

DCS School Goals 2024- 2025 - Reflection

School: Durham Community School
Team Members: DCS Staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

DCS Goal #1	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>Year 2 of 2: Develop and implement a strategic and sustainable system to provide interventions for Social and Emotional Learning.</p> <p>As a result of this work:</p> <ol style="list-style-type: none"> 1. There will be a Multi Tiered System of Support in place for social and emotional learning which will support students across the grade levels of DCS. 2. There will be a decrease of 10% in the number of individual students referred for office disciplinary action on the behavior reporting form. 3. There will be anecdotal evidence of students using strategies to support their own and others' learning. 	Align CharacterStrong practices with Responsive Classroom practices.	Learning Culture team and R/C consultant	Template for staff to use to plan out their R/C and C/S work Completed
	Plan school schedule to include specific time for CharacterStrong curriculum	Administration/ School Leadership Team	The time for C/S work will be embedded in each grade level's schedule. Completed
	Train leaders for Tier 2 practices	S/W and RTI-B facilitator	Attendance at PD training Completed
	Plan and implement PD for all staff to begin the school year.	Administration/ Learning Culture Team	Embedded in PD plans for the launch of the school year. Completed
	Establish daily and weekly routines to support Tier 1 work.	Administration/ Learning Culture Team	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff. Completed
	Plan and implement ongoing PD for staff throughout the year for both CharacterStrong and Responsive Classroom.	Administration/ Learning Culture Team	Staff Meeting / PLD calendar Completed
	Launch universal screener for Tier	Learning Culture Team	Screener data Completed

	2 work.		
	Establish an action team to synthesize screening data with attendance, academic, and behavioral data to establish Tier 2 intervention plans.	Learning Culture Team	Groups created and receiving support based on objective criteria. Completed
	Plan and implement Tier 3 PD as the materials come on line.	Special Education Team	Completed
	Review and reflect on year 1 implementation and plan adjustments or ongoing PD as needed.	School Leadership Team	Plans for year 2 of implementation. Completed

Reflection on identified outcomes.

As a result of this work:

- **There will be a Multi Tiered System of Support in place for social and emotional learning which will support students across the grade levels of DCS.**
 - This has been achieved. We now have a system in place that encompasses the core facets of an MTSS model (universal screening; progress monitoring; a team monitoring the process; different tiers of support). With Responsive Classroom and CharacterStrong as Tier 1 initiatives, we now have our Bridges program, CharacterStrong programming, Counselors, and Social Worker providing Tiers 2 and 3 levels of support. We have also worked with our Special Education team to ensure a continuum of support if a student has functional goals on their IEP.
- **There will be a decrease of 10% in the number of individual students referred for office disciplinary action on the behavior reporting form.**
 - This statistic was interesting to reflect upon. The number of *individual referrals for office disciplinary action* actually stayed flat. It may have been wishful thinking to expect a drop off in the implementation year, as not only was it new for students, but also new for staff, and so new habits had not yet been fully developed. What we did see though when reviewing end of year data, was that the percentage of students flagged for lacking coping skills had halved from 22% to 11%. This was a positive outcome as it can indicate that more students now have strengths for handling both internalized or externalized challenges.

- There will be anecdotal evidence of students using strategies to support their own and others' learning.
 - This was evident throughout the year. We were increasingly able to reference skills that students were learning for them to then reflect upon or celebrate that they were using their skills and tools. A couple of examples are:
 - A 1st grader needed to meet with Kate to solve a problem. Having shared what happened he then said *“My teacher has been working with me on feelings, the strategy that I usually use is breathe in - breathe out (which he then modeled) and it helps me.”* *“This time I think I may have been too frustrated.”* When he then went down to repair the situation with his classmate, unprompted, he started by saying respectfully to the other child *“When you do that, I get really frustrated”* before going on to apologize for how his frustration came out.
 - Students have approached different staff members to voice a concern about how a classmate or classmates may have treated them. When prompted by *“This sounds like a conflict. Have you thought about using the Tree of Choices to solve it?”* (How big a problem is it ? - How does it make you feel? - What action will you take? - Talk it out; Breathe it out; Move it out) Invariably students then quickly identify a strategy and go off to solve the issue on their own.

