Culture of Learning

OBJECTIVE

By 2029, Loxley Elementary School 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 Implement strategic scheduling to provide for collaborative PLC team planning time that results in improved professional practices and student outcomes.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Develop and implement a Master Schedule to provide MTSS supports that meet the needs of students (emphasis on underperforming subgroups).	Administration, Instructional Coaches, General Ed Teachers, SPED Teachers, Intervention Teachers	Master Schedule with designated Reading and Math Tier 3 intervention times; Embedded Tier 2 intervention within reading and math blocks; PTIs increase the amount of teachers to provide intervention small groups using approved district intervention programs for Tier 2 and 3	Progress Monitoring data once weekly for Tier 3 students and twice monthly for Tier 2 students; data will be inputed into SMIPS, SRIPS, and SBIPS; PST Team reviews progress each month to make revisions and additions as needed	8/17/26	5/14/27 Administer benchmark assessments and progress monitoring assessments to track student progress; provide consistent and systematic interventions daily as scheduled; all teachers and interventionist provide small group interventions and extensions during times designated on the master schedule
Form a Guiding Coalition and participate in on-going professional development to improve school-wide implementation of the 3 PLC Big Ideas (Focus on Learning, Collaborative Culture, and Results Oriented).	Administrators, Instructional Coaches, Teachers, Interventionists	Solution Tree Coach will work with PLC Teams (grade-span teams) onsite 5 times during the school year to advance practice and improve implementation of the 15 Day Challenge process for running PLCs); Guiding Coalition members will attend PLC@Work Institute to enhance skills in leading grade level or department PLC teams in their professional development journey)	Common Formative and Summative Assessments; Benchmark Assessments; ACAP Summative; Intervention Progress Monitoring Data	8/19/26	5/14/27 Administrators and Grade Level/Department PLTs work in a continuous cycle of improvement within a the 15 Day Challenge Process to engage in the work of the PLC weekly; Guiding Coalition and Administration will guide and monitor the progress during the work of the PLC; Administrators will provide feedback to the Guiding Coalition and PLTs weekly; Data from all sources will be analyzed for results
Embed extended planning blocks within the Master Schedule to support PLC Grade-Span Team Collaborative Planning Wednesdays.	Administrators, Instructional Coaches, Teachers	Subs will relieve teachers during their enrichment periods Enrichment and PE periods are planned back to back for each grade level team so that they may have uninterrupted time (40 minutes PE + 45 minutes Enrichment = 85 minutes of uninterrupted PLC team time)	All results of common formative, common summative, district benchmark, summative ACAP, and intervention progress monitoring assessments will be analyzed for increased student proficiency in reading, ELA, math, and science.	8/19/26	5/14/27 Admin will schedule weekly subs with the bookkeeper and create schedules for subs to follow. All certified staff will participate in the PLC process. Administrators, Guiding Coalition will monitoring progress towards PLC goals and implementation per district expectations.

CRITICAL INITIATIVE Maximize opportunities that cultivate an inclusive culture of equity, access, and belonging.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Facilitate Mentor/Mentee Relationships for all educators new to the profession and/or new to the school.	Administrators, Instructional Coaches, Mentor Teachers, Grade Level Chairs, Mentee Teachers	Administrators will conduct frequent walkthroughs, ELEOTS, ATOTS, and informal observations based on needs for mentor observations and coaching opportunities, subs will provide release time for these teachers to work with instructional coaches and mentors to participate in peer observations in classrooms	Administrators will use observation results for new teachers to determine if new teachers are improving instructional practices.	9/1/26	5/14/27 Identify coaching and mentoring needs through analysis of assessment results and walkthrough/observation data. Provide formal mentor program provided through district funding to support 1st and 2nd year teachers. Assign mentors to teachers in need of support (new teachers to school or district). Plan peer observations with look-fors and follow-up coaching cycle.
Plan and implement Prescriptive Professional Development opportunities based on needs of the school (Instructional Coaching, PLC, Kagan Cooperative Learning, Leader in Me, Ron Clark Academy, CLAS, ELL, District-approved Technology Platforms and other trainings). Involve parents and stakeholders in periodic ACIP Review meetings and Parent Advisory Council meetings.	Administrators, Instructional Coaches, Teachers, Parents, Stakeholders	Administrators will work with instructional coaches to identify teachers for coaching cycles based on classroom observations and student data PLC PD will be provided through Solution Tree Coaching sessions and participation in the PLCs@Work Institute Administrators are Kagan Coaches and will provide ongoing feedback and support House System Leaders will attend House Mania PD at the Ron Clark Academy Teachers will be given the opportunity to attend the Ron Clark Experience PD to support a culture of high expectations and student engagement District will support teachers by providing PD to improve response to ELL student needs Leader in Me PD will be provided through the website in the form of self-paced modules District will provide PD for the use of technology platforms to enhance instruction and stakeholder communication Parents and other stakeholders will be invited to attend ACIP Reviews and Parent Advisory Council Meetings (PAC) at the district and the school levels	Results, including progress monitoring data for intervention effectiveness, common formative and common summative assessment data, district benchmark assessment data, and ACAP Summative data, will inform all stakeholders about the effectiveness of PD and the need for further action to improve performance.	8/3/26	5/14/27 Conduct a needs assessment at the conclusion of the school year for a thorough review.

