Durham Community School Goals 2025-2026 Review

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**
Increase cognitive engagement of students Prek-8. *"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."* As a result of this work: 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	School Leadership Team develop understanding of facets of cognitive engagement and strategies for increasing student cognitive engagement.	Administrators Strategists School Leadership Team.	Summer Learning focus. (agenda attached)
	Provide PD to all staff about progression of Cognitive Engagement and the role of the clear criteria, feedback, self-reflection and goal setting	Administrators Strategists School Leadership Team.	Agenda items for PD time. There were several PD opportunities both in staff meetings across the year and in the opening days of school.
	All teachers have a goal around cognitive engagement	Administrators Teaching staff	Goals in e-portfolios All staff had a professional goal related to Cognitive Engagement. This meant lots of checkpoints with all staff about how their practices were adjusting and the impacts of the work.
	Revisit and teach into Habits of Work	Teaching staff	Student awareness of Habits of Work. -Many middle level educators laminated the HoW and made them into placemats for easy reference for students.

towards their goals.			More alignment between reported levels on report cards and what is experienced in the classroom. The middle school team focused on this explicitly as their goal and had students self-reflect every two weeks on their HoW grade. If there was a mis-match, the student and teacher had a 1-on-1 conversation about why.
	Teachers develop and use tools for students to self reflect and goal set relative to learning criteria	Teaching staff	Artifacts that may include exemplars, rubrics, exit tickets, portfolios etc. Lots of artifacts came from this work, some of the most powerful in the lower grades were naming and identifying the traits and habits of an invested, engaged, learner so students had a better understanding of their job at school.
	Develop a progression for different grade spans that has developmentally appropriate indicators for what cognitive engagement looks like	School Leadership Team	Progression document Developed and used in the fall and spring.
	Teachers gather data of their students to progress monitor using the Cognitive Engagement progression tool	Teaching staff	Spread sheets and patterns identified. Teachers used the progression tool in the fall, and one of the most helpful patterns identified was the expectations of learners at the end of each grade level. This allowed educators to pick up the work

			where the previous grade left off.
	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. This ended up being part one of two in this area.

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%. We were able to decrease our chronic absenteeism rate from 9.6% to 5.34%.	Continue to implement CharacterStrong curriculum in all classrooms/advisories 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. Continues to be a strong practice across the Pre-k-8 span.
	Attend state/ Count Me In attendance conference to identify additional strategies to increase attendance rates.	Administration	Notes and resources from the conference. Attended with other Assistant Principals from the district.
	Regularly meet as an attendance team to track student absences.	School counseling team Administration School Nurse	Attendance tracking document kept accurately and up to date. New document was helpful in tracking students across the year for both celebrating successes and planning interventions.

	Collaborate across the district with Attendance Coordinators from other schools to share resources and strategies.	Administration	Shared district folder of effective attendance resources -The folder was utilized to have more consistent messaging about attendance protocols across the schools.
	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. There were only a couple of students in need of attendance support plans and family meetings, and they were effective for those students.
	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. -Teachers had involvement in the plan for any chronically absent student -Postcards were developed and sent to students who showed improvement in their attendance data over the course of the year -DCS held 4 spirit weeks -DCS staff continues to learn more about how to use Reach My Teach to communicate with families in both proactive and reactive ways

