



TES Board Report 4-14-26

Teaching Learning & Relevance

- Teachers supporting grades 3 – 5 participated in Forward Exam administration training led by Mark Schommer. Staff are now preparing for the upcoming testing window, with a focus on ensuring a smooth and successful experience for all students.
- On March 26th, the MLSS Academic Review Team met to review students receiving progress-monitored interventions. What I Need (WIN) groups were reassessed, and adjustments were made based on current data. This information was then shared with interventionists and classroom teachers to support ongoing instructional planning.
- The Forward Exam testing window will take place April 7–24 for students in grades 3–5. In preparation, staff have been intentionally supporting students through a variety of readiness efforts, including engaging videos and classroom activities designed to build confidence, reinforce expectations, and promote a positive testing mindset. Additionally, our 4K–2 students have been included through a “Hallway Hero” initiative, reinforcing positive behaviors and school-wide expectations during the testing period. These efforts reflect a school-wide commitment to fostering student confidence and creating a supportive environment for all learners.

The Whole Student

- On March 11th, second- and fourth-grade students presented the Spring Fine Arts program, *"How Do You Feel Today?"*, which explored a range of emotions and celebrated individuality through music and performance. The program was inspired by the book *I Feel Silly and Other Moods That Make My Day* and highlighted students' creativity and expressive skills developed in both music and art classes. We are proud of our students for their effort, confidence, and the quality of their performance.
- In April, our Hatchet Pride PBIS efforts have focused on reinforcing the theme of responsibility across all grade levels. Staff are intentionally modeling and recognizing responsible behaviors, including completing work, following directions, and demonstrating accountability. This continued emphasis supports our school improvement goals by strengthening positive behavior systems and promoting student readiness for learning.
- On April 6, the MLSS Behavior Team convened to review student behavioral data. The team analyzed trends and reviewed individual students receiving behavioral supports to monitor progress, determine next steps, and identify any needed adjustments to interventions. In some cases, students demonstrating sufficient progress were considered for dismissal from interventions. This information was subsequently shared



with staff to support consistent implementation and promote positive student behavior across settings.

- Attendance Matters has been a key focus in all TES newsletters this school year, reinforcing the importance of regular attendance for students' academic and social growth. The April newsletter specifically addressed the spring attendance slump caused by distractions, burnout, allergies, and anticipation of summer while providing strategies to help families navigate and overcome these challenges.

Communication & Community Engagement

- [APRIL Newsletter](#)
- To further support student success during the Forward Exam window (April 7–24), families were provided with resources to reinforce preparation at home. An informational infographic was shared through the April newsletter and sent home, offering guidance on establishing routines, promoting positive test-taking strategies, and building student confidence. In addition, a companion video was shared to further engage families in supporting their child's readiness. These efforts reflect a collaborative approach to fostering student confidence and ensuring a positive and prepared testing experience.

District Workforce

- Sara Zirbel was chosen as our Hatchet Hero Teacher of the Month. Each month, the elementary school recognizes a staff member for Excellence in the Classroom, Creativity and Imagination, Professionalism, Dedication, or Leadership. Sara is widely recognized for her positivity, professionalism, and unwavering commitment to her students. She builds strong relationships and creates a supportive classroom environment where students feel encouraged to keep trying and believe in themselves. Colleagues and students alike describe her as a caring and positive presence who listens, shares her experience, and leads with kindness. Sara's dedication and ability to connect with others make her a valued member of our school community, and she exemplifies the values of Hatchet Pride each day.
- In the week leading up to Spring Break (March 23–27), staff participated in a "Road to Spring Break" themed spirit week focused on wellness and staff morale. Each day provided an opportunity for staff to engage in lighthearted activities, including Comfy Cozy Day, Hat Day, Wellness Wednesday, Destination Thursday, and Flip-Flop Friday. Initiatives such as this support a positive staff culture by fostering connection, recognizing the importance of staff well-being, and contributing to a supportive work environment that is critical for staff engagement and retention.