

Great Place to Learn: A Framework for Student Success



The D.C. Everest School Board has identified a key district goal: ensuring D.C. Everest is a great place to learn. The D.C. Everest Framework for Student Success defines what that commitment looks like in practice by connecting the Board's vision to the daily actions of our professional learning community. Centered on our shared purpose of ensuring all students are college, career, and life ready, the framework highlights three interconnected priorities: academic clarity through quality instruction, safe and predictable learning spaces, and a continuum of support for all students.

Together, these priorities create the conditions students need to succeed. High-quality instruction is strengthened by safe, supportive learning environments, while a continuum of support ensures students receive the interventions needed to meet clear learning expectations. This graphic demonstrates how the alignment between the Board's goals, our shared purpose, and our daily practices keep our work focused on student success and strengthens D.C. Everest as a great place to learn.

Academic clarity through quality instruction

- **Cultivating flourishing collaborative teams take collective responsibility for student learning.**
 - A regular, established meeting time is adhered to and rescheduled to another day if there is a conflict.
 - Norms have been established, are referred to in all team meetings, and refined to ensure high levels of collaboration.
 - Agendas are in place, focused on learning, and adhered to and relied upon to ensure effective collaboration.
 - Essential standards are established, guide teaching and daily learning, and are the focus of common assessment and intervention.
 - Common pacing and development of team calendars identifying instructional plans, common assessments, and data analysis meetings are in place and adhered to by all team members.
 - Common Formative Assessments (CFAs) have been developed for each unit of instruction and are aligned with the essential standards.
 - Data discussions using CFA results take place after each CFA with a focus on what we are doing now that we have this information about student learning (instructional practice plan/differentiation and/or use of intervention time).
 - The team truly owns the data. They ask: what can we do differently if students are not making expected progress?
 - School leaders and coaches may continue to support the work, but team practices are solid and would continue without their presence.
 - There is a strong sense of collective responsibility for the success of all students in the grade or course.
 - The team learns together to solve problems of practice and observes each other with a focus on student learning.
 - Both annual and short-term SMART goals have been established, and specific action plans are created to achieve the goals.
- **Ensure measurable student growth through clear learning targets and aligned instruction.**
 - Prioritize standards:
 - Identify priority and supporting standards as a collaborative team
 - Collaborate with grade-level or department teams to ensure alignment across courses and grade levels.
 - Ensure chosen standards lead to a guaranteed and viable experience for students.
 - Develop learning targets and success indicators:
 - Break down priority standards into specific, measurable learning targets.
 - Vertically align learning targets across courses/grade levels.
 - Define clear, actionable success indicators for students and teachers to measure progress and proficiency.
 - Create target/standard aligned assessments:
 - Assessment formats (written, oral, performance-based, etc.) are intentionally selected to match the type of learning being measured.
 - Each question or task is directly aligned to a specific learning target and observable indicators.

- Validity and reliability of assessment design have been reviewed (e.g., task matches the verb in the target, no surprise or trick questions).
- Teachers have collaborated to norm and calibrate proficiency expectations.
- Success indicators are used as the basis for evaluating student proficiency.
- Assessment results are used to adjust instruction and provide targeted feedback to students.
- Design and deliver units of instruction:
 - Plan units aligned with learning targets and success indicators to meet priority standards.
 - Develop strategies for students to engage with learning targets.
 - Use success indicators to provide targeted feedback and support during instruction.
 - Foster collaboration among teachers to share best practices in unit planning and delivery.

Building safe, predictable learning spaces

- **Establish consistent routines and clear expectations to create predictable learning environments.**
 - Schoolwide and classroom routines are clearly defined, explicitly taught, practiced, and consistently reinforced.
 - Behavioral expectations are clearly defined, taught in all settings, and reinforced consistently by all staff.
 - Common language is used across classrooms and school settings to reinforce expectations and routines.
 - Classroom procedures (entering, exiting, transitions, materials, group work, independent work) are predictable and consistent.
 - Students understand what is expected, how to be successful, and what happens when expectations are not met.
 - Staff respond to behavior consistently using agreed-upon practices and procedures.
 - Instructional time is protected because routines and procedures are efficient and predictable.
 - Visual supports (posted expectations, schedules, routines, success criteria) are present and referenced regularly.
 - Intervention systems are in place for students who need additional behavioral or organizational support.
 - Data is used to identify students who need additional support with behavior, regulation, or executive functioning.
 - Teams develop and implement plans for students needing additional support and monitor progress over time.
 - Administrators and coaches support, model, and reinforce consistent practices across classrooms and school environments.

