

Building Goals and Action Steps

Building goals and action steps are organized around two priority areas:

- Academic Clarity Through Quality Instruction (Academic Growth and Proficiency)
- Safe and Predictable Learning Spaces (Engagement and Connectedness)

Within both priority areas, goals and action steps are designed to support all students, including identified subgroups, while recognizing that students may require different levels of support. A continuum of supports is provided to respond to individual needs and promote student success.

Districtwide Action Steps

The following action steps apply to all buildings and both priority areas. These shared actions provide a foundation for continuous improvement and are not repeated within individual building plans.

- Strengthen PLC Practices: Enhance PLC structures and practices to support academic and behavioral growth for all students
- Provide Aligned Professional Learning: Identify and deliver professional learning opportunities aligned to district and building goals, with a focus on strengthening PLC practices, improving effective instruction, and creating safe and predictable learning spaces for all students

Building-Specific Action Steps

Each building identified additional action steps that respond to its unique student needs, data, and improvement priorities. These steps complement the districtwide actions outlined above.

EARLY CHILDHOOD & 4K PARTNER SITES

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students scoring at or above target on aimswebPlus

ACTIONS

- Schedule intentional PLC work time around work days and staff meeting days
- Use coaching stems to engage in challenging conversations
- Determine language needs to better provide early interventions

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Implement consistent Tier I and Tier II supports with fidelity to strengthen student social-emotional skills, behavior, and belonging

ACTIONS

- Use feedback recommendations from the Inclusive Classroom Profile to make changes to environments or structures
- Utilize learning from embedded instruction PD to provide intentional supports throughout the 4K day
- Maintain Everest System of Support meeting structure and social-emotional learning calendar

ODYSSEY

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above target in reading and math (aimswebPlus & Forward)

ACTIONS

- Serve students below the DCE target with interventions provided by interventionists and classroom teachers
- Align ELA & math assessments with Priority Standards
- Use Forward Exam Item Analysis to support focused work
- Analyze Performance Level Descriptors to support the Forward exam
- Pilot phonics curriculum in K & 1st Grade
- Scaffold literacy and math instruction, grouping, tools that all student groups benefit from

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Implement consistent Tier I/II supports with fidelity to strengthen student social-emotional skills, behavior, and belonging

ACTIONS

- Implement Responsive Classroom approach
- Serve students identified as having needs and utilize Tiered supports to strengthen their social/emotional learning skills
- Incorporate ideas from Innovative Schools National Conference
- Align supports with best practices
- Create alignment between Odyssey student pledge and mindsets language

EVERGREEN

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above proficiency target in reading and math (aimswebPlus & Forward)

ACTIONS

- Serve students below the DCE target with interventions provided by interventionists and classroom teachers
- Align ELA and math assessments with Priority Standards, including reflection with Common Formative Assessments and screening data
- Use Forward Exam Item Analysis to support focused work
- Analyze Performance Level Descriptors to support Forward Exam
- Create a culture where staff feel safe to take risks, including team collaboration that promotes a solution-focused mindset and structured opportunities to test strategies, examine results, and reflect
- Align Evergreen's beliefs/mission to DCE vision

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Increase the percentage of students positively reporting "Kids care about me"

ACTIONS

- Clarify high expectations- Update behavior matrix & present to students often and in new ways
- Celebrate successes- Hold assemblies that support expectations and align to SEL curriculum
- Build community- Use morning meeting time for students to intentionally build connections
- Use Responsive Classroom approaches
 - Use student-to-student conflict language
 - Provide training to staff to build energy around Responsive Classroom
 - Use staff meetings to continue to intentionally build connections with staff, be clear on our why behind meetings, and connect everything to our belief system, so the adults can model in the building
- Create a culture where staff feel safe to take risks, including team collaboration that promotes a solution-focused mindset and structured opportunities to test strategies, examine results, and reflect
- Cultivate a safe and inclusive learning atmosphere that fosters risk taking, community, relationships, and growth
 - Establish, explicitly teach, model, and reinforce school wide behavioral expectations
 - Facilitate regular classroom community building through morning meeting, responsive classroom, and restorative conversations
 - Ensure students can identify at least one trusted adult
 - Analyze attendance, behavior, student belonging, and achievement data to identify who needs additional support

HATLEY

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above benchmark on state-required assessments in literacy (ELA) and math