Durham Community School Goals 2026-2027

Goal Worksheet				
School/Department: Durham Community School				
Goals	**Strategies and Action Steps (Responsibility)**	**Timeline**	**Evidence of Effectiveness**	**Connection to Strategic Plan**
(Year 2 of 2) Increase students' cognitive engagement *by supporting students in setting goals, monitoring progress, reflecting on learning, and adjusting strategies to promote growth and independence.*	The School Leadership Team will complete a book study on Zaretta Hammond's Rebuilding Student's Thinking Power led by administration. The School Leadership Team will meet for a summer work day focused on school goal and action steps at each grade level. All teaching staff will participate in professional learning focused on the conditions that are conducive to increasing students' cognitive engagement. All classroom teachers will have a professional goal related to increasing cognitive engagement and receive one–to-one administrator feedback on the goal and supports needed to attain it. Administration in collaboration with the school leadership team will develop a student engagement survey about students' perception of their ownership over their learning to be given in October and May. It will ask students to rate the following statements: ● I know what I am trying to learn. ● I care about what I am learning. ● I get to choose some of the things I learn about. ● I know my learning goals and how I'm doing. ● When something isn't working I try a different strategy. Teacher lesson plans will reflect adjustments in Tier 1 practices, such as incorporating fishbowl debates, Building Thinking Classrooms practices (collaborative problem-solving), student self-assessment, and regular opportunities to reflect on their learning.	August 2026 August 2026 On-going September 2026 October 2026 (complete) / May 2027 On-going	100% of classroom teachers will have a professional goal related to increasing student's cognitive engagement. There will be an increase in students who agree or strongly agree in two of the five categories on the student engagement survey in May. 100% of middle school students (6-8) will participate in a student-led conference with a revised structure focused on student engagement and reflection using a SWOT analysis and work samples. Student work samples will demonstrate growth in clarity and mechanics across identified checkpoints throughout the year. Student reflection will demonstrate an increased ability to recognize areas of strength, identify opportunities for	*Portrait of a Graduate:* -Intellectual Curiosity -Personal Growth -Future Readiness *We Believe Statement:* Cognitive Growth: We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals. **Strategic Plan Action Steps:** *Cognitive Growth* 1B.1: Provide regular opportunities for collaborative learning, feedback, and academic discourse. 1B.3: Support students in setting goals, monitoring progress, reflecting on learning, and adjusting strategies to promote growth and independence. *Emotional Intelligence and Character Building:* 4C.1: Develop instructional practices that normalize productive struggle,

	The School Leadership Team will collect and analyze student work artifacts throughout the year, focusing on clarity and mechanics to identify patterns in student performance, opportunities for increased student self-assessment, and instructional next steps that promote growth and independence.	On-going	improvement, and make purposeful revisions.	reflection, revision, and persistence as essential parts of learning and growth.

Goal Worksheet				
School/Department: Durham Community School				
Goal	**Strategies and Action Steps Responsibility**	**Timeline**	**Evidence of Effectiveness**	**Connection to Strategic Plan**
Effectively differentiate tier 1 math instruction in K-2 in order for students to meet expected benchmarks.	All classroom teachers (Pk-5) will participate in on-going professional development to increase understanding in the progression of math skills and explore strategies that provide multiple entry points to grade-level mathematical concepts without lowering expectations and rigor. All classroom math teachers (Pk-8) will participate in a Mathematical Reasoning book study led by Instructional Strategists and administrators. Kindergarten and First Grade classroom teachers will receive additional training on the implementation of Number Corners (*a skill-building program revolving around the classroom calendar– it provides daily practice as well as continual encounters with broader mathematical concepts in 15–20 minutes of instruction*) along with their district colleagues. All first and second grade teachers will receive training on utilizing Cuisenaire Rods in the classroom (*a versatile collection of rectangular rods of 10 colors, each color corresponding to a different length. This tool provides opportunities to introduce, investigate, and reinforce key math topics such as addition, subtraction, geometry, measurement, multiplication, and division*). Together with the math specialist and instructional strategist, teachers will reassess student progress at established benchmark windows throughout the year. Grade level	On-going throughout the '26-27 school year.	Increase the number of K-2 students who are meeting or exceeding the expectation on the Spring Number Sense Screener from 67% to 70%. Student work samples and classroom observations demonstrate that students are increasingly able to represent mathematical thinking in multiple ways, explain their strategies, and engage in appropriately challenging math tasks. --- Number Sense Screener Data: *Percentage of Students Meeting or Exceeding Spring Benchmark* **Spring '24**: 96/151=64% **Spring '25**: 82/147=56% **Spring '26**: 92/137=67%	*Portrait of a Graduate:* -Intellectual Curiosity -Future Readiness *We Believe Statement:* Cognitive Growth: We believe learning requires deep thinking, meaningful challenge, and the ability to reflect on and adjust one's approach to reach goals. **Strategic Plan Action Steps:** *Cognitive Growth* 1A.1: Design and utilize challenging curriculum that provides entry points and effective scaffolds for all students. 1A.2: Provide professional learning and collaborative planning structures that support responsive, inclusive, evidence-based instruction. 1A.3: Use formative assessments to inform unit planning and anticipate scaffolds.

Goal Worksheet				
School/Department: Durham Community School				
	teams will compare benchmark performance to baseline data to determine growth toward grade-level expectations. PLCs will utilize assessment data to determine tier 1 interventions and teacher-led small groups on specific strategies and skill gaps. The school-based instructional strategist will provide targeted professional development to grade-level teams and individuals.			

