Eastwood Middle School

Annual Implementation Plan 10 Aug 2026 - 21 May 2027

Student Success- ELA and Math

OBJECTIVE

Increase student proficiency, achievement, and academic growth in ELA and mathematics through high-quality instruction, targeted interventions, and data-informed practices while reducing achievement gaps among all student groups.

☆ CRITICAL INITIATIVE Implement standards-aligned ELA and math instruction emphasizing rigorous Tier I practices, differentiation, learning targets, formative assessment, discourse, and higher-order thinking.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Conduct weekly PLCs and collaborative planning focused on standards alignment, learning targets, success criteria, instructional strategies, formative assessment, and student data.	Principal, Assistant Principals, Instructional Leadership Team, ELA and Math Lead Teachers	Alabama Course of Study standards, ACAP Item Specifications, pacing guides, curriculum resources, assessment data, PLC protocols, planning templates, and instructional materials	Weekly PLC agendas, sign-in sheets, collaborative planning documents, lesson plans, common formative assessments, and walkthrough data showing implementation of identified Tier I practices.	8/17/26	5/21/27	Establish PLC expectations, protocols, schedules, and grade/content-area teams. Review ELA and math standards, pacing guides, ACAP Item Specifications, and baseline student data to identify priority instructional needs. Develop and consistently use standards-aligned learning targets and success criteria during collaborative planning and classroom instruction. Develop and administer common formative assessments to monitor student mastery of priority standards. Analyze P2P, i-Ready, common formative assessment, and classroom data during PLCs to identify student needs and adjust instruction. Review walkthrough data to determine the consistency of Tier I practices, including learning targets, success criteria, differentiation, discourse, formative assessment, and higher-order questioning. Evaluate PLC effectiveness and student progress and identify instructional adjustments for the next school year
Conduct regular walkthroughs and instructional rounds to monitor implementation of identified Tier I ELA and math practices and provide actionable feedback.	Principal, Assistant Principals, Instructional Leadership Team	Walkthrough tools, ATOT protocols, instructional framework, observation schedule, lesson plans, and feedback tools	Walkthrough, ATOT, and instructional-round data demonstrate increased and consistent use of identified Tier I practices.	9/24/26	5/21/27	Establish baseline walkthrough data for identified Tier I instructional practices. Review first-semester walkthrough trends and identify areas requiring additional teacher support. Compare midyear evidence to baseline data and provide targeted feedback and professional learning. Analyze year-end walkthrough data to determine growth in schoolwide Tier I implementation.

☆ CRITICAL INITIATIVE Strengthen teacher effectiveness through ongoing professional learning, PLCs, collaborative planning, instructional coaching, instructional rounds, and peer observations.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Provide ongoing professional learning based on student achievement, walkthrough, teacher, and instructional data to strengthen identified ELA and math practices.	Principal, Assistant Principals, District Specialists, Instructional Leadership Team	Professional learning materials, student data, walkthrough data, instructional resources, presenters/facilitators, and collaborative planning time	PD participation, teacher feedback, walkthrough data, lesson plans, and classroom evidence demonstrate application of professional learning.	8/17/26	5/21/27	Identify professional learning priorities using beginning-of-year achievement, walkthrough, and teacher data. Evaluate implementation of first-semester professional learning through walkthroughs and teacher feedback. Provide targeted professional learning based on midyear student and instructional data. Evaluate the impact of professional learning on instructional practices and identify 2027–28 needs.
Facilitate instructional rounds, peer observations, coaching, and collaborative reflection focused on identified high-impact instructional practices.	Principal, Assistant Principals, Instructional Leadership Team, Lead Teachers	Substitute teachers, observation protocols, schedules, coaching tools, reflection forms, and identified model classrooms	Instructional-round records, peer observations, teacher reflections, and walkthrough data show increased use of targeted practices.	5/21/27	5/21/27	Conduct first instructional round/peer learning cycle and identify schoolwide instructional trends. Review teacher reflections and walkthrough evidence following first-semester peer learning. Conduct additional instructional rounds based on identified instructional needs. Evaluate changes in targeted instructional practices and establish recommendations for continued peer learning.
Provide in-state and out-of-state professional learning opportunities aligned with school improvement priorities to strengthen instructional practices and student outcomes.	Principal, Assistant Principals, Instructional Leadership Team, Teachers	Conference registration, travel, lodging, per diem, transportation, professional learning materials, and approved professional development documentation	PD attendance and completion records, conference documentation, staff presentations, implementation plans, and walkthrough evidence of learned practices.	8/17/26	7/30/27	Identify and approve in-state and out-of-state professional learning opportunities aligned with ELA, math, Tier I instruction, intervention, and school improvement priorities. Review first-semester PD participation and require participants to share relevant strategies and resources with appropriate staff or PLCs. Monitor classroom implementation of strategies gained through professional learning using walkthroughs, PLCs, and teacher feedback. Evaluate the impact of professional learning on instructional practices and student outcomes and identify professional learning priorities for 2027–28.

