Culture

OBJECTIVE

CULTURE OF LEARNING COMBINED OBJECTIVE: By 2029, Bay Minette Elementary 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 — Develop a master schedule based on the needs of the school. Provide job-embedded Professional Development on effective PLC implementation and relevant topics to improve instruction. Implement MTSS framework.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Post Master Schedule in Tiger Central Google Drive; Post daily teacher schedules in hall and room; designated areas for PLCs and use of Tiger Central Google Drive to store artifacts and outputs; meet monthly to measure effectiveness of all 3 tiers of instruction; update improvement plans online	Administrators, Curriculum Leader, Instructional Coaches, Grade Level Chairs, Classroom Teachers, Counselors, Resource Teachers	Funding for substitutes; funding for classroom materials and instructional materials; funding for classroom teachers and part time instructors; funding for parent supplies	By the end of the 2026–2027 school year, the percentage of students scoring at or above proficiency in mathematics on the state assessment will increase by 10 percentage points, as measured by state assessment results. Collaborative planning and coaching cycles, Teachers will prioritize mathematical concepts and strengthen instructional routines. Measured using Results-Based Coaching Tools (RBCTs) Student progress will be consistently monitored and reviewed By the end of the 2026-2027 school year, the percentage of students scoring at or above proficiency in comprehension and writing on the state assessment will increase by 10 percentage points, as measured by state assessment results. Collaborative planning and coaching cycles, Teachers will prioritize and strengthen SoR instructional practices to increase student achievement. Measured using Results-Based Coaching Tools (RBCTs) Student progress will be consistently monitored and reviewed.	8/1/26	5/31/27 — Benchmarks to check for student achievement every quarter (October, December, March and May)

Leadership

OBJECTIVE

LEADERSHIP FOR LEARNING COMBINED OBJECTIVE: By 2029, Bay Minette Elementary School will expand innovative partnerships and financial solutions to enhance communication and schoolwide 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 successes, strengthening community trust, deepening engagement, and inspiring sustained investment.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Community events- Meet the Teacher, Student Lead Parent Conferences, Grandparents Week, Fall Festival, Christmas Ornament Night, Mardi Gras Parade and Ball, Field Day	Admin, Curriculum Leader, Grade Level Chairs, Support Staff and Activities Committees made up of all BMES staff	Community and BMES Staff support	Community Attendance and survey perceptual data	8/1/26	5/31/27 — Events occur each month of the 26-27 school year

Engagement

OBJECTIVE

ENGAGEMENT IN LEARNING COMBINED OBJECTIVE: By 2029, Bay Minette Elementary 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 — Complete school-wide observations with the ELEOT annually. Develop a common understanding of the ELEOT school-wide. Develop school-wide expectations for student engagement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Administration will complete a minimum of 10 classroom walkthroughs a week and spend one afternoon a week debriefing over findings in the data and share this with instructional coaches and staff. Teacher feedback provided daily from walkthroughs. Data will also be shared during PLCs to ensure PD and professional learning are differentiated for staff based on walkthrough data.	Administration, Curriculum Leader and Instructional Coaches	Data collection and planning time with administration and coaches, leadership attendance in each PLC collaborative meeting	PLC and Instructional Coaching meeting and admin walkthrough debriefing agenda and meeting minutes, student achievement data	8/1/26	5/31/27 — Data will be collected weekly and disaggregated monthly

Growth

OBJECTIVE

GROWTH IN LEARNING COMBINED OBJECTIVE: By 2029, Bay Minette Elementary 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 BCBE staff based on the PLC process and ensure ongoing implementation. Implement vertical teaming within grade levels to collaborate and share best practices.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Leadership and collaboration in every professional learning community through the weeks, months and school year. Master schedule to support protected collaborative time. Immediate feedback and next steps in instructional practice through coaching cycles, modeling, co-planning, co-teaching and classroom observations.	Administration, Curriculum Leader, Instructional Coaches, Classroom Teachers, Resource Teachers, Counselors	Scheduled, protected time for collaborative meetings, scheduled coaching and administration meetings, principals weekly debriefing meeting	Classroom walkthroughs and increased student achievement	8/1/26	5/31/27 — We will monitor this weekly as a leadership team and monthly as an admin team

Sustainability and Growth

OBJECTIVE

By 2029, Bay Minette 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, BMES will maintain a robust technology network including devices and management.

CRITICAL INITIATIVE — Ensure our focus stays on academic achievement through effective collaboration and planning of all tiers of instruction through weekly progress monitoring and data collection.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Create a master schedule that designates time for all three tiers of instruction. Master schedule is posted in a shared Google drive and outside of all classroom doors. TIme is allotted each week for PLC meetings and each month for a half- day planning session.	Administrators, Curriculum Leader, Instructional Coaches, Grade Level Chairs, Classroom Teachers, Counselors, Resource Teachers	Funding for substitutes; funding for classroom materials and instructional materials; funding for classroom teachers and part time instructors	By the end of the 2026–2027 school year, the percentage of students scoring at or above proficiency in mathematics on the state assessment will increase by 10 percentage points, as measured by state assessment results. Collaborative planning and coaching cycles, Teachers will prioritize mathematical concepts and strengthen instructional routines. Measured using Results-Based Coaching Tools (RBCTs) Student progress will be consistently monitored and reviewed By the end of the 2026-2027 school year, the percentage of students scoring at or above proficiency in comprehension and writing on the state assessment will increase by 10 percentage points, as measured by state assessment results. Collaborative planning and coaching cycles, Teachers will prioritize and strengthen SoR instructional practices to increase student achievement. Measured using Results-Based Coaching Tools (RBCTs) Student progress will be consistently monitored and reviewed.	8/3/26	5/31/27 — We will monitor this weekly as a leadership team and monthly as an admin team