SY 2026-2027 School Performance Plan

School Name 246-Beechfield Elementary/Middle School **Principal Name:** Yvonne Grant

School's Mission:	School's Vision:
At Beechfield Elementary Middle School, every student matters and everyday counts. We inspire academic excellence, cultivate strong character, and empower every learner to grow, lead, and thrive in a safe, inclusive, and joyful community.	Beechfield will be a school where every student achieves at high levels, demonstrates integrity and resilience, and is prepared to lead with confidence, compassion, and purpose.

School Name 246-Beechfield Elementary/Middle School **Principal Name:** Yvonne Grant

THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: LITERACY					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP ELA Proficiency (Achievement)	5.4%	7.5%	12.4%	12.2%	15.2%
MCAP ELA Avg Performance Level (Growth)	1.58	1.74	1.84	1.86	1.88

STRATEGY: Steps for improving student literacy outcomes	1. **Utilize 9-week literacy data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments, MCAP, English Language Proficiency). Map out progress monitoring calendar based on metrics and assessment windows (e.g., DIBELS progress monitoring data pulled every six weeks) and establish teams and meeting schedules (e.g., meet every week at 3pm). Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **Monitor reteaching and reassessing for Fundations (K-3)** for students and sections below 80% proficient. Be strategic about skills & content to re-teach. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or Tier III program/intervention (e.g., OG+) for identified students. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Prioritize Writing in Every Classroom:** Embed meaningful opportunities for students to articulate and defend thinking through writing across content areas, leveraging student work as a key measure of instructional effectiveness and academic growth analyzed regularly through academic planning or other PLC structures where direct feedback is given to students to improve their written responses. **5.** **Implement cycles of professional learning** aligning them to cyclical instructional walks, observations, and collaborative planning.

EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	Progress toward the literacy SPP goal will be monitored through multiple measures of student outcomes and adult implementation. Evidence will include: DIBELS benchmark and progress-monitoring data, including the percentage of students at/above benchmark and movement of students between risk levels. Fundations unit and assessment data for K–3, with particular attention to students/sections below 80% proficiency, evidence of reteaching, and reassessment results following reteaching. HQIM curriculum-based assessment data, including Wit & Wisdom module/lesson assessments and other identified literacy measures, analyzed through 9-week data cycles. MCAP ELA data, including interim/benchmark data when available, with analysis by grade level, standard/domain, student group, and individual student. Tier II and Tier III intervention data, including the number of students receiving identified interventions, frequency/dosage of intervention, progress-monitoring results, and documentation within Panorama Student Success Platform. Student writing samples across ELA and content areas, analyzed for growth in written expression, use of text evidence, organization, development of ideas, and response to teacher feedback. Collaborative planning and PLC artifacts demonstrating the use of student data and student work to identify instructional needs, plan reteaching, determine interventions, and monitor subsequent student performance. Instructional walkthrough, observation, and coaching data measuring implementation of HQIM, foundational literacy practices, writing across content areas, differentiation, checks for understanding, and evidence that teachers are adjusting instruction based on student performance. Professional learning implementation data, including participation, coaching follow-up, observation trends, and evidence that identified instructional practices are transferring from professional learning and collaborative planning into classroom instruction.

