School Name: Palmer Middle School
Date: 2026-2027

GOAL #1 **Literacy**	The percentage of students scoring levels 3 and 4 will increase from 44% to 46% as measured by 2026-2027 ELA Milestones. *Update with the 2025-2026 milestone data

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. (Year 2)		**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.
		Implementation: Pre-Planning- 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. Ongoing 2026-2027 School Year- 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 Palmer Teams Folder 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 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. (Year 2)		**Performance Target:** 100% of our 6th, 7th, and 8th 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: Pre-Planning- 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. Ongoing 2026-2027 School Year- 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 Palmer Teams Folder 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 2026-2027 Math Milestones.

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. (Year 2)		**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.
		Implementation: Pre-Planning- 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. Ongoing 2026-2027 School Year- 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.
		Artifacts: Unit Plans stored in the Palmer Teams Folder 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 IXL data reports, including proficiency scores, at the end of each quarter and the most recent Beacon reports.
		Performance Target:

Implementation:
Artifacts:
Progress Monitoring:

GOAL #3 **School Selected**	

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?
		Performance Target:
		Implementation:
		Artifacts:
		Progress Monitoring:
		Performance Target:
		Implementation:
		Artifacts:
		Progress Monitoring:

Final Notes
Principal Signature
Assistant Superintendent