

<u>Vision</u>				
Empowering all students to be socially responsible, life-long learners in an ever changing world.				
<u>Mission</u>				
The School District of Tomahawk will become the school District of choice known for its high levels of student achievement, the excellence of its programs, and its sound stewardship.				
Teaching Learning & Relevance	The Whole Student	Communication & Community Engagement	District Workforce	Operational Excellence
Adaptive and focused	Acknowledgment of the balance of	Engaging our parents and	To attract, retain, and support	Providing quality facilities and

High School Scorecard
High School Newsletter

Teaching, Learning & Relevance

- Numeracy
 - We will increase our overall 9th and 10th grade PreACT Secure Assessment "Proficient/Advanced" scores from: 58.5% to 68.5% through the implementation of the strategies and action steps listed below. (n=176, 10%, moderate)
 - Mid-year status: 37.6% / Goal: 58%
 - Strategies to build culture around assessments continue to be implemented.
 Focused on student ownership of learning and staff instructional design.
 - Staff have identified student target groups from screener data and are continuing to implement targeted small group interventions.
 - Every math teacher has two separate target groups of students that they
 are meeting with two days a week during Resource Hour. The math
 department currently has over 60 kids in small groups intervention
 ranging from Freshman to Juniors.
 - Curriculum pathway and resources have been selected district wide. Staff will continue to work with Dir of T&L for implementation.
 - Staff are implementing opportunities for students to learn about test taking strategies, question types, and math content they will see on state assessments.
 - Staff are incorporating these strategies into their small group interventions and taking a proactive approach to enhancing students testing skills.
 - Co-teaching mode implementation continues to be refined. Feedback has been provided by CESA 9 and Dir of T&L.
- Literacy
 - We will increase our overall 9th and 10th grade English PreACT Secure Assessment "Proficient/Advanced" scores from: 51.1% to 61.5 % through the implementation of the strategies and action steps listed below. (n=176, 9%, moderate)
 - Mid-year status: 59.4% / Goal: 57.5%
 - Strategies to build culture around assessments continue to be implemented.
 Focused on student ownership of learning and staff instructional design.

- Staff have identified student target groups from screener data and are continuing to implement targeted small group interventions.
 - Every ELA teacher has two separate target groups of students that they
 are meeting with two days a week during Resource Hour. The math
 department currently has over 60 kids in small groups intervention
 ranging from Freshman to Juniors.
- Curriculum analysis of MyPerspectives is ongoing. Staff feedback has been vital in determining next steps.
- Staff are implementing opportunities for students to learn about test taking strategies, question types, and ELA content they will see on state assessments.
 - Staff are incorporating these strategies into their small group interventions and taking a proactive approach to enhancing students testing skills.
- Co-teaching mode implementation continues to be refined. Feedback has been provided by CESA 9 and Dir of T&L.

Relevance:

- We will implement a Redefining Ready local report card for Tomahawk High School for the 2024-25 school year. Data will be used to show trends and identify program effectiveness/goals.
 - Readiness data has been communicated to stakeholders through a variety of environments, (newsletters, local report cards, strategic initiatives, etc.)
 - Strategic goals have been initiated based on dual credit enrollment and success rates. Two data points are being monitored. Enrollment and success rate. Dual credit teachers are working to increase the number of students enrolling in dual credit courses and increase the success rate of students earning the college credits. This parallels the goals and actions taking place with the Advanced Placement program that was initiated last school year.

Relevance:

- We will support students graduating Life, Learning, and Career Ready through the implementation of Regional Career Pathways.
 - Career Pathways continue to be developed through the implementation of new courses, certifications, and dual credit opportunities. Pathways enhancement is occurring in Education & Training, Health Science, and Manufacturing.
 - New dual credit courses Power Systems, Introduction to Education, Updated Statistics to Advanced Placement Statistics, Residential Architecture.
 - Course evaluations in Science to begin structuring future course options to support Health Science, STEM and Natural Resources careers. Other departments involved are Family & Consumer Science and Health.
 - Technology & Engineering Ed course offerings are being evaluated for updated sequencing and learning targets. Whole course changes would begin in the 2026-27 school year. Course enhancements and updates can begin in 2025-26. Industry certifications and dual credits are involved.
 - Curricular activities such as BuildMoto were started in partnership with local businesses. BuildMoto is a motorcycle building activity completed in partnership and mentorship with Harley Davidson engineers.
 - New Youth Apprenticeship pathways have been created by DWD. As a result, identification of student and employer matches is ongoing.