☆ CRITICAL INITIATIVE Provide equitable instruction, targeted interventions, and progress monitoring to accelerate achievement and reduce gaps for SPED, EL, and other identified student groups.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Analyze SPED, EL, and other subgroup data to identify achievement gaps, establish student goals, and adjust instruction and interventions based on identified needs.	Principal, Assistant Principals, SPED Staff, EL Staff, ELA/Math Teachers, Interventionists	ACAP, P2P, i-Ready, ACCESS, IEP progress data, common assessments, intervention data, subgroup reports, and data-analysis protocols	Subgroup data demonstrate increased proficiency and growth for SPED, EL, and identified students and progress toward narrowing achievement gaps.	5/21/27	5/21/27	Establish baseline performance and individual/group targets for SPED, EL, and other identified students. Analyze first-semester subgroup data and adjust instructional strategies and interventions based on identified gaps. Compare midyear subgroup performance with baseline data and identify students requiring intensified support. Monitor the impact of instructional adjustments and targeted interventions on subgroup performance. Evaluate year-end subgroup proficiency, growth, and achievement gaps and identify priorities for 2027–28.
Provide differentiated small-group instruction and targeted ELA and math support for SPED and EL students based on individual academic and language needs.	SPED Teachers, EL Staff, Interventionists, ELA/Math Teachers, Administration	Differentiated instructional materials, intervention resources, manipulatives, literacy resources, progress-monitoring tools, and student data	P2P, i-Ready, ACCESS, IEP progress, formative assessments, and intervention data demonstrate increased subgroup growth and proficiency.	8/17/26	5/21/27	Identify priority skills and establish targeted instructional groups using beginning-of-year subgroup data. Review progress-monitoring data and adjust differentiated instruction and student groupings. Analyze midyear subgroup performance and revise targeted supports based on student progress. Intensify or modify supports for students not demonstrating expected growth. Evaluate subgroup growth, proficiency, and intervention effectiveness to determine continued needs.

Safe and Supportive

OBJECTIVE

Strengthen a safe, supportive, and inclusive school environment that promotes positive behavior, student well-being, regular attendance, meaningful connections, and a strong sense of belonging, ensuring every student is present, connected, and supported.

☆ CRITICAL INITIATIVE Use student voice, attendance, discipline, participation, and climate data to identify needs, monitor belonging and well-being, and guide continuous school improvement.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Collect and analyze student voice, attendance, discipline, participation, and climate data to identify trends, student needs, and areas for school improvement.	Principal, Assistant Principals, Counselors, Instructional Leadership Team	Student surveys, K–12 Insight/pulse survey data, PowerSchool attendance and discipline reports, participation records, and data-analysis protocols	Completed data reviews identify trends in student belonging, safety, well-being, attendance, discipline, and participation and document areas requiring action.	8/24/26	5/21/27	Establish baseline data for attendance, discipline, participation, belonging, safety, and student perceptions of school climate. Analyze first-semester student voice and climate data and identify schoolwide and grade-level trends requiring action. Review midyear attendance, discipline, participation, and student perception data and compare results with baseline. Evaluate progress in identified areas and adjust schoolwide or student-level supports based on current data. Analyze year-end data to determine improvements in belonging, well-being, attendance, behavior, and school climate and establish next steps.
Provide structured opportunities for students to share feedback and use student input to inform decisions related to school climate, belonging, activities, and student experiences.	Principal, Assistant Principals, Counselors, House Leaders, Student Leadership Groups	Student surveys, focus-group protocols, student leadership meetings, feedback forms, House meetings, and communication tools	Student feedback is collected regularly, documented, reviewed by leadership, and reflected in school decisions, supports, activities, or improvement actions.	9/1/26	5/21/27	Gather student feedback through surveys, House meetings, student leadership groups, or focus groups to identify strengths and concerns. Identify priority areas from student feedback and communicate actions the school will take in response. Conduct a midyear student voice check to determine whether students perceive improvement in identified areas. Adjust school practices, activities, or supports based on midyear student feedback and other climate data. Evaluate changes in student perceptions and document recommendations for the 2027–28 school year.

