Culture of Learning

OBJECTIVE

By 2029, Robertsdale High 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 — Design a schedule that allows for PLC activities with the Guiding Coalition

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Bimonthly Guiding Coalition Meetings	Annie Freeman	PLC resources	Guiding Coalition meeting agendas and sign-in sheets; Follow-ups at faculty meeting	9/1/26	5/28/27 | Ongoing throughout the year.

Leadership for Learning

OBJECTIVE

By 2029, Robertsdale High 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 — Elevate and share compelling stories that highlight impact, needs, and success, strengthening community trust, deepening engagement, and inspiring sustained investment

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Develop and implement a consistent communication plan that highlights student achievement, staff accomplishments, school programs, and community partnerships. Utilize school communication platforms, social media, newsletters, and targeted events to share successes, address unique school needs, and promote opportunities for community involvement. Strengthen relationships with families, alumni, businesses, and community organizations to increase engagement, build trust, and encourage continued support of school initiatives.	School Administration, Teachers, Department Chairs, Student Leaders, Athletic Coaches, and Community Partners	School communication platforms, social media, newsletters, school website, photography and videography, student and staff success stories, community partnerships, and resources to support school events and outreach activities	Documentation of communication, communication, social media posts, newsletters, and community outreach activities; increased student and staff accomplishments; community participation and feedback; evidence of strengthened community partnerships; and increased community engagement, volunteerism, sponsorships, and support for school programs.	8/12/26	5/28/27 | Ongoing throughout the year.

CRITICAL INITIATIVE — 3 Mill feeder pattern property tax districts and feeder pattern city funding agreements will provide innovative financial partnerships with the participating communities

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Collaborate with Baldwin County, local municipalities, and community stakeholders to strengthen financial partnerships through 3 Mill property tax allocations and city funding agreements, ensuring that growing school needs align available funding with school improvement goals, student success, and the allocate resources to support instructional programs, facility opportunities, facility improvements, and technology that enhance student success.	School Administration, District Leadership, School Bookkeeper, Department Chairs, and Community Stakeholders	3 Mill property tax allocations, municipal funding agreements, school improvement plans, budget and expenditure reports, community input, district financial guidance, and collaborative community partnerships	Documentation of 3 Mill property tax development and expenditures; municipal funding agreements and contributions; community input regarding funding priorities; evidence of resources allocated toward identified school improvement needs; and documented alignment between school programs, facilities, and student success initiatives supported through community financial partnerships.	8/12/26	5/28/27 | Ongoing throughout the year.

Engagement in Learning

OBJECTIVE

By 2029, Robertsdale High School will strengthen student engagement and drive growth across all domains by utilizing annual ELDT data to target professional development while expanding innovative, interest-aligned learning pathways and differentiated experiences for every student.

CRITICAL INITIATIVE — Provide opportunities for students to explore pathways and engage in structured K-12 and post-secondary experiences

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide students with structured opportunities to explore college, career, and technical education pathways through career exploration activities, college and industry visits, job shadowing, guest speakers, and collaboration with post-secondary institutions and community partners. School counselors, teachers, and career technical education staff will collaborate with students to identify interests, develop academic and career plans, and participate in experiences that support successful transitions to post-secondary education, training, military service, or employment.	School Administration, School Counselors, Career Technical Education (CTE) Teachers, Career Coaches, and Community/Post-Secondary Partners	College and career exploration materials, career interest inventories, post-secondary and industry partnerships, transportation for college and career visits, guest speakers, career exploration platforms, student planning tools, and funding for college and career readiness activities	Documentation of college and career exploration activities; student participation in career interest inventories, job shadowing, and industry engagement; documentation of career interest inventories and individualized academic career plans; increased participation in CTE courses and work-based learning opportunities; and evidence of student-developed enrichment opportunities. Documentation of student participation in electives, clubs, and extracurricular activities, with evidence of equitable access across student subgroups.	8/12/26	5/28/27 | Ongoing throughout the year.

CRITICAL INITIATIVE — Provide enrichment and elective opportunities

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide students with diverse enrichment and elective opportunities that promote student engagement, personal interests, talent development, and academic growth. Encourage student participation in extracurricular activities, clubs, fine arts, career technical education, and other enrichment experiences that support individual talents and interests. School leadership will evaluate student interests and participation data to identify opportunities for improvement and ensure equitable access to meaningful experiences for all students.	School Administration, School Counselors, Department Chairs, Elective and CTE Teachers, Club Sponsors, and Activity Coordinators	Elective course offerings, instructional materials and supplies, club and extracurricular activity resources, student interest surveys, scheduling flexibility, community partnerships, transportation when needed, and funding to support enrichment activities	Documentation of elective course offerings, student club and extracurricular participation data, student participation and enrollment data, student interest surveys, and evidence of expanded enrichment opportunities. Documentation of student participation in electives, clubs, and extracurricular activities, with evidence of equitable access across student subgroups.	8/12/26	5/28/27 | Ongoing throughout the year.