	PDSA cycle documentation demonstrating that teams regularly review identified literacy measures, determine whether strategies are producing the intended results, and make timely adjustments when progress is insufficient. Evidence will be reviewed at least bi-weekly through collaborative planning/PLC structures and formally analyzed during each 9-week literacy data cycle. The school will look for both increased fidelity of adult implementation and measurable movement in student performance, with particular attention to students currently performing below grade-level expectations. This creates a very clean connection for the SPP: root cause , strategy, implementation evidence, student outcome evidence. It also avoids relying only on MCAP as evidence, since you need leading indicators throughout the year to know whether the strategy is working.
EQUITY CONSIDERATIONS	Equity will be addressed by ensuring that every student has access to high-quality, grade-level literacy instruction while providing differentiated support based on individual student need. Literacy data will be disaggregated by grade level, student group, special education status, multilingual learner status, attendance, and level of academic performance to identify disparities in achievement, access to rigorous instruction, and response to intervention. Data cycles will be used to ensure that students who are not yet meeting grade-level expectations are identified early and receive timely Tier II or Tier III intervention without being denied access to Tier I HQIM. Particular attention will be given to students who have historically experienced achievement gaps, chronic absenteeism, interrupted learning, or other barriers to consistent academic success. Instructional walks, collaborative planning, and student work analysis will also examine whether all students are consistently provided opportunities to engage in rigorous reading, writing, discussion, and grade-level tasks. Teachers will use culturally responsive practices, appropriate scaffolds, accommodations, and targeted supports while maintaining high expectations for all learners. Leadership and instructional teams will regularly review disaggregated outcome and implementation data to determine whether the strategy is producing equitable progress across student groups. When data demonstrates that a particular group is not experiencing comparable growth, the team will identify barriers, adjust instruction or intervention, and monitor the impact of those changes during subsequent PDSA cycles. The goal is to ensure that student demographics, disability status, language proficiency, attendance patterns, or prior achievement do not determine access to rigorous literacy instruction or opportunities for academic success.

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THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA:MATHEMATICS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
MCAP Math Proficiency (Achievement)	<=5%	<=5%	<=5%	<=5%	<=5%
MCAP Math Avg Performance Level (Growth)	1.22	1.31	1.34	1.38	1.42

STRATEGY: Steps for improving student math outcomes	1. **Utilize 9-week mathematics data cycles to engage in consistent progress monitoring of Tier I instruction and ensure HQIM implementation integrity:** a. Identify metrics for progress monitoring (e.g., diagnostics and curriculum-based assessments (K-8: Numeracy Development Framework; HS: Algebraic Reasoning), MCAP). Map out progress monitoring calendar based on metrics and assessment windows. Data cycles should occur at the end of each unit/module of study for each grade. Utilize PDSA to progress monitor outcomes and adjust to ensure improvement on targeted outcomes. b. Meet at least bi-weekly and utilize a data-based decision-making protocol to identify areas for improvement 2. **To support the internalization of lessons and units in Reveal Math, schools should use the Unit and Lesson Planning Protocols during academic planning throughout the year**. Teachers must prepare for student discourse opportunities through deliberately planned questions. Schools establish and communicate for the mathematics instructional block to ensure consistency and high-quality instruction. 3. **Implement the identified Tier II or Tier III program/intervention.** Utilize district-approved Tier II or III program/intervention (e.g, Number Worlds) for identified students. Capture intervention tracking and progress monitoring in Panorama Student Success Platform. Refer to MTSS Guidance. 4. **Implement cycles of professional learning aligned to cyclical instructional walks, observations, and collaborative planning.**
EVIDENCE: What specific data points will you use to determine if your strategy is	Progress toward the mathematics SPP goal will be monitored using both student outcome data and evidence of adult implementation. Evidence will include:

making progress toward your SPP goal?	Reveal Math unit, module, lesson, and curriculum-based assessment results, including the percentage of students demonstrating proficiency by grade level and mathematical standard. Numeracy Development Framework data for K–8, including changes in student performance across identified numeracy skills and concepts. MCAP Mathematics data, including interim/benchmark data when available, analyzed by grade level, domain/standard, student group, and individual student. Nine-week mathematics data-cycle results demonstrating changes in student proficiency following reteaching, reassessment, instructional adjustments, and intervention. Student work samples demonstrating growth in conceptual understanding, procedural fluency, mathematical reasoning, problem solving, and students' ability to explain and defend their mathematical thinking. Evidence from Reveal Math Unit and Lesson Planning Protocols demonstrating teacher internalization of upcoming mathematics content, identification of anticipated misconceptions, deliberate questioning, checks for understanding, and planned opportunities for student discourse. Collaborative planning artifacts demonstrating regular analysis of student data and work and resulting instructional decisions, including reteaching, flexible grouping, differentiation, and intervention. Tier II and Tier III intervention data, including students identified for intervention, intervention program used, frequency and dosage, progress-monitoring results, and documentation in Panorama Student Success Platform. Instructional walkthrough, observation, and coaching data measuring fidelity of Reveal Math implementation, adherence to the mathematics instructional block, student discourse, productive struggle, checks for understanding, questioning, and evidence of instructional adjustment based on student responses. Professional learning implementation data, including participation, coaching follow-up, observation trends, and evidence that instructional practices addressed during professional learning and

