

*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:**

Simpson Middle School

**Monitoring Date:**

1/15/26

**GOAL #1**  
**Literacy**

The percent of ELL students achieving “Met Target” status in the key ideas and details domain will increase from 37% to 50% as measured by the 2025-2026 English Language Arts Milestones (EOG).

Action Step(s)	Summary of Artifacts Indicating Implementation (See SSP)	Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals
Students will be scheduled into their Spring Semester Eagle Time classes based on this data point and our most qualified instructors will be providing Tier 2 and Tier 3 instruction in this specific domain on top of the regular instruction these students receive in their ELA and reading classes.	<p><b>Artifacts:</b></p> <ul style="list-style-type: none"> <li>Eagle Time Schedules</li> <li>CCC Logs</li> </ul> <p><b>Artifact Summary:</b></p> <ul style="list-style-type: none"> <li>Comparing the list of students with assessment data reflecting weakness in the key ideas and details domain with the list of students scheduled in Eagle Time for ELA support will reveal alignment of the two groups.</li> <li>Review of CCC logs will indicate specific plans to provide Tier 2 and Tier 3 instruction to these students as developed by teacher teams.</li> </ul>	<p><b>Evidence:</b></p> <ul style="list-style-type: none"> <li>Beacon Assessment Data</li> <li>Progress Learning Data</li> </ul> <p><b>Evidence Summary:</b></p> <ul style="list-style-type: none"> <li>Review of Progress Learning data throughout the semester will indicate growth for these specific students in the key ideas and details domain.</li> <li>Beacon Data in March will also be used as a progress monitoring tool towards this goal.</li> </ul>

<b>GOAL #2</b> <b>Math</b>	The percent of SWD students in 8th grade achieving “Met Target” status in the patterning and algebraic reasoning domain will increase from 22% to 35% as measured by the 2025-2026 GA Milestones 8th grade Math Milestones (EOG).
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
<p>Students will be scheduled into their Spring Semester Eagle Time classes based on this data point and our most qualified instructors will be providing Tier 2 and Tier 3 instruction in this specific domain on top of the regular instruction these students receive in their math class.</p>	<p><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Eagle Time Schedules</li> <li>• CCC Logs</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <ul style="list-style-type: none"> <li>• Comparing the list of students with assessment data reflecting weakness in the patterning and algebraic reasoning details domain with the list of students scheduled in Eagle Time for math support will reveal alignment of the two groups.</li> <li>• Review of CCC logs will indicate specific plans to provide Tier 2 and Tier 3 instruction to these students as developed by teacher teams.</li> </ul>	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Beacon Assessment Data</li> <li>• Progress Learning Data</li> </ul> <p><b><u>Evidence Summary:</u></b></p> <ul style="list-style-type: none"> <li>• Review of Progress Learning data throughout the semester will indicate growth for these specific students in the patterning and algebraic reasoning domain.</li> <li>• Beacon Data in March will also be used as a progress monitoring tool towards this goal.</li> </ul>

<b>GOAL #3</b> <b>School Selected</b>	The total number of R3, H1, and G1 discipline referrals will be reduced by 12% from 188 total referrals to 165 referrals for the year.
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<b>Action Step(s)</b>	<b>Summary of Artifacts Indicating Implementation (See SSP)</b>	<b>Data Summary of Evidence Indicating Impact (See SSP) Include progress toward goals</b>
<p>Teachers will provide clear and consistent instruction regarding PBIS behavior expectations throughout the school year to increase schoolwide understanding and demonstration of behaviors expected according to the Simpson SOAR acronym during the beginning of the year Eagle Blocks and reinforced through homeroom lessons.</p> <p>These lessons will be revisited at the start of the second semester by all Simpson teachers and the Simpson administration.</p>	<p><b><u>Artifacts:</u></b></p> <ul style="list-style-type: none"> <li>• Eagle Time Lessons</li> <li>• Admin Grade Level Talk Presentations</li> <li>• Classroom behavior management plans</li> <li>• The PBIS Rewards app</li> </ul> <p><b><u>Artifact Summary:</u></b></p> <ul style="list-style-type: none"> <li>• Review of the lessons, presentations, and teacher plans will indicate effective delivery and re-delivery of PBIS expectations.</li> <li>• Review of the PBIS Rewards app will indicate students who are consistently demonstrating positive behavior, and teachers who are consistently using PBIS verbiage and systems to recognize this behavior.</li> </ul>	<p><b><u>Evidence:</u></b></p> <ul style="list-style-type: none"> <li>• Check In Check Out data</li> <li>• PBIS infraction reports</li> <li>• Office discipline referrals</li> <li>• PBIS Rewards Points Reports</li> </ul> <p><b><u>Evidence Summary:</u></b></p> <ul style="list-style-type: none"> <li>• Data from Check-in, Check-out, infraction reports, and office disciplinary referrals will indicate the frequency of use of our PBIS system for SOAR at Simpson.</li> <li>• Comparison of this year's data to last for staff usage, points rewards, infractions given, and office disciplinary referrals will allow us to monitor progress towards this goal.</li> </ul>

***Provide a rationale/reason as to why any action step was not implemented.***

Goal #	Action Step(s)	Non-Implementation: Causes, Carriers, Concerns, etc...
1	ELA and Reading teachers will implement one of three provided ELlevation vocabulary strategies when introducing new vocabulary throughout each unit which will be documented in CCC meeting minutes and included in unit/lesson plans.	Change in school leadership caused a lack of continuity in the implementation of this action step and a focus of priority towards foundational instructional planning as CCCs in place of a focus on ELlevation strategies.
1	ELA teachers will implement one of three provided ELlevation writing strategies to increase key ideas and details in student writing as documented in weekly CCC meeting minutes.	Change in school leadership caused a lack of continuity in the implementation of this action step and a focus of priority towards foundational instructional planning as CCCs in place of a focus on ELlevation strategies.
2	8th grade math teachers will implement one targeted instructional strategy every nine weeks to 8th grade SWD students during lunch and learns twice a week to increase student understanding of the foundational skills (multiplication & division of real numbers) needed to be successful in the algebra and functions domain as evidenced through observations of scheduled lunch and learns.	Change in school leadership caused a lack of continuity in the implementation of this action step and a focus of priority towards foundational instructional planning as CCCs in place of a focus on specific, targeted instructional strategies.

2	8th Grade Math teachers will implement Prism remediation modules during Eagle Time to SWD students scoring below proficient in algebra and functions domain once a week to increase students understanding of the foundational skills (two and multi-step equation solving skills) needed to be successful in the algebra and functions domain as observed during Eagle Time observations.	Change in school leadership caused a lack of continuity in the implementation of this action step and a focus of priority towards foundational instructional planning as CCCs in place of a focus on specific, targeted instructional strategies.
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