

Curriculum, Instruction, and Assessment May Update
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Virtual Student Programing through WVS:

Beginning of Year	End of Year
101 students	59 students

Participation in Tomahawk Virtual during the 2021-2022 academic year was based on family decisions to remain off-site for learning. Students were not 'mandated to return' if this choice was not successful because of the current COVID-19 pandemic. Moving forward students selecting Tomahawk Virtual, must maintain minimum criteria for success to participate. A [Notice of Educational Options](#) is available on the district Website.

Pillar #1 Report Rigor and Relevance: Numeracy and Literacy Goals

District Numeracy Goal: To increase overall math achievement.

Department Practice Goal. Focus on the areas of reasoning abstractly and quantitatively, while constructing viable arguments and critiquing the reasoning of others through discourse while attending to precision.

[LINK to Math Department Practices & Planning Document](#)

Math Highlights from Teacher Walk-Throughs (every 4-12 grade math teacher was asked to observe one other teacher and be observed at least once)

- Learning Targets are clearly displayed
- Rigorous tasks- with multiple representations of a concept
- Students check answers to problems first asking, "Does this make sense?"
- Students provide carefully formulated explanations and mathematical reasoning
- Students listen to and decide if the arguments of others make sense and ask probing questions
- Students communicate precisely using clear definitions and expressing numerical answers with precision

Areas cited by teachers to Improve in their own practice:

- Collaboration (difficult with Social Distancing)
- Student reflection on their own learning (metacognition strategies)
- Students increase in their own monitoring and evaluation of their progress and change course as necessary - planning a solution pathway.

District Literacy Goal: To increase overall reading achievement.

Department Goal: We want to create a growth trajectory within 3-5 years that improves data for grades 4-12 in ELA because our current data shows little to no growth during that time period.

Instructional Practice Strategy: To use the gradual release of responsibility model within the ELA block.

[LINK to ELA Practices and Planning](#)

Literacy Highlights from Walk-throughs (Every 4-12 English Teacher was asked to observe another teacher and be observed at least once)

- Learning Targets were clearly displayed in rooms
- Teacher modeling or explicit teaching was evident in most classes on the days observed.
- Mentor texts were used in many classrooms on the day of observation.
- Teachers moved around the room conferring with students

Areas cited by teachers as not as areas to improve in their practice.

- Small group 'we do' practice and collaboration (restricted practice due to COVID-19)
- Explicit instruction around grammar and punctuation as identified in the new standards and in response to students' needs

Needs Assessment Process for Multi-Level Systems of Support

This process is done annually using district and classroom assessments to determine gaps in learning and most pressing student needs by grade-level and student. A prioritized list of student needs and grade-level needs is created at the end of the process. An evaluation of services this year also occurs as part of this process.

Below is the process at each building level:

Elementary School:

Data used: Internal Grade- Level Common Assessments (determined by grade-level and mapped for consistency across grades)

Timeline: All assessments are completed by grade-levels by May 14th
Math Needs Assessment Review set for May 20, 2021
Literacy Needs Assessment Review set for May 20, 2021

Math and Literacy Teams use the data for the following:

Evaluation:

Evaluation of current year programming for Literacy and Numeracy. ie. growth rate of students and the number of students referred for special ed.

Needs Assessment:

Prioritize needs by grade-level and student learning needs based on interim and classroom assessment data.

Confer with grade-levels and special ed. Staff around findings and determine services for next year.

GT Coordinator utilizes classroom and interim assessment as well as additional probes to determine students who should be recommended for additional enrichment and/or grade-advancement.

Middle School:

Data used: Internal Grade- Level Common Assessments (determined by grade-level and mapped for consistency across grades)

Timeline: All assessments are completed by grade-levels by May 14th

Math Needs Assessment Review set for May 21, 2021

Literacy Needs Assessment Review set for May 21, 2021

Math and Literacy Teams use the data for the following:

Evaluation of current year programming for Literacy and Numeracy

Prioritize needs by grade-level and student learning needs and balancing needs with the demands at elementary based on research demonstrating early intervention takes higher priority.

Confer with grade-levels and special ed. Staff around findings and determine services for next year which includes working with the building Principal and math and literacy specialists to determine the support structures needed for classroom staff because of limited interventionist availability.

The GT Coordinator conducts a series of assessments for MS students based on current data and teacher recommendations. These probes helped to determine recommendations for enrichment and advancement.

High School:

Mid year data is primarily used to determine HS Freshman course recommendations.

Decisions for providing both additional support as well as advancement opportunities are part of the needs assessment process for MLSS.

- Read 180 class rosters are determined
- Math course and content supports are determined

The GT department conducted a series of assessments for MS students based on current data and teacher recommendations. These probes helped to determine recommendations for enrichment and advancement.

State Assessments Summary:

Assessment Type	Purpose of State Mandated Assessments
WIDA	English Language Learner Level - Growth measurement and goal setting
DLM	Alternative Assessment to traditional State Assessments for Students with significant disabilities.
ACT	College Readiness and State Summative Assessment
ASPIRE	Statewide Summative Assessment for All Freshman and Sophomores. Sunsets after 2022
FORWARD	Statewide Summative for all K-8th Grade Students and 10th Grade Students- Social Studies

Increase in the number of students choosing to OPT out of State Assessments this year as of 4/21/2021

Total Number of Students Opting out of State Testing	
High School Students Opting Out	30 students
Middle School Students Opting Out	10 students
Elementary Students Opting Out	8 students

**Every-year we have some students, but fewer than 1% who opt out for some reason. This year we see an increase mostly due to the hybrid schedule as well as virtual students not preferring to come onsite to test even though separate busing and testing accommodations were offered and are arranged.

Virtual Student Participation to End the Year and numbers opting out of State Testing

Level	# of Students participating in Tomahawk Virtual End of the Year	Number of Virtual Students Testing onsite
HS	26 students	9 testing onsite
MS	16 students	12 testing onsite
ES	17 students	3 testing onsite