☆ CRITICAL INITIATIVE Enhance and sustain schoolwide practices that promote positive behavior, student well-being, respectful relationships, safety, and an inclusive environment for all students.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Strengthen schoolwide behavior expectations, positive reinforcement, recognition, and tiered supports to promote positive behavior and a safe, respectful learning environment.	Principal, Assistant Principals, PBIS Team, Counselors, Teachers	Schoolwide behavior expectations, discipline data, PBIS resources, recognition systems, student behavior plans, referral procedures, and communication tools	Reduction in office referrals, ISS/OSS incidents, repeat behavior incidents, and improved student perceptions of safety and school climate.	8/17/26	5/21/27	Review baseline discipline data and reinforce consistent schoolwide behavior expectations, referral procedures, and positive recognition practices. Analyze first-semester discipline trends by grade, location, behavior type, student group, and repeat referrals and adjust supports. Compare midyear discipline and climate data to baseline and provide targeted behavioral supports where needed. Monitor the effectiveness of behavioral interventions and recognition practices and make adjustments based on data. Evaluate year-end discipline, behavior, and climate data and identify priorities for the 2027–28 school year.
Provide coordinated counseling, social work, mentoring, and student support services to address barriers affecting student well-being, behavior, attendance, and academic success.	Social Worker, Counselors, Administration, Student Support Team	Title I social worker, counseling resources, referral procedures, student support data, family resources, community service referrals, and progress-monitoring tools	Student support records, referrals, attendance and discipline data, service participation, follow-up documentation, and student climate/well-being data.	5/21/27	5/21/27	Identify students needing additional social, emotional, attendance, behavioral, or family support and establish appropriate services/referrals. Review first-semester student support referrals, services provided, attendance, and behavioral outcomes. Review midyear data and adjust supports for students with continuing or emerging needs. Evaluate student response to services and coordinate additional school or community resources when needed. Evaluate year-end student support data and determine priorities and service needs for 2027–28.
Strengthen attendance monitoring and tiered interventions to identify students at risk for chronic absenteeism, address barriers, and improve regular school attendance.	Principal, Assistant Principals, Attendance Team, Social Worker, Counselors, Teachers	PowerSchool attendance reports, chronic absenteeism reports, attendance intervention protocols, family communication tools, conference documentation, and student support resources	Increased average daily attendance, reduced chronic absenteeism, improved attendance among identified students, and documented attendance interventions.	8/17/26	5/21/27	Establish baseline attendance and chronic absenteeism data and identify students requiring early attendance intervention. Analyze first-semester attendance trends and evaluate the effectiveness of student and family interventions. Review midyear attendance data and intensify supports for students approaching or meeting chronic absenteeism thresholds. Monitor identified students' response to attendance interventions and address remaining barriers with families and support personnel. Evaluate year-end attendance and chronic absenteeism results and identify strategies to sustain improvement in 2027–28.

☆ CRITICAL INITIATIVE Increase student connections through the House System, clubs, athletics, fine arts, mentoring, leadership opportunities, and positive relationships with trusted adults.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Provide consistent House and club experiences that strengthen student relationships, school pride, leadership, collaboration, and a sense of belonging.	Principal, Assistant Principals, House Leaders, Club Sponsors, Teachers	House schedules, club rosters, House point system, meeting materials, activity supplies, student participation records, and communication tools	Increased student participation in Houses and clubs, documented House/club activities, and improved student survey results related to belonging and connectedness.	5/21/27	5/21/27	Establish baseline House and club participation and ensure students have opportunities to participate in schoolwide activities. Review first-semester participation, House activities, club involvement, and student feedback related to belonging. Identify students with limited participation and provide additional opportunities to become connected to Houses, clubs, or school activities. Review participation and belonging data and adjust House and club opportunities based on student interests and feedback. Evaluate year-end participation and student belonging data and identify improvements for the following school year.

