

Culture of Learning

OBJECTIVE

By 2029, Florence B. Mathis Elementary will implement strategic scheduling to provide collaborative PLC time that enhances professional practice and student outcomes while maximizing opportunities to cultivate an inclusive culture of equity, access, and belonging.

CRITICAL INITIATIVE

Continue to implement a master schedule allowing for common planning and collaboration time to promote development of teachers and student growth in achievement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
A master schedule is developed to provide state required uninterrupted Tier 1, 2, and 3 instruction. In addition, students will be provided with PE, Art, Music, and STEAM.	Administration	A master schedule with common planning times	All grade-level teams will engage in weekly common planning and collaborative analysis student data, plan instruction, and develop interventions/enrichment, with progress monitored through PLC documentation and student achievement data.	8/12/26	8/12/27 Implement and monitor a master schedule that provides weekly common planning and collaboration time for all grade-level teams.

CRITICAL INITIATIVE

We will provide print family engagement resources, host STEAM family nights, student led conferences, and cultural nights to strengthen family partnerships, access, and a sense of belonging.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
The following activities will be used to meet this initiative: STEAM night, Kagan Parent Engagement Training, and Kindergarten Jumpstart.	Kindergarten teachers, Counselors, Administration	Kagan Trainer, Pensacola Mess Hall provided STEAM materials, Kindergarten Schedule	Success will be measured by increased family participation in school events, attendance records, parent feedback, and growth in stronger family-school partnerships that support student learning.	8/12/26	8/12/27 Provide meaningful family engagement opportunities through "STEAM Night, Kagan Parent Engagement Training, and Kindergarten Jumpstart" to strengthen family-school partnerships and equip families with strategies to support student learning at home.

Leadership for Learning

OBJECTIVE

By 2029, Florence B. Mathis Elementary will strengthen leadership practices and schoolwide systems to improve student attendance and increase academic growth and achievement for students with disabilities and English Learners through intentional monitoring, targeted supports, collaboration, and shared accountability.

CRITICAL INITIATIVE

Increase math achievement on local and state level benchmarks and assessments through improved student engagement, learning, and problem solving skills.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Our Math Coaches and grade level admin will participate and coach within PLC Collaborative meetings to ensure data driven planning and instruction for essential standards.	Math Coaches	District pacing guides, ACOS, Envision/Savvas curriculum	Student mathematics achievement will improve as evidenced by a minimum 5-percentage-point increase in the percentage of students meeting or exceeding proficiency on local and state benchmarks, while 100% of grade-level PLCs demonstrate consistent data-driven planning around essential standards, supported by Math Coaches and grade-level administrators.	8/12/26	8/12/27 Implement weekly grade-level PLC Collaborative meetings facilitated by Math Coaches and grade-level administrators to analyze student performance data on essential mathematics standards, identify learning gaps, develop targeted instructional plans, and share research-based strategies that strengthen student engagement, mathematical reasoning, and problem-solving skills.
Implement a systematic MTSS math support process in which grade-level teams, Math Coaches, and administrators review student benchmark and formative assessment data to identify students needing Tier 2 or Tier 3 support. Teams will develop targeted intervention plans focused on essential standards, mathematical reasoning, problem-solving, and student engagement, monitor student progress regularly, and adjust interventions based on data.	Math Coaches	MTSS intervention plans, progress-monitoring data, student work samples, PLC/MTSS meeting notes, and benchmark assessment results	Identified students will receive their prescribed mathematics intervention with fidelity, as documented through intervention schedules, progress-monitoring records, and teacher documentation.	8/12/26	8/12/27 Establish and implement a consistent, data-driven MTSS mathematics intervention cycle in which teachers, Math Coaches, and administrators identify students needing additional support, develop standards-aligned Tier 2 and Tier 3 intervention plans, provide targeted instruction, monitor student progress every 2-3 weeks, and use Collaborative/MTSS meetings to adjust interventions based on student performance data.
Provide targeted i-Ready mathematics training for teachers and Math Coaches to strengthen the effective use of i-Ready data to identify student strengths and gaps in essential standards, and develop targeted instructional and intervention plans, assign appropriate personalized learning pathways, and monitor student progress to inform PLC and classroom instruction.	Math Coaches	iReady Training and i-Ready diagnostic and instructional data	100% of teachers of math will attend training	8/12/26	8/12/27 Provide job-embedded i-Ready mathematics professional learning for teachers, Math Coaches, and grade-level administrators focused on interpreting Diagnostic data, identifying gaps in essential standards, assigning targeted personalized instruction, and using student progress data to adjust classroom instruction and MTSS interventions. Math Coaches will support implementation through Collaborative data meetings, modeling, and ongoing coaching.

