Culture of Learning

OBJECTIVE

By 2029, Bay Minette Middle 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

By 2029, we will provide PLC time to enhance professional practice, collaboration and student outcomes through implementation of strategic scheduling.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement a structured MTSS framework. to include monthly meetings.	Curriculum Leader	Teachers will provide input on student progressed based on classwork, common assessments, and discipline Teachers will participate in decisions made to improve student outcomes	MTSS plans that are developed for Tier III students.	8/1/26	12/18/26 5/21/27 Teachers will have met four times to discuss and improve student MTSS plans. Teachers will have met nine times to discuss student progress and make necessary changes to MTSS plans to reflect student needs.
Provide job-embedded Professional Development on effective PLC implementation and relevant topics to improve instruction.	Admin and Solution Tree PLC Coach	Our PLC coach is scheduled to meet with us three times this year We will add days of funding becomes available	We will keep meeting minutes and an agenda.	10/1/26	1/29/27 Our PLC coach will have completed three visits.
Maintain a master schedule based on the needs of the school.	admin	-Projected enrollment numbers, individual course requests, and academic performance data -Mandates for Special Education (SPED), English Language Learners (ELL), and intervention or enrichment blocks -Teacher credentials, full-time/part-time status, contract limits, and preparation period requirements -Room capacities, specialized spaces (labs, gyms, arts rooms), and shared-space limitations -Administrators, guidance counselor, and department heads to design and oversee the process -Feedback from teachers regarding common planning times and instructional priorities -(SIS) Software to track student requests, run conflict matrices, and mass-schedule students -Defined instructional block lengths, transition times, and lunch periods	Creation of master schedule to accommodate collaborative planning to include special education inclusion teachers working with general education teachers to ensure success of our SPED student group.	8/1/26	8/01/26 Master schedule was created and teachers meet to collaboratively plan for the success of all students

CRITICAL INITIATIVE

By 2029, we will maximize opportunities that cultivate an inclusive culture of equity, access, and belonging.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide job-embedded Professional Development to improve student supports.	PLC Coach Kim Cano		The sign in sheets from the professional development sessions will serve as evidence of accomplishment of this activity.	8/1/26	10/31/26 11/30/26 1/31/27 PLC Coach will meet with the Guiding Coalition to review progress on the strategic plan and provide professional development on maximizing collaborative planning time to enhance the PLC process. PLC Coach will meet with the Guiding Coalition to review progress on the strategic plan and provide professional development on maximizing collaborative planning time to enhance the PLC process. PLC Coach will meet with the Guiding Coalition to review progress on the strategic plan and provide professional development on maximizing collaborative planning time to enhance the PLC process.
Utilize a guiding coalition composed of individuals with relevant expertise and informed perspectives to drive decision making.	Administration	The Guiding Coalition will use data from school-wide assessments and surveys to determine the direction of instruction and stakeholder engagement	Our Guiding Coalition will meet at least 8 times throughout the school year to discuss and revise our school action plan.	8/1/26	11/30/26 6/30/27 Three meetings will have been held to discuss school progress. At least five meetings will have been held to review and revise school action plan. The final meetings will be used to create the school action plan for the next school year.

Leadership for Learning

OBJECTIVE

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

CRITICAL INITIATIVE

By 2029, we will expand partnerships to enhance communication, innovative financial solutions, opportunities, growth and achievement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Enhance cross-campus partnerships by creating joint committees with feeder elementary schools and the local high school to ease student transitions.	Guidance Counselor & Curriculum Leader	Facilitate meetings with elementary and high school teachers to coordinate support for high-needs students and track transition anxieties Align core curricula (Math, ELA, Science) between 5th-6th and 8th-9th grades when feasible and identify areas where norms can be established to ease transition Administer surveys to students, parents, and teachers post-transition to measure the committee's effectiveness and adjust strategy annually	Evidence will be provided from the following: • Agendas and sign-in sheets with explicit meeting objectives showing joint attendance from 5th, 6th, 8th, and 9th-grade teachers, counselors, and support staff. • Meeting Minutes summarizing discussions on student anxiety trends, physical/academic readiness, and transitions. • Standardized lists of behavioral norms, homework policies, digital tool usages, and study strategies adopted across feeder schools to reduce student friction. • Data obtained from questionnaires/surveys fielded to students, parents, and teachers post-transition at the end of the quarter or first semester. • Collaboration between guidance counselors to identify high-needs students and their transition experiences.	10/1/26	