Goal Review Artifact

Independent Reading

I am a prepared reader • I get to work quickly • I have my tools	 
I am a determined reader • I read the whole time • I work to solve tricky words	 

First Grade Prepared & Determined Readers

4th Grade Math Goals

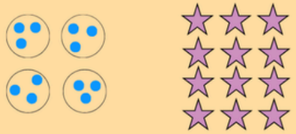
My Math Goals

Grade 4

Round 1:
September-November 2025

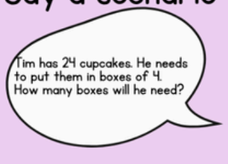
Represent × and ÷

with a picture, array, and number model



3 x 4 = 12

Say a scenario for ÷ and ×





Add within 1,000

☐ 36 + 49 =

☐ 168 + 27 =

☐ 89 + 65 =

US Traditional Algorithm

☐ 237
+ 169

Subtract within 1,000

☐ 53 - 24 =

☐ 235 - 89 =

☐ 124 - 52 =

US Traditional Algorithm

☐ 453
- 267

Build my fact fluency!

× ÷ 2, 5, 10

× ÷ 4

× ÷ 3

× ÷ 6

Goal Review Artifact

WRITING SELF REFLECTION

★	★ ★	★ ★ ★	★ ★ ★ ★
☐ I wasn't writing. ☐ I only write when reminded.	☐ I got distracted once, but got myself back to writing.	☐ I wrote the whole time. ☐ I stayed in my space. ☐ I did my writing job.	☐ I wrote the whole time. ☐ I stayed in my space. ☐ I did my writing job and extra writing work.

Second Grade Writer's Workshop Self-Reflection Tool



3rd Grade Math Assessment Reflection Tool



Now, think about how you're showing your thinking. Circle the box that matches what you've done.

	1	2	3
Showing my thinking	I only write the answer.	I write some number models, words, or drawings but some steps / parts are unclear or missing.	I write number models, words, or drawings that clearly show how I solved the question. I clearly communicate my strategy so that others can understand it.

Goal Review Artifact

School Leadership Team
Summer Retreat
August 7th, 2025
8:30 - 2:30

Work for prior to meeting:
Read the attachments
Come with your graphic organizer!

8:30-8:50- Welcome
Lunch orders
Greeting
Review agenda

8:50-9:05 School Goal Work:

- Revisit last year's goal: DCS school goals 24/25
- Introduce our new school goal (SMART goal language)

9:05- 9:40 Cognitive Engagement Work:

- Define Cognitive Engagement:
  - Unpacking of the readings provided
  - Create DCS definition of Cognitive Engagement
    - **Working definitions:**
      - Cognitively Engaged students are drivers in their own learning, who: invest mental effort, name and work towards their own learning goals, and know how they learn best
      - CE is being actively invested in learning, monitoring growth, revising tools and strategies along the way, and applying self regulation skills (*tasks can be completed without motivation if needed).*
      - CE refers to how active you are in your own learning.
    - Active/actively
    - Knowing how to learn best (How do we teach that?) - broaden this statement?
    - Self regulation/Mindset - ability to stay the course to reach goals

BREAK!

10:05-10:15

- Characteristics of students who drive their learning
  - Sorting activity - Mindset vs. Skill

10:15-10:45

- RSU 5 Rubric Connection - Staff will select a PG&E goal from the preselected Indicators & Domains that support CE

Goal Review Artifact

- *Criteria - language adjustments*
- *Student self assessment and goal setting*
- *Feedback* - how can we close the loop on goal work from last year?
- *Mindset*

- Impact Data:
  - HoW- Determination - invest in calibrating the process of scoring determination. There is a wide range of interpretation on behalf of staff as to how this is scored.
    i. What are the attributes of a CE/Self regulated learner?
    ii. Characteristics of behavioral engagement align with our current definitions of determination, more so that a student who is cognitively engaged
    iii. Should goals/criteria be adapted?
    iv. How is this work communicated to students and families?
    v. Send consistent feedback/messaging. Is there an accurate way to communicate aligned messaging around determination vs. CE
    vi. Is there a place for Cognitive Engagement in our grading practice? How would a mindset be graded?
    vii. Bring this back to SLT for further discussion
  - "Assessement Tool"

10:45-11:45

- Developing the tool(s) for teacher "assessment" of their learners' level of engagement
  - Teacher Self Reflection Rubric - is it usable?
    i. Lots of information to consider
    ii. Some feedback/mindset and success criteria areas felt limited by the curriculum
    iii. Choices in demonstrating mastery the content is limited by curriculum
  - Pitch & Prioritize Student Engagement Rubric (teacher facing tool)
    i. Tool can be used effectively in different ways
    ii. Could it be used as one rubric school wide, but with different examples or different targets per grade level that are developmentally appropriate?
    iii. Title as Growth Continuum vs Rubric
    iv. Include a 0 column for Disrupting/Disengagement
    v. Should there be half steps to further define the continuum and clarify grade level targets?
    vi. The need for support or scaffolding will change based on the complexity of the target/goal

BREAK!