CRITICAL INITIATIVE

Increase reading/ELA achievement on local and state level benchmarks and assessments through improved engagement, student learning, and problem solving skills.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Our Reading Coach and grade level admin will participate and coach within PLC Collaborative meetings to ensure data driven planning and instruction for essential standards.	Reading Coach	District ELA Pacing Guides, ACOS, student common and formative and summative assessment results	Collaborative agendas and coaching feedback	8/12/26	8/12/27 Implement a schoolwide data-driven ELA planning/intervention process through Collaborative data analysis, targeted instruction, and ongoing progress monitoring to address individual student learning needs.
Implement a systematic MTSS ELA support process in which grade-level teams, our Reading Coach, and administrators review student benchmark and formative assessment data to identify students needing Tier 2 or Tier 3 support. Teams will develop targeted intervention plans focused on essential standards and student engagement, monitor student progress regularly, and adjust interventions based on data.	Reading Coach	Progress monitoring data (CBMs, Star, classroom assessments, intervention notes and grades)	MTSS spreadsheet documentation and progress monitoring data (CBMs, Star, classroom assessments, intervention notes and grades)	8/12/26	8/12/27 Grade-level teams, in collaboration with the Reading Coach and administrators, will analyze benchmark and formative/summative assessment data to identify students requiring Tier 2 or Tier 3 ELA support, develop targeted intervention plans aligned to essential standards, and monitor student progress to adjust interventions and instructional strategies as needed.
Implement the consistent use of Star Reading and Star Early Literacy, as well as Accelerated Reader, to assess reading performance, establish individualized reading goals, increase student engagement with appropriately leveled texts, and monitor reading growth. Teachers will use Star Reading data to identify instructional needs and guide student goal-setting, while Accelerated Reader data will be reviewed regularly to monitor reading practice, comprehension, and progress toward individual and classroom reading goals.	Reading Coach and Instructional Coach	Renaissance: Star Reading and Early Literacy and Accelerated Reader	Star Reading/Early Literacy and Accelerated Reader Reports	8/12/26	8/12/27 Teachers will consistently utilize Star Reading and Accelerated Reader data to establish individualized reading goals, monitor student reading growth and comprehension, identify instructional needs, and provide targeted support to increase student engagement and achievement in reading/ELA.

CRITICAL INITIATIVE

Implement attendance incentives, counseling, family outreach, and academic resources to improve attendance, reduce chronic absenteeism, and support learning at home, including copied resources and materials.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Students entering our quarterly attendance criteria (no more than 2 combined excused absences/tardies per quarter) will be eligible to attend our attendance incentive field trip to the Gulf Bowl, Foley bowling alley.	Counselors	Attendance reports from PowerSchool, Gulf Bowl bowling alley, buses	Attendance reports and manifests of students in attendance	8/12/26	5/28/27 Counselors will run PowerSchool reports at the end of each quarter and invite students meeting attendance incentive criteria to attend our field trip to Gulf Bowl.
Counselors will call random student numbers on random mornings to have students come down to collect their prize for being present and on time to school.	Counselors	PowerSchool Daily Attendance Report and Prizes, such as pencils, various trinkets, and gift certificates	Students present in the office to collect their rewards	8/12/26	8/12/27 Counselors will call students down, first thing in the morning on random days, using random student numbers, to reward them for being present on time.
Classes will be recognized randomly on social media for 100% attendance and hang 100% attendance signs outside their rooms.	Cecily Dearborn	100% attendance signs and Facebook	Signs hanging outside classes and social media posts	8/12/26	5/28/27 Teachers will hang 100% attendance signs outside their classrooms on days they have 100% attendance. We will periodically post class photos to reward them for 100% signs on social media.

