Culture of Learning

OBJECTIVE

By 2027, Foley Elementary 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 2027, implementation of strategic scheduling will provide PLC time to enhance professional practice, collaboration, & student outcomes.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Develop and implement a master schedule that protects core instruction, intervention, enrichment, and weekly PLC time.	Administration, grade-level chairs, instructional coaches, and intervention staff	Student data, instructional-minute requirements, intervention schedules, staff assignments, and common planning time	The approved master schedule identifies protected instructional, intervention, and PLC blocks, and implementation is monitored through schedules and walkthroughs.	8/3/26	8/01/27 The schedule is finalized before the school year begins. At least 90% of scheduled PLC meetings occur, and 100% of identified Tier 2 and Tier 3 students receive assigned intervention time.
Conduct weekly PLC meetings using the district PLC framework and four guiding questions.	Administration, instructional coaches, grade-level chairs, and teachers	PLC calendar, substitutes, district framework, standards, pacing guides, student work, assessment data, agendas, and minutes	PLC agendas and minutes document the standard addressed, evidence of student learning, students needing additional support or enrichment, and the instructional action selected.	8/3/26	8/01/27 At least 90% of scheduled PLCs are completed, and 100% of PLC meetings include a documented instructional action step.
Analyze ACAP, STAR, i-Ready, ACCESS, common-assessment, and classroom data to plan reteaching, intervention, and enrichment.	Administration, instructional coaches, teachers, ESL staff, special education staff, and intervention teachers	Assessment reports, common assessments, student work, data-analysis templates, substitutes, and PLC time	Data-review documents identify priority standards, student groups, instructional responses, and follow-up dates after each benchmark period.	8/3/26	8/01/27 Every grade level completes a documented data review within 10 school days of each benchmark. ELA proficiency increases by 5% while strong academic growth is maintained. 8/01/27 Every grade level completes a documented data review within 10 school days of each benchmark. Math proficiency increases by 5% while strong academic growth is maintained.
Provide job-embedded professional development and coaching based on PLC, assessment, walkthrough, and ELEOT findings.	Administration, instructional coaches, administration, teacher leaders, and district specialists	Professional-learning calendar, instructional coaches, model lessons, coaching tools, PLC findings, ELEOT data, and walkthrough results	Professional-learning agendas, attendance records, coaching logs, teacher reflections, and walkthrough evidence document implementation of targeted practices.	8/3/26	8/01/27 At least two professional-learning or coaching cycles are completed each semester, with at least 90% staff participation and a 5% improvement in the targeted walkthrough or ELEOT indicator.
Implement the MTSS framework to provide timely Tier 2 and Tier 3 intervention, progress monitoring, and instructional adjustments.	Administration, instructional coaches, Part Time Instructors, Part Time Tutors, Reading Interventionist, ESL staff, special education staff, classroom teachers, and PST members	Universal-screening data, Part-time Instructors, Part-time Tutor, Reading Intervention Teacher, intervention programs, protected intervention time, MTSS/PST tracker, Hoonuit/Analytics, progress-monitoring tools, and parent communication	Intervention schedules, MTSS plans, progress-monitoring records, PST minutes, and parent-contact documentation show that identified students received and responded to appropriate support.	8/3/26	8/01/27 100% of identified students have a documented intervention plan and baseline data. Tier 3 students are reviewed monthly, interventions are adjusted when progress is insufficient, and identified student groups improve by at least 5%.
Implement a tiered attendance process that includes daily monitoring, early family contact, identification of barriers, attendance plans, incentives, and monthly MTSS review.	Administration, counselors, social worker, attendance clerk, teachers, MTSS Team, and front office staff	Daily attendance reports, early-warning thresholds, ParentSquare, attendance tracker, family-contact procedures, attendance plans, incentives, and community-support referrals	Attendance reports, parent-contact records, attendance plans, MTSS minutes, referrals, and monthly progress reviews document that students with attendance concerns receive timely support.	8/3/26	8/01/27 Daily attendance is reviewed, and 100% of students reaching the identified early-warning threshold receive documented family contact and support. Students who become chronically absent receive an individualized attendance plan and monthly review. Chronic absenteeism decreases from 14.08% to 12% or lower by the end of the school year.

