



2022-23 Tomahawk Elementary School Vital Signs Scorecard Summary				
Teaching, Learning & Relevance	Whole Student	Community Communication & Engagement	District Workforce	Operational Excellence
<a href="#">Numeracy</a> <a href="#">Literacy</a> <a href="#">Relevance</a>	<a href="#">Student Engagement</a> <a href="#">Student Attendance</a> <a href="#">Student Climate &amp; Culture</a> <a href="#">Student Support</a>	<a href="#">Parent Satisfaction</a> <a href="#">Community Engagement</a> <a href="#">Family Engagement</a> <a href="#">School Communication</a>	<a href="#">Internal Communication</a> <a href="#">Professional Development &amp; Collaboration</a> <a href="#">Staff Culture and Climate</a>	

## Teaching, Learning & Relevance Pillar

### Vital Measures

**Numeracy Growth and Achievement Goal** (Percentages entered in the fall of 2022)

**Successfully use current, formative grade level data with all team members to drive instruction and instructional groupings in order to engage and challenge students.**

We will increase our overall MATH ACHIEVEMENT (Proficient and Advanced Categories) on the Forward Exam by 8% from 48.2% to 56.2% through the implementation of the strategies and action steps listed below.

We will increase our overall iReady MATH GROWTH scores for students by 6% from 70.1% to 76.1% through the implementation of the strategies and action steps listed below.

- WIN Time added to schedule
- Data Minimum Instructional Minutes (Math 75+) are protected
- Data Meetings will occur 4 separate times during the school years. Flexible grouping can happen in addition to grouping as a result of student needs.
- Teachers will self-identify strengths and areas of improvement around the mathematical practice standards and seek areas to improve during their collaborative meetings.
- WIN Time Data Analysis form development to assist with Data and Flexible Grouping
- CESA 9 support to occur around WIN Time Interventions per grade level
- Establish a List of "Look Fors" for Math instruction

Vital Measures	Initial Benchmark	Mid year status
WIN Time is added to the schedule. Instructional minutes in Math and ELA have been discussed. We are working toward Minimum instructional minutes in Reading and Math. Data and flexible grouping has occurred. CESA 9 support has been utilized. Explicit instruction PD has happened with support from CESA 9		

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## Teaching, Learning & Relevance Pillar

### Vital Measures

**Literacy Achievement and Growth Goal** (Percentages entered in fall of 2019)

**Successfully use current, formative grade level data with all team members to drive instruction and instructional groupings in order to engage and challenge students.**

We will increase our overall LITERACY ACHIEVEMENT (Proficient and Advanced Categories) on the Forward Exam by 8% from 35.5% to 43.5% through the implementation of the strategies and action steps listed below

We will increase our overall FastBridge LITERACY GROWTH scores by 8% from 48.96% to 56.96% through the implementation of the strategies and action steps listed below.

- WIN Time added to schedule. Data meetings will occur 4 separate times during the school years. Flexible grouping can happen in addition to grouping as a result
- Minimum Instructional Minutes (ELA 90 minutes) are protected
- Teachers will self- identify strengths and areas of improvement around the mathematical practices standards and seek areas to improve during their collaborative meetings.
- WIN Time Data Analysis form development to assist with Data and Flexible Grouping
- CESA 9 support to occur around WIN Time Interventions per grade level
- Establish a List of "Look Fors" for ELA instruction
- Explicit Instruction Work -Professional Development 2 nights a month Sept-Dec. 2022 - Regular education teachers, special education teachers, and interventionist, Reading and Math specialist
- Explicit Instruction - - Support from CESA 9 - Following monthly Explicit Instruction PD -Grade level teams, special education teachers and interventionist

Numeracy (Beg. of year benchmark is grade-level)

Beg. of Year	Mid-Year (MY)	End of Year (EOY)
70.1	71.46%	71.36%

Literacy (beginning of the year benchmark is end of previous year)

Beg. of Year	Mid year status	End of year status
48.96%	48.1%	47.8%

Our Forward goal was an increase of 8% from 35.5% to 43.5% - We failed to meet our goal. We had a 4.16% increase going from 35.5% to 39.66%.

We also failed to meet our Forward math goal. Our goal was an 8% increase from 48.2% to 56.2%. We had a 1.16% increase to 49.36%.