Leadership for Learning

OBJECTIVE

By 2029, Loxley Elementary School will expand innovative partnerships and financial solutions to enhance communication and districtwide growth and achievement while simultaneously strengthening safety infrastructure and standardized procedures to ensure a secure and high-quality learning environment.

CRITICAL INITIATIVE Expand innovative partnerships and financial solutions to enhance community communication and academic growth and achievement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Administrators will participate in Central Baldwin Feeder Pattern Meetings and Central Baldwin Public Schools Commission (3 MIL Tax).	Administrators, Bookkeeper, Assistant Superintendent, CFO, Central Baldwin Tax Commission Board	Attend quarterly meetings and work with district staff to ensure all procedures for 3 MIL tax procedures and accounting are followed	Increased student data results.	8/3/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
The Loxley Guiding Coalition (IMPACT Team) and faculty/staff will work together to elevate and share compelling stories that highlight impact, needs, and successes as well as invitations to the wider community to volunteer and support initiatives and activities through Social Media Posts, Website Updates, and ParentSquare Notifications.	Administrators, Guiding Coalition, Teachers	Use of district provided technology platforms and social media to communicate with all stakeholders	By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%. Cognia Survey data from all Stakeholders will be analyzed.	8/3/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%. Cognia Survey data from all Stakeholders will be analyzed. CNA will be conducted at the end of the school year to conclude effectiveness of the improvement plan.
Educators will partner with parents/caregivers to support student learning and achievement through consistent communication practices: ParentSquare Weekly Newsletters from teacher and Monthly Newsletters from Principal; Monthly Calendar of School Events and advanced planning with dates for the year on Website Calendar.	Administrators, Teachers	District provided communication platforms and social media	Increase in student data measures.	8/3/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.

CRITICAL INITIATIVE Strengthen safety infrastructure and standardized procedures to ensure a secure and high-quality learning environment.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
The Safety Team will develop an Emergency Operations Plan to ensure a secure school environment and plan for appropriate responses.	Administrators, Safety Team, Teachers, Staff	District provides CENTEGIX badges and SRO School Safety Team along with local first responders work together to write the safety plan	Cognia Survey data for school safety and culture from all stakeholders	8/3/26	5/21/27 Cognia Survey Data from all Stakeholders, District feedback on Emergency Operations, Safety Team review and feedback
The school-based Safety Team will provide faculty and staff Safety/EOP Training and monthly safety drill implementation to enhance school safety, communication, and threat response effectiveness.	Administrators, Safety Team, Teachers, Staff	Safety Plan training during PD days before school starts; Safety Plans published and provided to all faculty; Safety Backpacks; Planning for monthly drills, implementation of drill plan, feedback and review of drill performance	Drill Performance review and feedback to teachers; Cognia Survey data from all stakeholders	8/3/26	5/21/27 Safety drills; procedure reviews; staff training; stakeholder safety perceptions

Engagement in Learning

OBJECTIVE

By 2029, Loxley Elementary School 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 Administer annual observations using the ELEOT platform to gather engagement data, drive improvement plans, target PD needs, and strengthen student engagement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Administrators will complete observations using the ELEOT platform to gather data and plan for improvement.	Administrators and Teachers	ELEOTs will be utilized to provide feedback to teachers on student engagement during instruction Administrators will share the feedback and set goals with teachers for improving teacher practice	Improvement in student achievement in all areas.	10/5/26	5/07/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Teachers will participate in the following student engagement professional development opportunities: Instructional Coaching; PLC Team Planning; Kagan Cooperative Learning PD. Ron Clark Academy PD; Literacy & Math In Action Video Reflections.	Administrators, Instructional Coaches, Teachers	Contract with Kagan for a Kagan Cooperative Learning Trainer; Purchase materials for training; Provide on-going coaching and sub release time for teachers to improve implementation process; incorporate planning for Kagan utilization during PLC team meetings	Improvement in student engagement data as evidenced through Cognia perception surveys; increase in student achievement scores across all content areas tested.	7/30/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Teachers will plan for and consistently implement Kagan Cooperative Learning Structures with precise language and structured steps.	Administrators, Instructional Coaches, Teachers	District will provide an additional faculty member training in Kagan Coaching to provide another school based person to provide coaching opportunities for teachers This is in addition to 2 existing Kagan Coaches on campus (McClure & McKenzie - administrators)	Increased student engagement as evidenced by Cognia perception surveys and increase in student achievement data across al content areas tested.	8/12/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.