DCS School Goals 2025- 2026

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Team Members: DCS Staff
District Goal: Focus on Student Achievement through Improved Student-Centered Teaching and Learning

DCS Goal #1	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
<p>Increase cognitive engagement of students Prek-8.</p> <p><i>“Cognitively Engaged students are drivers in their own learning. They invest mental effort, name and work towards their own learning goals, reflect on their learning, and apply self regulation skills.”</i></p> <p>As a result of this work:</p> <ol style="list-style-type: none"> 1. A reflection tool will be developed to identify strengths and needs of students around cognitive engagement. This will also provide baseline data and impact data at the end of the year. 2. Teachers will develop and utilize action steps to increase student skills around determination and engagement. 3. Students will receive ongoing feedback as they work 	<p>School Leadership Team develop understanding of facets of cognitive engagement and strategies for increasing student cognitive engagement.</p>	<p>Administrators Strategists School Leadership Team.</p>	<p>Summer Institute focus.</p>
	<p>Provide PD to all staff about progression of Cognitive Engagement and the role of the clear criteria, feedback, self-reflection and goal setting</p>	<p>Administrators Strategists School Leadership Team.</p>	<p>Agenda items for PD time.</p>
	<p>All teachers have a goal around cognitive engagement</p>	<p>Administrators Teaching staff</p>	<p>Goals in e-portfolios</p>
	<p>Revisit and teach into Habits of Work</p>	<p>Teaching staff</p>	<p>Student awareness of Habits of Work. More alignment between reported levels on report cards and what is experienced in the classroom.</p>
	<p>Teachers develop and use tools for students to self reflect and goal set relative to learning criteria</p>	<p>Teaching staff</p>	<p>Artefacts that may include exemplars, rubrics, exit tickets, portfolios etc.</p>
	<p>Develop a progression for different</p>	<p>School Leadership Team</p>	<p>Progression document</p>

towards their goals.	grade spans that has developmentally appropriate indicators for what cognitive engagement looks like		
	Teachers gather data of their students to progress monitor using the Cognitive Engagement progression tool	Teaching staff	Spread sheets and patterns identified.
	Utilize PD with Paul White	Administrators Strategists Teaching staff	Specific goal work feedback from Paul
	Refine student-led conference practices to increase reflection and goal setting skills	Middle School Advisors & Teaching staff	PD time, student goals and portfolios.

DCS Goal #2	Strategies and Action Steps	Responsibility	Evidence of Effectiveness
Increase all students' sense of belonging in school to impact both student well-being and attendance. As a result of this work there will be a 10% reduction in chronic absenteeism from 9.6% to 8.64%.	Continue to implement CharacterStrong curriculum in all classrooms/advisoreries pk-8.	Teaching staff & Advisors School counseling team Administration	Daily and weekly practices will be consistently evident across grade levels. Including daily announcements and weekly messages for staff.
	Attend state/ Count Me In attendance conference to identify additional strategies to increase attendance rates.	Administration	Notes and resources from the conference.
	Regularly meet as an attendance team to track student absences.	School counseling team Administration	Attendance tracking document kept accurately and up to date.

		School Nurse	
	Collaborate across the district with Attendance Coordinators from other schools to share resources and strategies.	Administration	Shared district folder of effective attendance resources
	Hold attendance meetings with families approaching the threshold for chronic absenteeism or truancy.	School counseling team Administration School Nurse Teaching Staff	Attendance support plans developed and followed.
	Use positive reinforcement strategies such as: -send positive postcards for improving attendance rates of students who meet the “chronically absent” threshold -Teachers reach out to families when a student has three absences or a change in attendance -Promote events like “spirit week” and partner class events -Use Reach My Teach to send informative messages about attendance	Administration School counseling team Teaching Staff	Improvement in attendance data.