The Whole Student

- Student Engagement:
 - Develop opportunities and supporting systems that develop students' levels of Career and Life Readiness through school-wide cultural practices and community connections.

- The Building Leadership Team continues to work on Career Readiness indicators for the Whole Student goal. This work has slowed due to the demands of other strategic goals. However, we do not want to adjust this goal and will work towards meeting benchmarks by the end of the school year.
- A formal community service program has not been pursued due to time constraints. This has been tabled until April when discussions will continue to determine what options can be implemented for the 2025-26 school year.

• Student Engagement:

- We will increase the number of students with a minimum attendance rate of 90% from 97.6 % to 98.5%.(n=373 approx, 1%, nominal)
- Mid year Status: 98.6% / Goal: 98.5%
 - THS continues to be involved in the Attendance Matters Committee (AMC) and is continuing the implementation of proactive strategies.
 - THS has two students who are actively involved in the AMC. The AMC has provided these students and their families with strategies to increase attendance.
 - Proactive meetings with students and students' parents/guardians are being held to assist students and parents/guardians with attendance solutions and tips.
 - Meetings have been held with 26 THS students regarding attendance.
 Meetings are actively being scheduled and held with additional students as well as their parents/guardians.
 - Hatchet Pride is beginning to implement 6 week SAIG lessons / curriculum with students who identify as Chronic (miss 10%-19% of school).
 - The Hatchet Pride coaches have identified 5 students who would actively benefit from this program. The team will monitor and update groups every 6 weeks to add/remove students based upon attendance trends.

Student Climate & Culture:

- To target the student/staff connectedness portion of the Student Perceptions Survey, we will increase our student/staff connectivity score from 85.6% to 90.6% by the end of the 2024-25 school year on the Student Connection Inventory.
- Initial Status: 85.6% / Goal: 90.6%
 - The follow-up Student Connection Survey will be given on February 29th. The data will be reviewed and next steps will be taken for those students who still do not feel as though they have a connection at school.
 - The Hatchet Pride team will identify and adjust the student connections program and release the list to staff to help increase our connections.
 - The Freshmen Transition Team meets biweekly to review both academic and behavioral data. Multiple boosters have been developed in order to support areas in which they need assistance. Tier 2 supports have also been implemented for individual students to help with their executive function skills.
 - The Freshman team has identified 2 Freshman students who meet tier two criteria and have matched these two students with mentors. The Freshman team will continue to monitor students based upon the following identified criteria: Multiple F's with at least 1 in a core class and any freshman with at least 1 F.
 - The Freshman team has identified boosters on Academic Integrity, Tardy policies, and Personal Communication Device policies to be of high importance. A Semester 2 booster on these topics was shared out to all 9-12 grade students on 2/5/25.

- The Sophomore Support team met biweekly during the first two months of school. Multiple boosters have been developed in order to support areas in which they need assistance. Tier 2 supports have also been implemented for individual students to help with their executive function skills.
 - The Sophomore team has identified 12 Sophomore students who meet tier two criteria and have matched these 12 students with mentors. The Sophomore team will continue to monitor students based upon the following identified criteria: Multiple F's with at least 1 in a core class and any freshman with at least 1 F.
 - The Sophomore team has identified boosters on Resource Hour structure and Tardy policies to be of high importance. A Semester 2 booster on these topics was shared out to all 9-12 grade students on 2/5/25.
- All HS staff have been trained in Love & Logic through District provided PD sessions.

