

Eagle Mountain-Saginaw Independent School District

Highland Middle School

2021-2022 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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

HMS demographics on 10-05-2021

All Students	# students	# SPED	# LEP	LOW SES	GT	504	Hisp	White	AA	Asian	Multi	At Risk	SPED/LEP/504
	755	123	133	410	67	66	327	228	106	48	43	404	322
		16.29%	17.62%	54.30%	8.87%	8.74%	43.31%	30.20%	14.04%	6.36%	5.70%	53.51%	42.65%
6th grade	# students	# SPED	# LEP	LOW SES	GT	504	Hisp	White	AA	Asian	Multi	At Risk	SPED/LEP/504
	219	39	36	122	20	17	99	64	29	14	11	110	92
		17.81%	16.44%	55.71%	9.13%	7.76%	45.21%	29.22%	13.24%	6.39%	5.02%	50.23%	42.01%
7th grade	# students	# SPED	# LEP	LOW SES	GT	504	Hisp	White	AA	Asian	Multi	At Risk	SPED/LEP/504
	258	47	51	137	21	23	103	75	45	17	18	149	121
		18.22%	19.77%	53.10%	8.14%	8.91%	39.92%	29.07%	17.44%	6.59%	6.98%	57.75%	46.90%
8th grade	# students	# SPED	# LEP	LOW SES	GT	504	Hisp	White	AA	Asian	Multi	At Risk	SPED/LEP/504
	278	38	46	151	26	26	125	89	32	17	14	145	110
		13.67%	16.55%	54.32%	9.35%	9.35%	44.96%	32.01%	11.51%	6.12%	5.04%	52.16%	39.57%

Students by gender	Male	Female
	347	410

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 in 20-21. 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

There is a growing diversity on campus, with 17 different home languages spoken in our homes. We have a growing population of economically disadvantaged students (54%) and LEP students (17%). Our African American population has risen from 10.6% of our population in 2016 to 14% of our population in 2021. Our Hispanic population has remained relatively stable and our White population has decreased from 40.4% to 29% in those five years. This growing diversity on campus is considered a strength. Our goal is to match that diversity with faculty/staff.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is an increased urgency to meet the needs of LEP and Eco Dis students **Root Cause:** The number of Eco Dis and LEP students are increasing.

Problem Statement 2: For the third year, our Asian population failed to meet performance target of 74%. **Root Cause:** More information is needed, and is being investigated.

Student Achievement

Student Achievement Summary

Highland was a solid B with an 86 out of 100 score the last time we were scored. We scored 87 in student achievement, 87 in school progress and 83 in closing the gaps. For the first time in school history, Highland earned all 7 state distinctions. Since that time, we have experienced a greater drop in performance data than most other campuses. We had consistently performed in the top tier of campuses, and, based on current data, are now among the bottom tier.

6-8 Results May 2021 - 3 Year

	6th Reading			6th Math		
Campus	2018	2019	2021	2018	2019	2021
Wayside	71%	71%	65%	78%	79%	74%
Creekview	75%	79%	71%	79%	82%	72%
Highland	74%	74%	53%	83%	86%	63%
Prairie Vista	62%	69%	60%	71%	76%	59%
Ed Willkie	73%	76%	59%	82%	83%	69%
Marine Creek			51%			60%
District	71%	74%	60%	79%	81%	66%
Region 11	69%	69%	64%	78%	81%	69%
State	66%	66%	61%	76%	79%	66%

	7th Reading			7th Math			7th Writing		
Campus	2018	2019	2021	2018	2019	2021	2018	2019	2021
Wayside	76%	80%	64%	55%	56%	41%	67%	72%	58%
Creekview	82%	86%	80%	75%	80%	60%	80%	79%	74%
Highland	85%	85%	71%	71%	69%	35%	82%	79%	67%
Prairie Vista	75%	75%	70%	54%	42%	33%	73%	69%	70%
Ed Willkie	73%	77%	66%	56%	55%	49%	40%	64%	68%
Marine Creek			62%			33%			56%
District	78%	81%	68%	63%	61%	41%	78%	72%	65%
Region 11	75%	76%	71%	70%	72%	55%	71%	71%	65%
State	72%	74%	68%	71%	73%	54%	67%	69%	61%