Expand student participation in athletics, fine arts, leadership, enrichment, and other extracurricular opportunities that promote connection, confidence, and school pride.	Principal, Assistant Principals, Athletic Director, Coaches, Fine Arts Teachers, Club Sponsors, Counselors	Participation rosters, activity schedules, student-interest data, extracurricular program information, communication materials, and student recognition opportunities	Increased participation in athletics, fine arts, leadership, enrichment, and extracurricular activities, with improved student connectedness and belonging.	5/21/27	9/17/26	Establish baseline participation across athletics, fine arts, leadership, clubs, and other extracurricular opportunities. Review first-semester participation and identify student groups with lower levels of involvement. Increase communication and access to opportunities for students who are not yet connected to an extracurricular or leadership activity. Review participation and student feedback to determine whether opportunities reflect student interests and needs. Evaluate year-end participation and identify opportunities to expand student involvement during 2027–28.
Strengthen mentoring and relationship-building structures to ensure students develop meaningful connections with trusted adults who support their academic and personal success.	Principal, Assistant Principals, Counselors, Social Worker, Mentors, Teachers	Social worker, counselors, mentoring structures, student referral data, student surveys, relationship-building resources, and community partners	Increased percentage of students reporting a trusted adult at school, mentoring participation, documented student supports, and improved belonging data.	9/24/26	5/21/27	Use student data and staff input to identify students who may need additional adult connections, mentoring, or relationship-based support. Review mentoring participation and student feedback regarding relationships with trusted adults. Identify students who continue to report limited adult connections and provide targeted mentoring or support. Review student belonging, mentoring, attendance, and discipline data to evaluate the effectiveness of relationship-building supports. Evaluate year-end trusted-adult and belonging data and establish priorities for strengthening student-adult relationships in 2027–28.

Family and Community Engagement

OBJECTIVE

Strengthen meaningful partnerships with families, feeder schools, and community stakeholders to support student achievement, attendance, successful transitions, and overall school success.

CRITICAL INITIATIVE

Provide families with resources, workshops, and strategies to support ELA, math, attendance, goal setting, academic progress, and student success at home.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Provide family learning opportunities that equip parents with practical strategies and resources to support ELA and math achievement at home.	Principal, Assistant Principals, ELA and Math Teachers, Instructional Leadership Team	Parent instructional supplies, ELA and math take-home resources, activity materials, family guides, assessment information, communication and translation supports	Family participation, sign-in sheets, resources distributed, family feedback, and increased parent understanding of strategies to support ELA and math at home.	9/1/26	5/21/27	Identify family learning needs using student achievement data and determine priority ELA and math topics and resources. Provide a family academic learning opportunity focused on strategies and resources parents can use to support learning at home. Review family participation and feedback and provide additional resources based on identified academic needs. Provide an additional family learning opportunity focused on supporting continued ELA and math growth. Evaluate participation, family feedback, and resource use to identify priorities for 2027–28

