

Teaching and Learning - Board Report

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Positive Talking Points:

- The MLSS supports are in place again. This year is very similar to last year. In 2025-2026, 76 students needed a reading plan in K-3. This year, we again have 76 students. All students were placed with an interventionist or a special education teacher for support.
- In the elementary, each grade level's WIN time has a team of teachers designated to support students in Reading (those not seen by an interventionist or SPED teacher), another teacher designated for math support (those not receiving reading support), and a teacher designated for Enrichment (at least one per grade level).

Pillar #1: Teaching, Learning, and Relevance

- Academic and Career Planning continues to be an area of high focus. I continue to meet with PLCs to refine their course options and, more importantly, why students would take the course. This, along with career interest surveys like Opening Doors, is intertwined as we find multiple ways to meet students' needs. We continue to learn from other districts what has worked and what hasn't. The challenge is using that learning to implement a new system.
- Coaching is in full swing in K-3 and in 9-12. In K-3, coaching focuses on reading and the supports that align with it. In 9-12, coaching is focused on instructional practices from planning to execution. The overall focus is on OTRs (Opportunities to Respond). We want to see students talking with each other to deepen their understanding throughout the district.