

*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 2026-May 2027

GOAL #1
Literacy

The percent of students scoring a 3 or 4 in the reading literary text domain will increase from 77% to 80% as measured by the 2026-2027 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. (Ex: morphemes by unit)

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.

- Marlie Sherer (Subject Coordinator)- serve as “go to person” for any CFA questions
- ALL ELA teachers- will administer the BEACON at 3 intervals per year (August, January, and March)

Artifacts:

- BEACON assessment 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. Periodic assessments of identified morphemes will be administered to monitor student progress.

GOAL #2 Math	The percent of students scoring a 3 or 4 in math content mastery will increase from 78% to 81% as measured by the 2026-2027 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?
All math teachers will increase math fluency proficiency for all students by integrating math fluency practice into weekly math instruction, as measured by locally developed math fluency assessments.		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 math fluency assessments on a weekly basis. Artifacts: Artifacts will include math fluency 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.
All math teachers will implement targeted math interventions for students performing below proficiency during weekly intervention blocks, as evidenced by CCC data.		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, BEACON scores, etc.

Progress Monitoring:

Regular review of student progress data on BEACON.

GOAL #3 School Selected	The percent of active ELL students in grades 6-8 scoring at a basic or below basic level in ELA will decrease by 5% as measured by the 2026-2027 ELA 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?
ESOL ELA teachers will implement targeted strategies on a weekly basis for identified students scoring level 1 or level 2 on the ELA milestone. (Ex: morphemes by unit)		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. • Marlie Sherer (Subject Coordinator)- serve as “go to person” for any CFA questions • Crispo (ESOL lead/teacher)- will administer the BEACON at 3 intervals per year (August, January, and March)
		Artifacts: • BEACON assessment 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. Periodic assessments of identified morphemes will be administered to monitor student progress.

Final Notes**Principal Signature***Hannah Polk***Assistant Superintendent**