Mid-Year Check-In

Update on Strategic Plan Pillar 1

Mid-Year Achievement and Growth Progress of Numeracy and Literacy

Alignment of Practices for Greater Results On Defined Goals

Organizational Change

Vision
Empowering all students to be socially responsible, life-long learners in an ever changing world.

Mission
The School District of Tomahawk will become the school district of choice known for its high levels of student achievement, the excellence of its programs, and its sound stewardship.

Teaching, Learning, & Relevance	The Whole Student	Communication & Community Engagement	District Workforce	Operational Excellence
Adaptive and focused pathways for student growth.	Acknowledgment of the balance of student needs for social emotional development.	Engaging our parents and community stakeholders through excellence in communication.	To attract, retain, and support district staff.	Providing quality facilities and budgeting to support student, staff, and community success.

TOMAHAWK
SCHOOL DISTRICT

Things that have the power to UNITE us and Positively Impact Kids:

- Asking good questions, sharing good ideas
- Understanding the budget process aligned to improvement
- Understanding of the prioritization process
- Patience with each other during times of ambiguity
- Keeping focused on kids
- Staying aware of our strategic plan and funding our goals
- The goal of completing this process is to fund our most valued expenditures
- Thinking long term and systematically
- Thinking about our school district as a system (the context of the whole environment)
- Maintain a solution-based mindset
- We will persevere!

Numeracy and Literacy Presentation

By Specialists (LINK coming)

change

What Kind of Change?

Source: Solution Tree https://www.solutiontree.com/blog/second-order-change/

FIRST-ORDER CHANGE (1st)

The problem is that just implementing research based strategies or programs as this alone does not translate into higher levels of learning for all students unless the underlying beliefs and philosophies of the people who are asked to actually utilize them change.

SECOND-ORDER CHANGE (2nd)

Second-order change is doing something significantly or fundamentally different from what you have done before. The process is usually irreversible. Once you begin, it becomes impossible to return to the way you were doing things before. It requires a new way of seeing things and is a transformation to something that is quite different—a more desired state. It requires new learning and a shift in beliefs.

Change Examples

First-order versus second-order change:

First-Order Change	Second-Order Change
Change from a 50-minute period to a 90-minute block at the secondary level.	Shift instructional practices to include engaging learners through active learning and discourse.
Change from a large school to small learning academies or houses in secondary schools.	Implement systems of support in school routines and practices to shift students from feeling isolated to having a sense of belonging.
Create a time for interventions during the school day.	Determine which specific students need a targeted intervention and work together to figure out how students will get the additional time and support needed to learn.
Implement positive behavior interventions and supports (PBIS).	Create a culture of success and caring with clear expectations built on a level of respect and belief that all students can learn.

R **Responsible**

Who is / will be doing this task?
Who is assigned to work on this task?

A **Accountable**

Who's head will roll if this goes wrong?
Who has the authority to take decision?