CRITICAL INITIATIVE By 2027, maximize opportunities that cultivate an inclusive culture of equity, access and belonging.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Implement schoolwide practices that promote belonging, positive relationships, student voice, equitable access, and culturally responsive support for all learners.	Administration, counselors, social worker, ESL staff, special education staff, faculty	Quarterly reviews will include attendance, discipline, intervention participation, and subgroup data; End-of-the-year student survey results; Jump Start Teachers - Kindergarten; Instructional Supplies	Student survey results related to belonging, adult support, care, and student voice increase by at least 5 percentage points. Discipline referrals decrease by at least 5%, and subgroup access to interventions and student opportunities is reviewed quarterly.	8/3/26	10/09/26 100% of grade levels implement the identified practices by the end of the first quarter. 7/30/27 Student survey results related to belonging, adult support, care, and student voice increase by at least 5 percentage points. Discipline referrals decrease by at least 5%, and subgroup access to interventions and student opportunities is reviewed quarterly.
Provide job-embedded professional development, coaching, PLC support, and classroom feedback focused on differentiation, active engagement, language supports, inclusive practices, behavioral supports, and authentic learning experiences.	Administration, instructional coaches, teacher leaders, and district specialists	Professional learning calendar, instructional coaches, PLC time, walkthrough tools, model lessons, coaching cycles, student data, and teacher feedback	Training attendance, PLC minutes, coaching records, model lessons, teacher reflections, and walkthrough feedback will document implementation. Student achievement and engagement data will be reviewed after each benchmark period.	8/3/26	8/01/27 At least 90% of certified staff complete three or more job-embedded professional-learning or coaching cycles. Every teacher receives at least two documented coaching or walkthrough feedback opportunities. ELA and Math proficiency will increase by 5%.
Create and utilize representative leadership teams to analyze data and guide instructional, behavioral, attendance, safety, and family-engagement decisions.	Administration, instructional coaches, counselors, teacher leaders, support staff, and parent representatives	Clearly defined teams, representative membership, meeting calendar, data reports, meeting protocols, action-plan templates, and assigned responsibilities	Team rosters, meeting agendas, minutes, data-review documents, assigned action steps, and quarterly progress reports will provide evidence that teams are functioning and influencing decisions.	8/3/26	8/01/27 Leadership teams are established within the first 20 school days and complete at least 90% of scheduled meetings. At least 80% of assigned action steps are completed by the established deadline. Each team provides quarterly evidence of progress toward its assigned ACIP goal.
Provide meaningful and accessible stakeholder-engagement opportunities through PAC and ACIP meetings, Title I meetings, family academic events, surveys, conferences, ParentSquare, and translated communication.	Administration, family-engagement team, Title I staff, teachers, ESL staff, special education staff, counselors, and parent representatives	Family-engagement calendar, ParentSquare documentation, meeting materials, surveys, student progress information, translated resources, interpreter assignments, sign-in records, and feedback forms	Meeting agendas, sign-in sheets, survey results, feedback summaries, translated communication records, and documentation showing how stakeholder input influenced decisions will be maintained.	8/3/26	8/01/27 At least four formal stakeholder-input opportunities are provided annually. Major communications are translated when needed. Family participation increases by at least 5%, and at least 70% of surveyed families report understanding Title I rights, school goals, student supports, and opportunities to participate in school planning.

Leadership for Learning

OBJECTIVE

By 2027, Foley Elementary School will expand its innovative partnerships to enhance communication, growth, and achievement while strengthening safety procedures to ensure a secure, high-quality learning environment.

CRITICAL INITIATIVE By 2027, we will expand partnerships to enhance communication, innovative financial solutions, opportunities, growth & achievement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Elevate and share compelling stories that highlight impact, needs, and successes, strengthening community trust, deepening engagement, and inspiring sustained investment.	Administration and Faculty	Parent engagement funds for family communication materials, translated resources, parent outreach, family events, and materials that highlight student and school success; technology funds for Clear Touch displays, digital signage, newsletter platforms, website/social media tools, multimedia equipment, and other communication technology; staff time to gather stories, photos, data, and stakeholder feedback; and a communication calendar to ensure information is shared consistently	Documentation shows that student, staff, family, and school success stories are shared regularly through multiple platforms, including digital newsletters, Clear Touch displays, digital signs, marquee, ParentSquare, website, social media, and family events. Parent engagement and technology funds are used for approved communication and engagement purposes, and evidence such as newsletters, screenshots, event records, stakeholder feedback, participation data, and community partnership records demonstrates increased awareness and engagement.	8/3/26	5/28/27 Highlight student achievement, staff accomplishments, family/community partnerships, school needs, and schoolwide progress; and document increased stakeholder engagement through participation, feedback, shares, partnerships, donations, or other community support.