Communication & Community Engagement

- Communication Strategies:
 - Parent Perceptions Survey question "School communication is both timely and transparent." Of the parents who indicated having a high school-aged student, we will increase the average agree percentage from 85% to 90%.
 - Initial Status: 85% / Goal: 90%
 - The High School continues to create a monthly newsletter with all departments contributing regularly. The newsletter is emailed to all parents/guardians and housed on the school website.
 - Staff continues to promote daily classroom activities, highlights, field trips, community partnerships and more through the District Social Media services.
 - Website updates continue in all areas of the HS. Initial analysis shows that this process is more involved than anticipated. Staffing vacancies have impacted the ability to update specific sections of the website.
 - Email was identified by parents in the Perceptions survey as the preferred format to receive information. Inventories show that targeted parent groups are receiving important information through the use of Skyward Message Center with success.
- Family Engagement:
 - We will develop opportunities for increased family engagement at the high school level.
 THS will increase the percentage of parents who responded to the School Perception survey question "I feel welcome in my child's school." from an average of 87% to 92%.
 - o Initial Status: 87% / Goal: 92%
 - ACP information has been provided through newsletters, email and personal contacts
 - Parent notifications occur when their student participates in ACP events in the community. Parents are encouraged to debrief with their student and contact the school with any assistance needed.
 - 100% of Juniors had ACP meetings with 77% of parents participating. 100% of Seniors had ACP meetings with 95% of students having an identified ACP plan.
 - The Building Leadership Team has worked with all HS staff to plan individual and department activities for the February Showcase event. Coordination also

occurred with Dir. of T&L. A wide variety of presentations and parent interactive experiences are planned. These are both student and staff led.

Communication & Community Engagement

- Staff Climate & Culture
 - Based on the 2023-24 School Perception Survey, 65% of all high school staff felt that they were recognized when they did a good job. We will increase the rate of staff who feel like they are recognized from 65% to 82% on the end of year School Perception Survey.
 - o Initial Status: 65% / Goal: 92%
 - The "THS Lead Hatchet" has been enhanced through student support and engagement. Each month, students nominate and vote on a staff member that exemplifies Hatchet Pride.
 - Student Council students have been actively involved in selecting and recognizing "THS Lead Hatchet" every month. Students have been excited and involved in making the "THS Lead Hatchet" plaque and presenting it to the recipient of the award each month.
 - Implementing small gestures of gratitude towards staff. Some examples are handwritten notes, shout-outs, surprise treats, and celebrating milestones.
 - Staff returned to start the second semester with a candy bar and handwritten appreciation letter on their desk or chair on the first day of Semester 2.
 - Personalized thank you interactions and notes.
 - Potluck Lunches
 - Staff gatherings outside of school hours.
 - Staff member contributions have been communicated for recognition through the District Office and School Board programs.
- Professional Development & Collaboration
 - We will increase the professional effectiveness of the high school staff through professional development and collaboration.
 - All departments are working together to identify ways to embed career awareness and development within their content areas.
 - Several student run businesses (THS Inc., Hatchet Innovations, Wood Enterprise Products) are designing opportunities for the design, production, marketing and sales of Hatchet merchandise and other customized products. These staff and students are coordinating between multiple courses and departments.
 - All courses are working in conjunction with each other and opened an online school store where school apparel and accessories produced in the Innovation Lab are sold. Mass apparel items are run through an 3rd party business under the direction of THS Inc.
 - Wood products designed and manufacturing by THS students are sold at local businesses.
 - Department staff members have identified conferences to attend based on curricular goals. (ie, Science, Alternative Ed, Work Based Learning, CTE, Math, SPED, Social Studies)
 - Science attended Advanced Placement Conference
 - Alt Ed & Special Ed attended multiple site visits and conferences focused on programming.

- Work Based Learning staff attended local and regional workshops and conferences regarding apprenticeship.
- Social Studies attended WI Social Studies Council Conference
- Multiple staff attended ACP student events on technical college campuses.
- Math & ELA professional development in curriculum resources
- Math/Sped/Alt Ed training in Al
- Multiple CTE staff attending state conferences for their subject areas, training sessions with technical college staff and community sponsored events such as the state personal finance convention.
- Formal PLC frameworks have not been adapted in their entirety. However, individual student and class data has become a primary focus in several departments and support groups. This has facilitated the creation of more specific action planning.