	collaborative planning are transferring into classroom practice. PDSA documentation demonstrating that teams regularly analyze mathematics outcomes, evaluate the effectiveness of implemented strategies, identify barriers, and make timely adjustments when students are not demonstrating sufficient progress. Evidence will be reviewed at least bi-weekly during collaborative planning and formally analyzed at the conclusion of each mathematics unit/module and within each 9-week data cycle. Leadership and instructional teams will monitor both fidelity of adult implementation and measurable student growth to determine whether the strategy is producing progress toward the mathematics SPP goal.
EQUITY CONSIDERATIONS	Equity will be addressed by ensuring that every student has access to rigorous, grade-level mathematics instruction through Reveal Math while receiving differentiated support based on demonstrated academic need. Mathematics data will be routinely disaggregated by grade level, student group, special education status, multilingual learner status, attendance, and level of academic performance to identify disparities in achievement, access to rigorous mathematical tasks, participation in mathematical discourse, and response to intervention. Students performing below grade-level expectations will receive appropriate scaffolds and Tier II or Tier III interventions without being denied access to grade-level Tier I mathematics instruction. Particular attention will be given to students who have historically experienced achievement gaps, chronic absenteeism, interrupted learning, or other barriers that may have contributed to unfinished mathematical learning. Collaborative planning, instructional walks, and student work analysis will examine not only what teachers are teaching but also which students are actively participating in mathematics instruction. Leadership will monitor whether all students have equitable opportunities to engage in productive struggle, explain their reasoning, participate in mathematical discourse, solve rigorous problems, use multiple strategies, and receive actionable feedback. Teachers will maintain high expectations while providing appropriate scaffolds, accommodations, manipulatives, visual representations, language supports, and other instructional supports necessary for students to access grade-level mathematical concepts. Student grouping and intervention decisions will be based on current evidence of student need and will be regularly reviewed so that supports do not become static placements or unintentionally limit access to rigorous instruction. Leadership and instructional teams will use disaggregated data during the 9-week data cycles and PDSA process to determine whether all student groups are demonstrating growth. When a student group is not experiencing comparable progress, the team will identify potential instructional or access barriers, adjust Tier I instruction and/or intervention, and monitor the impact of those changes during subsequent data cycles.

	The goal is to ensure that student demographics, disability status, language proficiency, attendance patterns, or prior mathematics achievement do not determine a student's access to rigorous mathematics instruction, meaningful mathematical discourse, intervention, or opportunities for academic success.

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THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: GRADUATION – Grad Rate / DIBELS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
HS: High School 4-Year Graduation Rate	n/a	n/a	n/a	n/a	n/a

STRATEGY: Steps for improving student graduation outcomes	• **K-5 DIBELS Composite % At or Above:** See Literacy strategies above. • **Grade 6-8 GPA Less Than 2.0:** Follow the "Create data cycles (PDSA)"guidance outlined in the High School Graduation section below, adapting as appropriate for middle school. • **High School Graduation:** 1. **In alignment with the City Schools Program of Study and COMAR 13A.03.02:** a. Develop school-based course offerings. b. Create a 4-year graduation plan for every student to ensure accurate course scheduling, credit attainment, assessment completion, and Service-Learning Hours (MYAP). c. Quarterly monitor progress using the On-Track-to-Graduation dashboard for potential graduates. 2. **Create data cycles (PDSA) to engage in consistent progress monitoring:** a. Establish dedicated monitoring teams and set consistent meeting schedules: i. E.g., meeting weekly at 3 p.m. 9th Grade On-Track-to-Graduate Coordinator should lead efforts to monitor and support 9th grade cohort, schools should create parallel tracking for 10th graders. b. Identify metrics and timing: ii. <u>OTG:</u> Conduct BOY review of course scheduling for 9th and 12th graders. Quarterly, review progress reports, weekly teacher grades, teacher notes, empathy interviews, and SLPs (Student Learning Plans) to monitor performance. Identify supports for students missing OTG requirements, interventions for students off grade level, and reengagement paths for inactive students with the On-Track-to-Graduation dashboard, particularly the new cohort student page. Identify appropriate interventions based on student needs, such as Tier I instructional supports, e.g., coach class, Saga math tutoring, and, when needed, advance to credit recovery. iii. **<u>CCR:</u> Use the CCR Dashboard to map out and continuously monitor SLPs for all students to ensure personalized support and planning and a viable track to one of the 4 E's (Enrollment, Employment, Enlistment, and Entrepreneurship). Check for CCR readiness by 10th grade and, if not yet ready, utilize SLPs to create plans for students off-**