C **Consulted**

Anyone who can tell me more about this task?
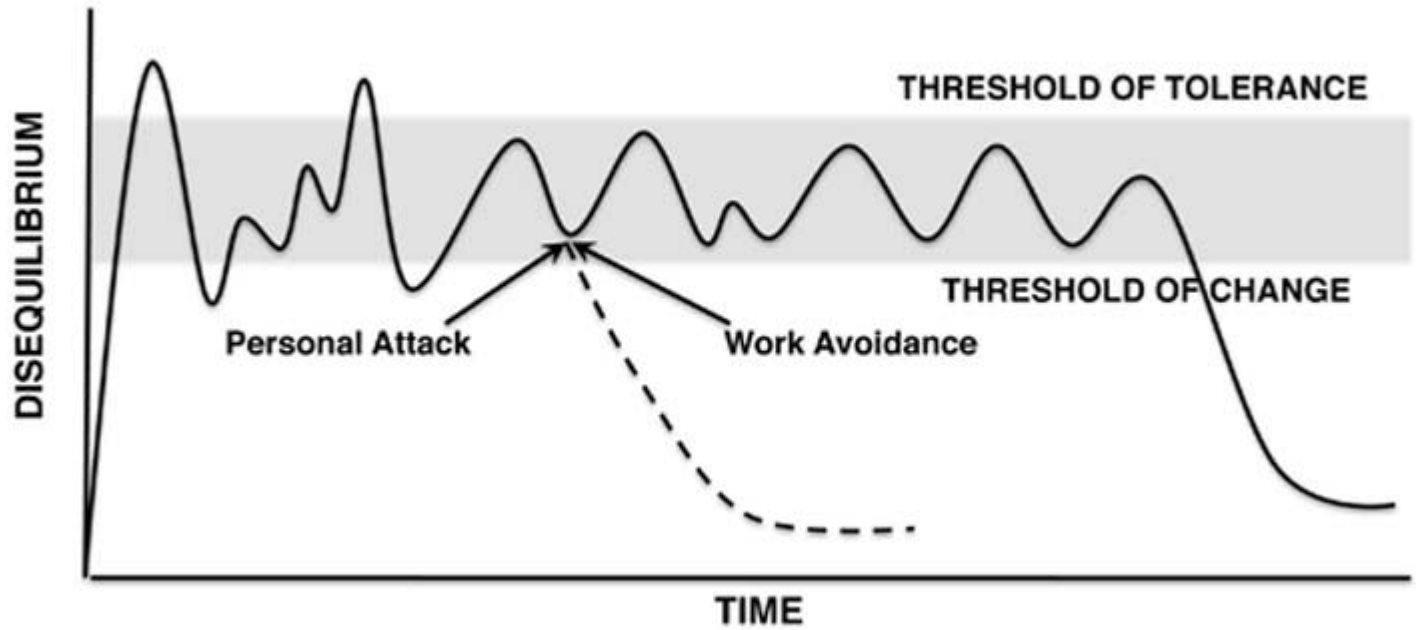Any