

School Name: Palmer Middle School
Date: 2025-2026

GOAL #1 Literacy	The percentage of students scoring levels 3 and 4 will increase from 44% to 46% as measured by 2025-2026 ELA Milestones.
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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 teachers will implement flexible grouping differentiation strategies based on formative assessment data a minimum of one day a week during PAWS (intervention/enrichment block). Strategies involving student discourse of content will be a primary focus. Growth of ELA skills will be measured through Savvas assessments.		<p>Performance Target: 100% of our 6th, 7th, and 8th grade ELA teachers will differentiate weekly based on individual student needs and plan intervention and enrichment assignments with Skill Support (Savvas MyPerspectives), Reteach and Practice (Savvas MyPerspectives), Grammar and Writing Spotlight Notes (Savvas MyPerspectives), NoRedink resources, and Turnitin resources.</p> <p>Implementation: <u>Pre-Planning-</u> Savvas training will be provided by the district at LEI. The Vertical ELA team, led by ELA/Reading Coordinator, will include on their CCC unit plans the required details for differentiation for intervention/enrichment each week for PAWS Day. The coordinator will model exemplary unit plans.</p> <p><u>Ongoing 2025-2026 School Year-</u> Grade level CCCs meet weekly and Vertical ELA/Reading Meetings monthly to focus on implementation efforts and showcase data. Administration will also be a part of these discussions. Additional PL will be provided for differentiation strategies as needed.</p> <p>Artifacts: Unit Plans stored in the CCC Teams Folder/Notebook with learning targets, success criteria, and differentiation details documented; these will be checked each quarter by leadership.</p> <p>Data reports and feedback in TKES</p>

		Progress Monitoring: The leadership team will review Savvas data reports at the end of each quarter and the most recent Beacon reports.
Reading teachers will implement flexible grouping strategies based on formative assessment data a minimum of one day a week during PAWS (intervention/enrichment block). Strategies involving student discourse of content will be a primary focus. Pre, mid, and post CommonLit assessments will be used to measure literacy growth.		Performance Target: 100% of our 6 th , 7 th , and 8 th grade Reading teachers will differentiate weekly based on individual student needs and plan intervention and enrichment assignments with CommonLit targeted lessons, Flocabulary and Nearpod lessons, and differentiated reading tasks that apply to independent reading.
		Implementation: <u>Pre-Planning-</u> CommonLit training will be provided by the district at LEI. The Vertical ELA team, led by ELA/Reading Coordinator, will include on their CCC unit plans the required details for differentiation for intervention/enrichment each week for PAWS Day. The coordinator will model exemplary unit plans. <u>Ongoing 2025-2026 School Year-</u> Grade level CCCs meet weekly and Vertical ELA/Reading Meetings monthly to focus on implementation efforts and showcase data. Administration will also be a part of these discussions. Additional PL will be provided for differentiation strategies as needed.
		Artifacts: Unit Plans stored in the CCC Teams Folder/Notebook with learning targets, success criteria, and differentiation details documented; these will be checked each quarter by leadership. Data reports and feedback in TKES
		Progress Monitoring: The leadership team will review CommonLit data reports at the end of each quarter and the most recent Beacon reports.

GOAL #2 Math	The percentage of students scoring levels 3 and level 4 will increase from 36% to 38% as measured by 2025-2026 Math Milestones.
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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?
Math teachers will implement flexible grouping strategies based on formative assessment data a minimum of one day a week during PAWS (intervention/enrichment block). Strategies involving student discourse of content will be a primary focus. Data, including math growth, will be collected quarterly through IXL assessments.		<p>Performance Target: 100% of our 6th, 7th, and 8th grade Math teachers will differentiate weekly based on individual student needs and plan intervention and enrichment assignments with IXL.</p> <p>Implementation: <u>Pre-Planning-</u> Vertical Math team, led by Math Coordinator, will receive IXL training during pre-planning. The Vertical Math team, led by the Math Coordinator, will include on their CCC unit plans the required details for differentiation for intervention/enrichment each week for PAWS Day. The coordinator will model exemplary unit plans.</p> <p><u>Ongoing 2025-2026 School Year-</u> Grade level CCCs meet weekly and Vertical Math Meetings monthly to focus on implementation efforts and showcase data. Administration will also be a part of these discussions. Additional PL will be provided for differentiation strategies as needed.</p> <p>Artifacts: Unit Plans stored in the CCC Teams Folder/Notebook learning targets, success criteria, and differentiation details documented; these will be checked each quarter by leadership.</p> <p>Data reports and feedback in TKES</p> <p>Progress Monitoring: The leadership team will review IXL data reports, including proficiency scores, at the end of each quarter and the most recent Beacon reports.</p>
Math teachers will implement summative assessment requirements for each unit which include a CCC assessment audit and the unit standards or learning targets listed		<p>Performance Target: 100% of our 6th, 7th, and 8th grade Math teachers will follow summative assessment requirements for each unit which include a CCC assessment audit and the unit standards or learning targets listed on the common assessment with the corresponding questions.</p>

on the common assessment with the corresponding questions. Special focus will be ensuring the rigor of assessment questions match the rigor of the standards. Data will be collected quarterly through unit plan checks by leadership.