Engagement in Learning

OBJECTIVE

By 2029, Florence B. Mathis Elementary will strengthen student engagement and drive growth across all domains by utilizing annual ELEOT data to target professional development while expanding innovative, interest-aligned learning pathways and differentiated experiences for every student.

CRITICAL INITIATIVE

We will administer the ELEOT annually and use the data to drive growth across all domains, strengthen student engagement, and target professional development needs.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Administer ELEOT classroom observations annually across grade levels and content areas. Analyze ELEOT data to identify schoolwide strengths and areas for growth across all learning environment domains. Share results with faculty and PLC teams to establish instructional priorities and student engagement goals. Provide targeted professional development and coaching based on identified areas of need such as Kagan, Use PLCs and coaching cycles to support implementation of high-impact instructional and student engagement strategies. Conduct walkthroughs and follow-up observations to monitor implementation and provide feedback. Compare annual ELEOT results to baseline data to determine growth and identify next steps for continuous improvement.	Administrators	ELEOT observation tool and data, administrator and instructional coach support, dedicated observation and collaboration time, PLC structures, professional development resources, and funding for targeted training as needed	Completed ELEOT observations, data analysis, targeted professional development, and documented growth in identified ELEOT domains	8/12/26	8/12/26 Administer and analyze ELEOT data to identify areas for growth and provide targeted professional development to improve instruction and student engagement.

CRITICAL INITIATIVE

Students will set personal goals and monitor progress through student data/leadership portfolios.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will guide students in setting individual academic and personal goals, tracking progress, reflecting on growth, and maintaining evidence of achievement in student data/leadership portfolios.	Classroom Teachers	Student data/leadership portfolios, goal-setting templates, student achievement data, dedicated reflection time, and teacher guidance and support	Student portfolios will include documented goals, progress-monitoring data, student reflections, and evidence of growth.	8/12/26	8/11/27 Teachers will support students in setting quarterly goals, updating data/leadership portfolios, monitoring progress, and reflecting on growth throughout the school year.

CRITICAL INITIATIVE

Reduce incidents involving physical aggression and unsafe behavior by 15% from 260 to 212.5 as measured by office referrals through implementation of PBIS, teaching of behavior expectations and behavior interventions.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will submit Positive Office referrals for students exemplifying good behavior and/or our 4 expectations: be safe, be kind, be respectful, be responsible.	Teachers	Teachers will submit positive office referrals for students showing good behavior. Students can be called up to the office for us to recognize them and call home as well as teachers contacting home	Positive office referrals report	8/12/26	5/28/27 Teachers will submit positive office referrals and let admin know if they want us to recognize the for the referral or they can choose to do this, building relationships with both students and families.
Teachers and students develop class and individual student incentives for students to earn individually and together as a class, regarding tickets earned.	Teachers	Class poster of incentives, both individual and class level incentives	100% of classrooms will display and implement a class incentive poster outlining individual and class-level incentives, with incentives reviewed and updated monthly based on student participation and attendance data.	8/12/26	5/28/27 Teachers and students develop class and individual student incentives for students to earn individually and together as a class, regarding tickets earned.

Growth in Learning

OBJECTIVE

By 2029, Florence B. Mathis Elementary will utilize the district Professional Learning Community (PLC) framework to support student learning while engaging in ongoing educator Action Research to inform and enhance instructional practices.

