

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:
2024-2025 School Year

GOAL #1 Literacy	The percent of ELL students scoring proficient (2 or higher) in the key ideas and details domain will increase from 12.5% to 20% as measured by the 2024-2025 English Language Arts Milestones (EOG).
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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 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.		Performance Target: <ul style="list-style-type: none"> 100% of 6th - 8th grade ELA and Reading Teachers will implement one of three grade level selected vocabulary strategies from ELLevation platform. Implementation (include person responsible): Preplanning: <ul style="list-style-type: none"> Reading & ELA CCCs will select three ELLevation vocabulary strategies and plan to use one of the selected strategies in their classroom when introducing and reviewing vocabulary. April Booe and Claudia Martinez (ESOL endorsed teachers) will present ELLevation introduction and refresher to Reading teachers. September: <ul style="list-style-type: none"> ELA & Reading teachers will implement their selected ELLevation strategy multiple times per week. CCCs will discuss the effectiveness of each strategy by reviewing formative assessment results and discussing ways to improve implementation of selected strategies. Vickie Kogan (admin) will provide training on how to implement peer walk throughs to Reading teachers. Vickie Kogan will review CCC minutes and provide feedback. October: <ul style="list-style-type: none"> ELA & Reading teachers will conduct peer observations focusing on specific strategy implementation and provide feedback on peer walk through form. Vickie Kogan will review CCC minutes and provide feedback.

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	<ul style="list-style-type: none"> • ELA & Reading teachers will share effective vocabulary strategies with grade level content teachers during November 5th teacher workday. <p>Artifacts:</p> <ul style="list-style-type: none"> • Training Sign In Sheets • Walk through forms • CCC minutes • Unit plans <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Monthly review of common formative and summative assessment data • End of Grading Period (October, January, March) review of student performance on BEACON assessment.
<p>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.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • 100% of ELA Teachers will implement one of three grade level selected writing strategies from ELlevation platform. <p>Implementation (include person responsible):</p> <p>Preplanning</p> <ul style="list-style-type: none"> • ELA teachers will select three ELlevation writing strategies and plan to use one of the selected strategies in their classroom when students are brainstorming and creating rough drafts of writing assignments throughout each unit. • Blake McIntire (CCSD ESOL Consultant) will offer ELlevation introduction and refresher to ELA Teachers. <p>September</p> <ul style="list-style-type: none"> • ELA teachers will implement their selected ELlevation strategy multiple times per week. • Eagle Time committee will identify ELL students who demonstrated low growth or regression on ACCESS writing subtest and assign them to an intervention period (Eagle Time) for additional writing support. • CCCs will discuss the effectiveness of each strategy by reviewing common formative assessment results and discussing ways to improve the implementation of selected strategies. • Vickie Kogan will provide training on how to implement peer walk throughs to ELA teachers. <p>October</p> <ul style="list-style-type: none"> • ELA teachers will conduct peer observations focusing on specific strategy implementation and provide feedback on peer walk through form. • Vickie Kogan will review CCC minutes and provide feedback. <p>Artifacts:</p> <ul style="list-style-type: none"> • CCC minutes • Walk Through Forms • Unit Plans • Training Sign In Sheets

	Progress Monitoring: <ul style="list-style-type: none"> Quarterly common formative and summative writing assessment performance Monthly MI Write scores will be used to monitor the 6 writing traits, specifically: idea development

GOAL #2 Math	The percent of SWD students in 8th grade scoring proficient or higher in the algebra and functions domain will increase from 35% to 42% as measured by the 2024-2025 GA Milestones 8th grade Math Milestones (EOG).
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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?
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.		Performance Target: <ul style="list-style-type: none"> 8th grade SWD students enrolled in small group math will participate in “Lunch and Learn” twice a week to increase student understanding of multiplication & division of real numbers. Implementation (include person responsible): Preplanning <ul style="list-style-type: none"> Amanda Childress (admin) and Kristine Schwartz (8th grade small group math teacher) will create expectations and procedures small group math class “Lunch and Learn”. Discovery Education instructional strategies will be reviewed to decide which strategy will be used to support identified students understanding of multiplication & division of real numbers to be successful in algebra and functions domain in Quarter 1. August-September <ul style="list-style-type: none"> Amanda Childress and Kristine Schwartz will meet twice a month to discuss the Discovery Educational instructional strategy support implementation, student progress, and additional supports needed. Amanda Childress will attend lunch and learn twice a month to provide encouragement, incentives, and to conduct informal walkthrough. Ongoing <ul style="list-style-type: none"> Amanda Childress and Kristine Schwartz will meet twice a month to review common formative and summative assessment data

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	<ul style="list-style-type: none"> • Kristine Schwartz will meet with her 8th grade Math CCC team at the beginning of each quarter to decide on the specific instructional strategy to be utilized for that period. • Admin will meet monthly with the 8th grade Math CCC team to discuss the effectiveness of the implemented strategies, share best practices, and make necessary adjustments. • Amanda Childress will attend lunch and learn twice a month to provide encouragement, incentives, and to conduct informal walkthrough <p>Artifacts:</p> <ul style="list-style-type: none"> • Meeting agenda and notes from check-ins. • Attendance rosters indicating student participation in the lunch and learn • Printed copies of instructional strategies from Discovery Education • Walkthrough feedback documents <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Common formative and summative assessment scores • CTLS Interim assessment scores • Quarterly Beacon Math scores • End of quarter student grades
<p>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.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • Selected 8th grade SWD students scoring below proficient in algebra and functions domain will participate in Prisms support modules one day a week to increase understanding and application of multi-step equation solving skills. <p>Implementation (include person responsible):</p> <p>Preplanning:</p> <ul style="list-style-type: none"> • Amanda Childress and selected 8th grade math teachers will meet to plan the use of Prisms technology to be used during the intervention period for math (Eagle Time). • Students scoring below proficient in algebra and function domain will be placed into one of the on-level 8th grade math teacher’s Eagle Time class. <p>August:</p> <ul style="list-style-type: none"> • Amanda Childress and the 8th grade Math CCC team will meet twice a month to discuss the implementation of Prisms technology, student progress, and additional supports needed. <p>September & Ongoing:</p> <ul style="list-style-type: none"> • Students officially start assigned Eagle Time class in September with an on-level 8th grade math teacher • Admin and 8th grade Math CCC team will review Prisms data twice a month to adjust expectations as needed. • Amanda Childress will check in during the assigned Eagle Time class weekly to provide encouragement, incentives, and to conduct informal walkthroughs. • Admin and the 8th grade Math CCC team will analyze data quarterly to adjust schedules of students continuing within the assigned Eagle Time class..