CRITICAL INITIATIVE

Partner with feeder schools and families to strengthen middle school transitions, promote Eastwood's programs and opportunities, and support successful student adjustment.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Establish ongoing collaboration with feeder elementary schools to share information, coordinate transition activities, and increase awareness of Eastwood's academic and extracurricular opportunities.	Principal, Assistant Principals, Counselors, Feeder-School Administrators, Leadership Team	Feeder-school contacts, enrollment data, transition plans, meeting schedules, Eastwood program information, and communication materials	Increased feeder-school collaboration, documented transition activities, family participation, and maintained or increased sixth-grade enrollment.	9/1/26	5/21/27	Meet with feeder-school administrators and establish transition priorities, communication procedures, and planned partnership activities. Review feeder-school collaboration and finalize second-semester transition activities for rising sixth-grade students and families. Begin targeted transition outreach and provide feeder schools and families with information about Eastwood programs and opportunities. Review participation and family feedback from transition activities and address additional needs before the end of the school year. Evaluate feeder-school partnership activities, transition participation, and enrollment data to identify improvements for 2027–28.
Provide transition experiences for rising sixth-grade students and families through school visits, Parent Night, orientation, tours, and opportunities to experience Eastwood programs.	Principal, Assistant Principals, Counselors, Teachers, Student Leaders	Transition materials, parent resources, event supplies, program information, family communication tools, surveys, and student ambassadors	Increased participation in transition events, positive student/family feedback, and increased family knowledge of Eastwood programs and expectations.	1/11/27	5/21/27	Finalize transition schedule, communication materials, and activities for rising sixth-grade students and families. Begin feeder-school visits and outreach to introduce students to Eastwood's academics, Houses, clubs, fine arts, athletics, and supports. Conduct family transition programming, including Parent Night and opportunities to learn about middle school expectations and resources. Gather student and family feedback and provide follow-up information based on identified questions and needs. Review participation, feedback, and enrollment data and identify transition improvements for the next school year.
Provide consistent communication to rising sixth-grade families about academics, programs, activities, expectations, registration, and transition opportunities.	Principal, Counselors, Leadership Team	ParentSquare, school website, Student Hub, transition materials, feeder-school contact lists, calendars, and family feedback tools	Documented family communications, participation in transition activities, family feedback, and maintained or increased sixth-grade enrollment.	5/21/27	5/21/27	Establish a communication schedule for rising sixth-grade students and families. Share information about Eastwood academics, STAMP, Houses, clubs, athletics, fine arts, and student supports. Provide registration, transition, and upcoming event information and respond to common family questions. Survey families regarding transition information, remaining questions, and support needs. Evaluate communication reach, family feedback, participation, and enrollment indicators to guide future transition outreach.

CRITICAL INITIATIVE

Strengthen partnerships with community organizations and stakeholders to expand academic, enrichment, mentoring, and support opportunities for students and families.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Strengthen partnerships with businesses, organizations, agencies, and higher education institutions to provide resources and opportunities that support students and families.	Principal, Assistant Principals, Counselors, Social Worker, Community Partners	Community partner contacts, partnership plans, communication tools, school needs data, meeting schedules, and volunteer/community resources	Increased number of active partnerships, documented partner activities, resources provided, participation data, and stakeholder feedback.	8/17/26	5/21/27	Identify current community partners, services provided, and areas where additional partnerships or resources are needed. Engage existing and potential partners to align available resources and services with identified school and student needs. Review partnership activities, participation, and resources provided during the first semester and expand partnerships where needed. Gather partner and school feedback regarding the effectiveness and sustainability of partnership activities. Evaluate partnership impact and identify partnerships and resources to continue or expand during 2027–28.
Engage community partners to expand mentoring, academic enrichment, career awareness, leadership, and other student-development opportunities.	Principal, Counselors, Social Worker, Club Sponsors, Teachers, Community Partners	Community mentors, partner organizations, student-interest data, mentoring materials, schedules, facilities, participation records, and permission forms	Increased mentoring and enrichment opportunities, student participation, documented partner involvement, and positive student feedback.	9/1/26	5/21/27	Identify students and areas that would benefit from additional mentoring, enrichment, leadership, or career-awareness opportunities. Establish or expand partner-supported mentoring and enrichment opportunities based on identified student needs and interests. Review student participation and feedback and identify students who would benefit from additional opportunities. Expand or adjust mentoring and enrichment activities based on participation, student interest, and partner capacity. Evaluate participation, student feedback, and partner involvement and determine opportunities to continue in 2027–28.
Connect students and families with school and community resources that address academic, attendance, social, and other barriers to student success.	Social Worker, Counselors, Administration, Community Partners	Social worker, community resource directory, referral procedures, family communication tools, support agencies, and follow-up documentation	Documented referrals, services provided, family connections to resources, follow-up records, and improved attendance or student-support outcomes.	5/21/27	5/21/27	Identify priority student and family needs and maintain an updated list of available school and community resources. Review referrals, services provided, and barriers families have experienced in accessing needed resources. Strengthen connections with community agencies based on identified student and family needs. Review follow-up data to determine whether referred students and families successfully accessed needed services. Evaluate year-end referral and service data and identify community-resource priorities for 2027–28.

Engagement of Learning

OBJECTIVE

Increase student engagement and ownership of learning through rigorous, relevant, collaborative, and student-centered learning experiences.

