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: McEachern High School

Monitoring Date: August 2026 – May 2027

GOAL #1 Literacy	**During the 2025-26 school year students in English II classes will increase essential tier 3 vocabulary proficiency by 20% as measured by comparable means of pre and post vocabulary in context standards-based assessments.**

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?**
• English II Teachers will identify up to 100 essential tier 3 vocabulary words for students to learn and define when used in context. • English II Teachers will assess students' knowledge of the vocabulary utilizing a pretest. Students will be flexibly grouped by English II teachers based on pretest scores. English II Teachers will		**Performance Target: At least 70% of students in English II courses will demonstrate an increase in their essential tier 3 vocabulary assessment score from August – November & January - April** **Implementation (***include person responsible***):** English II teachers will provide vocabulary instruction to students regarding Tier 3 vocabulary and formatively assess them to determine mastery

provide tier 3 vocabulary instruction in which students will take an in-context pretest to measure current proficiency. • English II Teachers will work in CCCs to create tier 3 vocabulary instructional strategies. • English II Teachers will work in CCCs to create common formative assessments in which data will be analyzed and discussed in CCCs to track student progress of knowledge of tier 3 vocabulary • English II Teachers will differentiate instruction based on common formative assessments. • English II Teachers will provide post test near end of semester that reflect the tier 3 100 vocabulary words.		**Artifacts:** **Data from essential tier 3 vocabulary pre and post tests** **Data from essential tier 3 vocabulary common formative assessments** **CCC minutes** **Unit plans** **Data analysis forms** **Progress Monitoring:** Monitor weekly evidence of implementation of intervention block instruction Review data of common assessments Review CCC minutes Review Intervention block plans Review data analysis forms

GOAL #2 Math	**During the 2026-27 school year performance level 2-4 SWD Algebra 1 students will increase by 3%.**

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?**
• Algebra teachers will Identify SWD students in Algebra CCC • Students will be intentionally identified by Algebra teachers to receive support services through the intervention block and through support classes. • Algebra teachers will develop an assessment plan for common formative and summative data analysis of learning targets • Algebra teachers will develop differentiated strategies based on data analysis for instructional purposes • Algebra teachers will compare performance means of students with disabilities and regular ed students • Algebra teachers will develop intervention plan for identified learning gaps	August 2026	**Performance Target: Algebra 1 students will increase performance by 3% at a level 2 or higher on the Algebra EOC.** **Implementation (*include person responsible*):** Algebra teachers of students with disabilities will identify weaknesses of SWD students based on the standards per unit through preassessment strategies. Once standards-based weaknesses are identified, specific individualized instruction and resources will be provided to the students to allow them to improve on standards in which they are weak. Students will self-identify weaknesses of Algebra standards per unit and complete lessons that help improve their performance in areas in which they are weak. Algebra teachers will provide target support with the utilization of problem-solving guides and graphic organizers Algebra teachers will provide skill-specific intervention regarding reasoning and multi-step solving. Algebra teachers will utilize station teaching Algebra teachers will provide constructive response practice

• Algebra teachers will adjust instruction based on data		
		Artifacts: EOC domain data Weekly CCC Meeting notes Unit plans Common assessment data Data analysis forms Beacon data
		Progress Monitoring: Monitor weekly evidence of implementation of intervention block instruction Review data of common assessments Review CCC minutes Review Intervention block plans Review data analysis forms Maintain data tracker for SWD students

GOAL #3 School Selected	**The number of pathway completers at the 12th grade level will increase 74% to 78%**

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?
• Pathway teachers will Identify and track students early • Pathway teachers will Align Instruction • Pathway teachers will Strengthen 9-10th grade pathway entry by conducting pathway interest surveys • Pathway teachers will have targeted advisement and scheduling support • Pathway teaches will run a Senior pathway completion audit twice a year. • Pathway teachers Expand access and flexibility to higher level courses • Pathway teachers will strengthen teacher / counselor collaboration		**Performance Target: Percent of 12th grade students who have completed an academic career, advanced academic, CTAE, fine arts, or world language pathway will increase from 74% to 78%**
		Implementation (*include person responsible*): Pathway teachers will inform students about available pathways (academic, CTAE, fine arts, world language); Help students select pathways aligned with their interests, strengths, and postsecondary goals; Monitor course progression to ensure students stay on track to complete pathway requirements; and collaborate with counselors to ensure students' schedules support pathway completion.
		Artifacts: Pathway enrollment and completion trends and data Evidence of collaboration with counselors Off track data
		Progress Monitoring: Pathway enrollment and completion trends Gradebooks Intervention plans

Final Notes
Principal Signature

Assistant Superintendent