



Vision Empowering all students to be socially responsible, life-long learners in an ever changing world.				
Mission 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 pathways for growth.	Acknowledgment of the balance of student needs for social emotional development.	Engaging our parents and community stakeholders through excellence in communication.	To attract, retain, and support district staff.	Providing quality facilities and budgeting to support student, staff and community success.

[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.

- 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%.
 - 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.
 - 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 AI
 - 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.