	track and ensure schools are informing families on plans.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	Progress toward the K–5 DIBELS and Grades 6–8 GPA goals will be monitored using both student outcome measures and implementation data. Evidence will include: -DIBELS BOY, MOY, and EOY Composite Scores, including the percentage of K–5 students performing at or above benchmark. -DIBELS progress-monitoring data for students performing below or well below benchmark, with attention to movement between risk categories and individual rates of growth. -DIBELS performance disaggregated by grade level, student group, special education status, multilingual learner status, attendance, and intervention status. -Fundations assessment, reteaching, and reassessment data for K–3 students demonstrating foundational literacy gaps. -Tier II and Tier III literacy intervention data, including intervention type, frequency/dosage, student participation, progress-monitoring results, and documentation in Panorama Student Success Platform. Grades 6–8 GPA data reviewed at progress-report and report-card intervals, including the percentage of students maintaining a GPA of 2.0 or higher and the number/percentage falling below 2.0. Weekly gradebook data for middle school students identified as academically at risk, including failing grades, missing assignments, assessment performance, and changes in course grades over time. The number and percentage of middle school students moving from below a 2.0 GPA to a 2.0 or higher following intervention. Attendance and chronic absenteeism data for students below DIBELS benchmark and/or below a 2.0 GPA to determine the relationship between instructional access and academic performance. Student-level intervention plans and PDSA documentation showing identified barriers, interventions implemented, progress-monitoring results, and adjustments made when students are not demonstrating sufficient progress. Family contact and conference documentation for students identified as academically at risk. Student conferences, goal-setting, and reflection data demonstrating that middle school students understand their current academic standing and the actions necessary to improve. Collaborative planning/PLC documentation demonstrating regular review of DIBELS, grades, attendance, student work, intervention data, and other early-warning indicators. For K–5, progress will be formally reviewed following each DIBELS benchmark window and through ongoing progress monitoring for students below benchmark. For Grades 6–8, GPA, grades,

	attendance, and early-warning indicators will be reviewed at least bi-weekly, with formal analysis at progress-report and report-card intervals.
EQUITY CONSIDERATIONS	Equity will be addressed by establishing consistent early-warning and progress-monitoring systems so that access to academic support is determined by demonstrated student need rather than by which students are most visible, vocal, or likely to be referred for assistance. DIBELS, GPA, course performance, attendance, and intervention data will be disaggregated by grade level, student group, special education status, multilingual learner status, attendance, and other relevant indicators to identify disparities in academic outcomes and access to support. Leadership teams will examine whether particular groups are disproportionately represented among students performing below DIBELS benchmark or maintaining a GPA below 2.0 and determine the instructional, attendance, access, or systemic barriers contributing to those patterns. Students performing below DIBELS benchmark will continue to receive access to grade-level Tier I literacy instruction while receiving appropriate targeted interventions. Similarly, middle school students with GPAs below 2.0 will receive individualized supports based on the specific barriers affecting their performance rather than a one-size-fits-all intervention. Supports may include academic intervention, reteaching, opportunities to complete or revise work, attendance intervention, organizational support, student conferencing, family engagement, or additional instructional assistance. Particular attention will be given to students experiencing chronic absenteeism or interrupted learning because missed instructional time can significantly affect both foundational literacy development and middle school course performance. Attendance and academic data will therefore be analyzed together when determining interventions. Students and families will receive timely, understandable information about academic progress and identified concerns before students reach critical academic thresholds. Families will be engaged as partners in developing and monitoring support plans. The school will regularly evaluate whether interventions are resulting in comparable growth across student groups. When data demonstrates that a student or student group is not responding to the identified support, the team will use the PDSA process to identify barriers, modify the intervention, increase the level of support when appropriate, and continue monitoring progress. The goal is to ensure that all students, regardless of disability status, language proficiency, attendance history, prior achievement, or other student characteristics, are identified early, provided appropriate support, and given equitable opportunities to demonstrate academic growth and remain on track for future academic success.