ACTIONS

- Grow PLC culture and outcomes to continue increasing instructional clarity, impacting student academic and behavioral growth, by continuing district professional development coupled with guidance and check-ins
- Increase classroom & special education teacher work with math and literacy instructional coaches
- Use focused principal classroom observations with feedback (Tier 1 instructional clarity (1A, 3A, 3C, 3D): learning targets, student engagement, teacher feedback, evidence of learning) to improve student achievement
- Use progress monitoring assessment data in principal - teaching discussions to plan for instructional improvements
- Use structured ESS processes and utilization of WIN time to address student needs, including Tier II services with reading interventionist
- Attend Professional Development on Instructional Clarity and implement curricular and instructional improvements
- Take part in training and implementing of phonics resource (K-2)

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Foster a positive school culture to engage and connect students and staff, increase attendance rates, and decrease office discipline referrals

ACTIONS

- Discuss and revise student school core values and teach to children
- Plan and construct a student calming room in the special education room
- Use newly formed Guiding Coalition and staff to reformulate and conduct monthly school assemblies and incentives centering on mindset themes
- Develop and implement student-led American Flag Corp
- Maintain safe school
- Enhance school culture through recognition & staff engagement
- Engage veteran and new staff with a review and revision of our school core beliefs, building community through voice
- Use social-emotional learning curriculum resources
- Enhance relationships between families, the school, and the PTO
- Use grade-level buddies to connect students

MOUNTAIN BAY

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above target in reading and math (aimswebPlus & Forward)

ACTIONS

- Align ELA and math assessments to Priority Standards
 - Continue to define (and refine) student & teacher success indicators in relation to Priority Standards
 - Connect assessments to Priority Standards
- Review fall, winter, and spring screening data in the context of correlation between performance on aimswebPlus and predicting performance on the Forward Exam
- Serve students below the DCE target with intentional interventions through our Everest System of Support process
- Utilize reading interventionist to build foundational skills with multiple Kindergarten and 1st grade groups of students throughout the day
- Analyze Performance Level Descriptors (PLDs) from the Forward Exam and apply to teaching
- Use Forward Item Analysis to pinpoint concerning areas and discuss action steps
- Ensure special education staff actively contribute expertise in disability-related needs and instructional strategies
 - Use collaboration time for co-planning of Specially-Designed Instruction (SDI) within core instruction
 - Special education staff serve as active participants on committees
 - Classroom teachers provide information on student progress

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Increase the percentage of students positively reporting “Kids care about me”

ACTIONS

- Provide training to Guiding Coalition and PLC facilitators in Responsive Classroom approaches that create engaging academics, positive community, effective management, and developmentally responsive teaching
- Establish a foundation for Responsive Classroom before all certified staff are trained in the summer of 2027
- Incorporate Responsive Classroom approaches: structured Morning Meeting, Establishing Rules, Interactive Modeling, Academic Choice
- Incorporate approaches such as First Five to create engagement through movement and student discourse
- Deliver guidance lessons that teach and promote kindness, problem solving, and making positive choices
- Discuss the impact of mindsets within social-emotional curriculum through announcements and monthly Mustang of the Month assemblies
- Connect mindsets to buddy classroom activities that promote trust, compassion, empathy, and care

RIVERSIDE

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above target in reading and math (aimswebPlus & Forward)

ACTIONS

- Serve students below the DCE target with Tier I, II and III interventions
- Use Forward Exam Item Analysis to support focused work
- Analyze Performance Level Descriptors to support Forward exam
- Align ELA & math assessments with Priority Standards
- Collaborate as a PLC to calibrate student performance expectations for proficiency
- Develop resources for teachers to use to practice targeted Forward Exam standards throughout the year
- Recognize students meeting monthly reading goals
- Recognize students on a monthly basis for improvement in math fact fluency
- Develop structures that allow for additional collaboration and intentional planning time between special education teachers and classroom teachers to promote inclusion and a continuum of support for all students
- Provide Reading Cafés for students who choose to stay in from recess and read or be read to

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Demonstrate a statistically significant decrease in the reported office discipline referrals in the specific areas of defiance and disruption

ACTIONS

- Explicitly teach and review building, classroom, and playground expectations with all students
- Facilitate conversations with all classrooms in fall and again in winter to review expectations of being respectful to each other and to adults (including conversations on bullying, harassment, and bus expectations)
- Recognize K-5 students of the month for desired behaviors
- Facilitate Morning Meetings in all classrooms to develop strong classroom communities and teach desired social skills
- Establish an expectation of all PLCs to reteach entered office discipline referrals
- Develop and identify resources for teachers to use in Morning Meeting or for reteaching that focuses on respect and cooperation
- Provide reminders about cooperation and respect during morning announcements
- Collaborate with pupil service team to identify evidence-based interventions
- Review eduCLIMBER dashboard during pupil service meetings to identify students in need of support
- Develop structures that allow for additional collaboration and intentional planning time between special education teachers and classroom teachers to promote inclusion and a continuum of support for all students

