



2023-24 Teaching and Learning Scorecard

2022-23 School District of Tomahawk Vital Signs Scorecard Summary				
<i>Teaching, Learning & Relevance</i>	<i>Whole Student</i>	<i>Community Communication & Engagement</i>	<i>District Workforce</i>	<i>Operational Excellence</i>
<u>Instructional Alignment, Rigor, and Questioning Styles</u>	<u>Student Support</u>	<u>Community Engagement</u> <u>Family Engagement</u>	<u>Professional Development & Collaboration</u> <u>Staff Climate and Culture</u>	<u>PK-12 Adoption Cycle Plan</u>

Strategic Goal Areas

Teaching, Learning, and Relevance Pillar

Adaptive and focused pathways for student growth	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
Instructional Alignment, Rigor, and Questioning Styles 1. Design assessments that are aligned to the outcomes, rigor, and questioning styles expected from the state standards and the correlating state assessments.	<input type="checkbox"/> Review DOK and the importance of writing in assessment	<input type="checkbox"/> Professional Development on rubrics and their importance for student ownership This was an anticipated need and still is. However, it is not a priority and will be addressed with a curriculum review for each grade level in 2024-25.	<input type="checkbox"/> Integrate Rubrics with Learning Targets, discussed regularly with students.
2. Communicate, through our success criteria, the expectations and outcomes of our students.		<input type="checkbox"/> Begin the process of reviewing our learning targets The review process has started but will be moving slowly as many content areas are going through changes.	<input type="checkbox"/> Integrate learning targets into Canvas for student clarity
3. Develop a Literacy Team to create ownership and support the direction of needed literacy changes.	<input type="checkbox"/> The team has determined the process through Professional development in 2023-24	<input type="checkbox"/> Professional development is moving forward with a tentative plan for 2024-25 The plan for 2024-25 is completed. The specific schedules for each PD day are currently in development.	<input type="checkbox"/> A plan of material review/professional learning is developed through 2028-29
4. Establish a plan to improve and grow the connections students make through Academic and Career Planning.	<input type="checkbox"/> Review ACP, its use, and how students interact through it.		<input type="checkbox"/> Determine a plan for 2024-25 on how students will interact through ACP.

The Whole Child Pillar

Acknowledgement of the balance of student needs for social & emotional development	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
Student Support Goal 1. We will implement the district-wide multi-level systems of support (MLSS) coordinating with pupil services.	<input type="checkbox"/> Teachers will all be trained on the new processes through MLSS	<input type="checkbox"/> Student Support Teams (SST) and will be progressing on their design of support for students. <i>Progressing as expected. TES is more established but TMS is moving forward.</i>	<input type="checkbox"/> SSTs will be functioning independently for most students.
2. District support will be directed/implemented where the needs are the greatest and used as an integral component of the classroom.	<input type="checkbox"/> Interventionists will push-in support to core classrooms based on Fall screening levels. <input type="checkbox"/> The Focus will be on literacy. <ul style="list-style-type: none"> Grade 1: 29% Proficient Grade 2: 39% Proficient 	<input type="checkbox"/> In addition to pushing into core classrooms, interventionists will work during WIN to support students who have been determined to need a level 3 intervention. <ul style="list-style-type: none"> Grade 1: 28% Proficient Grade 2: 45% Proficient <i>The level of anticipated growth was not seen by mid-year. There are many factors to this. WIN has been reformatted along with some core supports to increase proficiency.</i>	<input type="checkbox"/> Interventionists maintained a push-in level of support throughout the year. <input type="checkbox"/> By the end of the 2023-24 school year, 60% of students will be proficient in Grades 1 and 2 in reading according to the FastBridge assessments.

Community Communication & Engagement <i>Engaging our families and community stakeholders through excellence in communication</i>			
	Q1	Mid-year Status	End of Year Status
Community and Family Engagement Goal 1. Build a parent/community advisory team that supports multiple aspects of our district. These may include family engagement activities, communication methods, and other opportunities to collaborate.		<input type="checkbox"/> The parameters around a parent/community advisory have been developed that detail clear areas in the team will be able to contribute feedback and anticipated outcomes <i>This has not begun, except to say we are looking at areas where we can increase communication or make it more consistent.</i>	<input type="checkbox"/> The 2024-25 parent/community advisory team has been established
2. Support staff through clear communication through district programs such as Canvas, Seesaw, eduCLIMBER, etc...	<input type="checkbox"/> Develop a baseline of level 1 - 2 LMS communication to parents and students.	<input type="checkbox"/> Support 9-12 in the implementation of all LMS at a level 1 implementation. <i>This has been a core outcome for the year with a full review of Canvas and eduCLIMBER through our Hatchet HIITs.</i>	<input type="checkbox"/> Begin to support Grades 6-8 in LMS communication at Level 1. <input type="checkbox"/> Determine a process for LMS integration that is consistent with PK-12.

District Workforce Pillar			
Attract, retain, and support district staff	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
Professional Development & Collaboration 1. We will provide ongoing voluntary professional development targeted at teachers' needs.	<input type="checkbox"/> Create a system of ongoing Professional Development. (Hatchet HIIT)	<input type="checkbox"/> Continue to provide Professional Development 1-2x a week. This has happened with an option for PD every Monday and Thursday throughout the year except when teachers had other obligations. The attendance is still at the beginning level.	<input type="checkbox"/> Hatchet HIIT was provided yearly - with 7 or more teachers attending weekly.
2. We will focus our district-wide professional development so teachers understand the purpose of the needed learning.	<input type="checkbox"/> Create a single focus of district-led professional learning (in-service days).		<input type="checkbox"/> Determine the district focus for 2024-25 so all PD can be driven through that lens.
Staff Culture & Climate 1. Create well-functioning PLCs that feel supported and have the means to meet the needs of students.	<input type="checkbox"/> Be present in PLCs regularly to support them and listen, gaining an understanding of what needs to be a focus.	<input type="checkbox"/> Build a process with PLCs based on common norms and expectations, including having a growth mindset for themselves and their students. PLCs are functioning but still have room for growth. Being positive and growth-focused are continued goals for the year.	<input type="checkbox"/> PLCs do a self-reflection of their success and plans/outcomes for 2024-25.
2. New Teacher OnBoarding Mentor/Mentee Program	<input type="checkbox"/> Support new staff with bi-weekly opportunities to collaborate and learn district procedures	<input type="checkbox"/> New Teacher observations and instructional support New Teacher training has been on schedule, shifting focus to instructional support in December through the end of the year.	<input type="checkbox"/> Review how the new teacher onboarding went with surveys to mentors/mentees.

District Workforce Pillar			
Operational Excellence	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
<p>PK-12 Adoption Cycle Plan</p> <p>1. Develop an adoption cycle that integrates the most expensive needs of the district.</p>	<p><input type="checkbox"/> Have a tentative plan of needs in ELA, Math, and Technology through 2029-30.</p>	<p><input type="checkbox"/> Align the needs of the district with the tentative budget plan through 2029-30 and plan the budget accordingly.</p> <p>A review plan has been made and is now in the process of being executed. Many of our resources, all in some grades, were set for renewal in 2024-25. This was unaffordable and ineffective in delivery. This has been revised and moving forward.</p>	