Culture of Learning

OBJECTIVE

By 2028, Rosinton Elementary will implement strategic scheduling to provide collaborative time for all staff, establish a consistent professional learning calendar, and maximize opportunities to cultivate an inclusive culture of equity, access, and belonging.

CRITICAL INITIATIVE: Develop a master schedule based on the needs of the school.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Annually review and adjust the master schedule to support collaboration, planning, PLCs, instruction, and the evolving needs of students and staff.	School administration, instructional coaches, and school leadership teams	The master schedule is developed using existing personnel and resources. Additional staffing allocations, substitute schedules, student transportation needs, school calendar, and collaborative planning requirements, and input from staff and school leadership	An annual master schedule will be developed, reviewed, and adjusted to address instructional needs, collaborative planning time, PLC meetings, and the evolving needs of students and staff.	7/31/26	7/31/29 Activity Timeline 2026-2027: Develop, review, and adjust the master schedule. 2027-2028: Review data and stakeholder feedback and adjust the master schedule as needed. 2028-2029: Continue implementation, evaluate effectiveness, and make revisions to support school priorities.

CRITICAL INITIATIVE: Provide job-embedded Professional Development on effective PLC implementation and relevant topics to improve instruction.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide ongoing, job-embedded professional learning and instructional coaching aligned to identified student, staff, and school needs.	School administration, instructional coaches, PLC team, classroom teachers	Required Resources: Student performance data, staff feedback, professional learning platform, collaborative planning time, and support from school and district personnel	Professional learning and job-embedded coaching will be provided based on identified needs, as evidenced by professional learning records, regular reviews of student data, implementation of instructional and intervention plans, classroom monitoring visits, and adjustments to future supports based on identified needs.	8/04/26	7/31/27 2026-2027: Identify needs and provide relevant professional learning and instructional support. 7/31/28 2027-2028: Continue support and adjust professional learning based on data and feedback. 7/31/29 2028-2029: Evaluate implementation and continue professional learning aligned with school priorities.

CRITICAL INITIATIVE: Implement MTSS framework.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement and monitor a schoolwide MTSS framework that uses multiple sources of data to guide instruction, intervention, enrichment, and student support.	School administration, MTSS chairperson, instructional coaches, and student-support personnel	Student assessment and progress-monitoring data, MTSS guidelines and documentation, intervention and enrichment resources, instructional materials, collaborative planning time, and data management systems	Implementation will be evidenced by an MTSS meeting calendar, intervention records, and adjustments to student supports based on identified needs.	9/12/26	7/31/27 2026-2027: Implement schoolwide MTSS procedures and monitor student data. 7/31/28 2027-2028: Review implementation data and adjust instruction, interventions, and supports based on identified needs. 7/31/29 2028-2029: Evaluate the effectiveness of the MTSS framework and refine practices to support continued student growth.

Leadership for Learning

OBJECTIVE

By 2029, Rosinton Elementary School will expand innovative partnerships and identify financial solutions to enhance communication, collaboration, and student support. Achievement while strengthening school safety measures and consistent processes to ensure a secure, supportive, and high-quality learning environment for all students.

CRITICAL INITIATIVE: Expand partnerships, strengthen stakeholder communication, & leverage available financial & community resources to support student growth, academic achievement, & evolving school needs.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Develop and maintain partnerships, communication systems, and resource opportunities that support student engagement, achievement, and identified school needs.	School administration, instructional coaches, and designated staff	Communication platforms, stakeholder input, community and business partnerships, funding sources, school and student data, staff time, and district resources	Accomplishment will be evidenced by documented stakeholder communication, established or maintained partnerships, stakeholder engagement, and financial or community resources secured and used to support student progress, as demonstrated by documented needs.	7/31/26	7/31/29 2026-2027: Identify needs and expand partnerships and communication to support student achievement. 2027-2028: Maintain and strengthen partnerships and communication to support student and school needs. 2028-2029: Review effectiveness, sustain successful partnerships, and pursue additional opportunities based on evolving needs.

CRITICAL INITIATIVE: Strengthen and consistently implement school safety measures, infrastructure, and procedures to maintain a secure, supportive, and high-quality learning environment.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Review, implement, and monitor school safety procedures and practices to maintain a safe, secure, and supportive school and district requirements.	School administration, school safety team, PLC, faculty, and staff	School safety plans and procedures, emergency preparedness materials, communication systems, safety equipment and technology, staff training, drill schedules, stakeholder input, and district support	Accomplishment will be evidenced by an annual safety plan review, documented safety drills and procedure updates, and improvements made in response to identified safety needs.	7/31/26	7/31/29 Activity Timeline 2026-2027: Review safety needs and implement established procedures and improvements. 2027-2028: Review implementation of safe practices or infrastructure based on identified needs. 2028-2029: Evaluate effectiveness and pursue additional safety measures and procedures.

Engagement in Learning

OBJECTIVE

By 2029, Rosinton Elementary School will strengthen student engagement and drive academic growth by implementing high-impact practices, fostering a positive school culture, and providing personalized, relevant, and engaging learning pathways and differentiated experiences for every student.