CRITICAL INITIATIVE By 2027, we will improve safety procedures and strengthen prevention practices to decrease incidents as well as improve responses.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Conduct a campus safety audits throughout the year and address identified concerns involving doors, locks, lighting, cameras, radios, signage, and high-risk supervision areas.	Administration, SRO, Building and Grounds Manager, district maintenance personnel	Safety audit checklist, Campus maps, Staff input, SRO participation, Maintenance support, Work-order system, and Funds for necessary repairs or equipment	Completed audits for the year; All identified concerns are documented; Work orders are submitted and tracked; Urgent concerns are corrected; Unresolved items have written action plans and timelines	8/3/26	8/02/27 Fewer repeated facility or supervision concerns and a reduction in safety incidents connected to identified problem areas.
Provide safety training for faculty, staff, and support personnel and conduct all required emergency drills with follow-up reviews.	Administration, SRO, school nurse, counselors	Training materials, district safety guidance, annual training calendar, substitute information, drill schedules, emergency communication tools, and after-action review forms	Required staff complete training; all required drills are conducted on schedule; drill records and response times are maintained; after-action reviews identify strengths and concerns; and corrective actions are completed before the next drill	8/3/26	8/01/27 Improved drill response times, Stronger staff understanding of procedures, and Fewer repeated concerns during drills.
Strengthen prevention through active supervision, DENS, schoolwide behavior expectations, behavioral MTSS, counseling supports, threat assessment, and required safety lessons.	Administration, Counselors, Social worker, DENS PTI/Behavior Interventionist, SRO, Faculty	Reduction in the number and severity of discipline and safety incidents; Behavioral intervention records; MTSS progress data; Student safety-perception survey results	Prevention lessons and interventions are documented; Duty areas are consistently supervised; Students needing support are identified and monitored; Discipline and safety incidents decrease in number or severity; Student survey results show improved feelings of safety and connectedness	8/3/26	8/01/27 Reduce discipline and safety incidents by at least 5% and improve student perceptions of safety, belonging, and adult support on annual surveys.
Review safety, discipline, transportation, drill, and incident data each month to identify trends and adjust procedures, supervision, and prevention practices.	Administration, SRO, counselors, Safety Team	Discipline and incident logs/data, transportation records, drill reports, and designated safety team members	Patterns by location, time, grade, and incident type are identified; Specific action steps are assigned; Follow-up data show whether actions were effective; Repeated incidents or procedural concerns decrease over time	8/3/26	8/02/27 Quarterly data show fewer repeated incidents, improved response consistency, and progress toward the school's annual safety and behavior goals.

Engagement in Learning

OBJECTIVE

By 2027, Foley Elementary School 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 2027, 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
Conduct annual ELEOT observations across all grade levels and instructional programs and analyze results.	Administration, instructional coaches, and district support personnel	Annual observation schedule, trained observers, ELEOT observation tool, classroom schedules, and time for feedback conferences	Completed observation records, teacher feedback documentation, and a schoolwide summary identifying strengths and priority areas will be maintained.	8/3/26	8/01/27 100% of grade levels and instructional programs are represented in the annual ELEOT cycle. At least 90% of scheduled observations are completed, and results are analyzed and shared with faculty before the end of the school year.
Establish and communicate schoolwide expectations for student engagement aligned with the ELEOT domains, including active learning, student voice, collaboration, higher-order thinking, meaningful feedback, differentiation, and purposeful technology use.	Administration, instructional coaches, Guiding Coalition, and teacher leaders	Schoolwide engagement framework, walkthrough look-fors, lesson-planning guidance, student-engagement strategies, PLC time, and faculty input	Written engagement expectations, updated walkthrough tools, PLC documentation, lesson plans, and classroom observation evidence will show implementation.	8/3/26	8/01/27 Schoolwide engagement expectations are finalized and shared by the end of the first quarter. By the end of the year, walkthrough and ELEOT data show at least a 5% increase from baseline.
Provide Kagan professional learning, modeling, coaching, and PLC follow-up to increase active student engagement and collaboration.	Administration, instructional coaches, grade-level chairs, and teachers	Kagan training, trained Kagan coach, professional-learning time, PLC planning time, engagement resources, and walkthrough tools	Training records, PLC minutes, lesson plans, coaching logs, and walkthrough or ELEOT data show that teachers are implementing Kagan engagement structures.	8/3/26	8/01/27 At least 90% of certified staff participate in Kagan professional learning. By the end of the year, walkthroughs show consistent use of structured student interaction in at least 80% of classrooms, and the ELEOT Active Learning domain improves by at least 5% from baseline.