	8th Science			8th Social Studies		
Campus	2018	2019	2021	2018	2019	2021

	8th Science			8th Social Studies		
Wayside	82%	78%	76%	77%	76%	72%
Creekview	87%	89%	83%	83%	78%	74%
Highland	86%	87%	68%	79%	81%	54%
Prairie Vista	78%	79%	69%	74%	65%	62%
Ed Willkie	80%	78%	70%	58%	67%	61%
Marine Creek			65%			53%
District	82%	82%	72%	74%	73%	63%
Region 11	77%	80%	68%	66%	69%	59%
State	74%	79%	67%	64%	67%	56%

Campus	Number of Students Tested	Grade 8 Reading								Grade 8 Math								
		Did Not Meet				Passed				Did Not Meet				Passed				
		Did Not Meet		Approaches		Meets		Masters		Did Not Meet		Approaches		Meets		Masters		
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	
Creekview	278	37	13%	241	87%	172	62%	76	27%	280	63	23%	217	78%	180	64%	78	28%
Highland	283	92	33%	191	67%	119	42%	54	19%	282	119	42%	163	58%	93	33%	15	5%
Prairie Vista	281	67	24%	214	76%	126	45%	52	19%	285	100	35%	185	65%	121	42%	31	11%
Wayside	310	83	27%	227	73%	145	47%	72	23%	369	93	25%	276	75%	175	47%	57	15%
Ed Willkie	246	2	21%	194	79%	122	50%	55	22%	237	84	35%	153	65%	93	39%	28	12%
Marine Creek	328	108	33%	220	67%	111	34%	54	16%	366	172	47%	194	53%	83	23%	10	3%
District	1726	439	25%	1287	75%	795	46%	363	21%	1819	631	35%	1188	65%	745	41%	219	12%
Region 11	39209	10279	26%	28930	74%	18083	46%	8233	21%	36200	14252	39%	21948	61%	12708	35%	3720	10%
State	338180	93894	28%	244286	72%	151332	45%	69686	21%	293487	117025	40%	176462	60%	101768	35%	29050	10%

April/May 2019 and 2021 Comparison- 8th MATH

2021	2019	2021	2019	2021	2019	2021	2019	2021	2019	2021	2019
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April/May 2019 and 2021 Comparison- 8th MATH

Campus	Number of Students Tested	Number of Students Tested	Did Not Meet		Did Not Meet		Passed											
			Did Not Meet	Did Not Meet	Approaches	Approaches	Meets	Meets	Masters	Masters								
											#	%	#	%	#	%	#	%
Creekview	280	352	63	23%	27	8%	217	78%	325	92%	180	64%	261	74%	78	28%	106	30%
Highland	282	294	119	42%	27	9%	163	58%	267	91%	93	33%	204	69%	15	5%	57	19%
Prairie Vista	285	293	100	35%	44	15%	185	65%	249	85%	121	42%	179	61%	31	11%	37	13%
Wayside	369	341	93	25%	45	13%	276	75%	296	87%	175	47%	224	66%	57	15%	100	29%
Ed Willkie	237	346	84	35%	48	14%	153	65%	298	86%	93	39%	222	64%	28	12%	55	16%
Marine Creek	366		172	47%			194	53%		83	23%		10	3%				
District	1819	1626	631	35%	191	12%	1188	65%	1435	88%	745	41%	1090	67%	219	12%	355	22%
Region 11	36200	40043	14252	39%	7255	18%	21948	61%	32788	82%	12708	35%	22103	55%	3720	10%	6544	16%
State	293487	337599	117025	40%	63506	19%	176462	60%	274093	81%	101768	35%	185107	55%	29050	10%	54832	16%

Student Achievement Strengths

We have not been scored since 2019. Our 2021 DATA indicates that we were affected by the pandemic at a greater degree than the other campuses in district, in the region, and in the state.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All campuses were affected by the pandemic. HMS was affected at a greater degree. We fell below the district, region and state in almost all indicators, and fell by a higher percentage than all campuses in most indicators. **Root Cause:** *A lack of importance placed on the exams by the principal is a likely leading cause. others include: *Changes in the operational procedures, such as no emphasis placed on PLC, lack of tutoring, and a lack of data tracking with fidelity *Changes in our student population without adequate adaptations in instruction