Growth in Learning

OBJECTIVE

By 2029, Robertsdale High 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 — Deliver meaningful PD to RBHS staff based on the PLC process and ensure ongoing implementation

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide ongoing, job-embedded professional development focused on strengthening the PLC process and improving instructional practices. Teachers will collaborate within PLCs to unpack standards, develop common formative and/or summative assessments, analyze student learning data, and implement targeted interventions and enrichment strategies and interventions. School leaders and instructional coaches will provide ongoing support, feedback, and monitoring to ensure consistent implementation of effective PLC practices across all departments.	School Administration, Instructional Coach, Department Chairs, PLC Team Leaders, and Teachers	Dedicated PLC collaboration time, professional development resources, Solution Tree implementation training, instructional coaching support, PLC implementation data, common assessment templates, and PLC planning and documentation tools	Professional development agendas and participation records; PLC meeting agendas and documentation; identification of essential standards; evidence of the implementation of common formative and/or summative assessments; evidence of collaborative data analysis and instructional adjustments; and ongoing implementation monitoring of PLC implementation and effectiveness.	8/12/26	5/28/27 | Ongoing throughout the year.

CRITICAL INITIATIVE — Examine data by subgroups to identify deficiencies (e.g., student achievement, growth, attendance, discipline, etc.) & conduct action research to improve identified discrepancies and share successes.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
School leadership and PLC teams will regularly analyze student achievement, growth, attendance, discipline, and other data by student subgroups to identify performance gaps and areas of need. Teams will collaboratively develop and implement targeted, research-based strategies and interventions to address identified deficiencies, monitor student progress, and evaluate the effectiveness of implemented strategies. Successful strategies will be shared across departments to promote continuous improvement and equitable outcomes for all students.	School Administration, Instructional Coach, Department Chairs, Counselors, and MTSS Team	Student achievement and assessment data, attendance and discipline reports, subgroup performance data, PLC collaboration time, MTSS resources, research-based instructional and intervention materials, and professional development	Documentation of student data analysis by subgroup, including PLC, and MTSS meeting agendas; identification of performance gaps; development and implementation of targeted action plans and interventions; progress monitoring data; evidence of instructional or intervention adjustments; and documented improvements in student achievement, growth, attendance, and/or discipline outcomes for identified subgroups.	8/12/26	5/28/27 | Ongoing throughout the year.

Sustainability and Growth

OBJECTIVE

By 2029, Robertsdale High 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. Additionally, RBHS will maintain a robust technology network including devices and management.

CRITICAL INITIATIVE — Increase math achievement on local and state level benchmarks and assessment through improved engagement, student learning, and problem-solving skills.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Math teachers will collaborate through PLCs to identify essential standards, embed ACT College and Career Readiness (CCR) standards into daily instructional routines, and implement engaging, research-based strategies to strengthen mathematical reasoning and problem-solving skills. Teachers will develop and utilize common formative and/or summative assessments to monitor student learning, analyze performance data, and adjust instruction to improve student achievement on local and state assessments.	Math Department Chair, Math Teachers, Instructional Coach, and School Administration	PLC collaboration time, curriculum resources, common formative and/or summative assessments, ACT preparation materials, math manipulatives and materials, student performance data, instructional technology, and professional development	PLC agendas and documentation; evidence of ACT CCR standards embedded in instructional routines; common formative and/or summative assessment results; documented instructional adjustments based on student performance data; and increased student proficiency on local benchmarks, ACT Math, and state assessments.	8/12/26	5/28/27 | Ongoing throughout the year.

CRITICAL INITIATIVE — Increase reading/ELA achievement on local and state level benchmarks and assessment through improved engagement, student learning, and problem-solving skills

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
ELA teachers will collaborate through PLCs to identify essential standards, embed ACT College and Career Readiness (CCR) standards into daily instructional routines, and implement engaging, research-based strategies to strengthen reading comprehension, critical thinking, writing, and analytical skills. Teachers will develop and utilize common formative and/or summative assessments to monitor student learning, analyze performance data, and adjust instruction to improve student achievement on local and state assessments.	ELA Department Chair, ELA Teachers, Instructional Coach, and School Administration	PLC collaboration time, curriculum and instructional resources, ACT preparation materials, common formative and/or summative assessments, student performance data, instructional technology, and professional development	PLC agendas and documentation; evidence of ACT CCR standards embedded in instructional routines; common formative and/or summative assessment results; documented instructional adjustments based on student performance data; and increased student proficiency on local benchmarks, ACT English and Reading, and state assessments.	8/12/26	5/28/27 | Ongoing throughout the year.