LUNCH! And a game 12:00- 12:50
Teams add to these slides!

12:50-1:25

- **Proposal:**
  4 tracks- Teachers will use the Self Reflection Tool to identify the track they feel will best support their goal.

Goal Review Artifact

Option A- As a team we identify the key learning (could be an existing practice that needs refining/ developing/become universal or new learning) in each of the 4 categories and teach into and use independent work time for people to put their learning into practice.

- By grade span for each focus?

Option B- Use data from the teacher self reflection tool to determine indicators that show the most prevalent need and run specific PD in the key 1-2 elements within each of the 4 categories.

Option C- Teachers identify their goal and utilize this time to work on their goal in small groups. Include work plan in ePortfolio that would be updated and shared when this work time is given.

- Could be done a PLC if there is value for all?

We need to answer the question: **What do teachers need to be successful in this?**

- From SLT, the most common track for improvement was Student Self Assessment and Goal Setting, followed by Criteria.
- Agreement to focus less on Feedback and Mindset.
- Building the skill set to work on Criteria - self select an area or content piece with a group? Team could be cross grade, SpEd or Specials look to join or form groups with shared focus.
- Are there specific skills teachers need? What language or universal pieces need to be shared or aligned.
- Encourage experimentation and offer time to process/debrief
- How will we communicate this work to our community members (families)?

Input for August 26 and 27 - pd planning

- Work on developing CE Growth Continuum with teams per grade level spans
  - Maintain clarity around what's realistic
- Individuals/teams tease out what indicators/skills they'd like focus on enhancing

- **School Goal Work Revisited:**
  - Write the school goal (SMART goal language)
  - Increase student cognitive engagement with a focus on gaining skills pertaining to; gaining clarity of criteria, developing the tools to support Cognitive Engagement, debriefing on results of this work, collaboration regarding how these practices drive engagement.

Plan PD supports and dates for this initiative:

2:00 - 2:30

Other agenda items:

-PLC Dates and times

-Please update teacher dashboard to link your new PLC doc

-Finalize Partner Class Schedule: 25/26 Partner classes

- Request made last spring to decrease the number of partner classes.
- Staff can schedule additional partner class meet ups if desired.

Goal Review Artifact: Cognitive Engagement Continuum

HoW	Indicator	Emerging	Pre-K	K	1	2	3	4	5	6	7	8
Engagement	Active Listening	I sometimes show listening with my body.	I use my eyes, ears, and body to show I'm listening.	I listen with my whole body, using strong listening (eyes, ears, brain, heart).	I listen carefully and can repeat what someone else said.	I listen carefully and ask questions to learn more.	I listen to respond and understand.	I listen for important ideas and ask questions to understand.	I listen and connect to my prior knowledge, and ask questions about anything I don't understand.	I listen to the ideas of others and ask clarifying questions.	I listen critically and use evidence to explain if I agree or disagree.	I listen for deeper meaning, themes, and perspectives.
	Participation	I use sounds, gestures, or actions to share what I'm thinking or I may need adult support to share my ideas.	I share my ideas, pictures, or actions.	I share my own ideas or signal to show "I agree."	I share my ideas and add on to a classmate's idea.	I share my ideas in complete thoughts and give kind feedback.	I explain my thinking with reasons or examples.	I explain my ideas using evidence and add on to other's ideas.	I know my role during class is to explain my ideas and add on to others' thinking.	I volunteer answers, even if I'm not sure. When I disagree, I challenge ideas respectfully.	I engage in collaborative, respectful discussion and add on to keep the conversation going.	I build on others' ideas by synthesizing or combining perspectives.
Determination	Responsibility	I may need an adult to notice when I need help.	I can ask for help when I need it.	I start my task, solve small problems, and ask for help when I need it.	I stay on task. I try at least one strategy before asking for help.	I stay focused even when it's hard. I try more than one strategy before asking for help.	I start tasks independently and keep working until I finish.	I keep working through challenges and try to solve small problems on my own.	I notice when I'm stuck and use strategies to move forward.	I balance independence with asking for help at the right time.	I monitor my own progress and adjust my approach if needed.	I take ownership of my choices and see mistakes as chances to improve.
	Reflection	With support, I begin to share what I made or did.	I can tell or show what I made or learned.	I can check my work against an example to see if I'm done.	When I check my work, I can say what I did well and what I can do better.	I check my work to see if it makes sense and, with help from my teacher, fix up my mistakes.	With help from my teacher, I check my work using a checklist or rubric.	Using a rubric or checklist and feedback from my teacher, I explain what I did well and what I can improve next time.	I implement feedback from teachers and peers to improve my work.	I use feedback to reflect on my work and set goals for improvement.	I use feedback to reflect on how I learned, as well as my final product.	I seek out feedback from teachers and peers, and utilize it to plan how to grow.
	Goals & Next Steps	With help, I can notice or show when I'm getting better at something.	I can talk about something I'm getting better at.	I participate in conversations with my teacher to understand my learning goals.	I know my goal and check in with my teacher about my progress.	I know my learning goal and the steps to get there.	With help from my teacher, I set a small goal for myself, and I can plan out and follow the steps to get there.	Using rubrics and exemplars, I set a goal with my teacher and make a plan for what I will do to improve my work.	Using rubrics and exemplars, I set goals in order to meet success criteria.	I track my progress toward a goal over time.	I set long-term goals and break them into smaller steps.	I use my goals to guide decisions about how I learn and what I focus on.