stakeholders already identified?
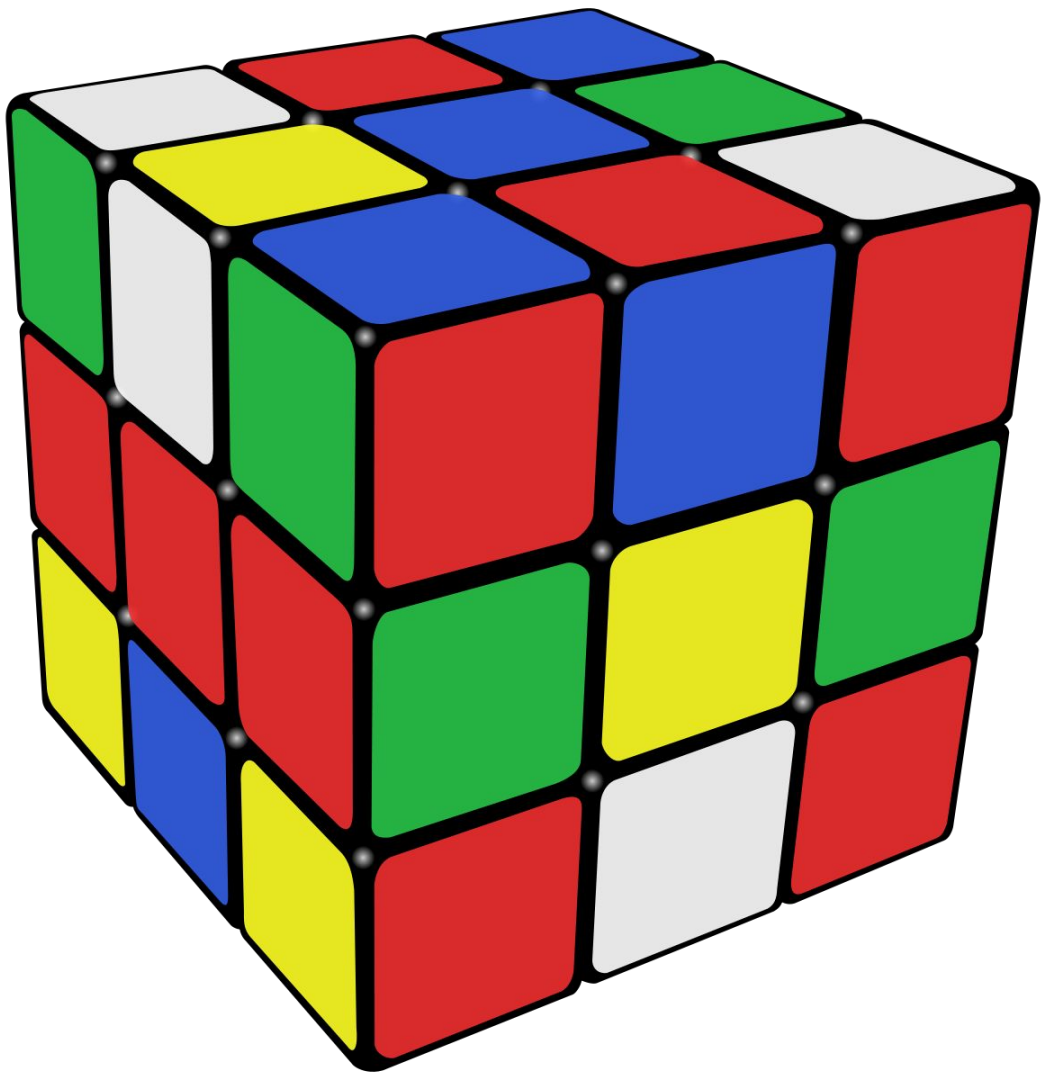
I **Informed**