CRITICAL INITIATIVE

By 2029, we will work to standardize procedures and strengthen prevention practices to decrease incidents and improve school safety.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
• Monitor and assess standardized emergency response frameworks, such as the Lockdown, Secure, and Evacuate across all classrooms and common areas. • Use of Simple Discipline as a single, digitized system for staff to report disciplinary incidents to ensure consistent documentation and tracking. • Alignment of behavioral expectations, disciplinary steps, and restorative interventions across all grade levels so staff respond to rule violations consistently. • Conduct scheduled building security audits to include checking visitor check-ins, door locks, perimeter security, and regular emergency drills and provide feedback. • Provide mandatory, annual training on issues such as de-escalation tactics, anaphylaxis and epinephrine auto-injector training, and suicide prevention.	inistration/Nurse/Counse	• Licensing for Simple Discipline) to log discipline referrals and track trends • Physical security infrastructure, including functioning door locks, visitor check-in stations, controlled perimeter access, and automated medical equipment like epinephrine auto-injectors (EpiPens) • Dedicated time for nurses and other staff to conduct mandatory, annual staff professional development in emergency protocols, de-escalation tactics, suicide prevention, and medical emergency responses • Standardized reference documentation for all classrooms (e g , printed emergency response guides, code-of-conduct handbooks) and training materials for medical and mental health protocols	• Completed drill logs and feedback forms documenting system compliance across all campus areas. • Simple Discipline Usage Reports showing staff usage and historical incident tracking data. • A published, grade-aligned discipline rubric distributed in student handbooks, backed by referral data showing consistent application of consequences across grade levels. • Signed facilities security checklists (verifying door locks, visitor badges, and perimeter checks) and district-compliant drill documentation. • Annual training rosters, completion certificates, and sign-in sheets verifying mandatory staff completion of de-escalation, suicide prevention, and epinephrine auto-injector modules.	8/1/26	

Engagement in Learning

OBJECTIVE

By 2029, Bay Minette Middle Schools 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

By 2029, we will administer the ELEOT annually and use data to drive growth in all domains, strengthen student engagement, and target PD needs.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Complete school-wide observations with the ELEOT annually	admin	ELEOT observation platform	ELEOT observations will be signed by teachers.	9/1/26	5/21/27 ELEOT observations will be completed by the end of the year.
Develop school-wide expectations for student engagement through the use of a school-wide instructional framework.	admin; guiding coalition	No outside resources are needed	Lesson plans to reflect instructional framework.	8/1/26	12/18/26 Lesson plans are submitted weekly.

CRITICAL INITIATIVE

By 2029, we will 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
• Facilitate student site visits to Baldwin Preparatory Academy to provide innovative, interest-aligned career exploration and experiential learning opportunities.	Admin/Guidance Counselor		• Program for career fair • Interests inventory completed by students	8/1/26	
• Engage students in an interactive Career Fair connecting students with industry professionals to provide hands-on, interest-aligned career exploration and real-world pathway discovery.	Admin/Guidance Counselor	Presenters for Job Fair	The program from the job fair and student surveys will serve as evidence of accomplishment for this activity.	8/1/26	

Growth in Learning

OBJECTIVE

By 2029, Bay Minette Middle 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