Goal Review Artifact

Aligning with the teacher rubric:				
RSU 5 TR - **Engagement**: *III- Delivery of Instruction* (4) Students are deeply invested and have a sense of ownership in their learning and are involved in focused activities, active learning and/or problem-solving. DCS Cognitive Engagement Definition: 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.				
Indicator & Domain	**Criteria** *IV- Monitoring, Assessment and Follow-Up*	**Student Self- Assessment and Goal Setting** *IV- Monitoring, Assessment and Follow-Up*	**Feedback** *IV- Monitoring, Assessment and Follow-Up*	**Mindset** *III-Delivery of Instruction*
RSU 5 Teacher rubric language:	(4) Consistently communicates clear criteria for work, with rubrics and exemplars of student work at each level of proficiency	(4) Consistently guides and supports students to self-assess, revise work, set goals for their learning, and consistently track their own academic progress.	(4) The teacher's feedback to students is timely, specific, and constructive to both celebrate student progress and guide meaningful next steps for learning.	(4) Fosters an environment in which students are risk-takers, learn from their mistakes, and believe that through effective effort they will improve their skills and knowledge.
VL Student indicators:	-Students know where they are going and are confident they can take on the challenge -Students select tools to guide their learning	-Students know their current level of understanding -Students monitor their progress and adjust their learning -Students select tools to guide their learning	-Students seek feedback and recognize that errors are opportunities to learn -Students recognize their learning	-Students seek feedback and recognize that errors are opportunities to learn -Students know where they are going and are confident they can take on the challenge
VL Teacher indicators:	The teacher plans out instruction including accurate explanations, examples, and guided practice The teacher provides choice in how students	The teacher conferences with students about their interpretation of data The teacher devotes time to student self-assessment or pre-assessment	The teacher models seeking feedback and the excitement of using feedback to make improvements The teacher leverages clear success criteria to support	The teacher models seeking feedback and the excitement of using feedback to make improvements The teacher creates a climate of risk-taking and trust

	demonstrate mastery The teacher uses student interests to develop learning experiences that have relevancy and will resonate The teacher introduces and models a range of tools for students to select The teacher provides students with opportunities to practice using tools The teacher structures learning tasks so students can make choices about which tools to use The teacher explicitly teaches and models planning and organizing strategies The teacher structures tasks so that students are required to interact with one another	The teacher guides students to reflect on the provided success criteria prior to the task The teacher provides time during instruction for students to understand the pathway of learning and to self assess their current progression The teacher has students reflect on the effectiveness of their selected tools/ strategies The teacher intentionally builds moments into a lesson that allow for students to reflect on their progress The teacher places value on the act of examining one's own work over the correctness of that work	peer-to-peer feedback The teacher gives students the opportunity to use what they know before stepping into refine knowledge or further develop skills The teacher provides instruction on how to give growth-producing feedback	The teacher models making mistakes and how to learn from the mistake The teacher places value on the act of examining one's own work over the correctness of that work