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THIS DATA IS FOR INTERNAL USE ONLY GOAL AREA: WHOLENESS					
Data Point(s)	**SY2021-22 Result**	**SY2022-23 Result**	**SY2023-24 Result**	**SY2024-25 Result**	**SY2025-26 Result**
Chronic Absentee Rate	65.3%	54.4%	50.5%	57.7%	49.1%

STRATEGY: Steps for improving student wholeness outcomes	1. **Implement four-week data cycles (PDSA) to consistently progress monitor attendance:** a. Attendance team (attendance reps, climate leads, Community School Coordinators, Student Wellness Support Team members, administrators) conducts weekly data reviews to identify students and groups at risk of chronic absenteeism (Panorama) or requiring additional supports (e.g., target approximately 18 reviews by the end of Semester 1). b. Identify students for targeted outreach and diligence with key reports (Consecutive Absence Report in IC; Data Cleansing Reports 12, 37, 112, and especially 63 - No Show Student List) to ensure families are re/engaged and resolve data cleansing errors. c. Develop a Pre-K family engagement plan to support positive growth in attendance, social-emotional development, and school connectedness. d. Develop and implement targeted interventions for identified students leveraging Student Learning Plans (SLPs) to determine root causes, improve student connectedness, and support attendance. e. On a monthly basis, monitor the progress and effectiveness of interventions, attendance rates, and PDSA change ideas using Infinite Campus and Panorama to assess individual and aggregate impact and inform continuous improvement. 2. **Engage families consistently to build school-family connections and belonging:** a. Leverage existing technology (i.e., IC-Parent Portal, Thrill Share, Class Dojo) and personalized strategies (e.g., SLPs, letters, home visits) to initiate, encourage, and maintain two-way communication with families and students. b. Communicate clear procedures for families to follow when their child is absent from school. Identify the best form of communication to families. 3. **Create environments to promote belonging and engagement for all students:** a. The Climate Leadership Team will develop and implement a comprehensive Climate Action Plan aligned to the four district climate domains (Nurturing Relationships, High-Quality Stakeholder Experience, Supportive Behavior Approaches, Schoolwide Norms & Routines),

	meeting regularly to progress monitor Tiers I-III supports. b. Implement identified Tier I universal supports to promote positive behavior, strong relationships, and safe inclusive learning environments. Refer to MTSS Guidance. c. Implement identified Tier II or III programs and interventions for identified students with significant/persistent behavior and/or social emotional needs. Intervention tracking and progress monitoring should be captured in Panorama Student Success Platform. Refer to MTSS Guidance.
EVIDENCE: What specific data points will you use to determine if your strategy is making progress toward your SPP goal?	Progress toward the Wholeness SPP goal will be monitored through student outcome data and evidence of implementation. Specific evidence will include: -Schoolwide daily attendance rate, monitored weekly and monthly for trends. -Chronic absenteeism rate and changes in the number and percentage of students who are chronically absent. -Percentage and number of students approaching the chronic absenteeism threshold so that intervention can occur before students become chronically absent. -Attendance data disaggregated by grade level, student group, special education status, multilingual learner status, and other identified student populations. -Individual attendance data for students receiving targeted interventions, including changes in attendance following outreach, Student Learning Plans, home visits, conferences, or other interventions. -Weekly review of the Consecutive Absence Report and applicable Infinite Campus data-cleansing reports, including No Show students, to monitor timely follow-up and resolution. -Pre-K attendance data and participation in family engagement activities designed to establish positive attendance habits and school connectedness early. -Documentation of family outreach through Infinite Campus communication logs, ThrillShare, ClassDojo, letters, phone calls, conferences, and home visits. -Number and percentage of families successfully contacted following identified attendance concerns and evidence of two-way family communication. -Student Learning Plans and other individualized support plans documenting identified barriers, interventions, progress, and adjustments. -Office discipline referral data, including frequency, location, time, behavior type, grade level, and repeat referrals. -In-school and out-of-school suspension data, including the number of incidents, number of students suspended, repeat suspensions, and instructional days lost. -Behavior and suspension data disaggregated by student group to identify disproportionality and determine whether particular groups are experiencing different outcomes.