By 2029, we will utilize the district Professional Learning Community framework to implement PLCs to support student learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Deliver targeted professional development on action research, enabling educators to translate data-driven insights into effective teaching practices.	Admin/Curriculum Leader	• Utilize weekly Professional Learning Community (PLC) times specifically for research discussions and data analysis • Provide teachers with user-friendly data management tools (Power Teacher Pro, Simpldiscipline, IXL, RTI Scheduler) to easily extract data and secure actionable insights • Host professional development training sessions covering action research steps: identifying classroom problems of practice, collecting qualitative/quantitative data, and implementing interventions and best practices • Assign mentor or lead teachers to guide educators through their individual or department-level research cycles • Survey results from Title Needs Assessment	• Agendas from weekly PLC meetings • Lesson plans reflecting teaching strategies implemented • Sign-in sheets from professional development opportunities • Anecdotal notes from classroom modeling sessions with mentor/lead teachers	8/1/26	12/18/26 5/21/27 PD is provided to teachers for integrating best practices based on CFA/SFA data. PD is provided to teachers for integrating best practices based on CFA/SFA data.
Examine data by subgroups to identify deficiencies (e.g., student achievement, growth, attendance, discipline, etc.) and conduct action research to improve identified discrepancies and share successes.	Admin/Curriculum Leader	• Equip educators with evidence-based strategies to address identified gaps in student growth, attendance, or behavioral outcomes • Engage in progress monitoring bi-weekly analyzing grades, attendance, and behavior to evaluate intervention efficacy in real time • Utilize regular professional learning community meeting times for departments to analyze subgroup trends and refine interventions • Create a monthly "Tiger Talk" newsletter to highlight successful strategies and roll them out school wide	• Lesson plans reflecting implementation of evidence-based strategies in the classroom. • RTI/MTSS data collected • Sample publications of the Tiger Talk newsletter	8/1/26	12/18/26 5/21/27 Lesson plans reflecting implementation of evidence-based strategies in the classroom. • RTI/MTSS data collected • Sample publications of the Tiger Talk newsletter Lesson plans reflecting implementation of evidence-based strategies in the classroom. • RTI/MTSS data collected • Sample publications of the Tiger Talk newsletter

CRITICAL INITIATIVE

By 2029, we will participate in action research throughout the school year to inform and enhance teaching practices.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Examine data by subgroups to identify deficiencies (e.g., student achievement, growth, attendance, discipline, etc.) and conduct action research to improve identified discrepancies and share successes.	Admin	• Data relevant to student achievement, growth, attendance, and discipline • Utilize weekly Professional Learning Community (PLC) times specifically for research discussions and data analysis • Provide teachers with user-friendly data management tools (Power Teacher Pro, Simpldiscipline, IXL, RTI Scheduler) to easily extract data and secure actionable insights	• Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers	8/1/26	12/18/26 5/21/27 Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers
Deliver targeted professional learning on action research, enabling educators to translate data-driven insights into effective teaching practices.	Admin	• Host professional development training sessions covering action research steps: identifying classroom problems of practice, collecting qualitative/quantitative data, and implementing interventions and best practices • Assign mentor or lead teachers to guide educators through their individual or department-level research cycles	• Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers	8/1/26	12/18/26 5/21/27 Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers Lesson plans reflecting teaching strategies implemented • Anecdotal notes from classroom modeling sessions with mentor/lead teachers

Sustainability and Progress

OBJECTIVE

By 2029, Bay Minette Middle School will ensure long-term school progress by maintaining safe learning environments, sustaining a rigorous focus on academic achievement and college and career readiness. In addition Bay Minette Middle School will maintain a robust technology network including devices and management.