#### Student Relevance Goal

In an effort to increase relevance with regard to student learning, we will identify and implement research-based measures for college, career, and life readiness indicators in alignment with Redefining Ready.

School Participation in CESA 9 Redefining Ready Cohort.

Over the summer CESA 9 took our information and

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Teaching, Learning & Relevance Pillar				
Vital Measures				
				designed a Redefining Ready report card template
<b>Student Relevance Goal</b> K-3 Foundations, Targets, Standards and Report Card-work – Grade level teams, special education teachers, interventionist	Reading and Math specialist support with additional support from Cesa 9			

The Whole Child Pillar				
Acknowledgement of the balance of student needs for social & emotional development Vital Measures Goal -To Build and Maintain Community and a sense of belonging for all Elementary Students and establish positive routines	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Q2	EOY
<b>Morning Meeting Routines</b> Morning meeting expectations are established- PD is available	Monitor Morning meetings throughout the elementary classrooms			Morning meeting is part of each grade levels schedule
<b>Reboot of Hatchet Pride (PBIS)</b>	Monitor Daily Routine of Reviewing the			This reboot

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Hatchet Pride Matrixes are visible throughout the building	matrix and classroom expectations around the Hatchet Pride Matrix			happens every new school year
<b>Student Attendance Goal</b> Establish a baseline for future attendance goals for Tomahawk Elementary school.	Monitor Skyward attendance data			The baseline is established and the attendance goal is in place for the 2023-2024 school year
<b>Student Culture &amp; Climate Goal</b> We will establish baseline data for future goal setting using our social and emotional B.E.S.T at Tomahawk Elementary School	Best Screener @ Elementary			
<b>Student Support Goal</b> We will review and finalize multi-level systems of support including a mental health framework that provides a referral pathway.	Completion of MLSS Framework			

Communication & Community Engagement Pillar				
Engaging our families and community stakeholders through excellence in communication Vital Measures	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Q2	EOY
<b>Parent Satisfaction</b> In 2022-23 we will administer a family engagement survey to gather feedback and establish baseline data for future goal setting.	School Perceptions annual family survey			In the spring of the school year School perception survey gathered

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				data to assist with future goal setting
<b>Community Engagement</b> We increase opportunities for the community to access and utilize our facilities.	Develop and communicate plan for community access to school facilities			
<b>Family Engagement</b> Development and communication of school family engagement plans.	SeeSaw, classroom newsletters, Monthly School Newsletter, Parent/Teacher Conferences, Family Nights, Skylerts			In place
<b>School Communication</b> We will increase the flow of communication from school to the community.	SeeSaw, Classroom Newsletters, Monthly school newsletters, Skylerts, and Community partnerships Development			In place
<b>District Communication</b> We will increase the flow of communication from the District Office to the community.	Frequent DA video messages & Social Media Posts. Establishment of a Quarterly District Newsletter			

District Workforce Pillar				
Attract, retain, and support district staff Vital Measures	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Q2	EOY

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<p><b>Internal Communication</b> We will increase the flow of communication and help facilitate productive two-way communication.</p>	<p>District communication plans</p>			
<p><b>Professional Development &amp; Collaboration</b> We will provide and encourage staff to grow, learn, and become more effective through increased opportunities to learn together as well as from outside resources.</p>	<p>Weekly Grade level collaboration meetings, Explicit instruction PD and collaboration, Morning Meetings -All of the above collaboration involves Regular Ed., Special Ed. and Interventionist</p> <p>Consistent Professional Development 1. Collaboration Doc created by staff expressing needs and wants for peer help and Professional Development. 2. Analyze list created and offer opportunities for peer help and professional development. 3. Staff accountable for attending Trainings and implementing curriculum and resources to fidelity.</p>			<p>Weekly grade level collaboration meetings have been established.</p>

<b>Building Leadership Team</b> Develop a building Leadership Team -Internal Communication around the strategic Plan	Develop a purposeful building leadership team at the elementary level.			A building leadership committee is established with monthly meetings being held.
<b>Staff Satisfaction</b> In 2022-23 we will administer a staff satisfaction survey to gather feedback and establish baseline data for future goal setting.	School Perceptions annual staff survey			
<b>Staff Recognition</b> Increased effort to recognize the efforts and accomplishments of our staff.	Staff recognition efforts on the building and district levels			