CRITICAL INITIATIVE

Increase rigorous, relevant instruction that actively engages students in collaboration, academic discourse, inquiry, problem-solving, critical thinking, and application.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Increase the consistent use of structured collaboration and academic discourse that requires all students to discuss, explain, justify, and defend their thinking.	Principal, Assistant Principals, Teachers, Instructional Leadership Team	Instructional materials, collaborative-learning protocols, discussion strategies, questioning resources, student tasks, and professional learning resources	Walkthroughs and instructional rounds show increased student collaboration, academic discourse, equitable participation, and evidence-based responses.	8/17/26	5/21/27	Establish baseline walkthrough data for student collaboration, academic discourse, and equitable participation. Review first-semester walkthrough and instructional-round data and identify strengths and areas requiring additional support. Provide targeted support based on midyear engagement data and monitor changes in classroom practice. Review evidence of students explaining, justifying, and defending their thinking across content areas. Evaluate year-end engagement data and identify instructional priorities for 2027–28.
Increase rigorous learning tasks and questioning that require students to analyze, apply, evaluate, problem-solve, justify responses, and demonstrate higher-order thinking.	Principal, Assistant Principals, Teachers, ELA and Math Lead Teachers	Alabama Course of Study standards, ACAP Item Specifications, Depth of Knowledge resources, questioning strategies, rigorous instructional tasks, and student work	Lesson plans, student work, walkthroughs, and instructional rounds show increased use of higher-order questioning, rigorous tasks, and problem-solving.	8/17/26	5/21/27	Establish expectations for rigorous questioning, higher-order thinking, problem-solving, and application across content areas. Review lesson plans, student work, and walkthrough data for evidence of rigorous tasks and higher-order thinking. Analyze midyear evidence and provide targeted instructional support where greater rigor is needed. Monitor student opportunities to apply learning, solve problems, justify responses, and demonstrate critical thinking. Evaluate year-end evidence of instructional rigor and determine areas for continued growth.
Monitor student engagement through classroom observations, student feedback, participation data, and student work and use findings to strengthen learning experiences.	Principal, Assistant Principals, Instructional Leadership Team, Teachers	ATOT tools, walkthrough protocols, student surveys, participation data, student work samples, and instructional-round documentation	Increased student engagement on ATOT and walkthrough data, improved student feedback, and increased evidence of active participation in learning.	5/21/27	5/21/27	Establish baseline student engagement data using walkthroughs, ELEOT/ATOT, observations, and student feedback. Analyze first-semester engagement data and identify instructional practices associated with stronger student participation. Compare midyear engagement data with baseline results and identify classrooms or practices requiring additional support. Monitor implementation of instructional adjustments and gather student feedback regarding classroom engagement. Evaluate year-end engagement trends and identify strategies to sustain or expand during 2027–28.

CRITICAL INITIATIVE

Integrate digital tools and innovative practices to personalize learning, increase access and collaboration, and provide meaningful ways for students to demonstrate learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline	
Integrate digital tools into daily instruction to increase student engagement, collaboration, formative assessment, creation, and demonstration of learning.	Principal, Assistant Principals, Teachers, Technology Lead	Student devices, computer hardware, digital instructional tools, classroom technology, internet access, and technology integration resources	Walkthroughs and student work demonstrate increased purposeful use of digital tools for collaboration, creation, assessment, and demonstration of learning.	9/1/26	5/21/27	Assess technology access and establish baseline data for purposeful technology integration during classroom instruction. Review first-semester walkthroughs and student work for evidence of digital collaboration, creation, assessment, and learning. Analyze midyear technology-integration data and identify areas requiring additional resources or teacher support. Monitor student use of digital tools to create, collaborate, problem-solve, and demonstrate understanding. Evaluate year-end technology integration and identify priorities for the 2027–28 school year.
Provide collaborative learning and support for teachers to strengthen the purposeful use of digital tools and innovative instructional practices.	Principal, Assistant Principals, Technology Lead, District Technology Staff, Teacher Leaders	Technology integration resources, model lessons, PLC time, digital tools, walkthrough data, teacher feedback, and district technology support	Teacher participation, walkthrough evidence, lesson plans, and student work demonstrate increased purposeful and effective technology integration.	9/1/26	5/21/27	Identify teacher technology-integration needs using walkthrough data, teacher feedback, and instructional priorities. Provide collaborative learning and model effective strategies for using technology to increase student engagement and learning. Review midyear implementation data and provide targeted support based on identified teacher needs. Share effective technology-integrated practices through PLCs, peer collaboration, or model lessons. Evaluate growth in technology integration and identify professional learning needs for 2027–28.

