



## 2022-23 Teaching and Learning Scorecard

2022-23 School District of Tomahawk 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 Support</a>	<a href="#">Parent Satisfaction</a>  <a href="#">Community Engagement</a>  <a href="#">Family Engagement</a>	<a href="#">Internal Communication</a>  <a href="#">Professional Development &amp; Collaboration</a>  <a href="#">Staff Climate and Culture</a>	

## Strategic Goal Areas

### Teaching, Learning, and Relevance Pillar

Adaptive and focused pathways for student growth	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Mid Year Status	End of Year Status
Literacy and Numeracy Goal Strengthen Core Content especially in the areas of math and literacy.				
Cascaded to All Sites:  1. Complete learning targets in all content areas for each unit prior to teaching. 2. Build success criteria for targets. (secondary focus) 3. Minimum Instructional Minutes (ELA 90 /Math 75+) are protected (Elem.) 4. Align classroom instruction to learning targets increasing equitable practices. 5. Improve alignment of formative & summative assessments to targets and equitable practices. 6. Coach teachers to incorporate multiple practices for increasing student monitoring of their own learning.	Learning Targets recorded (1)  Secondary teachers have success criteria ready to share with students (1,2,5,6)  Elem. teachers align schedules to min. Minutes of math and ELA instruction (3)  Assessments reflect LT and SC (1,2,5)	100% of math, ELA, and Soc. Studies units taught in Q1 have targets recorded and made public.      Walk thru tools (look fors) and reflections monitor alignment success.	#1 Essential/Priority Targets are identified for each course and unit to this point in the year.  #2 Proficiency is being identified for each essential target by the end of the year. Audit findings have been gathered for Mid-year.  #3 Elem. minutes are not consistently being met in math or literacy  #4-#5 MS -Target work with KUD documents and formative assessment practices. HS- Assessment practices and Target Match resources in CANVA and shared at staff meetings.and in collab. ES- Through content committee work.  #6 MS/HS staff meetings, collaboration times, CANVAS resources.	#1 and #2: Most content areas have identified learning targets however, the recording of those targets has been inconsistent.  #3: Instructional minutes are met in almost all classrooms.  #4 and #5: Learning targets, although identified have been inconsistent in their instructional use. Assessments are aligning to learning targets but need support in respect to DOK levels.  #6: This is a work in progress.

<b>Literacy and Numeracy Goal</b> <b>Increase the use of data to drive core instruction and interventions in the areas of literacy and numeracy.</b>				
<b>Cascaded to All Sites:</b>  T&L director with work with math and reading specialists, building principals and teaching teams will develop routines for: <ol style="list-style-type: none"> <li>1. data collection (screening &amp; Progress Monitoring)</li> <li>2. organization of data</li> <li>3. Regular review of data and collaborating with math and ELA teams</li> <li>4. Addition of WIN (What I Need) intervention time ( <a href="#">Elem.</a>)</li> <li>5. MLSS structures and communication of those structures</li> <li>6. Improved planning with Special Education</li> </ol> for the purposes of making classroom decisions for CORE instruction and student interventions that lead to more than one year's growth.	Evident in team meeting notes. (1,2,5,6)  Data display format determined, communicated, and reviewed in a timely manner. (1, 2, 3, 4)  Facilitate the planning Instructional groupings and strategies. (3,4,6)	Dept. and grade-level notes.  Data display for teams to identify student growth expectations  Record teaching actions selected in response to student data.		This entire section has been an area of success. We have a robust MLSS process that is functioning at K-5 and its foundation is improving in 6-8. In K-12, data driven instruction is being implemented.
<b>Not Cascaded</b> Elementary Math and Science content review for rigorous, equitable, and aligned content.	Systemic Data Reveiw and plan for materials adoption and implementation.	Content committee teams of math and Science	Math Data Review and Core program selected.  April data set to set fluency plan.	Math content reviews have been postponed. Math until 2024-25 and science was updated with success (positive reviews from staff) in 2022-23.
<b>Rigor and Relevance Goal</b> 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.	National Indicators Understood and selected.  Data gathering plan is built and begun.	ID National Indicators relevant by school.	Data sources identified.	The indicators have been updated and are in current implementation. They are embedded in the 2023-24 score card.

The Whole Child Pillar				
Acknowledgement of the balance of student needs for social & emotional development	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Mid Year Status	End of Year Status
<b>Student Engagement Goal</b> In 2022-23 we will administer a student engagement survey to gather feedback and establish baseline data.	School perceptions annual student survey			Completed - summarized on the district scorecard.
<b>Student Support Goal</b> We will review and finalize our district-wide multi-level systems of support coordinating with pupil services to include a mental health framework that provides a referral pathway.	Share MLSS processes w/All Staff reflecting both academic and behavioral supports and pathways.			Mental Health has not been incorporated fully into the MLSS process. This has been postponed until 2023-24.

<b>Community Communication &amp; Engagement</b> <i>Engaging our families and community stakeholders through excellence in communication</i>			
<b>Communication Strategies Goal</b> In 2022-23 we will administer a family engagement survey to gather feedback and establish baseline data for future goal setting.	N/A	N/A	N/A
	<b>Q1</b>	<b>Mid year Status</b>	<b>End of Year Status</b>
<b>Community Engagement Goal</b> <ul style="list-style-type: none"> <li>Build a Community Based Advisory Team for SEL Adoption</li> </ul>	N/A	Committee formed. Meeting dates, timelines, and agendas set.	The team met and the decision was paused until 2023-24.
<b>Family Engagement Goal</b> <ul style="list-style-type: none"> <li>Hold a Math/Literacy Family Night for Title I Schoolwide</li> </ul>	Revisit the flow-chart for parent communications during interventions	Set date for the second week in April. Will be combining the evening with early childhood services night.	Completed and successful.

District Workforce Pillar				
Attract, retain, and support district staff	Progress Monitors	Progress Monitor Data		Full Academic Year
		Q1	Mid Year Status	End of Year Status
<b>Internal Communication</b> We will increase the flow of communication and help facilitate productive two-way communication.	District communication plans	Math Specialists, Reading Specialist, and Interventionists built a shared PPG	A minimum of monthly meetings for shared learning, connection, & planning.	This is difficult for me to summarize since I was not here to observe the 2022-23 communication.

<p><b>Professional Development &amp; Collaboration</b></p> <p>We will increase opportunities for staff to collaborate with their grade level and department teams.</p> <p>We will encourage staff to grow, learn, and become more effective through participation in professional development opportunities.</p>	<p>Expand collaboration opportunities at each building.</p> <p>Promote professional development opportunities.</p>	<p>Monthly Meetings. Planned for Mentoring program</p> <p>October PD day co-planned</p> <p>Notes from Collab. &amp; Team meetings driven by goals and teacher needs.</p>	<p>Notes from Collab. &amp; Team mtgs. driven by goals &amp; teacher needs.</p>	<p>Beyond the expectations from 2022-23, this has been increased in K-5. Additionally, we have added 2x/week PD opportunities to increase collaboration.</p>
<p><b>Staff Culture &amp; Climate</b></p> <p>Increased effort to recognize the work and accomplishments of our staff.</p> <p>In 2022-23 we will administer a staff satisfaction survey to gather feedback and establish baseline data for future goal setting.</p>	<p>Staff recognition efforts on the building and district levels</p> <p>School perceptions annual staff survey</p>	<p>Some of the MLSS team, Library Media, and GT staff &amp; Services highlighted by T&amp;L dept.</p>	<p>Math, Reading, and Interventionist team built a survey for staff to highlight and reflect on services.</p>	<p>Completed - summarized on the district scorecard.</p>