



2023-24 Tomahawk High School Vital Signs Scorecard Summary				
Teaching, Learning & Relevance	Whole Student	Communication & Community Engagement	District Workforce	Operational Excellence
Numeracy Literacy Relevance	Student Engagement Student Climate & Culture	Communication Strategies Family Engagement	Professional Development & Collaboration Staff Climate & Culture	

Teaching, Learning & Relevance Pillar
Adaptive and focused pathways for student growth

Vital Sign: Numeracy

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Numeracy Achievement Goal: We will increase our overall 9th and 10th grade PreACT Secure Assessment “Proficient/Advanced” scores from: 34.5% to 44.5% through the implementation of the strategies and action steps listed below. (n=176, 10%, moderate)	34.5%	N/A	N/A
Numeracy Growth Goal: We will increase our overall 9th and 10th grade ACT Math Screener meeting Benchmark scores from: 47% to 57% through the implementation of the strategies and action steps listed below. (n=157, 10%, moderate)	47%	33%	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Implementation of a screening/growth assessment tool that aligns with district practice. The ACT Math screener will be implemented at grades 9 & 10 and will be given 2 times per year (fall and winter) to monitor student growth. Incorporate ACT practice into weekly warmups and review the results, identifying and discussing deficits in learning. After each assessment window, the ACT Math screener will be item analyzed to determine strengths and weaknesses that align to our core instructional expectations. The weaknesses will be incorporated into the lesson learning targets and success criteria with lessons added that will increase students' proficiency in their areas of need. Increase Spec. Ed. and Math department collaboration through co-teaching to improve all student learning. 	<ul style="list-style-type: none"> The new growth assessment tool has been developed and implemented in the Fall and Winter screening windows. The growth tool has provided a start to compare assessment data to classroom instruction. Staff is beginning to develop themes and understandings of student results and how core instruction influences growth. Staff is beginning to correlate assessment data with classroom grades, interventions, and Resource Hour participation to identify student focus groups. Co-teaching professional development is ongoing through the facilitation of CESA staff. 		<ul style="list-style-type: none"> N/A

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Teaching, Learning & Relevance Pillar
Adaptive and focused pathways for student growth

Vital Sign: Literacy

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Literacy Achievement Goal: We will increase our overall 9th and 10th grade English PreACT Secure Assessment "Proficient/Advanced" scores from: 46.5% to 55.5% through the implementation of the strategies and action steps listed below. (n=176, 9%, moderate)	46.5%	N/A	N/A
Literacy Growth Goal: We will increase our overall 9th and 10th grade ACT English Screener meeting Benchmark scores from: 55% to 64% through the implementation of the strategies and action steps listed below. (n=145, 9%, moderate)	55%	43%	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Implementation of a screening/growth assessment tool that aligns with district practice. The ACT English screener will be implemented at grades 9 & 10 and will be given 2 times per year (fall and winter) to monitor student growth. After each assessment window, the ACT Reading and English screener will be item analyzed to determine strengths and weaknesses that align to our core instructional expectations. Add timed writing to the ELA 10 curriculum so that students can practice adding development and support to their ACT essays. Instruction will be more intentional in regard to the conventions of standard English. Student weaknesses will be incorporated into the lesson learning targets and success criteria with lessons added that will increase students' proficiency in their areas of need. Increase Spec. Ed. and ELA department collaboration through co-teaching to improve all student learning. 	<ul style="list-style-type: none"> The new growth assessment tool has been developed and implemented in the Fall and Winter screening windows. The growth tool has provided a start to compare assessment data to classroom instruction. Staff is beginning to develop themes and understandings of student results and how core instruction influences growth. Staff is beginning to correlate assessment data with classroom grades, interventions, and Resource Hour participation to identify student focus groups. Timed writings have been utilized and staff are in the initial phases of analyzing the results to inform instruction. Co-teaching professional development is ongoing through the facilitation of CESA staff. 		<ul style="list-style-type: none"> N/A

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Teaching, Learning & Relevance Pillar
Adaptive and focused pathways for student growth

Vital Sign: Relevance

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
<p>Student Relevance Goal</p> <p>We will implement a Redefining Ready local report card for Tomahawk High School for the 2023-24 school year.</p>	N/A	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Implement and refine a data collecting and tracking system for Local Report Card measures. Identify Redefining Ready indicators of focus and develop curricular and Academic & Career Planning practices that promote growth in focus areas. 	<ul style="list-style-type: none"> Local Report card criteria has been determined and data collecting systems have been developed. The data collecting systems have been rolled out to staff and they will record findings based on the identified timeline. Redefining Ready indicators have been incorporated into the development of Career Pathways. Staff are in the process of building the indicators into their courses of responsibility. The Building Leadership Team has been working on indicators that are not specific to a course and are whole school oriented. 		<ul style="list-style-type: none"> N/A

