



TES Board Report 9-8-26

Teaching, Learning & Relevance

- During August professional development days, grade-level PLCs (Professional Learning Communities) convened with administration for their initial meetings of the school year. These teams will continue to meet weekly with administration and additional support staff as needed. This year, PLC meetings will have a more intentional structure, with one meeting each month dedicated to analyzing grade-level or department-level behavioral data and another focused specifically on academic data and assessment. These dedicated data conversations will allow teams to dig deeper into student behavior and academic performance, identify trends and areas of need, monitor progress, and use data to inform instructional and behavioral practices and next steps. PLCs will also continue to support effective curriculum implementation, goal setting, intervention planning, and other priorities identified by the teams.
- New TES staff members participated in orientation before the start of the school year, providing an opportunity to become familiar with district and building initiatives, procedures, expectations, and available resources. The orientation also focused on building connections and establishing a strong sense of belonging within the TES community. Our new staff members brought enthusiasm and positive energy to the experience as they prepared to begin the school year and contribute to the success of our students.

The Whole Student

- Following the August 4 behavioral data review, “Understanding Our Story,” the administrative team synthesized and shared staff feedback with the Hatchet Pride coaches. The coaches used this feedback to organize and plan the first meeting of the Hatchet Pride Committee, with a focus on identifying priorities and developing an action plan for the school year. This collaborative work will continue at the committee’s next meeting in September, when the action plan will be finalized and next steps established for the year.
- The Building Leadership Team (BLT) met to review building goals and priorities for the school year, with intentional time dedicated to continuing the work of Hatchet Hearts. Hatchet Hearts is a schoolwide initiative focused on strengthening student connection, belonging, and community. Building on the work begun last year, the BLT developed a plan outlining dates and activities for implementation throughout the school year. This plan will provide consistent opportunities for students and staff to build relationships and strengthen our sense of community at TES.



Communication & Community Engagement

- TES held its Open House on Wednesday, August 26, with a 91% attendance rate among students and families. The evening provided an opportunity for students and families to reconnect with staff, meet their teachers, and begin the school year with a strong sense of connection and excitement. Eleven community groups, clubs, and organizations also partnered with TES to share information and resources with families. This continued collaboration strengthens connections between our school, families, and community and reflects our commitment to being *All In – Every Student, Every Classroom, Every Day*.
- [September Newsletter](#) - Families received the TES Newsletter during the first week of school via Seesaw, and it will also be posted on our District website.

District Workforce

- TES staff have begun the school year with a continued focus on professional growth and strengthening instructional practice. August professional development provided opportunities for staff to deepen their understanding of district and building priorities, collaborate with colleagues, and build capacity in practices that support student learning. Staff also engaged in professional learning focused on understanding the impact of poverty and how it can influence students' experiences and access to learning. This ongoing investment in professional learning, combined with intentional collaboration through PLCs and content teams, supports a culture of continuous improvement and shared responsibility for student success.