

Teaching and Learning - Board Report

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Positive Talking Points:

- New Teacher Orientation and the August in-service provided an outstanding start to the school year.
 - New teachers had 4-full days of learning, 2 of them with their mentors. Visually, time in the building helped them feel more relaxed and prepared for students. The major producible outcomes were:
 - A classroom management plan
 - A 2-week lesson plan
 - An understanding of their Why - why they are here
 - Teacher in-service went by without a hitch. The poverty simulation served as a good launching point for the next 1-1.5 years of in-service, with a section on each one focusing on poverty, relationships, and instruction.
- Our PLC/Content teams have specialized plans at all levels. These are forward-thinking goals that take us to the next level, structured vertically.
- Coaching for more than 20 staff members begins in September! This is an exciting opportunity, though it could also cause some individual stress. It is also the most effective way for teachers to grow.

Pillar #1: Teaching, Learning, and Relevance

- Areas of focus:
 - TES:
 - ELA - we have updated to CKLA 3. This has a much stronger skills portion that extends into 3rd and 4th grade.
 - Math - 2nd and 3rd grade are piloting Eureka Math. Eureka is more number-sense-driven, enabling students to gain greater depth and connections in mathematics.
 - Science - Now that we have been with Mystery Science for 3 years, we know there are gaps. We need to identify them and close them.
 - Social Studies - We are clarifying our curricular sequence

- TMS:
 - Many of the programs we are using are in year 2 or 3. These are the growth years. This means we need to listen to the teachers and support them in successful instruction.
 - Behind the scenes, we want to work on our grading. This started late last year and will continue for several years. This is not an easy area to move forward in.
- THS:
 - The BLT is addressing instruction, assessment, and classroom management through the lens of engagement. This connects perfectly to curriculum. We have a 16-month, paced-out process to increase our teachers' capacity while moving our curriculum from learning targets to standards aligned with success criteria and assessments aligned to Webb's DOK. This is a big move and will show results in the years to come.

Pillar #2: The Whole Student

- It is the start of the year; relationships come first. Intervention will follow.

Pillar #3: Communication and Community Engagement

Pillar #4: District Workforce