CRITICAL INITIATIVE Expand opportunities for students to participate in innovative, interest-aligned learning experiences annually.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will utilize a Cyclical Planning Process during Grade-Span PLC Team Meetings to plan for differentiated interventions and extensions aligned to grade-level learning targets and implement plans weekly.	Administrators, Instructional Coaches	Duplicate funding for PLC subs to release teachers and PD from Solution Tree	Increase in student proficiency across all tested content areas.	8/19/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%. Cognia Survey data from all Stakeholders
Plan and implement annual Literacy & Math Night (October) and STEAM Night (February) to engage students and families in high interest learning experiences.	Administrators, Instructional Coaches, Teachers, Parents, Students	Guiding Coalition and Administrators will set expectations for the family engagement nights during a monthly meeting and communicate it out to grade levels/departments; Advertisements and invitations will be posted on social media and all district provided communication platforms in advance to attract and engage families in learning together; Learning activities will be developed by teachers so that families will be able to learn and engage in standards based tasks that help them understand how their children are learning at school	Increase in family engagement; Cognia family survey results; Increase in student achievement data across ELA and math content areas.	9/1/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Plan and implement family bookstudy to engage in reading a selected chapter book as a school engagement project: One Book, One Loxley.	Administrators, Instructional Coaches, Teachers, Parents, Students	Library Committee will work with the Library/Media Specialist to select an appropriate chapter book for One Book, One Loxley project and order for every student to receive a copy The committee will plan a book reveal event and the nightly family engagement activities Teachers will read each chapter of the book aloud, and these videos will be posted on all platforms for families to access each night	Cognia Survey data for parent engagement	2/26/27	3/26/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%.

Growth in Learning

OBJECTIVE

By 2029, Loxley Elementary School 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 Utilize the district PLC framework to support student learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Loxley will document progress and work toward PLC at Work Model School distinction.	Administrators, Guiding Coalition, Instructional Coaches, Teachers	Continuous Cycle of feedback and improvement in the implementation of PLC@Work process; Duplicate funding from Title I from previous activity for PD and coaching	Increase in Cognia Stakeholder data; increase in proficiency on assessments across all content areas assessed on ACAP	8/19/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Guiding Coalition members will facilitate team planning meetings and promote adherence to PLC Team protocols and expectations.	Administrators, Guiding Coalition, Instructional Coaches, Teachers	Duplicate funding from previous activity for Solution Tree Coaching and PLC@Work Institute PD for teachers	Increase in student performance data across all content areas; Stakeholder Cognia Survey Data	8/19/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
PLC Teams will develop and utilize Team Norms and document work to support student learning and improve student outcomes.	Administrators, Instructional Coaches, Guiding Coalition, Teachers	Grade level PLC Facilitators (members of the Guiding Coalition) will create agendas before each meeting to direct the work of the team; Google Folder will house all the documents from team meetings, including data, unit plans, agendas, notes, assessments, etc ; Administrators will provide feedback to the facilitators to provide guidance and to ensure the work is meeting expectations for established Tight/Loose plan	Increase in data from Cognia Stakeholder Surveys and increase in student achievement across all content areas.	8/12/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.

CRITICAL INITIATIVE Engage PLC Teams in ongoing Action Research to inform and enhance instructional practices.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will engage in PLC Grade-Span Team Planning Activities to improve practices and enhance student learning: Instructional Coaching; Cyclical Planning Process; Literacy & Math In Action Video Reflections; MTSS Data Analysis & Planning.	Administration, Guiding Coalition, Instructional Coaches, Teachers	Funding from previous activities for PD and coaching through Solution Tree	Increase in student achievement data across all content areas	8/19/26	5/14/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Teachers will participate on PLC Vertical Teams to develop practices and school-wide initiatives to support students, engage students/adults, address inequities (SpED & ELL for ELA, African American Males for Math), and increase academic achievement in Literacy & Math for all students.	Administration, Vertical Teams for ELA and Math, Guiding Coalition, Instructional Coaches, ELL Teacher, SPED Teachers, Interventionists	Funding was attached to previous activities: PLC Institute PD, Interventionists, Substitutes for Teachers to participate in PLC Vertical Team meetings	Increase in all student achievement data; Increase in targeted subgroup data	10/5/26	5/21/27 Subgroup SMART Goals: African American Students – ACAP Math By the end of the 2026–2027 school year, the percentage of African American students scoring proficient or above on the ACAP Math assessment will increase from 9.8% to at least 20%, as measured by the Spring 2027 ACAP Math assessment. Students with Disabilities – ACAP Math By the end of the 2026–2027 school year, the percentage of students receiving special education services who score proficient or above on the ACAP Math assessment will increase from 16.9% to at least 25%, as measured by the Spring 2027 ACAP Math assessment. English Learners – WIDA Growth By the end of the 2026–2027 school year, the percentage of English Learner students meeting their individual WIDA English language proficiency growth targets will increase from 43.5% to at least 50%, as measured by the 2027 ACCESS for ELLs/WIDA growth results.

