



2022-23 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: The State of Wisconsin eliminated the ACT Aspire assessment to determine achievement. Wisconsin adopted (June 2022) the PreACT to replace ACT Aspire. Therefore, the High School will administer the PreACT exam and analyze results in preparation for this assessment being the Grade 10 Achievement Vital Sign in the 2023-24 school year.	N/A	N/A	N/A
Numeracy Growth Goal: We will increase our overall 10th grade Fastbridge aMath Screener "Proficient/Advanced" scores from: 68% to 76% through the implementation of the strategies and action steps listed below. (n=89, 8%, moderate)	Baseline: 68% of 10th graders scored "Proficient/Advanced" on the 2022 fall Fastbridge aMath screener	62% of 10th graders scored "Proficient/Advanced" on the 2023 winter Fastbridge aMath screener	64% of 10th graders scored "Proficient/Advanced" on the 2023 spring Fastbridge aMath screener
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. Fastbridge will be implemented at grades 9 & 10 and will be given 3 	<ul style="list-style-type: none"> Math Dept has been trained in Fastbridge delivery and analysis. 		<ul style="list-style-type: none"> Fastbridge assessment was given 3 times to 9 & 10 and

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
<p>Numeracy Achievement Goal: The State of Wisconsin eliminated the ACT Aspire assessment to determine achievement. Wisconsin adopted (June 2022) the PreACT to replace ACT Aspire. Therefore, the High School will administer the PreACT exam and analyze results in preparation for this assessment being the Grade 10 Achievement Vital Sign in the 2023-24 school year.</p>	N/A	N/A	N/A
<p>Numeracy Growth Goal: We will increase our overall 10th grade Fastbridge aMath Screener "Proficient/Advanced" scores from: 68% to 76% through the implementation of the strategies and action steps listed below. (n=89, 8%, moderate)</p>	Baseline: 68% of 10th graders scored "Proficient/Advanced" on the 2022 fall Fastbridge aMath screener	62% of 10th graders scored "Proficient/Advanced" on the 2023 winter Fastbridge aMath screener	64% of 10th graders scored "Proficient/Advanced" on the 2023 spring Fastbridge aMath screener
Strategic Actions	Mid year Status		End of Year Status
<p>times per year to monitor student growth.</p> <ul style="list-style-type: none"> Analyze data from ACT scores based on coursework taken and areas of weakness in the math portion of the ACT Teachers will self-identify strengths and areas of improvement around the mathematical standards and relevant mathematical practices and seek areas to improve during their collaborative meetings. Build learning targets and corresponding success criteria. Align classroom instruction to the learning targets and success criteria. Create formative and summative assessments aligned with these. At minimum twice during the year teachers will have a walk-through using the Look for Tool. Teachers may ask the director of Teaching and Learning, District Math Specialist or a colleague if possible to conduct the walk-throughs. Notes on each walk through will be shared with the C&I department along with reflections by the individual teachers of what is working well and what is not in the focused area of discourse. Increase Spec. Ed. and math department collaboration and other supports may be considered as part of this initiative. 	<ul style="list-style-type: none"> ACT data and student course pathways data has been aggregated and analysis has begun. Educator Effectiveness Professional Practice Goals incorporate learning target success criteria and best practices in math instruction. Math Dept is reviewing formative and summative assessment to revise based on new success criteria and proficiency levels. A walk-thru to identify mathematical practices occurred at least once in January. Professional development and planning around Co-teaching/Co-serving models is on going with the goal of putting structures in place for 2023-24. 		<p>data analysis was conducted to guide planning for 23-24 year.</p> <ul style="list-style-type: none"> ACT aggregated data analysis based on courses taken is ongoing. Teachers completed their self-identified Professional Practice Goals. Continued work around reviewing and revising assessments based on success criteria and proficiency levels will resume 23-24 school year. Walk-thrus were conducted. Year one of professional development and planning around co-teaching/co-serving is complete with continued planning and goal setting for the 23-24 school term.

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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
<p>Literacy Achievement Goal: The State of Wisconsin eliminated the ACT Aspire assessment to determine achievement. Wisconsin adopted (June 2022) the PreACT to replace ACT Aspire. Therefore, the High School will administer the PreACT exam and analyze results in preparation for this assessment being the Grade 10 Achievement Vital Sign in the 2023-24 school year.</p>	N/A	N/A	N/A
<p>Literacy Growth Goal: We will increase our overall 10th grade Fastbridge aReading Screener "Proficient/Advanced" scores from 58% to 70% through the implementation of the strategies and action steps listed below. (n=89, 12%, aggressive)</p>	Baseline: 58% of 10th graders scored "Proficient/Advanced" on the 2022 fall Fastbridge aReading screener	61% of 10th graders scored "Proficient/Advanced" on the 2023 winter Fastbridge aReading screener	77% of 10th graders scored "Proficient/Advanced" on the 2023 spring Fastbridge aReading screener
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> • Create shared curriculum within grades 11 and 12. • Determine the resources that will continue to support GRR and the rigor of the identified priority standards from both CCSS and College and Career Ready . • Keep GRR at the forefront for grades 9-12. Continue the Workshop model. • Implement our learning targets and corresponding success criteria into classroom instruction that are aligned to assessments. • Implement frequent feedback (student/self with "I Can Statements", peer, teacher/student) tied directly to success criteria. • Increased Spec. Ed. and ELA department collaboration and other supports may be considered as part of this initiative. 	<ul style="list-style-type: none"> • English Language Arts (ELA) grades 11/12 team is developing curriculum for these two courses in alignment with grades 9/10. Learning targets, success criteria and proficiency levels are being incorporated into curriculum design. Daily common planning time is in place with release time being utilized. • Common Understanding of GRR was built in the beginning of the year revisiting the HS Instructional Framework agreements and resources. • All books of past shared learning were provided to the new team members and curriculum documents. • ELA 9-12 is creating assessments built upon success criteria for all units. • Professional development and planning around Co-teaching/Co-serving models is on going with the goal of putting structures in place for 2023-24. 		<ul style="list-style-type: none"> • ELA 11/12 team completed developing initial curriculum. • Additional fine tuning and vertical alignment with 9/10 will continue into 2023-24. • Learning targets and proficiencies for each target were developed. • ELA 9-12 continued creating assessments aligned to learning targets and proficiencies. • Year one of professional development and planning around co-teaching/co-serving is complete with continued planning and goal setting for the 23-24 school term.

