



## TES Board Report 2-11-25

### [TES Scorecard](#)

#### **Teaching Learning & Relevance**

- Literacy - Multi-Level Systems and Supports Meetings took place the week of January 13th. Data from the winter assessments was analyzed, and decisions were made for student intervention groups. This process was done with all stakeholder's input, and multiple data points were considered when making determinations.
- Content Teams have met three times this year, with the most recent meeting on January 29th. Each team is making steady progress toward their goals. The ELA team continues to focus on implementing the new CKLA curriculum, with pacing and best instructional practices as key discussion points. Meanwhile, the Math team has prioritized instructional strategies, with an emphasis on fluency. Math fluency involves not only quickly and accurately solving basic problems but also applying mathematical concepts and patterns to new situations.

#### **The Whole Student**

- Behavioral - Multi-Level Systems and Supports Meetings took place the week of January 13th. ODR (office discipline referrals), CICO (check in/check out), small group counseling, and student/counselor one-on-one counseling data were analyzed. This process was done with all stakeholder's input, and multiple data points were considered when making determinations. Determinations were made regarding the next steps for students.
- Attendance Matters messaging has been consistently included in all TES newsletters sent to families this school year. The communication emphasizes the importance of regular attendance in helping students develop the academic and social skills necessary for success. The February newsletter focused on the difference between habitual truancy and chronic absenteeism.
- Our administrative team continues to analyze office discipline referral data, offering additional training and support as needed. We have put significant effort into refining our behavioral flowchart for staff, providing scenarios, and holding meetings to ensure consistency and alignment across the building.



### **Communication & Community Engagement**

- [FEBRUARY Newsletter](#)
- Staff have provided multiple opportunities to invite families in to see all the exciting activities and learning opportunities we are providing our students. Some of these include Open House, Frightfully Fun Family Night, Holiday Programs, Grandparents Day, etc. We also continue to encourage family volunteers. To date, we have 320 volunteer forms on file.

### **District Workforce**

- Grade-level Professional Learning Communities (PLCs) meet weekly with administrators to share feedback and receive support. Data is reviewed regularly to inform instructional decisions, ensuring targeted and effective teaching. Additional support personnel are invited as needed to address questions and provide further guidance.
- Welcome to Melissa Belmas, who joined our 3rd-grade team back on January 17th.