Anyone whose work depends on this task?
Who has to be kept updated about the progress?

CHANGE IS HARD.

EVEN WHEN IT'S GOOD

Heifetz, R. A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading*. Boston, Mass: Harvard Business School Press.

Highlighted Actions Stemming from Building Scorecards:

- 5K-12 Scope and Sequence with "I can . . ." statements AND Success Criteria
- "Workshop" ELA instruction ie. Gradual Release of Responsibility
- Increased WIN time this year in Elem.
- Shifting the Balance (Science of Reading) Book Study in K-2
- Increase in student agency w/goal setting and self tracking in MS
- Non-negotiable ELA minutes
- Partnership with Kinship for after school study
- Summer School Grant application for Enrichment and GAP closure
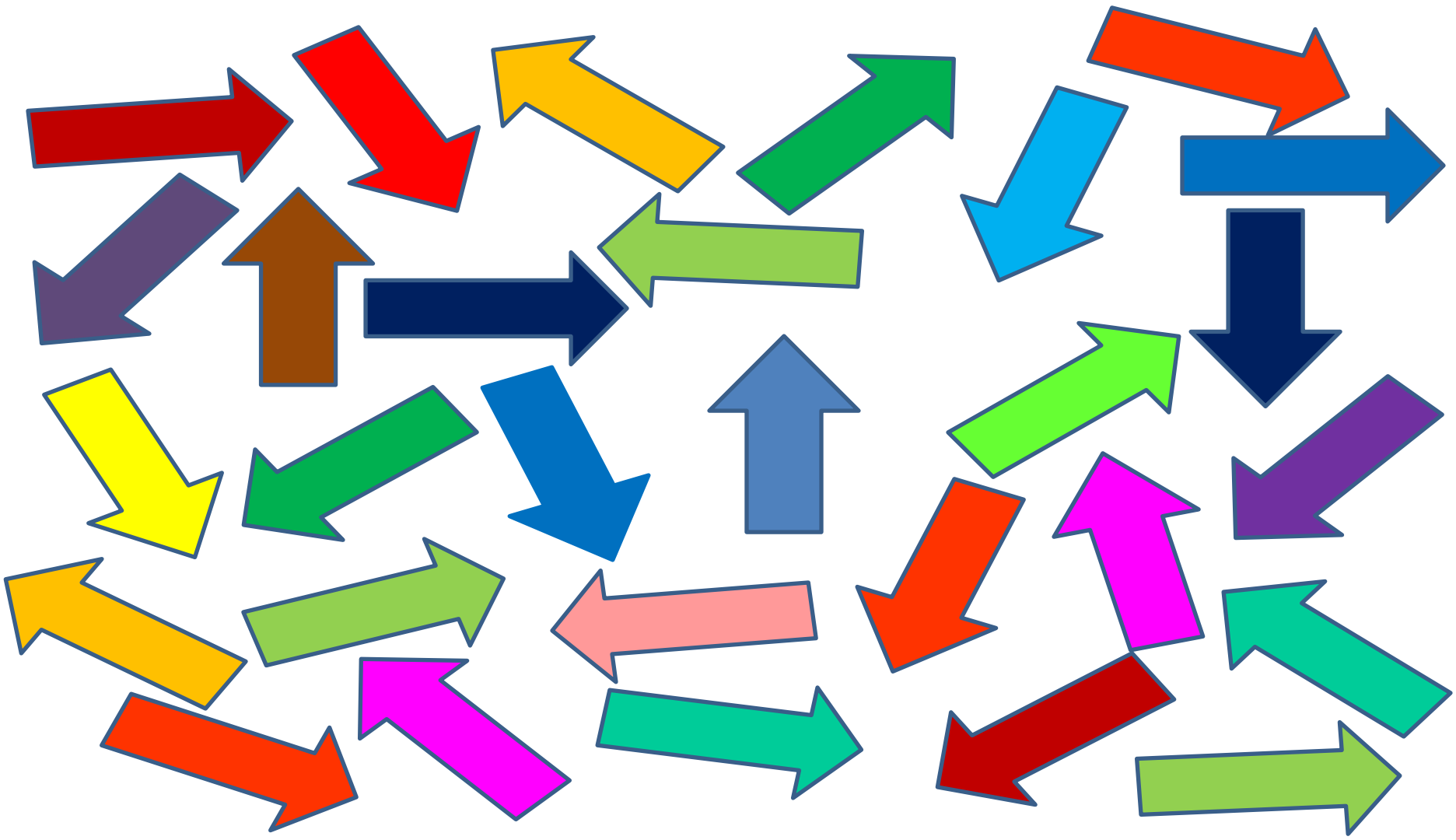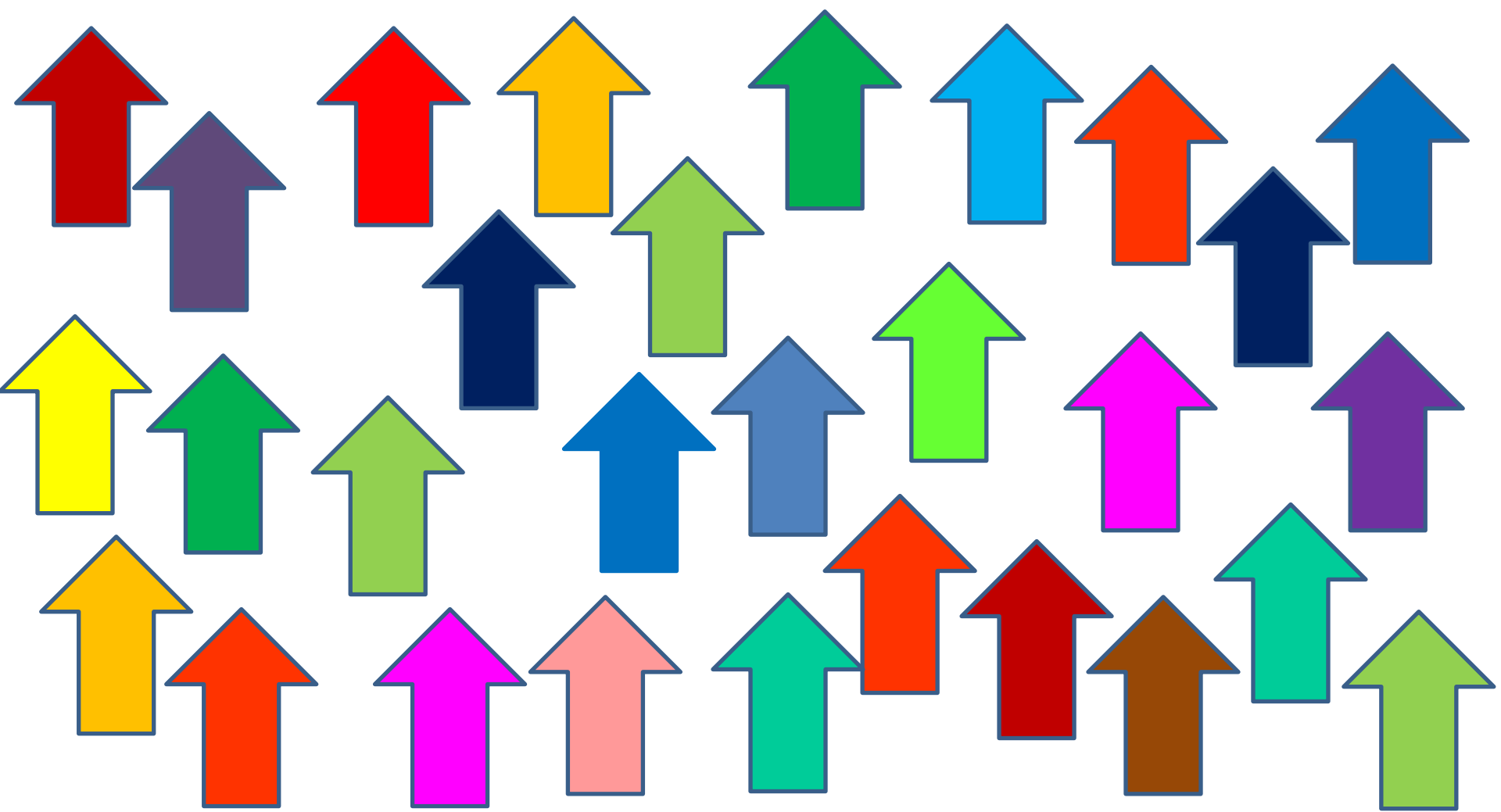- AP Pre-Calc. (match scope and sequence)