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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 and select specific measures as vital signs 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"> Join CESA 9 Redefining Ready Local Report Card cohort Determine high school readiness indicators for Local Report Card Develop a data collecting and tracking system for Local Report Card measures 	<ul style="list-style-type: none"> Admin. attended CESA 9 cohort. Selecting and validating indicators is ongoing. Research is ongoing to identify tools to archive and track indicator data. 		<ul style="list-style-type: none"> Indicators have been selected. Initial data collection methods have been determined. “Points of Pride” will be identified by HS staff in Aug/Sept. 2023 CESA 9 will develop the graphics of the local report card. Preparations for a Nov. 2023 release will continue.

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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 97.3% to 98.3%. (n=375 approx, 1%, nominal)	97.3%	97.3%	98.3%
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Identify students with high rates of absenteeism and develop strategies to effectively intervene. Work with the PBIS Tier 1 & 2 coaches to improve check and connect opportunities. 	<ul style="list-style-type: none"> Tier 2 identification process has been reviewed for effectiveness and validated. Tier 1 & 2 coaches are connecting regularly with specific staff member implementing interventions. Professional development opportunities, individual and large group, are being developed based on the needs identified through data collection. 		<ul style="list-style-type: none"> Continued Tier 2 identification process of students with high rates of absenteeism. Tier 1 & 2 coaches continued monitoring of check and connect. Attendance officer meetings with students and parents that had concerning attendance patterns. Participation in Lincoln County Truancy Task Force.

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Whole Student Pillar <i>Acknowledgement 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 We will identify areas of the school environment where students feel connected and also areas for growth.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Implement SAEBRS social & emotional screener at the high school level. We will implement a student engagement survey tool to implement in the 2022-23 school year and obtain baseline data for analysis. 	<ul style="list-style-type: none"> SAEBRS assessment has been administered and initial data review performed. 		<ul style="list-style-type: none"> SAEBRS assessment was administered in the spring. SAEBRS data was reviewed and will be included in initial planning for the start of the 2023-24 school term.

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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 We will utilize District and building level tools to inform students, families and the community.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> • Use student email accounts to communicate with specific student populations for a given topic. • Use District Social Media to communicate classroom level learning experiences and successes. • Contribute content to the District Quarterly Newsletter when applicable. 	<ul style="list-style-type: none"> ○ High School/Counseling Office Communication audit was completed to determine the levels of usage for each communication tool/format. ○ Staff professional development was conducted to highlight social media usage opportunities for large and small events. ○ Determined that a high school newsletter would be implemented by the start of the 2023-24 school year. 		<ul style="list-style-type: none"> • Data from communication strategies has been analyzed and processes validated. • HS newsletter strategy has been identified as a tool to be implemented. Need and processes will be developed with staff with the goal of implementation in Oct. 2023

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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
Family Engagement We will develop opportunities for family engagement at the high school level.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Research student led parent/teacher conferencing and develop opportunities for implementation. 	<ul style="list-style-type: none"> Parent teacher conference attendance/virtual connection data was collected to determine current levels of engagement. Parent teacher conferences and formats are undetermined at this time. 		<ul style="list-style-type: none"> Effectiveness and format options were undetermined at the completion of the 2022-23 school year. This process will continue into the 2023-24 school year.

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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 effectiveness of the high school staff.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> • Increase opportunities for staff to participate in meaningful collaboration <ul style="list-style-type: none"> ◦ Special Education & Math Departments ◦ Special Education & English Language Arts Departments ◦ Shared learning among all departments specific to building initiatives. 	<ul style="list-style-type: none"> • Professional development around co-teaching/co-serving models is ongoing with Math, ELA and Special Education. Some structural decisions have been made to create regular common planning time for these departments to implement this teaching structure. • The daily high school schedule will be modified to address student academic and social emotional needs, partially by creating additional staff preparation and collaboration time on a daily basis. • A course was built using the Canvas learning management system to support HS teachers in their target based learning, formative and summative assessment work. 		<ul style="list-style-type: none"> • Daily teaching schedules were developed for common planning time between Math, ELA and SPED departments in order to support Co-teaching model. • The high school schedule was developed with staff having additional daily planning time to coordinate with fellow staff members and administration.

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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 We will recognize staff contributions and successes in the school environment.	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> Enhance the “Lead Hatchet” staff recognition program. Contribute to the new District level recognition program. 	<ul style="list-style-type: none"> Additional recognition and benefits have been added to celebrate teaching staff and their contributions to the school culture. Staff have been submitted to the District recognition program when applicable. 		<ul style="list-style-type: none"> Continued the additional recognition and benefits to celebrate staff and their contributions to the school culture. Evaluated “Lead Hatchet” recognition and beginning process of making adjustments to next school year. Staff were submitted to the District level recognition program when applicable.

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