

Culture of Learning

OBJECTIVE

By 2029, Perdido 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

Audit and refine the master schedule to protect PLC time

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Develop, implement, and annually refine a strategic master schedule that protects dedicated PLC time for grade-level/content teams.	Principal and Assistant Principal	PLC framework and previous year's schedule	100% of instructional teams will have protected PLC time built into the master schedule and will participate in PLCs consistently.	7/1/26	10/16/26 12/18/26 2/11/27 5/28/27 Grade-levels are using the PLC framework and data do drive meeting needs. Leading Indicators Percentage of scheduled PLC sessions occurring as planned. PLC attendance and participation rates. PLC agendas, action steps, and evidence of collaborative planning. Leading Indicators Percentage of scheduled PLC sessions occurring as planned. PLC attendance and participation rates. PLC agendas, action steps, and evidence of collaborative planning. Leading Indicators Percentage of scheduled PLC sessions occurring as planned. PLC attendance and participation rates. PLC agendas, action steps, and evidence of collaborative planning. Percentage of teams using student data/student work to guide instructional decisions. Student access to intervention, enrichment, and core instructional opportunities. Lagging Indicators Student achievement and growth data. Reduction in identified opportunity/achievement gaps. Student attendance and engagement. Staff perception of collaborative practice and professional learning. Student perception of belonging, inclusion, and equitable access.
During PLCs, teams will analyze student achievement and progress-monitoring data, examine student work, collaboratively plan standards-aligned instruction	Classroom Teachers and Instructional Coaches	Progress monitoring data	Increase in student achievement and/or growth	8/12/26	9/11/26 2/02/27 5/28/27 Analyze student data on BOY assessments, identify students in need of intervention and identify the learning objectives for intervention students Analyze and compare BOY and MOY assessments to determine student deficits and growth, use PLC data to drive data informed instruction Compare annual assessment data to determine amount of student growth and create a plan for improvement for the next year

Leadership for Learning

OBJECTIVE

By 2029, Perdido 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

Strengthen community partnerships, resource development, communication, and safety systems to support school growth, achievement, and a secure learning environment.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Host annual community partnerships such as Goodies with Grands, Boo Bash, Fall Festival, Spring Fling, Numeracy and Literacy Night, Stem Night.	Leadership Team	Food/refreshments, curriculum, planning team, safety & Security, evaluation tools	Attendance logs, community feedback	9/11/26	5/31/27 Establish an event planning team to develop an annual calendar of community events, secure funding and community partnerships, coordinate facilities, supplies, communication, food, and safety needs, and evaluate participation and feedback to improve future events.
Develop school-based sponsorships and grant opportunities to support instructional programs and student activities.	Leadership Team	Needs assessment, community and business partnerships, budget information	Development of school-sponsorship packet and grant applications on file	8/12/26	5/31/27 Identify instructional and student activity needs, research aligned grant opportunities and potential business sponsors, develop funding proposals and sponsorship materials, submit applications, and establish partnerships to secure financial and in-kind resources.
Conduct annual safety drills and review emergency procedures with staff and students.	Zach Smith/Lead Teacher	District and State guidelines	Updated safety plans and EOPs	7/1/26	5/31/27 Schedule and conduct required safety drills throughout the school year, review emergency procedures with staff and students, document drill results, and use feedback to address identified needs and improve school safety practices.

