

that ensures collaborative planning, early identification of

Person(s) responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Leadership	Protected PLC time	Completed PLC	9/18/26	

Student Connection & Leadership: Provide opportunities for students to build relationships and leadership through Jr. Champions, Peer Helpers, NEHS, service learning, mentoring, and classroom/school leadership roles.	School Leadership Team, Individual Teachers	Faculty sponsors/mentors; scheduled time for mentoring and leadership activities; existing student leadership programs; service-learning opportunities; community partners when appropriate; participation tracking	gram rosters andicipation records; nitoring schedules; /sumation/photos/agement leadership and service ivities; completed service jects; student feedback arding belonging and dersh.	8/12/26	9/30/26	Establish mentoring pairings and leadership opportunities.
					10/09/26	Quarterly: Document participation and review attendance/behavior indicators.
					12/18/26	Quarterly: Document participation and review attendance/behavior indicators.
					3/17/27	Quarterly: Document participation and review attendance/behavior indicators.
					5/21/27	Quarterly: Document participation and review attendance/behavior indicators.
					4/30/27	Quarterly: Document participation and review attendance/behavior indicators.
					5/27/27	Quarterly: Document participation and review attendance/behavior indicators.
Spring: Measure student perceptions of belonging, leadership, and support.						
Evaluate participation/outcomes and identify programs for continuation or expansion.						
Leadership for Learning						
OBJECTIVE						
By 2029, Stapeleg Elementary School will expand innovative partnerships and financial solutions to enhance communication and districthe growth and achievement while simultaneously strengthening safety infrastructure and standardized procedures to ensure a secure and high-quality learning environment.						

Launch Date	Activity timeline

communication platforms; staff planning time; family-event materials/resources; stakeholder surveys	meeting/communication documentation; stakeholder survey completion and feedback; documented examples of	5/27/27 4/30/27 5/27/27 8/12/26	participation and stakeholder feedback Quarterly: Review PAC/family-event participation and stakeholder feedback Quarterly: Review PAC/family-event participation and stakeholder feedback
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ELEOT, walkthroughs, coaching, PLCs, Kagan structures, and professional learning to strengthen schoolwide expectations for active engagement.	Teachers	administrators and instructional coaches; walkthrough schedule; Kagan and other engagement resources; PLC and coaching time; professional learning targeted to observed needs	observations; coaching documentation; PLC/PD records addressing engagement; evidence of targeted engagement structures in lesson plans/classrooms; follow-up observations showing implementation.	10/09/26 1/2/27 4/30/27 5/27/27	data and engagement expectations. Review walkthrough evidence and identify PD/coaching needs. Conduct mid-year review of classroom engagement and student achievement. Complete ELEOT observations and compare with baseline. Evaluate relationship between engagement evidence and student outcomes.
Student Ownership of Learning: Use student data to guide goal setting, conferencing, reflection and feedback to increase student ownership.	Team, Individual Teachers, Counselor, Students	Age-appropriate data records; completed notebooks/tracking tools; benchmark and classroom data accessible to teachers/students; conferencing time; goal setting/reflection templates; teacher guidance on student-friendly data conversations	Student goals/data records; completed reflection forms; teacher/benchmark conferencing records; quarterly evidence that students understand goals; student ability to describe current goals and progress	8/12/26 9/30/26 10/09/26 12/18/26 3/17/27 5/27/27 1/2/27 5/27/27	Establish student goals using baseline data. End of Each Quarter: Students review progress and update goals. End of Each Quarter: Students review progress and update goals. End of Each Quarter: Students review progress and update goals. End of Each Quarter: Students review progress and update goals. Formal mid-year reflection/conferencing using MOY data. Complete EOY reflection and measure attainment of individual goals.

Applications, and future opportunities.

