

**GOAL 1:**

Strengthen instructional consistency by building teacher capacity in content knowledge, data-driven practices, and aligned instructional delivery to ensure all students receive high-quality, rigorous, grade-level instruction.

**Student Success Indicator:**

A2.01 Instructional Teams meet regularly (e.g., twice a month or more for 45 minutes each meeting) to review implementation of effective practice and student progress. (5091)

B3.03 The principal monitors curriculum and classroom instruction regularly and provides timely, clear, constructive feedback to teachers. (5149)

**Target date for Implementation:**

March 2026

**Definition of Successful Implementation:**

When instructional practices are consistent, students will benefit from a learning experience that is both equitable and effective across classrooms and grade levels. They will come to understand what quality instruction looks like and how to engage with it successfully. As teachers strengthen their content knowledge and respond to student needs with aligned strategies, students will receive the right support at the right time. This stability will foster trust in the learning process, reduce gaps in understanding, and ultimately result in stronger academic performance and growing confidence in their abilities.

| Action Steps / Strategies:                                                                                                                                                                                                                                                 | Assigned to:     | Target Date: |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--------------|
| Implement collaborative CASA Protocol to analyze data across classrooms to make instructional decisions that meet the needs of all learners and to ensure alignment among intervention materials.                                                                          | Bender<br>Garner | 9/26/2025    |
| Utilize collaboratively designed classroom observation tools to provide timely feedback, at regular intervals, to improve instruction and ensure alignment among classrooms.                                                                                               | Andrews          | 11/21/2025   |
| Implement flexible grouping during a portion of the literacy block in grades K-2 to provide targeted support, while preserving ample time for rigorous grade level content in order to both close gaps in word recognition and extend knowledge in language comprehension. | Banner           | 1/30/2026    |
| Participate in Project AIM and math content PD for grades 3-5 teachers and Project AIM-Next coaching for grades K-2 teachers to increase teacher capacity in math content knowledge.                                                                                       | Jessup           | 3/31/2026    |

**GOAL 2:**

Establish a coherent protocol for communication that reinforces aligned behavioral and instructional expectations to ensure clarity and shared understanding among students, staff, and families.

**Student Success Indicator:**

B1.04 The principal effectively and clearly communicates the message of change. (5138)

A1.07 All teachers employ effective classroom management and reinforce classroom rules and procedures by positively teaching them. (5088)

**Target date for Implementation:**

December 2025

**Definition of Successful Implementation:**

With coherence in place, students will experience fewer inconsistent messaging and clearer expectations—whether transitioning through hallways, learning a new concept, or hearing from a family member about school. This clarity will build confidence and independence. Instruction will feel predictable and purposeful, allowing students to focus more deeply on learning. As teachers and families align their language and expectations, students will gain a stronger sense of direction, leading to increased engagement, fewer behavior disruptions, and steady academic growth

| Action Steps / Strategies:                                                                                                                                                                                                                                                                                    | Assigned to:        | Target Date: |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|--------------|
| Create a behavioral matrix for common spaces with slides and videos for all teachers to use to teach, model, practice, and reinforce expectations at the beginning of the year and throughout the school year as needed.                                                                                      | Pruitt<br>Clark     | 8/25/2025    |
| Create and maintain structured norms to support collaborative planning that focuses on <b><i>alignment of implementation</i></b> in Tier 1 instruction.                                                                                                                                                       | Garner              | 9/8/2025     |
| Create and disseminate grade level monthly newsletters with a calendar of events and strategies for home academic support to advance student learning.                                                                                                                                                        | Delgado<br>Baughman | 12/10/2025   |
| Collaborate to develop and maintain grade-level webpage resource hubs that are updated quarterly with activities and materials aligned to content standards and skills promoting coherent academic supports beyond the school day.                                                                            | Smith<br>Currin     | 10/1/25      |
| Implement a schoolwide expectation for meaningful, low-burden homework beginning with a reading log at every grade level while maintaining an option for grade levels to extend homework to include simple, high-impact tasks (e.g., math fluency practice, vocabulary review) aligned to weekly instruction. | Walker<br>Hinshaw   | 10/1/25      |

**GOAL 3:**

Balfour Elementary will implement intentional, tiered strategies to foster student belonging, including the celebration of individual and group achievements, structured relationship-building systems, and community partnerships that support student connection and school pride.

**Student Success Indicator:**

B3.05 The Leadership Team implements, monitors, and analyzes results from an early warning system at the school level using indicators (e.g., attendance, academic, and behavior monitoring) to identify students at risk for dropping out. (5151)

**Target date for Implementation:**

January 2026

**Definition of Successful Implementation:**

By the end of the 2025-2026 school year, 100% of Balfour Elementary students will be celebrated or recognized at least once through school-wide communications, digital displays, or Bulldog Buddy acknowledgments, reflecting increased visibility, belonging, and connection across all tiers of support. When a true sense of belonging is achieved, students will show up more confidently, engage more fully, and take greater ownership of their school experience. Classrooms and common spaces will become places where students feel safe, supported, and celebrated—not just for their achievements, but for who they are. Relationships across the school will deepen, and students will be more likely to take positive risks, support one another, and contribute to the larger school community. This strong sense of belonging will lead to improved behavior, stronger peer relationships, and increased academic motivation.

| Action Steps / Strategies:                                                                                                                                                                                                                                             | Assigned to:       | Target Date: |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|--------------|
| Include student celebrations, recognitions, and/or achievements in school-wide communication or digital displays.                                                                                                                                                      | Currin             | 1/21/2026    |
| Establish a protocol for what occurs at tier 1, tier 2, and tier 3 after completing relationship mapping at BOY and MOY that outlines Bulldog Buddies (peer to peer or student to staff).                                                                              | Diener             | 1/21/2026    |
| Clarify and communicate school needs to our community partner agencies as it relates to mentorship.                                                                                                                                                                    | Banner<br>Diener   | 10/1/25      |
| Institute grade level transition assemblies during the first weeks of school, where key personnel are introduced along with key concepts related to the school-wide expectations and Bulldog pride for the purpose of building a sense of community and school spirit. | Domally<br>Andrews | 9/5/2025     |