ROTHSCHILD

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above proficiency target in reading and math (aimswebPlus & Forward)

ACTIONS

- Serve students below the DCE target with interventions provided by interventionists and classroom teachers
- Provide targeted WIN instruction with associate support
- Align 3rd, 4th, and 5th grade curriculum to Priority Standards
- Intentionally schedule special education supports during core instruction
- Align ELA & math assessments with Priority Standards
- Use Forward Exam Item Analysis to support focused work
- Analyze Performance Level Descriptors to support the Forward exam
- Pilot phonics curriculum in 1st Grade
- Scaffold literacy and math instruction, grouping, tools that all student groups benefit from

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Decrease the total number of “major” office discipline referrals

ACTIONS

- Use Responsive Classroom approaches, including Morning Meeting, Interactive Modeling, Staff Language, Establish Rules, Quiet Time/Energizers
- Update ROCK Tickets and ROCKFEST Program
- Facilitate wellness groups
- Increase communication between regular education and special education staff
- Explore additional Responsive Classroom approaches, including Closing Circles, Academic Choice, Guided Discovery, Logical consequences, Role Play, Interactive Learning Structures
- Use a rotation to increase participation of non-classroom staff in Morning Meetings
- Provide ongoing, yearlong professional development on Responsive Classroom approaches for associates

WESTON

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the percentage of students at or above grade level in reading and math (aimswebPlus & Forward)

ACTIONS

- Align ELA and math assessments with the Priority Standards
- Serve students below the DCE target with interventions provided by interventionists and classroom teachers
- Use Forward Exam Item Analysis to support focused work
- Analyze Performance Level Descriptors to support Forward Exam

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Increase the percentage of students positively reporting “Kids care about me”

ACTIONS

- Clarify high expectations- Rework behavior matrix and present to students in new ways
- Celebrate successes through assemblies that support expectations
- Build community- Use Morning Meeting time for students to intentionally build connections together and be clear on the intention behind the meetings
- Use Responsive Classroom student-to-student conflict language (associates and student services teams)

MIDDLE SCHOOL

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state required assessments for ELA and math

ACTIONS

- Provide targeted intervention for students identified through Everest System of Support, including supports for students performing in the low average range
- Develop universal instruction with a focus on standards and learning targets
- Utilize Forward Exam heat map to identify standards and alignment to essential standards
- Implement ELA curriculum extensions for students who need enrichment/advanced learning
- Facilitate an ELA focus spotlight and a Math focus spotlight during WIN time
- Expand Inquiry and Innovation class offering to 7th grade in Project Pioneers
- Provide 7th grade Beginning Algebra during WIN
- Use Building Thinking Classroom Math Instructional Framework
- Utilize the advanced learning committee to explore advanced math learning by each house during the core teaching

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Increase the percentage of students attending school at least 90% of the time

ACTIONS

- Implement SEL curriculum
- Refine and enhance advisory time to create more opportunities for staff and students to build positive connections
- Use trusted adult and connections surveys
- Use Responsive Classroom questions
- Implement building-wide Tier I behavior system, including PBIS system with PRIDE tickets and Evergreen Bucks
- Use eduCLIMBER Dashboard for monthly data digs, including identifying and providing Tier II interventions for behavior
- Create systems for tracking student attendance and data utilizing our student support teams and Everest System of Support team

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Increase the percentage of students that indicate they agree/strongly agree that they ask for help when needed and have an adult in the school to go to for help when they have a big problem.

ACTIONS

- Use SEL curriculum during advisory and Wellness Pathways class
- Structure advisory time to focus on student-to-teacher connections and meeting the needs of students
- Use WIN, advisory, and house time to build connections and facilitate various building-wide activities to foster relationships
- Facilitate one-on-one and small group meetings (school counselors)
- Refine and enhance advisory time to create more opportunities for staff and students to build positive connections
- Explore creative opportunities for students to ask for help
- Explore a fall interest/cooperation activity day
- Refine the trusted adult survey to help narrow down students who do not have a trusted adult
- Explore and develop a Middle School Leadership Club

JUNIOR HIGH

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state-required assessments in ELA and Math

