

For each School Strategic Plan goal, identify progress on any action steps.
 Provide data to support the impact/implementation.
 Implementation artifacts and evidence for impact should align to the SSP.

School Name:

Hightower Trail MS

Monitoring Date:

August 2024-May 2025

GOAL #1
Literacy

The percent of students scoring a 3 or 4 in the reading literary text domain will increase from 76% to 79% as measured by the 2024-2025 ELA milestone.

Action Step(s)
Start Date

What is the desired outcome of the action step?
 How will the action step be implemented?
 What artifacts will be used to show implementation?
 What evidence will be used to progress monitor the outcome?

Language arts teachers will implement targeted strategies on a weekly basis for identified students scoring level 1 or level 2 on the ELA milestone.

Performance Target:

Measure student growth in the literary text domain via locally created common formative assessments and the BEACON.

Implementation (include person responsible):

ELA teachers will administer the BEACON 3 times throughout the school year.

- ALL ELA teachers- will administer the BEACON at 3 intervals per year (August, January, and March)

Artifacts:

- BEACON assessment data
- RI data
- Records of targeted instruction and support
- CCC data charts

Progress Monitoring:

Progress monitoring will include data analysis of CFAs, targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.

<p>Language arts teachers will implement the use of morphemes by unit for all 6-8 students based on content-specific standards covered in science, social studies, and math.</p>	<p>Performance Target: Measure student growth in the literary text domain based on mastery of identified morphemes for grades 6-8.</p>
	<p>Implementation <i>(include person responsible):</i> ELA teachers will teach 30 grade-level specific roots throughout the course of the year</p> <ul style="list-style-type: none"> • ALL ELA teachers- will teach the grade-level specific list of 30 roots throughout the year • ALL core teachers- look for opportunities to connect root words to their content
	<p>Artifacts:</p> <ul style="list-style-type: none"> • Morpheme list by grade level • RI data • BEACON assessment data
	<p>Progress Monitoring: Progress monitoring will include data analysis of CFAs (including root words), targeted instruction during Academic Opportunity for students falling below proficiency, and analysis of student results on the BEACON.</p>

GOAL #2 Math	The percent of students scoring a 3 or 4 in the number sense domain will increase from 77% to 80% as measured by the 2024-2025 math milestone.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
Math teachers will implement computation challenges on a weekly basis to all 6-8 students based on priority math standards.		Performance Target: Improve math fluency (number sense) for all students by enhancing their ability to solve math problems quicker and more accurately.
		Implementation (include person responsible): Math teachers will reinforce basic skills within their daily math instruction and classes. Math teachers will administer locally created computation challenges on a weekly basis.
		Artifacts: Artifacts will include computation challenge data, documentation of math fluency activities (Delta Math, IXL, locally created practice) integrated into lesson plans.
		Progress Monitoring: Periodic assessments of math fluency (locally timed drills, computation challenges, etc.) will be administered to monitor student progress. Additionally, student performance on formative and summative assessments will provide insight into the effectiveness of the strategies and direct future instruction.
Math teachers will implement targeted strategies on a weekly basis for identified students scoring level 1 or level 2 on the math milestone.		Performance Target: Provide targeted math intervention to students who demonstrate a need, ensuring they receive necessary support to improve math performance.
		Implementation (include person responsible): All math teachers use weekly Academic Opportunity to support students on foundational skills and current math material.
		Artifacts: Teacher input, milestone scores, MI scores

	Progress Monitoring: Regular review of student progress data on BEACON.
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GOAL #3 School Selected	The number of cross-collaborative lessons per grade level will increase from once a quarter to at least 3 times each quarter as measured by our Interdisciplinary Connections Boards.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? What artifacts will be used to show implementation? What evidence will be used to progress monitor the outcome?
ELA, math, science, and social studies teachers will implement at least 3 cross-collaborative lessons per quarter for all 6-8 students.		Performance Target: Provide at least 3 opportunities for students (each quarter) to participate in cross-collaborative lessons.
		Implementation (include person responsible): <ul style="list-style-type: none"> • Team Captains (in each grade level) will ensure a minimum of 3 cross-collaborative lessons per quarter are taking place • All staff will participate in professional learning geared towards effectively implementing cross-collaborative instruction • ELA teachers will provide the “root list” (morphemes) for each grade level to look for inter-disciplinary connections throughout the year
		Artifacts: <ul style="list-style-type: none"> • CCC notebook documentation • Grade level hallway Interdisciplinary Connections Boards
		Progress Monitoring: <ul style="list-style-type: none"> • Regular review of student progress on common formative assessments, RI, and BEACON • Regular review of student progress on morphemes CFA (in ELA class)

Guiding Coalition members will present professional learning sessions (on cross-collaborative lessons) on a bi-weekly basis for al 6-8 teachers.	Performance Target: Provide a minimum of 2 teacher-led professional development sessions per quarter relating to effectively implementing cross-collaborative lessons.
	Implementation (include person responsible): <ul style="list-style-type: none"> Guiding Coalition members will plan and deliver the PL All teachers will receive PL during regular bi-weekly grade level meetings
	Artifacts: <ul style="list-style-type: none"> Grade level minutes Interdisciplinary Connections Boards (in each grade level hallway)
	Progress Monitoring: <ul style="list-style-type: none"> Regular review of student progress on common formative assessments, RI, and BEACON Regular review of student progress on morphemes CFA (in ELA class)

Final Notes
Principal Signature
Hannah Polk
Assistant Superintendent

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