CRITICAL INITIATIVE

Sustain and expand our focus on academics and content instruction to strengthen the college and career readiness of students schoolwide.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
• Increase math achievement on local and state level benchmarks and assessments through improved engagement, student learning and problem-solving skills.	Admin	• Year-over-year increases in the percentage of students scoring "Proficient" or "Advanced" on state-level math and reading/ELA assessments • Upward trends across fall, winter, and spring district benchmark scores (e g , IXL, end of quarter averages in Math/Reading) showing higher individual student growth rates and grade-level mastery • Consistent mastery gains on weekly or end-of-unit assessments aligned to state content standards	• Year-over-year increases in the percentage of students scoring "Proficient" or "Advanced" on state-level math and reading/ELA assessments. • Upward trends across fall, winter, and spring district benchmark scores (e.g., IXL, end of quarter averages in Math/Reading) showing higher individual student growth rates and grade-level mastery. • Consistent mastery gains on weekly or end-of-unit assessments aligned to state content standards.	8/1/26	9/30/26 8/04/26 8/06/26 A list of students who are close to reaching the next level on the ACAP test will be given to teachers. Expectations were clearly given through PD provided through our Solution Tree Coach. Expectations were given to parents during our annual parent meeting/schedule pick up.
• Increase reading/ELA achievement on local and state level benchmarks and assessments through improved engagement, student learning and problem-solving skills.	Admin, teachers, Curriculum Leader	Identify students who are close to proficiency and may benefit from targeted interventions (ACAP Level 2 and 3) Clearly communicate teacher/instructional expectations to ALL staff to include PBIS Matrix, RTI Scheduler, Instructional Framework, and Classroom Expectations Communicate expectations for students and parents to include PBIS expectations, attendance, academic integrity/plagiarism, AI usage, student engagement, and ACAP expectations	What measure (data) will be used to guide work toward the goal? BMMS will use IXL, CFA, No Red Ink data as a guide to drive instruction in reading.	8/1/26	12/18/26 8/04/26 8/06/26 PLC meetings are held weekly with data discussions to determine instructional needs. Teachers will keep anecdotal notes with lesson plans or meeting minutes to support student needs. IXL benchmarks will be administered twice per year. Clear expectations were given to faculty through PD delivered by our Solution Tree Coach. Expectations were communicated to parents and students at our annual parent meeting/schedule pick up.
BMMS will reduce Chronic Absenteeism by at least 3% from 13% to 10% as measured by PowerSchool attendance data.	Counselor/social worker; admin	Develop a list of students who were chronically absent during the previous school year for each grade level Create "how to" videos and information sheet to define and address attendance distributed via Parent Square Create and incentive program for parents that directly relates to student attendance, tardiness to school, and parent night attendance Create homeroom celebration once a month for classes with perfect attendance	Distribution of information to parents through Parent Square. Incentive programs and celebrations are created and are sent to parents via Parent Square and social media outlets. Homeroom attendance celebrations are held monthly.	8/1/26	12/18/26 5/21/27 Information regarding attendance and our parent engagement program will be sent through Parent Square. Four attendance celebrations will have been held by this benchmark date. A total of nine attendance celebrations will have been held by this benchmark.
BMMS will improve student achievement for Students with Disabilities in math and reading as measured by ACAP testing.	Admin.; teachers; Curriculum Leader	Improve instructional consistency and "Growth Mindset" through intentional SPED/Gen ED PLC planning Improve advocacy skills with students with disabilities with a primary focus on grades, IEP goals, missing assignments, attendance and behavior Review grade-level data to plan for "basic skills" in reading, math, writing, organization, and social skills areas to close gaps with on-grade level expectations	Walk-through data, reflection documents, improved instructional practices Data tracking/Goal setting sheets; Student conference logs Teacher observations, grades, attendance, behavior referrals positive and negative.	8/1/26	12/18/26 5/21/27 Walk-through data, reflection documents, improved instructional practices Data tracking/Goal setting sheets; Student conference logs Teacher observations, grades, attendance, behavior referrals positive and negative. Walk-through data, reflection documents, improved instructional practices Data tracking/Goal setting sheets; Student conference logs Teacher observations, grades, attendance, behavior referrals positive and negative.