ACTIONS

- Implement weekly advisory time for grade checks and other lessons
- Implement a peer tutoring program
- Provide co-taught classes, academic support classes, and Essentials classes; explore additional tutoring options
- Utilize ELT & Grade Guardian
- Implement SEL curriculum and Academic Career Planning
- Develop state assessment testing schedule
- Increase professional development opportunities aligned to academic clarity
- Utilize curriculum review cycles (Social Studies & Advanced Learning for 2026-2027) to increase clarity and effectiveness of curriculum and instruction
- Provide incentives for attendance
- Use Building Thinking Classrooms (Math)
- Provide professional development in best practices for English Learners (EL)
- Increase academic rigor through pathways programming while enhancing the Everest System of Support process
- Use effective progress monitoring tools at all levels and for all subgroups
- Build staff capacity on how Artificial Intelligence (AI) can create efficiency in teaching practice and introduce how students can appropriately use AI
- Strengthen the Everest System of Support to ensure a consistent, data-informed approach for identifying student needs, coordinating interventions, monitoring progress, and providing timely Tier II/III supports
- Strengthen Continuum of Service Delivery Models-focus on the Least Restrictive Environment (LRE) for students to ensure access and progress

JUNIOR HIGH (CONTINUED)

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Achieve a decrease in office discipline referrals and an increase in student belonging and engagement

ACTIONS

- Use home visits
- Use incentives for both attendance and positive behaviors
- Use survey data
- Define consistent routines, expectations, and positive behavior supports across all 8/9 learning environments to promote student success and maximize instructional time
- Strengthen Everest System of Support process to ensure a consistent, data-informed approach for identifying student needs, coordinating behavioral interventions, monitoring progress, and providing timely Tier II/III supports.
- Strengthen collaborative problem-solving and intervention planning processes that support students' academic, behavioral, attendance, and social-emotional needs through multidisciplinary team structures
- Integrate Portrait of a Graduate competencies across 8/9 experiences to ensure students develop the life skills, character traits, and dispositions needed to thrive in college, career, and life
- Provide ongoing professional learning and coaching to support staff in the effective and consistent use of Tier I/II/III approaches
- Develop and expand Tier II supports through targeted small-group interventions that build self-awareness, self-management, relationship skills, and responsible decision-making
- Strengthen and expand Tier III behavioral supports/resources/tools to provide intensive, individualized interventions for students with significant social-emotional and behavioral needs
- Define and operationalize building life skills competencies aligned to the Portrait of a Graduate to create a common language and expectations for student success through creating an Academic Career Planning committee.
- Increase accountability for student belonging, engagement, social-emotional growth, and behavioral outcomes through survey data, discipline data, intervention effectiveness measures, and continuous improvement cycles to inform decision-making and resource allocation
- Strengthen intensive and individualized supports for students with disabilities through consistent progress monitoring, refinement of systems for FBAs, BIPs, and data-based decision-making to ensure students with significant behavioral and social-emotional needs receive effective individualized supports
- Define and develop Life Skills and Independence Competencies for students with disabilities

SENIOR HIGH

Academic Clarity Through Quality Instruction (Academic Growth/Proficiency):

Demonstrate a statistically significant increase in the number of students scoring at or above benchmark on state-required assessments in ELA and math

ACTIONS

- Enhance grade-level meetings in core departments to discuss progress related to ACT College and Career Readiness Standards (identifying, teaching, and tracking of standards in classroom)
- Engage in consistent practices among classrooms; utilize “teacher walk-through look-fors” feedback loop
- Implement engagement survey to provide ongoing feedback loops to teachers from students and to drive PLC work
- Develop assessments that align with priority standards and learning targets within departments
- Create more consistency and alignment with grading practices
- Round with all teaching staff mid-year to determine areas of growth
- Implement [Albert.io](#) for 10th grade students in their core content areas
- Structure PLCs to focus on data-driven student support: remediation, enrichment, standards alignment
- Engage in professional development for Building Thinking Classrooms (math)
- Increase student readiness for Pre-ACT/ACT
 - Develop intervention plans for students below benchmarks including math labs, ELT sessions, etc.
 - Align curriculum to readiness standards and use data to target gaps
 - Use assessments to gauge student readiness ([Albert.io](#), ACT practice tests)
 - Create and implement ACT study sessions ([Albert.io](#) and study nights)
 - Communicate why and create buy in for Pre-ACT/ACT focus

Safe and Predictable Learning Spaces (Engagement/Connectedness):

Achieve a decrease in office discipline referrals and an increase in student belonging and engagement

ACTIONS

- Keep accurate and prompt attendance records, including using identified process to track, respond, and intervene for all students
- Incentivize positive attendance through privileges and awards (weekly and quarterly), including celebrating individuals meeting expectations & individuals who show improvement
- Focus on increasing relationships between adults and students
- Restructure Everest System of Support meetings
- Utilize student data to target specific students in need of additional support and intervention, and implement small groups based on data
- Re-establish basic Tier I instructional practices
- Use behavior data to create and implement booster lessons throughout the school year as needed
- Increase student voice through clubs, leadership opportunities, and feedback