SCHOOL DISTRICT OF TOMAHAWK

2022-23 School District of Tomahawk Vital Signs Scorecard Summary				
Teaching, Learning & Relevance	Whole Student	Community Communication & Engagement	District Workforce	Operational Excellence
Numeracy	Student Engagement	Parent Satisfaction	Internal Communication	Strategic Budgeting
Literacy	Student Attendance	Community Engagement	Professional Development & Collaboration	Capital Maintenance
Relevance	Student Climate & Culture	Family Engagement	Staff Culture and Climate	Safety & Security
	Student Support	School Communication		
		District Communication		

- Co-Teaching training 6-12 ELA and Math teams w/Special Ed.
- Schedule alignment for implementation in 23-24
- MLSS Playbook Tightening of behavioral and academic supports
- New Curriculum for Life Skills
- Working towards reporting of Redefining Ready indicators
- Art Pathways Developed
- Secondary (6-12 Schedule change) 2023-24
- Elementary Master Schedule 23-24
- Addition of Read 180 at the MS
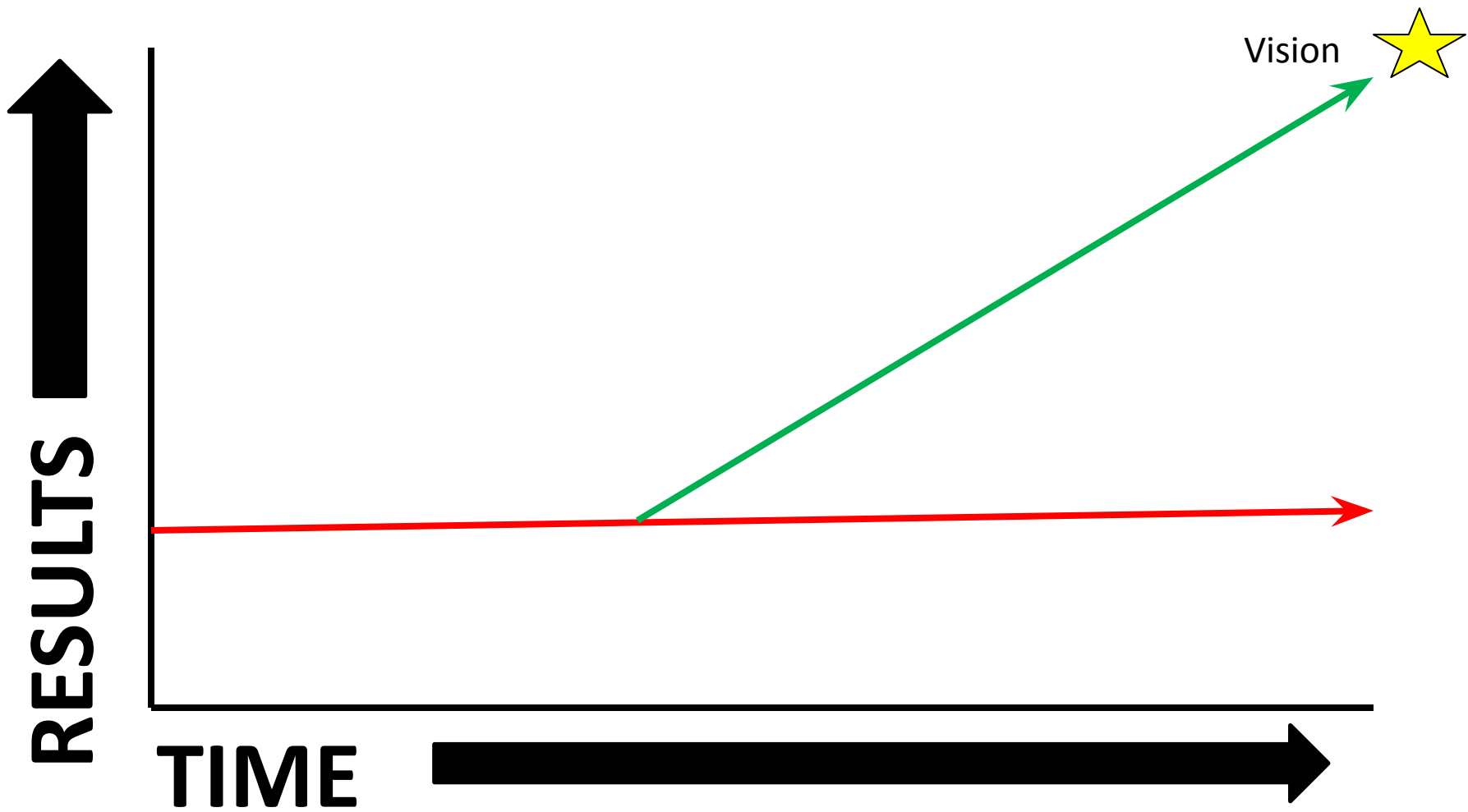- Additional of a Dean of Students at the Elementary

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