

School Name: Simpson Middle School
Date: 6/15/26

GOAL #1 Literacy	Increase the number of students scoring in the Near Target and Prepared categories on the 2026-27 ELA Beacon Assessment from to 90% to 93% as measured by the Spring Beacon.
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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 content area teachers will utilize the Simpson Schoolwide Annotation Strategy when students are asked to read a text in order to extract content area information.		Performance Target: 100% of 6th through 8th grade ELA, reading, social studies and science teachers will implement the Simpson Schoolwide Annotation Strategy when students are interpreting texts. Implementation (include person responsible): Preplanning-August: - ELA department leaders (C. Breslin, C. Allen AP) will lead professional development on the Simpson Schoolwide Annotation Strategy for all ELA, reading, science, and social studies teachers. September: - ELA, reading, science and social studies teachers will implement the use of the Simpson Schoolwide Annotation Strategy in their daily instruction when students are asked to interpret texts. - CCCs will discuss the effectiveness of the strategy and compare formative data based on interpreted texts. - Admin team will attend CCCs to monitor discussion on the use of the Simpson Schoolwide Annotation Strategy. - Admin will review CCC minutes and provide feedback to CCC facilitators. Semester 1: - Admin will monitor the implementation of the Simpson Schoolwide Annotation strategy in classroom walkthroughs and formative observations documented in the TKES platform under standard 3, Instructional Strategies. - Continued admin attendance at CCCs and feedback to CCC facilitators.

	Artifacts: • Training Sign-In Sheets • CCC minutes • Unit plans • TKES feedback Progress Monitoring: • Review of Beacon ELA Assessment data in the domains under Interpreting Texts. ○ Context Structure & Style ○ Techniques ○ Vocabulary
All content area teachers will utilize the Simpson Schoolwide Writing Strategy when students are asked to construct a text based on information extracted from reading.	Performance Target: • 100% of 6th through 8th grade ELA, reading, social studies and science teachers will implement the Simpson Schoolwide Writing Strategy when students are constructing texts. Implementation (include person responsible): Preplanning-August: • ELA department leaders (C. Breslin, C. Allen AP) will lead professional development on the Simpson Schoolwide Writing Strategy for all ELA, reading, science, and social studies teachers. September: • ELA, reading, science and social studies teachers will implement the use of the Simpson Schoolwide Writing Strategy in their daily instruction when students are asked to interpret texts. • CCCs will discuss the effectiveness of the strategy and compare formative data based on interpreted texts. • Admin team will attend CCCs to monitor discussion on the use of the Simpson Schoolwide Writing Strategy. • Admin will review CCC minutes and provide feedback to CCC facilitators. Semester 1: • Admin will monitor the implementation of the Simpson Schoolwide Writing strategy in classroom walkthroughs and formative observations documented in the TKES platform under standard 3, Instructional Strategies. • Continued admin attendance at CCCs and feedback to CCC facilitators. Artifacts: • Training Sign-In Sheets • CCC minutes • Unit plans • TKES feedback Progress Monitoring: • Review of Beacon ELA Assessment data in the domains under Constructing Texts. ○ Context/Structure & Style/Techniques ○ Research & Analysis ○ Grammar Conventions

GOAL #2 Math	Increase the number of students scoring in the Near Target and Prepared categories on the 2026-27 Math Beacon Assessment from to 80% to 90% as measured by the Spring Beacon.
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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 teach all students to utilize the Simpson Schoolwide Math Strategy when given a word problem.		Performance Target: 100% of 6th through 8th grade math will implement the Simpson Schoolwide Math Strategy when solving math word problems. Implementation (include person responsible): Preplanning-August: - Math department leaders (B. Gust, C. Stanley) will lead professional development on the Simpson Schoolwide Math Strategy for all math teachers. September: - Math teachers will implement the use of the Simpson Schoolwide Math Strategy in their daily instruction when students are asked to evaluate word problems. - CCCs will discuss the effectiveness of the strategy and compare formative data based on word problems. - Admin team will attend CCCs to monitor discussion on the use of the Simpson Schoolwide Math Strategy. - Admin will review CCC minutes and provide feedback to CCC facilitators. Semester 1: - Admin will monitor the implementation of the Simpson Schoolwide Math Strategy in classroom walkthroughs and formative observations documented in the TKES platform under standard 3, Instructional Strategies. - Continued admin attendance at CCCs and feedback to CCC facilitators. Artifacts: - Training Sign-In Sheets - CCC minutes - Unit plans - TKES feedback Progress Monitoring: - Review of Beacon Math Assessment data.

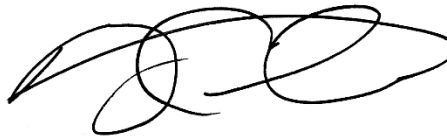
GOAL #3 School Selected	The total number of discipline referrals will be reduced by 10% from 269 total referrals to 242 referrals for the year.
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Action Step(s)	Start Date	What is the desired outcome of the action step? How will the action step be implemented? 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 to increase schoolwide understanding and demonstration of behaviors expected according to the Simpson SOAR acronym during the beginning of the year Eagle Launch.		Performance Target: - Schoolwide targeted lessons developed by the PBIS committee will be implemented to teach students the appropriate behaviors and expectations in all class contents and class periods. Implementation (include person responsible): Preplanning: - PBIS Committee led by C. Allen (Admin) & M. Moody (PBIS Coach) will create behavior expectation lessons for staff to present to students during August Eagle Launch. - Entire Simpson Staff will be trained on Eagle Launch lesson plans and timelines. - Branded behavior expectation posters will be displayed throughout the school, in all classrooms, and common areas. August & September: - Admin will meet with each grade level to discuss behavior expectations and various admin response to code of conduct violations. - Eagle Launch will be completed, teaching students what it means to SOAR in their academics, behavior, and social interactions across all classrooms and class periods. - Behavior expectations will be reviewed daily on the morning announcements. First Semester: - Teachers will conduct a book study PD on the book <i>That One Kid</i> at Fall Semester Faculty Meetings. - Behavior expectations will be reviewed weekly on the morning announcements. Artifacts: - Eagle Launch Lessons - Student work from Eagle Launch lessons - Behavior posters

		Progress Monitoring: • PBIS Rewards Data • Office Disciplinary Referral Data
Teachers will utilize the Administrative Detention Protocol as a step to mitigate negative behavior without utilize and Office Disciplinary Referral.		Performance Target: • 100% of the Simpson Staff will utilize administrative detention as a planned response according the Simpson PBIS Behavior Flowchart.
		Implementation (<i>include person responsible</i>): Preplanning: • PBIS Team led by C. Allen (Admin) & M. Moody (PBIS Coach) will deliver PD to all Simpson Staff on the updated 2026-27 Behavior Flowchart, including the new Administrative Detention Protocol. August & September: • PBIS Team led by C. Allen (Admin) & M. Moody (PBIS Coach) will revisit the 2026-27 Behavior Flowchart at the monthly Faculty Meeting. First Semester: • PBIS Team and admin will advise teachers to utilize the Administrative Detention Protocol when discussing students who are demonstrating challenging or disruptive behaviors.
		Artifacts: • Simpson Administrative Detention Spreadsheet • Administrative Detention Sign-in Logs
		Progress Monitoring: • PBIS Rewards Data • Office Disciplinary Referral Data

Final Notes

Principal Signature



D. Cory Stanley

Assistant Superintendent