	<div style="border: 1px solid black; padding: 5px;"> <p>Artifacts:</p> <ul style="list-style-type: none"> • Review of data pulled from Prisms • Eagle Time roster • Meeting agenda and notes from check-ins. • Walkthrough feedback documents <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Prisms Student Data Reports • Quarterly Beacon Math assessment data • Common formative and summative assessment scores • CTLS Interim assessment scores </div>
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GOAL #3 School Selected	The implementation of SWPBIS TIER 1 Domain will increase from 41% (baseline) to 50% as measured by the PBIS School Assessment Survey (SAS).
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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?
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>Performance Target:</p> <ul style="list-style-type: none"> • Implementation of behavioral teaching expectations “in place” will increase from 43% (baseline) to 50% as measured by the PBIS School Assessment Survey (SAS). <ul style="list-style-type: none"> ○ “My school has documented and distributed lesson plans and schedule for teaching expected behaviors.” <p>Implementation (include person responsible):</p> <p><u>Preplanning:</u></p> <ul style="list-style-type: none"> • PBIS Committee led by Amanda Childress (admin) & Meagan Moody (teacher) will create behavior expectation lessons for staff to present to students during August Eagle Time lessons.

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	<ul style="list-style-type: none"> • PBIS Committee will train staff on SOAR acronym and implementation of prepared lessons during pre-planning of the 24-25 school year. • Branded behavior expectation posters will be displayed throughout the school, in all classrooms, and common areas. <p><u>August & September:</u></p> <ul style="list-style-type: none"> • Admin will meet with each grade level to discuss behavior expectations and various admin response to code of conduct violations. • All Eagle Time (intervention period) teachers will teach lessons to students at the beginning of the school year. • Behavior expectations will be reviewed daily on the morning announcements. • Teachers will be provided professional development classroom behavior management practices. <p><u>Ongoing:</u></p> <ul style="list-style-type: none"> • Behavior lessons will be addressed during monthly community circle lessons. • Behavior expectations will be reviewed weekly on the morning announcements. <p>Artifacts:</p> <ul style="list-style-type: none"> • Eagle Time Lessons (PowerPoints) • Student work from lessons • Behavior posters • Classroom behavior management plans • Teacher feedback from PL sessions <p>Progress Monitoring:</p> <ul style="list-style-type: none"> • Weekly review of PBIS infraction report to track minor behaviors. • Monthly review of discipline referrals to track code of conduct violations. • End of semester student survey data review to identify gaps in behavior lessons • End of semester TFI data review to identify team concerns
<p>Administration and PBIS Committee will provide clear direction on the implementation for the response to misbehavior flowchart to increase schoolwide understanding and demonstration of behaviors expected according to the Simpson SOAR acronym evidenced with a one-pager for teachers to follow and supported with classroom walks focusing on behavior correction.</p>	<p>Performance Target:</p> <ul style="list-style-type: none"> • Implementation of response to behavior practices “in place” will increase from 45% to 50% as measured by the PBIS School Assessment Survey (SAS). <ul style="list-style-type: none"> ○ “My school has a documented system (e.g., flowchart) for responding to behaviors that interfere with academic and/or social successes that is linked to schoolwide expectations and used across settings.” <p>Implementation (include person responsible):</p> <p><u>Preplanning:</u></p> <ul style="list-style-type: none"> • PBIS Committee led by Amanda Childress & Meagan Moody will create behavior flow chart and train staff on use & implementation for the 24-25 school year. • PBIS Coach, Alexis Gonzalez, will train staff on correct use of behavior flow chart. • Vickie Kogan (admin) & RTI Committee will train staff on RTI Tier 1 & Tier 2 behavior expectations and intervention strategies.

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- Admin will meet with Grade Level Leads to clarify questions and expectations regarding the behavior flow chart.
- PBIS Coach, Alexis Gonzalez, will provide teachers with professional development for Tier 1 de-escalation strategies.

Ongoing:

- RTI committee will meet with grade level teams weekly discuss any students with consistent behavior concerns.
- Grade Level Leads will meet with admin monthly for feedback on response to misbehaviors.
- CORE team will meet monthly to discuss Tier 1, Tier 2, & Tier 3 behavior supports.

Artifacts:

- Behavior Response Flow Chart
- Simpson Behavior Matrix (for admin)
- Classroom behavior management plans
- Weekly One on One documentation
- Check In Check Out documentation

Progress Monitoring:

- Weekly One on One data
- Check In Check Out data
- Weekly review of PBIS infraction report to track minor behaviors.
- Monthly review of discipline referrals to track code of conduct violations.

Final Notes
Principal Signature
Assistant Superintendent