	-Panorama Student Success Platform data documenting Tier II and Tier III behavioral/social-emotional interventions, intervention frequency, student participation, and progress-monitoring results. -Climate Action Plan implementation data across the four district climate domains: Nurturing Relationships, High-Quality Stakeholder Experience, Supportive Behavior Approaches, and School-wide Norms & Routines. -Instructional walk and common-area observation data measuring consistency of schoolwide expectations, routines, positive behavior supports, and student-adult interactions. -Student climate, belonging, or connectedness survey data when available, including students' perceptions of relationships with adults, safety, belonging, and engagement. -Participation data for schoolwide incentives, attendance challenges, student celebrations, enrichment opportunities, and other strategies intended to strengthen student connectedness. -PDSA documentation demonstrating that the attendance and climate teams review outcomes, evaluate interventions, identify barriers, and adjust strategies when students are not demonstrating improvement. The Attendance Team will review student-level attendance data weekly, with formal four-week PDSA cycles used to evaluate the effectiveness of interventions. Climate and behavior data will also be reviewed regularly by the Climate Leadership Team and A-Team to identify patterns and determine whether Tier I–III supports are reducing behavioral incidents, suspensions, and chronic absenteeism while increasing student engagement and belonging.
EQUITY CONSIDERATIONS	Equity will be addressed by ensuring that attendance, behavior, and social-emotional supports are based on individual student needs and identified barriers rather than assumptions about students or families. Attendance, chronic absenteeism, discipline, suspension, and intervention data will be routinely disaggregated by grade level, student group, special education status, multilingual learner status, and other relevant student characteristics to identify disparities in outcomes, access to supports, and disciplinary responses. The school will examine not only which students are absent, referred, or suspended, but also why these patterns are occurring. Attendance interventions will focus on identifying and reducing barriers to school participation rather than relying solely on compliance-based responses. Family circumstances, transportation, health-related barriers, academic difficulty, school connectedness, and other factors will be considered when developing individualized supports. Similarly, behavioral data will be examined for patterns of disproportionality in referrals, consequences, and suspensions. Leadership will monitor whether schoolwide expectations and responses to student behavior are being implemented consistently across classrooms, grade levels, and student groups. When disparities are identified, the

	school will examine adult practices, environmental factors, student needs, and the implementation of Tier I supports before determining appropriate next steps. Students with disabilities and students requiring behavioral or social-emotional support will receive accommodations, interventions, and individualized supports aligned to their identified needs. Tier II and Tier III interventions will supplement, rather than replace, access to strong Tier I instruction, positive relationships, inclusive classroom environments, and schoolwide opportunities. Student and family voice will also be incorporated when identifying barriers and developing interventions. Student Learning Plans, conferences, empathy interviews, family communication, and other opportunities for two-way engagement will help ensure that decisions are made with students and families rather than solely about them. The school will use PDSA cycles to determine whether attendance, climate, and behavioral interventions are producing equitable outcomes. When data shows that a particular student group is not experiencing comparable improvement, the team will identify potential barriers, adjust practices or supports, and monitor the impact of those changes. The goal is to create a school environment in which every student experiences consistent expectations, supportive relationships, meaningful opportunities for belonging, equitable access to intervention, and the academic and social-emotional support necessary to attend school consistently and successfully engage in learning.