CRITICAL INITIATIVE

Expand opportunities for student voice, choice, leadership, clubs, Houses, athletics, fine arts, and enrichment that connect student interests with school experiences.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide structured opportunities for students to share input, make choices, and contribute ideas that influence learning experiences, activities, and school programs.	Principal, Assistant Principals, Counselors, Teachers, House Leaders, Student Leaders	Student surveys, interest inventories, feedback forms, House meetings, student focus groups, leadership meetings, and communication tools	Increased student input and choice documented through surveys, feedback, student-led decisions, and changes made in response to student interests and needs.	9/24/26	5/21/27 Gather baseline student-interest and voice data to identify preferred clubs, activities, enrichment opportunities, and school experiences. Review first-semester student feedback and document school or program decisions influenced by student voice. Conduct a midyear student voice check and identify opportunities to increase student choice and participation. Adjust or expand learning and enrichment opportunities based on student interests and feedback. Evaluate student perceptions of voice and choice and identify recommendations for 2027–28.
Increase access and participation in clubs, Houses, athletics, fine arts, and enrichment opportunities that connect student interests to the school experience.	Principal, Assistant Principals, House Leaders, Club Sponsors, Athletic Director, Coaches, Fine Arts Teachers	Club and House schedules, student-interest data, participation rosters, activity materials, athletic and fine arts opportunities, and communication resources	Increased student participation across clubs, Houses, athletics, fine arts, and enrichment, with improved engagement and belonging survey results.	8/17/26	5/21/27 Establish baseline participation across Houses, clubs, athletics, fine arts, and enrichment activities and identify participation gaps. Analyze first-semester participation by grade level and student group and identify students with limited school involvement. Provide targeted outreach and additional opportunities to connect students who are not participating in school activities. Review participation and student-interest data and adjust opportunities to better reflect student interests. Evaluate year-end participation, engagement, and belonging data and identify opportunities for expansion in 2027–28.

☆ CRITICAL INITIATIVE

Enhance the 21st CCLC program through targeted ELA and math support, academic enrichment, and collaborative learning experiences to increase student achievement, engagement, and ownership of learning.

Activities	Person(s) Responsible	Required Resources	Activity Measures	Launch Date	Activity timeline
Provide targeted ELA and math tutoring, small-group instruction, and engaging enrichment activities using student performance data to strengthen academic achievement, collaboration, and student engagement.	21st CCLC Program Coordinator, Site Director, After-School Teachers	21st CCLC funding, certified teachers, instructional materials, i-Ready, student assessment data, technology, enrichment supplies, transportation, and program facilities	Student attendance and participation records ELA and math assessment growth (i-Ready, ACAP, and classroom assessments) Tutoring and enrichment activity logs Student assignment completion and academic performance Student engagement surveys and program evaluations	8/17/26	5/21/27 Analyze ELA and math assessment data to identify students needing targeted academic support. Deliver small-group tutoring and differentiated instruction in ELA and mathematics. Provide hands-on, collaborative, and student-centered enrichment opportunities. Review attendance, academic performance, and participation data to adjust instruction and activities. Analyze midyear student growth, engagement, and program participation to identify needed improvements. Evaluate academic growth, student engagement, and program effectiveness using assessment and participation data.
Provide targeted ELA and math tutoring, small-group instruction, and engaging enrichment activities using student performance data to strengthen academic achievement, collaboration, and student engagement.	21st CCLC Program Coordinator, Site Director, After-School Teachers	21st CCLC funding, certified teachers, instructional materials, i-Ready, student assessment data, technology, enrichment supplies, transportation, and program facilities	Student attendance and participation records ELA and math assessment growth (i-Ready, ACAP, and classroom assessments) Tutoring and enrichment activity logs Student assignment completion and academic performance Student engagement surveys and program evaluations	8/17/26	