CRITICAL INITIATIVE By 2027, 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
Implement standards-aligned, interest-based projects that include student choice, problem-solving, and an authentic product or presentation.	Administration, instructional coaches, and classroom teachers	Planning time, project materials, student-interest data, rubrics, and instructional coaching	Lesson plans, student work, rubrics, and walkthrough data document implementation.	8/3/26	8/01/27 Every grade level completes at least one interest-based project each semester. Student engagement survey results increase by at least 5%, and ELA and Math proficiency increase by 5%.
Provide differentiated and advanced learning opportunities through flexible grouping, extension tasks, gifted services, and targeted supports based on student readiness and need.	Administration, gifted teacher, ESL staff, special education staff, intervention teachers/PTIs, and classroom teachers	Student data, differentiated resources, gifted-service schedules, intervention plans, and PLC time	Gifted-service records, lesson plans, PLC minutes, intervention records, and student work demonstrate access to appropriate learning experiences.	8/3/26	8/01/27 One differentiated or advanced task is provided each quarter in every grade level. All eligible gifted students receive required services, and identified student groups increase progress by at least 5%.

Growth in Learning

OBJECTIVE

By 2027, Foley Elementary 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 2027, 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
Conduct regularly scheduled grade-level PLC meetings using the district's four PLC questions.	Administration, instructional coaches, grade-level chairs, and teachers	PLC calendar, substitutes, agendas, student work, assessment data, standards, and pacing guides	PLC agendas and minutes document standards discussed, data reviewed, and instructional action steps.	8/3/26	8/01/27 At least 90% of scheduled PLC meetings are completed, with a documented action step from each meeting.
Analyze common assessments, STAR, i-Ready, ACAP, and classroom data to identify standards requiring reteaching, intervention, or enrichment.	Administration, instructional coaches, and teachers	Assessment reports, common assessments, student work, and data-analysis templates	PLC documentation includes identified strengths, learning gaps, student groups, and reteaching or enrichment plans.	8/3/26	8/01/27 Every grade level completes a data review following each benchmark period and develops an instructional response within 10 days. ELA and Math proficiency increase by 5%.
Review the progress of English Learners, students with disabilities, and Tier 2/Tier 3 students during PLC and MTSS meetings and adjust instruction or interventions as needed.	Administration, instructional coaches, ESL staff, special education staff, and teachers	Progress-monitoring data, substitutes, intervention plans, Hoonuit/Analytics reports, MTSS tracker, and student work	Progress-monitoring records and meeting notes show that student response to instruction and intervention was reviewed and adjustments were made.	8/3/26	8/01/27 100% of identified Tier 2/Tier 3 students are reviewed at least monthly, and identified student groups demonstrate at least a 5% increase in progress.
Use PLC findings to provide job-embedded coaching and professional learning in identified areas of instructional need.	Administration, instructional coaches, and teacher leaders	PLC data, walkthrough results, coaching time, model lessons, and professional-learning time	Coaching logs, training records, PLC minutes, and walkthrough evidence document implementation of targeted practices.	8/3/26	8/01/27 At least two coaching or professional-learning cycles are provided each semester, with at least 90% staff participation and measurable improvement in the targeted instructional practice.