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Teaching, Learning & Relevance Pillar
Adaptive and focused pathways for student growth

Vital Sign: Relevance

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
<p>Student Relevance Goal</p> <p>We will support students graduating Life, Learning and Career Ready through the implementation of Regional Career Pathways.</p>	N/A	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Evaluate current school Regional Career Pathways in the areas of academic course offerings, dual and college credit course opportunities, industry recognized certifications, Work based Learning programs and Career & Technical Student Organization (CTSO) opportunities. Identify new Regional Career Pathways for implementation based on current programs and labor market data. Determine necessary actions and resources needed to enhance current pathways and implement newly identified pathways. 	<ul style="list-style-type: none"> Continued development of Regional Pathways is ongoing. All components of the pathways are being investigated by the respective departments. Creation and operations of an Advanced Manufacturing Focus Group are ongoing. Initial whole group meeting has taken place with sub groups beginning work to identify knowledge and skills to be incorporated into Pathway criteria. THS is a pilot school in the WI Forestry Workforce Development Grant. This grant provides opportunities to embed learning into multiple departments in Science and Technology & Engineering Ed in an effort to offer a Career Pathway in this area. 		<ul style="list-style-type: none"> N/A

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Whole Student Pillar <i>Acknowledgement of the balance of student needs for social & emotional development</i>			
Vital Sign: Student Engagement			
Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Student Engagement Goal Develop opportunities and supporting systems that develop students' levels of Career and Life Readiness through school-wide cultural practices and community connections.	N/A	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Research and analyze DPI Wisconsin Career Readiness Standards to determine implementation strategies, resources needed, staff professional development needs, community partnerships/connections, and student ownership/value opportunities. Research and analyze school-wide student Service Learning Programs to determine implementation strategies, resources needed, staff professional development needs, community partnerships/connections, and student ownership/value opportunities. 	<ul style="list-style-type: none"> The Building Leadership Team started the year with discussions around Redefining Ready programs founded in Career Readiness. WI DPI was concurrently involved in revising the Wisconsin Common Career and Technical Standards to support this work in all subject areas leading to the development of the WI Career Readiness Standards. The updated standards were recently released in a draft format and the building leadership has begun an initial review. The team is monitoring DPI for additional information with the standards rollout and supporting resources that will be used in our local development of Portrait of a Graduate and subsequent school actions to develop these standards in our students. The high school building leadership team has been learning about how Redefining Ready identifies Service Learning (aka Community Service) as an experience contributing to students graduating Life and Career Ready. The team has taken time to explore different types of school sponsored service learning programs and held discussions to begin developing a philosophy and belief system around the program. Discussions have also included other logistical considerations that need to be accounted for implementation including data tracking methods, recognition, and verification. There have not been any concrete decisions at this point and learning continues to be a key focus of the group. A survey was developed to distribute to our teachers, coaches, and advisors to determine current service learning opportunities through school programs. This information will be reviewed and incorporated into the team's planning discussions. 		<ul style="list-style-type: none"> N/A

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Whole Student Pillar <i>Acknowledgement of the balance of student needs for social & emotional development</i>			
Vital Sign: Student Engagement			
Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Student Engagement Goal We will increase our student attendance from 98.3% to 99.2%. (n=356 approx, 1%, nominal)	98.3%	96%	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Proactive Attendance Matters messaging Identify students with high rates of absenteeism and utilize the Attendance Matters Committee (AMC) to implement proactive strategies and additional support to intervene with both students and families effectively. Determine data rules and develop initial tier 2 interventions for students who identify as Chronic (miss 10%-19% of school) based on attendance reports run every 6-week grading period. Determine data rules and develop the Success Mentor intervention for students who are at Chronically Absent (miss 10% or more of school). 	<ul style="list-style-type: none"> Proactive attendance messaging has been included in each of the THS Newsletters. The AMC has been utilized multiple times to date and the process continues to be updated. Data rules for tier 2 interventions have been drafted. A flowchart will be created to outline the steps in the process. 		<ul style="list-style-type: none"> N/A

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Whole Student Pillar <i>Acknowledgment of the balance of student needs for social & emotional development</i>			
Vital Sign: Student Climate & Culture			
Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Student Culture & Climate Goal To target the student/staff connectedness portion of the Student Perceptions Survey, we will increase our student/staff connectivity score from 86% to 90% by the end of the 2023-24 school year on the Student Connection Inventory.	86%	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> Administer the Student Connection Inventory to all THS students twice <ul style="list-style-type: none"> Baseline inventory given in early October Follow up inventory in mid February Inventory data will be used to facilitate connections with students who are lacking a connection Students who indicate that they still do not have connection after the February inventory will be assigned a Success Mentor Develop and Implement a staff Freshmen Transition Team to review data, identify areas of concern, develop boosters, and provide additional supports as needed. Develop and implement a staff Sophomore Support Team to review data, identify areas of concern, develop boosters, and provide additional support as needed. 	<ul style="list-style-type: none"> The follow up Student Connection Survey will be given on February 27th. 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 Freshmen Transition Team meets bimonthly to review both academic and behavioral data. Multiple boosters have been developed in order to support areas in which they are needing assistance. Tier 2 supports have also been implemented for individual students to help with their executive function skills. The Sophomore Support team met bimonthly the first two months of school. Because of overall improvements, the team now meets once a month to review both academic and behavioral data as well as develop necessary boosters and determine individual student support where needed. 		<ul style="list-style-type: none"> N/A