Individual	Classroom/greenhouse and existing campus resources; instructional materials; teacher planning time;	documentation of experiential/enrichment lessons or projects; student participation records; project	9/30/26	Grade levels identify planned experiential/enrichment opportunities.
			12/18/26	
			5/27/27	Document implementation and student participation.
			4/30/27	Document implementation and student

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Strengthen Core Reading and Mathematics Instruction: Use PLCs, instructional coaching, common/benchmark assessment data, student work, and evidence-based instructional practices to continuously strengthen Tier I reading and mathematics instruction.	SLT, PLC Teams	Protected PLC time; instructional coaches; Alabama standards and curriculum resources; benchmark, classroom, and ACAP data; common instructional resources; and professional learning targeted to identified needs	PLC documentation demonstrates regular analysis of instructional priorities; professional priorities are documented in student data; coaching and professional learning stage identified address needs and walkthroughs demonstrate implementation of agreed-upon instructional practices.	8/12/26	9/18/26 10/09/26 1/22/27 3/11/27 5/27/27 Establish BOY reading and mathematics baselines and school/grade-level targets. Review early performance data and implementation of identified Tier I instructional priorities. Analyze MOY benchmark data and adjust instruction, coaching, and professional learning. Review progress toward annual achievement and growth targets and make needed instructional adjustments. Analyze EOY benchmark and ACAP results and identify priorities for 2027–28.
Targeted Response to Student Performance: Use	SLT, PLC members, Individual Teachers, Interventionists	Benchmark and progress-monitoring tools; classroom	Students are regularly identified for targeted support or enrichment	8/24/26	9/18/26 10/20/26 Establish initial support and enrichment groups following BOY assessment.

3/16/27	Review progress-monitoring data and adjust grouping, instructional response, or intensity as needed.
4/20/27	Review progress-monitoring data and adjust grouping, instructional response, or intensity as needed.
1/22/27	Review progress-monitoring data and adjust grouping, instructional response
3/17/27	Review progress-monitoring data and adjust grouping, instructional response
5/23/27	Review progress-monitoring data and adjust grouping, instructional response

				or intensity as needed.
				Review progress-monitoring data and adjust grouping, instructional response or intensity as needed.
				Review progress-monitoring data and

Standards-Aligned Core Instruction: Use PLCs, coaching, professional learning, common resources and evidence-based practices to strengthen Tier I ELA, mathematics, and science instruction.	SLT, PLCs, Individual Teachers	Alisma standards/curriculum resources; ACAP data; PLC time: benchmark and ACAP data; adopted/supplemental instructional resources; professional learning; classroom technology and science resources	PLC/lesson-planning evidence of standards alignment; coaching/PLC needs; classroom observation/walkthrough evidence; implementation of agreed-upon instructional practices/resources; common assessment/benchmark administration.	8/12/26	9/18/26 10/09/26 1/22/27 3/17/27 5/27/27	Establish baseline and school/grade-level targets. Analyze initial performance and instructional implementation. Analyze MOY data and adjust instruction/PLC. Review readiness/progress toward annual targets. Analyze EOY benchmarks and ACAP results.
Data-Driven Academic Response: Use formal data reviews to strategize/adapt intervention, instruction, professional learning, personnel, technology, and resources.	RtI Team, SLT, PLCs, individual teachers	School/grade-level data/dashboards or reports; scheduled leadership/PLC data-review time; budget/resource information; administrators, coaches and teachers; intervention and technology utilization data	Documented BOY/MOY/EOY data reviews; written instructional/resource adjustments; revised intervention groups or PD priorities; evidence that identified resources/personnel were redirected in response to data.	8/12/26 10/09/26 1/22/27 3/17/27 5/27/27	9/18/26 10/09/26 1/22/27 3/17/27 5/27/27	Prior-year/BOY analysis and initial resource allocation. First-quarter review. Comprehensive midyear review/resource adjustment. Third-quarter/ACAP readiness review. EOY evaluation and recommendations for 2027-28.

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process; job-embedded PD time; district/state PD opportunities; staff survey and student performance data;	teacher-led learning documentation; evidence of application of professional learning; staff	4/30/27 5/27/27	participation, staff attendance, and support needs. Analyze staff survey results and retention indicators. Evaluate PLB completion, staff retention
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