CRITICAL INITIATIVE: Conduct annual ELEOT observations and use the data to establish schoolwide expectations, identify professional learning needs, and improve instructional practices that promote student engagement and growth.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Kagan Cooperative Learning Professional Development & AAESA Professional Development Conference	Administration and participating teachers	Support staff participation in Kagan Cooperative Learning Professional Development and the AAESA Professional Development Conference, including registration, travel, lodging, instructional materials, and other professional development resources. Participants will share acquired knowledge and resources and leadership practices with staff to support the schoolwide implementation of practices that strengthen student engagement, academic discourse, collaboration, participation, and student-centered effectiveness	Staff will participate in Kagan Cooperative Learning Professional Development and the AAESA Professional Development Conference, including sessions that provide schoolwide implementation resources, and implementation documentation, attendance records, participation records, conference agendas, faculty professional learning records, teacher feedback, lesson plans, and walkthrough/ELEOT data will document implementation and dissemination of learning, collaboration of strategies, and improvements in student engagement and academic discourse.	7/31/26	7/31/27 Participating staff will complete Kagan Cooperative Learning Professional Development and the AAESA Professional Development Conference and implement, share, and apply learning acquired strategies, resources, and effective practices with faculty. Staff will collaborate to develop schoolwide learning, instructional, and leadership practices to strengthen student engagement, academic discourse, collaboration, academic discourse, and schoolwide instructional effectiveness aligned with school goals and ELEOT observation priorities. Ongoing professional learning, lesson implementation, and collaboration will support teacher feedback, and ELEOT data.
Conduct ELEOT observations annually and analyze the data to identify trends, strengths, areas for growth, and student engagement needs.	School administration	ELEOT observation tools, trained observers, observation schedules, data reports, and collaborative analysis time	Completion of ELEOT observations and documented findings, including schoolwide results, strengths, trends, and priorities for growth.	7/31/26	7/31/29 Activity Timeline 2026-2027: Identify student needs and implement learning opportunities. 2027-2028: Review implementation of learning activities and expand or adjust opportunities. 2028-2029: Evaluate effectiveness and sustain successful learning experiences.

CRITICAL INITIATIVE: Expand innovative, interest-aligned, and differentiated learning opportunities that provide enrichment, promote student choice, and respond to the diverse strengths and needs of all students.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement differentiated and advanced learning experiences that support students with academic readiness, strengths, interests, and diverse learning needs.	School administration, instructional coaches, teachers, and support personnel	Student data, assessments, instructional resources, technology, materials, and professional learning	Evidence will include lesson plans, student participation, student work, assessment data, walkthrough observations, and documentation of differentiated and advanced learning opportunities.	7/31/26	7/31/29 Activity Timeline 2026-2027: Identify student needs and implement learning opportunities. 2027–2028: Review implementation of learning activities and expand or adjust opportunities. 2028-2029: Evaluate effectiveness and sustain successful learning experiences.
Implement an annual One Book, One School initiative in which students, staff, and families read and engage with a shared book to promote schoolwide reading activities, discussions, family engagement opportunities, student-choice projects, and a culminating celebration to build a shared culture of literacy, collaboration, school-home connections, and student engagement.	Admin, Library Nadia Specialist	Copies of the selected book for students and families, staff and family reading guides, instructional materials, student activity supplies, communication through ParentSquare, the school website, and social media, and materials or resources for the kickoff and culminating celebration.	Participation in activities and completion of classroom discussions, projects, and student-choice projects; family and student attendance at the kickoff and culminating events will be used to measure implementation and engagement.	7/31/26	7/31/27 Timeline Action 1: Planning and Book Selection Form a planning team, select the book, develop activities and schedules, establish the reading schedule, and order books and materials. Timeline Action 2: Staff Preparation and Family Communication Provide staff with professional learning and communicate the program's purpose, activity schedule, expectations, and participation opportunities to families. Timeline Action 3: Program Kickoff and Shared Reading Launch the initiative with a schoolwide kickoff event and begin shared reading, classroom discussions, family activities, and weekly engagement opportunities. Timeline Action 4: Student Choice and Enrichment Activities Provide differentiated response options, student-choice projects, and enrichment activities that allow students to connect the text to their individual interests and strengths. Timeline Action 5: Culminating Celebration and Evaluation Conduct a schoolwide culminating celebration, collect data on student and family participation, collect stakeholder feedback, and review engagement data to guide future implementation.