School Culture and Climate

School Culture and Climate Summary

Highland Middle School prides itself in maintaining a culture of growth. There is strong adherence to the mission statement, particularly the enhancing and promoting a lifelong love of learning for All People. We have a culture of meeting all people where they are (students, faculty and staff) and growing them. Parent surveys indicate that they are happy with the school climate.

School Culture and Climate Strengths

Highland Middle School prides itself in maintaining a culture of growth. There is strong adherence to the mission statement, particularly the enhancing and promoting a lifelong love of learning for All People. We have a culture of meeting all people where they are (students, faculty and staff) and growing them. Parent surveys indicate that they are happy with the school climate.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: We have lost many of our veteran teachers through retirement. We have 5 new department heads in the last 3 years. **Root Cause:** Retirement has hit HMS hard. There are few veteran teachers applying to replace those who are leaving. The average years experience among staff has declined greatly.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

We welcomed the smallest group of new hires this year in the 8 years that I have been here. The talent pool was as small as I have ever seen it with little to zero qualified applicants. We had to hire a SPED teacher who did not have the full requirements needed due to a lack of applicants.

Staff Quality, Recruitment, and Retention Strengths

Although the new teachers we hired have little to no experience, we believe that they are strong in the soft skills needed to be effective teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: A lack of quality candidates requires us to look at a limited number of skills when interviewing candidates. **Root Cause:** There are many.

Problem Statement 2: Retiring veterans are being replaced with little to no experience teachers **Root Cause:** The staff that opened HMS are almost all retired, and the few remaining are eligible for retirement. There is a lack of quality, experienced candidates.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Our district provides our campus with a strong written curriculum. The roll out of the Teaching and Learning System is a positive move that will aid teachers in using the curriculum with fidelity.

Curriculum, Instruction, and Assessment Strengths

The Teaching and Learning System roll out will be beneficial to all teachers, and improve learning.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent and community surveys are done at semester and end of year. District also provides survey data.

Parent and Community Engagement Strengths

Our parents believe that HMS is meeting the needs of their children. There is confidence that the teachers are quality, and that they know the students.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: An increase in the number of parent complaints indicates a disconnect between those parents and campus in meeting the needs of their students **Root Cause:** There are many. While I am comfortable with the decisions made in every complaint, there are definite improvements to be made in the delivery of those decisions.

Technology

Technology Summary

Highland Middle School is not yet equipped to meet the needs of all of our students with regard to technology. We are adding 3 carts this year, and that will help. A growing number of students are in need of computers for testing, and the carts do not help with that situation. Our new library is awesome, but we lost a bank of computers in the switch. We are going to need to address the number of computers available which are wired into the system.

Technology Strengths

The new carts are a blessing.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students used laptops and cell phones to a greater degree than ever last year. We believe that technology replaced pedagogy and became a distraction to learning. **Root Cause:** The constant availability of the technology and all that comes with that was distracting. We got away from the instructional practices that we know work.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (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
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback

- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

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

Support Systems and Other Data





- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 1: Teacher efficacy and moral will be improved by providing support and resources needed to be successful during the response to the COVID 19 pandemic.





Evaluation Data Sources: Teacher survey, student academic data, teacher attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers will be surveyed both formally and informally regarding needs. Strategy's Expected Result/Impact: Improved teacher moral and efficacy. Staff Responsible for Monitoring: Administration	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 2: HB 4545 required accelerated instruction will be provided to all students who failed to meet "approaches grade level" on a STAAR exam in 2020-2021 school year.