CRITICAL INITIATIVE By 2027, 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
PLC teams will identify student needs, implement instructional strategies, review results, and determine next steps.	Administration, Teachers, Instructional Coaches	Dedicated PLC time; district PLC framework/protocols; grade-level collaboration; PLC agendas and minutes; access to student achievement data; instructional resources and research-based strategies; administrator and instructional leadership support	100% of grade-level PLC teams will complete at least two documented Action Research cycles during the school year, including identification of a student need, implementation of an instructional strategy, review of student data, and determination of next instructional steps.	8/24/26	7/30/27 PLC teams will use a consistent data-review cycle to identify student needs, implement agreed-upon instructional strategies, review student results at the next PLC, and document next steps for reteaching, intervention, or enrichment.
Teachers will analyze student data to identify needs and adjust instruction based on results.	Administration, Teachers, Instructional Coaches	Access to STAR, i-Ready, ACAP, common assessment, and classroom formative assessment data; scheduled PLC/data-review time; data reports by grade level and subgroup; teacher collaboration; instructional resources aligned to identified areas of need	100% of grade-level teams will analyze benchmark, formative, and/or common assessment data during PLCs at least three times during the school year and document instructional adjustments made in response to student performance.	8/3/26	
Teams will review Tier 2 and Tier 3 progress data and adjust interventions based on student response.	Administration, Teachers, Instructional Coaches	Tier 2 and Tier 3 progress-monitoring data; monthly PST/MTSS documentation; intervention schedules and materials; collaboration among classroom teachers, intervention staff, and PST/MTSS team members; time to review student response and make instructional adjustments	100% of students receiving Tier 2 or Tier 3 intervention will have progress-monitoring data reviewed regularly through the PST/MTSS process, with instructional adjustments documented for students who are not demonstrating adequate progress.	8/3/26	

CRITICAL INITIATIVE By 2027, we will sustain & expand our focus on academics & content instruction to strengthen the college and career readiness of students districtwide.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Strengthen standards-aligned Tier I instruction in ELA, Math, Science, and Social Studies through clear learning targets, formative assessment, active engagement, small-group instruction, and timely feedback.	Administration, instructional coaches, PTIs/PTT, grade-level chairs, and classroom teachers	Alabama standards, BCBE pacing guides, approved curriculum, common assessments, PTIs/PTT, instructional resources, technology, coaching, and PLC time	Lesson plans, PLC records, common assessments, student work, walkthroughs, and ELEOT observations show consistent implementation.	8/3/26	8/01/27 100% of grade levels use standards-aligned planning and common formative assessments. ELA and Math proficiency increase by at least 5% and Science proficiency increases 3%.
Implement focused Grade 6 instructional and intervention cycles in ELA, Math, and Science.	Administration, Grade 6 teachers, instructional coaches, PTIs/PTT, ESL staff, and special education staff	Grade 6 assessment data, common planning time, targeted instructional materials, intervention resources, student work, and coaching support	Grade 6 PLC minutes identify priority standards, students needing support, instructional responses, and follow-up results after each assessment cycle.	8/3/26	8/01/27 Grade 6 data are reviewed after every common assessment and benchmark. Grade 6 ELA, Math, and Science proficiency each increase by at least 5 percentage points.
Provide coordinated academic support for English Learners, students with disabilities, and Tier 2/Tier 3 students.	Administration, ESL staff, special education staff, PTIs, instructional coaches, and classroom teachers	Language-rich instructional strategies, accommodations, specially designed instruction, intervention programs, progress-monitoring tools, Hoonuit/Analytics data, and protected intervention time	Intervention plans, progress-monitoring records, PLC/PST minutes, service schedules, and classroom evidence show that supports are implemented and adjusted.	8/3/26	8/01/27 100% of identified students have documented supports and progress monitoring. Student progress for ESL, SPED, and Tier 2/Tier 3 groups increases by at least 5%.
Integrate literacy, numeracy, critical thinking, communication, collaboration, and real-world problem-solving across content areas.	Administration, instructional coaches, librarian, grade-level teachers, gifted teacher, ESL staff, and special education staff	Cross-curricular and strategic planning time, complex texts, writing tasks, math applications, science investigations, project materials, rubrics, and student reflection tools	Lesson plans, writing samples, projects, presentations, and rubrics demonstrate application of academic content and future-ready skills.	8/3/26	8/01/27 100% of grade levels will document at least two standards-aligned, cross-curricular learning experiences, and at least 75% of participating students will meet or exceed expectations on a common rubric measuring content application, critical thinking, communication, and problem-solving.

Sustainability and Growth

OBJECTIVE

By 2027, Foley Elementary School will maintain safe and effective learning environments, sustain a focus on academic achievement and college and career readiness, and strengthen instructional technology use.