Growth in Learning

OBJECTIVE

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

CRITICAL INITIATIVE: Implement and monitor the district and schoolwide PLC framework to support collaborative planning, data analysis, professional learning, vertical collaboration, and improved student outcomes.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement PLC processes that support collaborative planning, data analysis, student data, instructional improvement, and monitoring of student progress.	School administration, PLC team, instructional coaches, and teachers	District PLC guidelines, student data, collaborative planning time, PLC meeting protocols, instructional resources, and documentation tools	Implementation will be evidenced by completed PLC agendas and documentation, protocols, documented analysis of student data, and documented instructional plans, progress-monitoring data, and instructional adjustments based on identified student needs.	7/31/26	7/31/29 Activity Timeline 2026-2027: Establish and implement expectations, processes, and documentation. 2027-2028: Monitor PLC implementation and adjust practices based on student and staff needs. 2028-2029: Evaluate PLC effectiveness and refine processes to support continued student growth.
Provide ongoing professional learning, coaching, and collaboration opportunities to support PLC implementation and share effective instructional practices.	School administration, PLC team, instructional coaches, and designated professional learning providers	Professional learning materials, coaching time, collaborative time, substitute teachers if needed, instructional resources, and district support	Professional learning records, coaching documentation, completed PLC feedback, PLC minutes, and evidence of classroom implementation.	7/31/26	7/31/29 Activity Timeline 2026-2027: Implement ongoing professional learning and consistent documentation. 2027–2028: Monitor implementation and strengthen professional learning supports. 2028-2029: Evaluate effectiveness and refine PLC practices based on results.

CRITICAL INITIATIVE: Engage educators in ongoing action research using student data, stakeholder feedback, and evidence-based practices to address identified needs and improve teaching and learning.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Analyze multiple sources of student data and stakeholder feedback to identify areas of need and establish action research priorities.	School administration, instructional coaches, teachers, and stakeholders	Student achievement, growth, attendance, behavior, and engagement data; stakeholder input; collaborative planning time; and data-analysis tools	Documented data reviews, identified research priorities, stakeholder feedback, and action-research plans aligned to school and student needs.	7/31/26	7/31/29 Activity Timeline 2026-2027: Identify needs and begin action research. 2027–2028: Continue research, monitor results, and refine practices. 2028-2029: Evaluate findings, share effective practices, and identify future research priorities.
Conduct and monitor educator action research to evaluate instructional practices, measure their impact, and refine teaching strategies.	School administration, instructional coaches, teachers, and participating educators	Action-research guidance, professional learning, instructional materials, student data, collaborative time, and documentation tools	Completed action-research documentation, implementation evidence, student data, educator reflections and findings, and successful practices shared through PLCs or professional learning.	7/31/26	7/31/29 Activity Timeline 2026-2027: Identify needs and begin educator action research. 2027–2028: Continue research, monitor results, and adjust instructional practices. 2028-2029: Evaluate findings, share effective practices, and identify future research priorities.

Sustainability and Growth

OBJECTIVE

By 2029, Rosinton Elementary School will ensure long-term progress by maintaining safe learning environments, sustaining a rigorous focus on academic achievement, and implementing strategic initiatives to recruit, retain, and develop a high-quality educator workforce.

CRITICAL INITIATIVE: Monitor and address school safety, enrollment, facility, and resource needs to maintain a safe, effective, and high-quality learning environment.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Annually assess school safety, enrollment, facility, and resource needs and implement appropriate improvements to maintain a safe and effective learning environment.	School administration, school safety team, PLC, and appropriate district personnel	Safety plans, enrollment and facility data, safety equipment, communication systems, drill schedules, stakeholder input, work orders, and district support	Evidence will include data-analysis reports, instructional plans, intervention and enrichment documentation, progress-monitoring results, and growth in student data assessments.	7/31/26	7/31/29 Timeline 2026-2027: Assess needs and implement identified priorities. 2027–2028: Continue monitoring safety, facility, and resource plans. 2028-2029: Evaluate effectiveness and sustain successful improvements.

CRITICAL INITIATIVE: Sustain and strengthen evidence-based reading, mathematics, and content-area instruction to improve student achievement, engagement, problem-solving, and college-and-career readiness.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Use multiple sources of student data to identify needs, monitor evidence-based reading, mathematics, and content-area instruction, intervention, and enrichment.	School administration, instructional coaches, MTSS chairperson, support staff and teachers	State and local assessment data, instructional materials, intervention and enrichment resources, technology, collaborative planning time, and professional learning	Evidence will include data-analysis documentation, instructional plans, intervention and enrichment documentation, progress-monitoring results, and growth in student data assessments.	7/31/26	7/31/29 Timeline 2026-2027: Establish baseline data and implement instructional practices. 2027–2028: Monitor student progress and adjust instruction and supports. 2028-2029: Review achievement trends and refine practices for continued growth.

CRITICAL INITIATIVE: Support the recruitment, development, certification, and retention of high-quality educators through professional learning, mentoring, leadership opportunities, and individualized employee support.

On Track

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide ongoing onboarding, mentoring, and professional learning, certification support, leadership opportunities, and recognition to recruit and retain high-quality educators.	School administration, instructional coaches, and appropriate district personnel	Mentoring and onboarding materials, professional-learning opportunities, staff time, information, collaborative time, leadership opportunities, staff feedback, and district support	Evidence will include onboarding and mentoring documentation, professional-learning participation, staff progress, staff feedback, leadership opportunity data, and employee-retention information.	7/31/26	7/31/29 Timeline 2026-2027: Implement onboarding, mentoring, and professional-learning supports. 2027–2028: Monitor staff needs and expand development and leadership opportunities. 2028-2029: Evaluate effectiveness and refine recruitment and retention supports.