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Implementation:

Pre-Planning- Vertical Math team, led by Math Coordinator, will receive Assessment PL training, and meet to discuss the implementation plan. Focus will include matching the rigor of assessment questions with the rigor of the standards.

Ongoing 2025-2026 School Year- Grade level CCCs meet weekly and Vertical Math Meetings monthly to focus on implementation efforts and to showcase growth data. Administration will also be a part of these discussions. Additional PL will be provided for creating effective assessments by district personnel (Year 2).

Artifacts:

Unit Plans stored in the CCC Teams Folder/Notebook including unit assessment audit and unit summative assessments (with questions listed with standards/learning targets) will be checked each quarter by leadership.

Data reports and feedback in TKES

Progress Monitoring:

The leadership team will review unit plans at the end of each quarter, including unit assessment and data results.

GOAL #3 School Selected	Schoolwide Organizational Plan The total number of students who score a level 3 (proficient) or level 4 (exemplary) on organizational skills will increase by 20 percent from Quarter 1 to Quarter 4 as measured by the 2025-2026 Palmer Teacher Survey.
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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?
Certified teachers will implement and maintain a schoolwide binder organizational system consistently with all students in all ELA, Reading, Math, Science, and Social Studies classes. Data will be collected from quarterly schoolwide organization lesson, and teacher survey on organization administered quarter 1 and quarter 4		<p>Performance Target: 100% of our 6th, 7th, and 8th grade certified teachers in ELA, Reading, Math, Science, and Social Studies will follow the schoolwide binder organizational system consistently with all students in all classes.</p> <p>Implementation: <u>Pre-Planning-</u> Schoolwide PL for all certified teachers delivered by AVID Site Coordinator, Alison Fridborg, which will include modeling of set-up and labeling of front cover, quarter card, goal-setting card, etc....</p> <p><u>On-Going 2025-2026 School Year-</u> Grade level CCCs will meet weekly, and subject areas will meet monthly to schedule clean-out sessions to improve schoolwide organizational system. Quarterly schoolwide organization lesson will be implemented with students through Monday extended homeroom lessons.</p> <p>Artifacts: Quarterly Schoolwide Organization Lessons</p> <p>Teacher Survey on Organization (Q1 compared to Q4)</p> <p>Administrative observations and feedback in TKES</p> <p>Progress Monitoring: The leadership team will create and administer a teacher and student survey during quarter 1 and quarter 4 to measure organizational growth.</p>
Core academic teachers will implement schoolwide interactive notebooks that will include a table of contents, and a variety of WICOR strategies in action (ex.- focused note taking five-step process). Data will be collected from classroom walks and unit		<p>Performance Target: 100% of our 6th, 7th, and 8th core academic teachers in ELA, Reading, Math, Science, and Social Studies will implement an interactive notebook in accordance with the schoolwide system for all students in all classes.</p> <p>Implementation: <u>Pre-Planning-</u> Schoolwide PL for core academics, delivered by teacher experts, will include modeling of WICOR strategies, including the five-step process of focused notetaking, in the Staff Palmer Playbook.</p>

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plans, with WICOR strategies and INBs checked quarterly by leadership.

On-Going 2025-2026 School Year-

Grade level CCCs meet weekly, and core academic subject areas meet monthly for PL to focus on implementation efforts and showcase WICOR strategies. Additional PL will be provided for Interactive Notebooks and WICOR strategies as needed.

Artifacts:

Interactive Notebooks for ELA, Reading, Math, Science, and SS

Classroom Walks and Unit Plans with WICOR strategies and INBs checked quarterly by leadership on Palmer Feedback Days

Progress Monitoring:

The leadership team will review unit plans with WICOR strategies, as well as interactive notebooks, at the end of each quarter. They will also conduct classroom walks each quarter and provide feedback on Palmer Feedback Days and in TKES.

Final Notes

Principal Signature

Assistant Superintendent

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