- **Build positive relationships that foster student belonging and engagement.**
 - Staff intentionally build positive relationships with students through consistent, positive interactions.
 - Every student has at least one adult they feel connected to and supported by at school.
 - A universal, evidence-based social emotional learning curriculum is implemented with fidelity in all classrooms and reinforced across school settings.
 - Staff use positive, respectful, and calm language with students, especially during correction or redirection.
 - Students are acknowledged, welcomed, and greeted by name.
 - Classroom communities are built through intentional community-building activities and structures.
 - Student voice is encouraged and valued in classrooms and school activities.
 - Staff intentionally notice and reinforce positive behavior and effort.
 - Restorative practices are used to repair harm and rebuild relationships when conflict occurs.
 - Students report feeling safe, supported, and a sense of belonging.
 - Families are welcomed as partners and included in supporting student success.
 - Staff work collaboratively to support students who are struggling socially, emotionally, or behaviorally.
 - Systems are in place to monitor student belonging, engagement, and connectedness.

Continuum of support for all

- **Collaborate and use timely data to identify needs and adjust supports.**
 - Administer common formative assessments and analyze data on a consistent schedule.
 - Use data from a variety of sources to inform decisions (universal screening, progress monitoring, writing samples, check for understanding, etc).
 - Use common language when discussing data and collaboratively identify instructional responses aligned to student needs.
 - Disaggregate data by subgroup (EL, SpEd, etc.) and skill (e.g., phonics vs. comprehension; calculation vs. problem solving).
 - Review data to adjust supports when students are not making expected growth and/or when students meet/exceed goals. (Review/Revise IEPs as needed to adjust goals.)
 - Use decision rules (cut scores, rate of improvement, etc.) as one way to inform how to group students and/or strategies to use.
 - Document changes and outcomes to track student progress.

- **Accelerate learning by addressing gaps while maintaining access to grade level instruction.**
 - Ensure progress monitoring tools are directly aligned to IEP goals.
 - Use data to determine the effectiveness of specially designed instruction (SDI), not just student performance.

- Regularly review whether students are making sufficient progress to remain on track to meet annual IEP goals.
- Use data to inform timely IEP adjustments, rather than waiting for annual reviews.
- **Collaborate to identify and respond to student needs**
 - Hold regular meetings to engage in structured team problem-solving.
 - Bring multiple perspectives from classroom teachers, interventionists, specialists (SPED, EL, reading, behavior, etc.).
 - Create and update student groups.
 - Share in serving groups of students with similar needs.
 - Clearly define who is responsible, what will be done, when it will happen, etc., when developing plans for students.
 - When appropriate, engage families to support plans .
- **Special education alignment:**
 - Ensure special education staff actively contribute expertise in disability related needs and instructional strategies.
 - Clearly define service delivery responsibilities (case manager, co-teacher, interventionist, related service providers).
 - Use collaboration time for co-planning SDI within core instruction.
 - Engage families as partners in understanding IEP progress and instructional supports, not just compliance meetings.
- **Provide opportunities for enrichment**
 - Provide access to grade-level core instruction to all students.
 - Use scaffolding (sentence frames, visuals, modeling and think-alouds, etc.) to support students.
 - Pre-teach or preview critical skills/vocabulary before core lessons.
 - Use just-in-time supports during instruction.
 - Identify and teach high-priority skills that unlock access to grade-level content.
 - Incorporate targeted small-group instruction and/or additional time and opportunities that are focused on gaps.
 - Use high-quality, evidence-based core materials aligned to grade-level standards.
 - Monitor whether students are accessing grade-level tasks and successfully engaging (not just present).
 - Avoid practices that consistently lower expectations, such as giving only below-grade-level work.
 - Connect intervention skills back to core classroom learning when possible.
- **Special education alignment:**
 - Deliver specially designed instruction (SDI) that is explicit, systematic, and individualized to address skill deficits.
 - Ensure accommodations and modifications are used to increase access without unnecessarily reducing rigor.
 - Provide a continuum of service delivery (co-teaching, push-in, pull-out) based on individual student need and LRE considerations.
 - Intensify instruction through smaller group size, increased time, and more explicit teaching when needed.
 - Integrate behavioral and social-emotional supports (e.g., FBA/BIP, regulation strategies) to increase access to learning.

- Gradually build student independence and self-advocacy skills to support long-term success in general education settings.