring: Campus Administration, PBIS Committee				

Strategy 3 Details	Reviews			
Strategy 3: Campus staff recognitions will occur at the conclusion of the year to celebrate accomplishments at the campus level.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher morale and job satisfaction				
Staff Responsible for Monitoring: Campus Administration				

0% No Progress   100% Accomplished   → Continue/Modify   ✖ Discontinue

Goal 10: EXCELLENCE IN PERSONALIZED OPPORTUNITIES STAFF ENGAGEMENT: EMS ISD will provide resources and opportunity for all staff to engage in purposeful professional learning aligned with the districts strategic goals. This will enable educators to drive their own learning, identify areas for improvement, and access relevant learning experiences that align with their personal career aspirations and district's objectives.

Performance Objective 1: 100% of core instructional staff will participate in PLC's weekly.

High Priority

Evaluation Data Sources: PLC agendas, student growth data

Strategy 1 Details		Reviews		
Strategy 1: Create a PLC schedule for each department.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Creating a schedule for each department allows all participants to make these a priority and attend. **Staff Responsible for Monitoring:** Admin.		**Dec**	**Feb**	**Apr**	**June**
Strategy 2 Details		**Reviews**		
Strategy 2: Each PLC will keep and monitor PLC agendas.		**Formative**		**Summative**
Strategy's Expected Result/Impact: Requiring PLC's to keep agendas and having admin monitor them increases fidelity of PLC's. **Staff Responsible for Monitoring:** Admin		**Dec**	**Feb**	**Apr**	**June**
	0% No Progress 100% Accomplished ➡️ Continue/Modify ❌ Discontinue			

Goal 11: EXCELLENCE IN PERSONALIZED OPPORTUNITIES FAMILY ENGAGEMENT: EMS ISD will actively listen to families and acknowledge their diverse needs in order to foster a culture of authentic family engagement that makes families feel heard, respected, and valued.

Performance Objective 1: Highland Middle School staff members will intentionally promote the success of our Hawks through Hawk Highlight/Broadcasts, social media, and parent communications through the bi-weekly newsletter, and campus/student group social media sights.

High Priority

Evaluation Data Sources: Increase parent participation in EMS Schools Listening Survey. Parent response will increase by 100% from 66 participants.

Strategy 1 Details	Reviews			
Strategy 1: Send a biweekly Parent Newsletter for Highland Updates sent via Skyward Messenger and Remind.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Making these opportunities available to community will result in greater communication. **Staff Responsible for Monitoring:** Campus Administration, Counselors	Dec	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Send Parent Reminds to communicate frequent changes from transportation and highlight events happening at HMS.	**Formative**			**Summative**
	Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Increase access to two-way methods of communicating and increase parent participation in school information. **Staff Responsible for Monitoring:** Campus Administration - Principal				

Strategy 3 Details	Reviews			
Strategy 3: Increase activity on social media via Highland Instagram and Facebook official pages.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase access to two-way methods of communicating and increase parent participation in school information. **Staff Responsible for Monitoring:** Campus Administration, Counselors	Dec	Feb	Apr	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Goal 12: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization. By creating standardized guidance documents to align processes for clear understanding of expectations.

Performance Objective 1: HMS Leadership will meet biweekly to align departments, campus systems, and expectations, and coordinate district initiatives at the campus level.

Goal 13: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SYSTEMS THINKING: EMS ISD will design streamlined systems that will create interdependence between campuses and departments that ensures efficiency across the organization by developing and maintaining a centralized information warehouse.

Performance Objective 1: This school year, Highland Middle School will discuss campus/district data once per six weeks to evaluate student performance as a leadership team to identify Opporutnity for Improvement and increase student performance in academics, discipline referrals, and attendance.

High Priority

Evaluation Data Sources: DCA data, Attendance data, Discipline Referral data, Gradebook checks and student grades

Strategy 1 Details	Reviews			
Strategy 1: The Principal will discuss data with Campus Leadership team and Campus Improvement Committee to discuss six weeks performance in the areas of academics, behavior, and attendance of all student populations. The leadership team will identify team members to invite to leadership when data is discussed.	**Formative**			**Summative**
	Dec	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Progress monitoring of student performance throughout year allows for adjustments in instruction prior to state testing. **Staff Responsible for Monitoring:** Principal				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 14: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will provide a safe and orderly learning and work environment for students, staff, community members and visitors with a focus on behavior and trainings.

Goal 15: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT SAFETY AND SECURITY: EMS ISD will implement and rigorously enforce safety and security policies, procedures and laws to promote a safe and orderly learning and work environment for everyone with a focus on operations and systems.

Performance Objective 1: Campus Administration and Campus Safety Committee will train all students and staff on Standard Response Protocols (SRP) to help stakeholders feel safer at school.

Strategy 1 Details		Reviews			
Strategy 1: Campus Administration will provide all teachers with an SRP CHAMPS Matrix and individual SRP Drill CHAMPS Posters for their classrooms. Teachers will use those posters to review and practice drills within each class period for all 5 SRP Drills during the first six weeks of school.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: Students and staff will have a better understanding of the drill expectations thereby improving campus performance during drills and making students and staff feel safer. **Staff Responsible for Monitoring:** Campus Principal/Assistant Principal, Campus Safety Committee					

Strategy 2 Details		Reviews			
Strategy 2: Collect feedback from Administration and Drill Leaders, Teachers, and Students. The Drill leaders which consist of Administration and Office Staff will debrief after all drills. Teachers will debrief in the classroom with students and provide feedback on behalf of teachers and students via a form submitted to Campus Administration.		**Formative**			**Summative**
		Dec	Feb	Apr	June
Strategy's Expected Result/Impact: By listening to feedback of all stakeholders, Wayside will improve the quality and efficiency of its performance during drills and SRP preparedness. **Staff Responsible for Monitoring:** Campus Principal/Assistant Principal, Campus Safety Committee					

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

State Compensatory

Budget for Highland Middle School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Highland Middle School

Name	Position	FTE
Heather Rush	Math Interventionist	1
Susan Weeks	Reading Interventionist	1