



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
<p>Instructional Alignment, Rigor, and Questioning Styles</p> <p>6. Design assessments that are aligned to the outcomes, rigor, and questioning styles expected from the state standards and the correlating state assessments.</p>	<ul style="list-style-type: none"> Review DOK and the importance of writing in assessment 	<ul style="list-style-type: none"> Professional Development on rubrics and their importance for student ownership <p style="color: red;">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.</p>	<ul style="list-style-type: none"> Integrate Rubrics with Learning Targets, discussed regularly with students. <p style="color: green;">This process has started in many areas. Learning targets are being defined and documented for students to view. Rubrics are not a focused discussion yet.</p>
<p>7. Communicate, through our success criteria, the expectations and outcomes of our students.</p>		<ul style="list-style-type: none"> Begin the process of reviewing our learning targets <p style="color: green;">The review process has started but will be moving slowly as many content areas are going through changes.</p>	<ul style="list-style-type: none"> Integrate learning targets into Canvas for student clarity <p style="color: green;">The training and expectations for this have been started. This will be completed for all 6-12 teachers by September 1, 2024.</p>
<p>8. Develop a Literacy Team to create ownership and support the direction of needed literacy changes.</p>	<ul style="list-style-type: none"> The team has determined the process through Professional development in 2023-24 	<ul style="list-style-type: none"> Professional development is moving forward with a tentative plan for 2024-25 <p style="color: green;">The plan for 2024-25 is completed. The specific schedules for each PD day are currently in development.</p>	<ul style="list-style-type: none"> A plan of material review/professional learning is developed through 2028-29 <p style="color: green;">The plan for 2024-25 is completed (by date of PD) and the outline through 2029-30 is formed.</p>
<p>9. Establish a plan to improve and grow the connections students make through <u>A</u>cademic and <u>C</u>areer <u>P</u>lanning.</p>	<ul style="list-style-type: none"> Review ACP, its use, and how students interact through it. 		<ul style="list-style-type: none"> Determine a plan for 2024-25 on how students will interact through ACP. <p style="color: green;">This year we reformatted our middle school exploratory options and created a class taught by the Guidance Counselor that will incorporate aspects of ACP.</p>

The Whole Child Pillar

Acknowledgment of the balance of student needs for social & emotional development	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
	<p>Student Support Goal</p> <p>1. We will implement the district -wide multi -level systems of support (MLSS) coordinating with pupil services.</p>	<ul style="list-style-type: none"> Teachers will all be trained on the new processes through MLSS 	<ul style="list-style-type: none"> Student Support Teams (SST) and will be progressing on their design of support for students. <p style="color: green;">Progressing as expected. TES is more established but TMS is moving forward.</p>
<p>2. District support will be directed/im plem ented where the needs are the greatest and used as an integral component of the classroom .</p>	<ul style="list-style-type: none"> Interventionists will push-in support to core classrooms based on Fall screening levels. The Focus will be on literacy. <ul style="list-style-type: none"> Grade 1: 29% Proficient Grade 2: 39% Proficient 	<ul style="list-style-type: none"> 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 <p style="color: red;">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.</p>	<ul style="list-style-type: none"> Interventionists maintained a push-in level of support throughout the year. 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. <p style="color: red;">Interventionists maintained push-in support during semester 1. However, that changed when the identified needs were greater than what could be handled. In addition, we lost 2 interventionists during Semester 1.</p> <p style="color: red;">By the end of the year, 39% of students were proficient in reading.</p>

Community Communication & Engagement

Engaging our families and community stakeholders through excellence in communication

	Q1	Mid -year Status	End of Year Status
<p>Community and Family Engagement Goal</p> <p>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.</p>		<ul style="list-style-type: none"> 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 <p><i>This has not begun, except to say we are looking at areas where we can increase communication or make it more consistent.</i></p>	<ul style="list-style-type: none"> The 2024-25 parent/community advisory team has been established <p><i>This has not begun, except to say we are looking at areas where we can increase communication or make it more consistent.</i></p>
<p>2. Support staff through clear communication through district programs such as Canvas, Seesaw, eduCLIMBER, etc...</p>	<ul style="list-style-type: none"> Develop a baseline of level 1-2 LMS communication to parents and students. 	<ul style="list-style-type: none"> Support 9-12 in the implementation of all LMS at a level 1 implementation. <p><i>This has been a core outcome for the year with a full review of Canvas and eduCLIMBER through our Hatchet HIITs.</i></p>	<ul style="list-style-type: none"> Begin to support Grades 6-8 in LMS communication at Level 1. Determine a process for LMS integration that is consistent with PK-12. <p><i>This has started with expectations that all 6-12 teachers will be using Canvas in September 2024.</i></p>

District Workforce Pillar

Attract, retain, and support district staff	Progress Monitor Data		Full Academic Year
	Q1	Mid Year Status	End of Year Status
<p>Professional Development & Collaboration</p> <p>1. We will provide ongoing voluntary professional development targeted at teachers' needs.</p>	<ul style="list-style-type: none"> Create a system of ongoing Professional Development. (Hatchet HIIT) 	<ul style="list-style-type: none"> Continue to provide Professional Development 1-2x a week. <p>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.</p>	<ul style="list-style-type: none"> Hatchet HIIT was provided yearly - with 7 or more teachers attending weekly. <p>Hatchet HIITS ran successfully through February. When the testing window started it was decided to pull back on the initial PD. These will resume in 2024-25.</p>
<p>2. We will focus our district-wide professional development so teachers understand the purpose of the needed learning.</p>	<ul style="list-style-type: none"> Create a single focus of district-led professional learning (in-service days). 		<ul style="list-style-type: none"> Determine the district focus for 2024-25 so all PD can be driven through that lens. <p>We have 2 areas of focus. Curriculum and Instructional Development and Classroom Management and Teacher-to-Student Relationships.</p>
<p>Staff Culture & Climate</p> <p>1. Create well-functioning PLCs that feel supported and have the means to meet the needs of students.</p>	<ul style="list-style-type: none"> Be present in PLCs regularly to support them and listen, gaining an understanding of what needs to be a focus. 	<ul style="list-style-type: none"> Build a process with PLCs based on common norms and expectations, including having a growth mindset for themselves and their students. <p>PLCs are functioning but still have room for growth. Being positive and growth-focused are continued goals for the year.</p>	<ul style="list-style-type: none"> PLCs do a self-reflection of their success and plans/outcomes for 2024-25. <p>This is set to happen near the end of May.</p>
<p>2. New Teacher OnBoarding Mentor/Mentee Program</p>	<ul style="list-style-type: none"> Support new staff with bi-weekly opportunities to collaborate and learn district procedures 	<ul style="list-style-type: none"> New Teacher observations and instructional support <p>New Teacher training has been on schedule, shifting focus to instructional support in</p>	<ul style="list-style-type: none"> Review how the new teacher onboarding went with surveys to mentors/mentees. <p>This is set to happen in May.</p>

December through the end of the year.

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>	<ul style="list-style-type: none"> Have a tentative plan of needs in ELA, Math, and Technology through 2029-30. 	<ul style="list-style-type: none"> Align the needs of the district with the tentative budget plan through 2029-30 and plan the budget accordingly. <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>