Engagement in Learning

OBJECTIVE

By 2029, Perdido 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

Establish baselines, identify priorities, provide targeted professional learning, implement differentiated pathways, collaborate in PLCs, monitor progress, adjust strategies, and measure impact.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Analyze ELEOT data and provide targeted professional learning	School Administration	Professional learning opportunities	Success will be demonstrated through increased ELEOT scores and staff participation in professional learning opportunities.	7/1/26	12/18/26 6/30/26 Completion of an ELEOT observation and meet with teacher to reflect on student engagement observation. Second ELEOT observation and teacher reflection on the growth shown in student engagement during the year
Use PLCs to adjust instruction and implement differentiated learning interventions (Tiered Interventions) based on PTI documentation as well as provide necessary instructional supplies for students	School Administration, Classroom teacher, and PTIs	Certified teachers for interventions, intervention time built in schedule, and state required intervention activities/resources	PLC documentation will show data-driven instructional adjustments and differentiated interventions, with progress-monitoring data demonstrating student growth and timely changes to supports based on student needs.	7/1/26	7/31/26 3/31/27 5/28/27 Establish PLC protocols, review baseline student data, identify priority skills and students needing differentiated support Provide reflection opportunities for grade level PLC and compare BOY and MOY data to ensure interventions are increasing student growth Reflect on teacher professional learning opportunities and encourage teachers to share their experiences. Compare student BOY, MOY and EOY data to determine the reality of student growth.

Growth in Learning

OBJECTIVE

By 2029, Perdido 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

Strengthen PLC collaboration and educator Action Research to analyze student data, refine instructional practices, and improve student learning outcomes.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Conduct weekly PLCs	Guiding Coalition	Protected PLC time, collaborative teams, student achievement data, common assessments, student work, data-analysis tools, professional learning, and administrative support will be provided to facilitate effective weekly PLCs	Weekly PLC meetings are documented. Agendas and meeting minutes are maintained. Student data are analyzed regularly. Instructional action steps are identified and implemented. Student progress is monitored and discussed. PLC decisions demonstrate adjustments to instruction based on evidence.	9/2/26	5/31/27 Establish and maintain weekly PLCs using a consistent agenda and data-driven process to analyze student performance, identify instructional needs, implement action steps, and monitor student progress to adjust instruction.
Celebrate and share improvements in student outcomes resulting from PLCs and Action Research	Administration, Leadership Team, and Guiding Coalition	Protected PLC time, collaborative staff, student achievement data, common assessments, student work, data-analysis tools, shared documentation systems, professional learning, instructional resources, and administrative support	Success will be demonstrated through consistent PLC documentation, data analysis, documented instructional adjustments, implementation of action steps, and evidence of student growth resulting from PLC decisions.	9/2/26	5/31/27 Establish benchmark monitoring cycles to review student performance data, identify students needing additional support, implement targeted interventions, and adjust instruction based on progress toward established benchmarks.

Sustainability and Growth

OBJECTIVE

By 2029, Perdido Elementary School will ensure long-term district progress by expanding facility capacity to relieve overcrowding and maintain safe learning environments, sustaining a rigorous focus on academic achievement and college and career readiness, and implementing strategic initiatives to recruit and retain a high-quality educator workforce. In addition, BCBE will maintain a robust technology network including devices and management.

CRITICAL INITIATIVE

Strengthen facilities, instruction, educator recruitment and retention, and technology systems to ensure safe, equitable learning environments and sustained student achievement through 2029.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Classroom size reduction	Administration	Title I resources	Effectiveness will be demonstrated through reduced student-to-teacher ratios, increased student achievement and engagement, improved classroom behavior, and teacher/student feedback indicating greater opportunities for individualized support.	8/3/26	5/31/27 Review class size, achievement, ELEOT, discipline, attendance, and stakeholder feedback data each semester to evaluate the impact of reduced class sizes and adjust staffing or instructional strategies as needed.
Monitor facility, instructional, staffing, and technology needs while implementing targeted strategies and collaborating with district partners to address identified needs and support student achievement.	Administration, safety coordinator, and leadership team	Personnel, funding, facility and safety data, student achievement data, professional learning, recruitment and retention resources, technology infrastructure and devices, and progress-monitoring tools	Success will be demonstrated through documented improvements in facility safety, student achievement, educator staffing and retention, and reliable access to technology and instructional resources.	8/12/26	5/31/27 Establish a annual monitoring process to review facility safety, student achievement, educator staffing and retention, and technology data; identify gaps, implement targeted solutions, and evaluate progress toward established goals.