



Evening Street Elementary Building Action Plan



2025-26 GOALS

Foundational Academics

Students will develop strong foundational literacy skills and demonstrate growth in reading and writing through the implementation of the district's newly adopted CKLA curriculum with integrity. By ensuring instructional alignment, lesson consistency, and high-quality teacher support, schools will provide equitable and rigorous learning experiences that represent the shifts and expectations of the CKLA curriculum.

Building Action Step: Teachers will implement the CKLA curriculum with fidelity. This will ensure aligned instruction and consistent lessons so that all students develop foundational literacy skills. Students will demonstrate growth in reading and writing through equitable and rigorous learning experiences demonstrating one year of growth. Teachers will participate in professional development, teacher based teams, and ongoing coaching cycles to ensure fidelity of implementation.

School and Classroom Environments

Students will demonstrate the durable skills of being Leaders, Thinkers, and Friends as outlined in the Elementary Portrait of a Learner by developing a stronger understanding of behavioral expectations, improving self-regulation skills, and engaging in positive peer interactions. Through enhanced implementation of Tier 1 PBIS practices, schools will create environments conducive to learning where all students feel safe, welcomed, valued, and engaged. All elementary schools will use the Tiered Fidelity Inventory to audit PBIS practices and to engage in building-specific goal setting.

Building Action Step: Emphasize and model tools for emotional regulation across grade levels, as well as focus on creating a sense of belonging and supportive relationships between students and staff members. Teachers and students will celebrate those who exhibit Portrait of a Learner ideals. Common expectations of school behaviors will be taught.

Student Engagement

In every classroom, students will engage in strategically designed thinking routines to intentionally build student agency, support deeper learning, and foster academic growth.

Building Action Step: Staff will curate a set of evidence-based thinking routines. Each week, teachers across all classrooms dedicate a set time to introduce and facilitate the selected thinking routine with their students. Students will regularly reflect on and discuss how using these routines helps them take ownership of their learning and think more deeply about content.



POINTS OF CELEBRATION

- Students in grades 3–5 achieved outstanding results on the 2024–2025 OST assessments! An incredible 94.4% of students passed the Math OST, and 89.1% passed the ELA OST. These scores are a true reflection of our students' hard work, the dedication of our teachers, and the strong partnership with families in supporting learning and success.
- As a school community, we saw improvements across all five areas of social & emotional measurement. Most notable was our students' perceived emotional regulation and social awareness, a major point of emphasis for our school staff.
- Students embraced the culture of Portrait of a Learner by celebrating themselves and each other as leaders, thinkers, and friends.

LEADER
I celebrate the success of others.
I take action to make things better.
I model good choices.

THINKER
I am curious.
I learn from my mistakes.
I share my ideas and ask questions.

FRIEND
I am kind and inclusive.
I take care of myself and others.
I listen to understand.

OUR MISSION
TO EMPOWER A COMMUNITY OF LEARNERS
WHO WILL CHANGE THE WORLD

Learn more about Worthington Schools [Portrait of a Learner](#)