Growth and Sustainability

OBJECTIVE

By 2029, Loxley Elementary School will ensure long-term progress by sustaining a rigorous focus on academic achievement and implementing strategic initiatives to build shared leadership and growth of educators.

CRITICAL INITIATIVE Implement Research-Based Literacy Instruction with a Multi-Tiered System of Supports (MTSS) to facilitate learning at high levels.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will plan and implement Comprehensive Core Reading/ELA Instruction based on standards using research-based instructional practices.	Instructional Coaches and Teachers	Master Schedule protecting Tier I instruction and providing MTSS supports for intervention; PLC Team meetings; Feedback and PD	Increase in proficiency across all content areas.	8/12/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Teachers/Part-Time Interventionists will provide Targeted Support/Reteaching utilizing different instructional strategies and supplemental resources and will provide Intensive Support for identified students using high-quality approved intervention programs.	Teachers and Interventionists	Funding for Interventionists was attached to previous activities	Students identified for interventions through the MTSS framework will be provided research-based interventions and will be progress monitored as directed by the district. Data will reflect Tier 2 and Tier 3 intervention effectiveness, and interventions will be revised and added based on results.	8/17/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%. By the end of the 2026–2027 school year, the percentage of African American students scoring proficient or above on the ACAP Math assessment will increase from 9.8% to at least 20%, as measured by the Spring 2027 ACAP Math assessment. By the end of the 2026–2027 school year, the percentage of students receiving special education services who score proficient or above on the ACAP Math assessment will increase from 16.9% to at least 25%, as measured by the Spring 2027 ACAP Math assessment. By the end of the 2026–2027 school year, the percentage of English Learner students meeting their individual WIDA English language proficiency growth targets will increase from 43.5% to at least 50%, as measured by the 2027 ACCESS for ELLs/WIDA growth results.

CRITICAL INITIATIVE Implement Evidence-Based Math Practices for Instruction with a Multi-Tiered System of Supports (MTSS) to facilitate learning at high levels.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Teachers will plan and implement Comprehensive Core Math Instruction based on standards using evidence-based instructional practices.	Instructional Coaches and Teachers	Master Schedule protecting Tier I instruction and providing MTSS supports for intervention; PLC Team meetings; Feedback and PD	Increase in proficiency across all content areas.	8/12/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%.
Teachers/Part-Time Interventionists will provide Targeted Support/Reteaching utilizing different instructional strategies and supplemental resources and will provide Intensive Support for identified students using high-quality approved intervention programs.	Teachers and Interventionists	Funding for Interventionists was attached to previous activities	Students identified for interventions through the MTSS framework will be provided research-based interventions and will be progress monitored as directed by the district. Data will reflect Tier 2 and Tier 3 intervention effectiveness, and interventions will be revised and added based on results.	8/17/26	5/21/27 By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP ELA will increase from 68.8% to 72%. By the Spring 2027 EOY STAR Reading benchmark assessment, the percentage of students performing at or above benchmark will increase from 54% to 62%. By Spring 2027, the percentage of students in grades 2–6 scoring proficient (Levels 3 or 4) on ACAP Math will increase from 47.1% to 52%. By the Spring 2027 i-Ready Math diagnostic, the percentage of students performing at Early On Grade Level or above will increase from 56.1% to 63%. By the end of the 2026–2027 school year, the percentage of African American students scoring proficient or above on the ACAP Math assessment will increase from 9.8% to at least 20%, as measured by the Spring 2027 ACAP Math assessment. By the end of the 2026–2027 school year, the percentage of students receiving special education services who score proficient or above on the ACAP Math assessment will increase from 16.9% to at least 25%, as measured by the Spring 2027 ACAP Math assessment. By the end of the 2026–2027 school year, the percentage of English Learner students meeting their individual WIDA English language proficiency growth targets will increase from 43.5% to at least 50%, as measured by the 2027 ACCESS for ELLs/WIDA growth results.