CRITICAL INITIATIVE

We will provide PLC coaching and Solution Tree resources and substitutes for extended PLC time to strengthen collaborative PLC practices and support higher levels of learning for all students.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Substitutes will be provided to teachers for job-embedded collaboration. In addition, Solution Tree-PLC at Work representative will visit 3 time during the school year to analyze school data and assist in implementation.	Guiding Coalition	Substitutes, PLC agendas, Student formative assessment data, Course of Study, Proficiency Scales	Substitute records, collaboration schedules, PLC documentation, and teacher work products will demonstrate that job-embedded collaboration occurred	8/12/26	8/11/27 Provide substitute coverage to allow teachers dedicated time for job-embedded collaboration, data analysis, instructional planning, and professional learning.

Sustainability & Growth

OBJECTIVE

By 2029, Florence B. Mathis Elementary will sustain and expand our focus on academics (Tier 1 Instruction (ELA and Math Achievement and Growth Data), meaningful intervention, and data analysis to strengthen students' college and career readiness.

CRITICAL INITIATIVE

By May 2027, Florence B. Mathis Elementary School will increase overall student proficiency from 31.9% to 35.0% in Mathematics, as measured by the Alabama Comprehensive Assessment Program (ACAP).

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
We will provide and schedule 4 part-time instructors to deliver targeted Math intervention to students based on student data.	Part Time Instructors	Funding for four part-time math intervention instructors, a master schedule with dedicated intervention time, student assessment data, evidence-based math intervention resources, and ongoing progress-monitoring tools	Intervention schedules, student participation records, progress-monitoring data, and growth in math proficiency will demonstrate successful implementation.	8/12/26	8/11/27 Provide targeted math intervention through four part-time instructors based on student data and identified learning needs.
Provide PTI support to current employees to increase satisfaction and retention.	Part Time Instructors and Instructional Coaches	Part Time Instructors, Intervention Schedule, Tier 3 state adopted intervention materials, progress monitoring data	Increase student math achievement and teacher retention.	8/12/26	8/11/27 Provide targeted math intervention through four part-time instructors based on student data and identified learning needs.

CRITICAL INITIATIVE

By May 2027, Florence B. Mathis Elementary School will increase overall student proficiency from 56.7% to 62.0% in English Language Arts, as measured by the Alabama Comprehensive Assessment Program (ACAP).

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
We will provide and schedule 5 part-time instructors to deliver targeted Reading interventions based on student data.	Part Time Instructors, Instructional Coaches	Funding for four part-time math intervention instructors, a master schedule with dedicated intervention time, student assessment data, evidence-based reading intervention resources, and ongoing progress-monitoring tools	Intervention schedules, student participation records, progress-monitoring data, and growth in reading proficiency will demonstrate successful implementation.	8/12/26	8/11/27 Provide targeted reading intervention through four part-time instructors based on student data and identified learning needs.
Provide PTI support to current employees to increase satisfaction and retention.	Part Time Instructors, Instructional Coaches	Part Time Instructors, Intervention Schedule, Tier 3 state adopted intervention materials, progress monitoring data	Increase student reading achievement and teacher retention.	8/12/26	8/12/27 Part time instructors implement interventions through a push-in and/or pull out model.

CRITICAL INITIATIVE

We will purchase and provide research-based instructional materials and resources to strengthen Tier instruction, intervention, and student achievement in ELA and Math.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Instructional supplies will include journals, handwriting books, manipulatives, whiteboards, dry-erase materials, task cards, math games, literacy centers, technology, and hands-on learning materials.	Instructional Coaches, General Education and Special Education teachers	Funding, research-based ELA and math materials; student journals; student journals; decodable and high-interest texts; intervention kits; instructional technology; progress-monitoring tools; and instructional coach support	Purchase records, classroom implementation, walkthrough data, student work samples, and progress-monitoring data will demonstrate the use and impact of instructional resources.	8/12/26	8/11/27 Purchase and implement research-based ELA and Math materials to strengthen Tier 1 instruction, targeted intervention, and student achievement.