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Communication & Community Engagement <i>Engaging our families and community stakeholders through excellence in communication</i>			
Vital Sign: Communication Strategies			
Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
Communication Strategies Goal Parent Perceptions Survey question - "Overall, how would you rate communication from school?" Of the parents who indicated having a high school-aged student, we will increase the average agree percentage from 64% to 75%.	64%	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
Per the Parent Perceptions Survey responses regarding preferred communication formats, the following tools/strategies will be developed/enhanced: <ul style="list-style-type: none"> Email communication (ie, parent/teacher/whole school) School Website School & District Newsletter Social Media 	<ul style="list-style-type: none"> High School has created a monthly newsletter with all departments contributing regularly. The newsletter is emailed to all parents and housed on the website. Social Media has continued to be a focus for the HS staff. Staff promotes daily classroom activities, highlights, field trips, community partnerships and more. We are informally receiving a great deal of positive feedback from community members. Website updates continue in all areas of the HS. Initial analysis shows that this process is more involved than anticipated. 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. 		<ul style="list-style-type: none"> N/A

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Communication & Community Engagement
Engaging our families and community stakeholders through excellence in communication

Vital Sign: Family Engagement

Vital Measures	Initial Benchmark	Mid year Status	End of Year Status
<p>Family Engagement</p> <p>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 regarding the high school providing opportunities for parental involvement from an average of 58% to 70%.</p>	58%	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Communicate opportunities for parents to be involved in academic and co-curricular settings. Create opportunities to participate in Academic & Career Planning processes. Continue researching parent/teacher conference formats to support student led conferences. 	<ul style="list-style-type: none"> School Counselors conducted ACP meetings with the Senior and Junior Classes in October. Junior parents/guardians were also invited to these meetings. Freshman and Sophomore meetings are scheduled to occur in February and early March. 2024-25 Freshman families will have appointments available to assist with course selection. Planning work is ongoing with all grade levels to conduct an all district Showcase Night in February of 2025. An initial district meeting was held with more to follow. The HS Building Leadership Team is aware of the concept and awaiting further clarification before beginning a more comprehensive planning effort. 		<ul style="list-style-type: none"> N/A

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District Workforce <i>Attract, retain, and support district staff</i>			
Vital Sign: Professional Development & Collaboration			
Vital Measures	Initial Benchmark	Mid year Status	End of Year Status
Professional Development & Collaboration Goal We will increase the professional effectiveness of the high school staff through professional development and collaboration.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Support co-teaching structure and implementation <ul style="list-style-type: none"> Special Education & Math Departments Special Education & English Language Arts Departments Create opportunities for staff to self identify and facilitate professional development around topics they identify. Actively pursue off campus or virtual learning opportunities that align with district and personal goals. Increase opportunities for cross-curricular collaboration. 	<ul style="list-style-type: none"> ELA, Math and SPED departments started the year with a “Regrounding in the What, Why, and How” session on September 22, 2023. In addition to this, there has also been 3 other check-in and/or group learning sessions. CTE departments participated in PD around Career Pathways and specific components they are investigating to add. Social Studies department is investigating attending their state conference. Science and CTE departments are evaluating opportunities to incorporate Forestry Workforce criteria into their programs. 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. All departments are working together to identify ways to embed career awareness and development within their content areas. 		<ul style="list-style-type: none"> N/A

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District Workforce <i>Attract, retain, and support district staff</i>			
Vital Sign: Staff Climate & Culture			
Vital Measures	Initial Benchmark	Mid year Status	End of Year Status
Staff Climate & Culture Goal Based on the 2022-23 School Perception Survey, 78% of all high school staff felt that they were recognized when they do a good job. We will increase the rate of staff who feel like they are recognized from 78% to 86% on the end of year School Perception Survey.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> • Create additional formal and informal recognition opportunities. • Continue and enhance the “THS Lead Hatchet” staff recognition program. • Continue contributing to the district level recognition program. 	<ul style="list-style-type: none"> • An ongoing effort is being made to have staff demonstrate their appreciation for each other through basic acts of gratitude. • 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. Students also now attend the monthly staff meeting to present the award to the recipient. 		<ul style="list-style-type: none"> • N/A

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