Evaluation Data Sources: STAAR data, HB4545 reporting program

Strategy 1 Details	Formative Reviews		
Strategy 1: HMS will implement a data based system to record and log student AI hours.	Formative		
	Dec	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 3: 81% of HMS 8th grade students will reach the "approaches grade level" on the Social Studies STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Strategy 1 Details	Formative Reviews		
Strategy 1: HMS teachers will implement the Fundamental 5 with fidelity. Every class will have posted lesson frames in the F5 format.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Every core class will have a student goals and student data tracking system in place. Strategy's Expected Result/Impact: Students will be keenly aware of their academic goal and their progress toward that goal. Staff Responsible for Monitoring: Teaching staff / Admin	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 4: 87% of HMS 8th grade students will reach the "approaches grade level" on the Science STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 5: 91% of HMS 8th grade students will reach the "approaches grade level" on the Math STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 6: 88% of HMS 8th grade students will reach the "approaches grade level" on the Reading STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 7: 69% of HMS 7th grade students will reach the "approaches grade level" on the 7th grade Math STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 8: 85% of HMS 7th grade students will reach the "approaches grade level" on the 7th grade Reading STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 9: 86% of HMS 6th grade students will reach the "approaches grade level" on the 6th grade Math STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 10: 74% of HMS students will reach the "approaches grade level" on the 6th grade Reading STAAR exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 1: EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic interventions in a positive, engaging learning environment to ensure high levels of achievement for every student.

Performance Objective 11: 100% of HMS students will reach the "approaches grade level" on the Algebra EOC exam.

Evaluation Data Sources: STAAR data, DCA data, teacher created tests, student data trackers.

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 1: Highland Middle School will provide increased opportunities for parents to become involved in campus events.





Evaluation Data Sources: Campus open house and showcase, coffee with counselor and coffee with principal attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create and put on calendar counselor and principal virtual coffees, allowing opportunity for community to attend and have questions answered. Strategy's Expected Result/Impact: Making these opportunities available to community will result in greater communication. Staff Responsible for Monitoring: Principal, counselors	Formative		
	Dec	Mar	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 2: 100% of core instructional staff will participate in PLC's weekly.





Evaluation Data Sources: PLC agendas, student growth data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create a PLC schedule for each department. 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.	Formative		
	Dec	Mar	June
Strategy 2 Details	Formative Reviews		
Strategy 2: Keep and monitor PLC agendas. 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.	Formative		
	Dec	Mar	June
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>			

Goal 2: EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

Performance Objective 3: 100% of instructional staff will participate in learning walks/instructional rounds twice each six weeks.

Evaluation Data Sources: Staff evaluation of instructional walk data

Strategy 1 Details	Formative Reviews		
Strategy 1: All instructional staff will participate in 2 instructional rounds. Strategy's Expected Result/Impact: Sharing instructional strategies and best practices, and collaborating with other teachers is a great way of increasing teacher efficacy. Staff Responsible for Monitoring: Admin.	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 1: 100% of Tier 1, 2 and 3 instructional strategies will directly align to identified district best practices.





Evaluation Data Sources: District Common Assessments
Benchmarks
State Accountability Data
Admin walk through and observation data

Strategy 1 Details	Formative Reviews		
Strategy 1: Administrators will monitor the instructional strategies being used in classrooms on a regular basis. Strategy's Expected Result/Impact: By monitoring on a more regular basis than required in TTESS, instructional strategies will be more closely aligned with district best practices. Staff Responsible for Monitoring: Admin TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative		
	Dec	Mar	June
<div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✗</div><div>Discontinue</div></div></div>			

Goal 3: EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic processes and procedures that are clearly communicated, monitored, and evaluated.

Performance Objective 2: HMS will conduct 100% of all safety trainings and drills.

Evaluation Data Sources: Training and drill logs.

Strategy 1 Details	Formative Reviews		
Strategy 1: All teachers will have students write academic and behavior/career goals which will be monitored in Connect classes. Strategy's Expected Result/Impact: Monitoring the requirement of writing a goal will increase the fidelity of the process. Staff Responsible for Monitoring: Connect teacher/ Admin	Formative		
	Dec	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

State Compensatory

Budget for Highland Middle School

Total SCE Funds:

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

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Personnel for Highland Middle School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Heather Rush	Math Interventionist	1
Susan Weeks	Reading Interventionist	1

Addendums