



2024-25 Tomahawk High School Vital Signs Scorecard Summary				
Teaching, Learning & Relevance	Whole Student	Communication & Community Engagement	District Workforce	Operational Excellence
<a href="#">Numeracy</a> <a href="#">Literacy</a> <a href="#">Relevance</a>	<a href="#">Student Engagement</a> <a href="#">Student Climate &amp; Culture</a>	<a href="#">Communication Strategies</a> <a href="#">Family Engagement</a>	<a href="#">Professional Development &amp; Collaboration</a> <a href="#">Staff Climate &amp; Culture</a>	

**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><b>Numeracy Achievement Goal:</b> 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)</p>	58.5%	N/A	N/A
<p><b>Numeracy Growth Goal:</b> We will increase our overall 9th and 10th grade ACT Math Screener meeting Benchmark scores from: 48% to 58% through the implementation of the strategies and action steps listed below. (n=176, 10%, moderate)</p>	48%	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> <li>• Develop a culture that provides relevance and usefulness of assessment data to students, along with ownership.</li> <li>• Modify the screening assessment process to focus on identifying student content proficiency to adapt curriculum, instruction, and intervention strategies.</li> <li>• Perform screener data analysis to align with current and upcoming curriculum and instruction.</li> <li>• Develop classroom-level strategies to support students in test prep. (Question types, question pacing, etc)</li> <li>• Identify target groups from screener data and develop classroom and resource-hour intervention strategies.</li> <li>• Continue to progress through curriculum adoption and co-teaching model through professional development.</li> </ul>	N/A		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
<p><b>Literacy Achievement Goal:</b>                      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)</p>	<b>51.1%</b>	N/A	N/A
<p><b>Literacy Growth Goal:</b>                      We will increase our overall 9th and 10th grade ACT English Screener meeting Benchmark scores from: 47.5% to 57.5% through the implementation of the strategies and action steps listed below.                      (n=176, 10%, moderate)</p>	<b>47.5%</b>	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> <li>• Develop a culture that provides relevance and usefulness of assessment data to students, along with ownership.</li> <li>• Modify the screening assessment process to focus on identifying student content proficiency to adapt curriculum, instruction, and intervention strategies.</li> <li>• Perform screener data analysis to align with current and upcoming curriculum and instruction.</li> <li>• Develop classroom-level strategies to support students in test prep. (Question types, question pacing, etc)</li> <li>• Identify target groups from screener data and develop classroom and Resource Hour intervention strategies.</li> <li>• Continue to progress through curriculum adoption and co-teaching model through professional development.</li> </ul>	N/A		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><b>Student Relevance Goal</b>                      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.</p>	N/A	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> <li>● Communicate local report card with stakeholders.</li> <li>● Adapt and refine a data collecting and tracking system for Local Report Card measures.</li> <li>● Identify Redefining Ready indicators of focus and develop curricular and Academic &amp; Career Planning practices that promote growth in focus areas..</li> <li>● Incorporate Redefining Ready indicators into the development of Career Pathways.</li> <li>● Identify and select specific indicators to focus on for building, department and individual goals</li> </ul>	N/A		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><b>Student Relevance Goal</b>                      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"> <li>• 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 &amp; Technical Student Organization (CTSO) opportunities.</li> <li>• Identify new Regional Career Pathways for implementation based on current programs and labor market data.</li> <li>• Determine necessary actions and resources needed to enhance current pathways and implement newly identified pathways.</li> </ul>	N/A		N/A

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**Whole Student Pillar**

*Acknowledgment of the balance of student needs for social & emotional development*

**Vital Sign: Student Engagement**

<b>Vital Measures</b>	<b>Initial Benchmark</b>	<b>Mid-year Status</b>	<b>End of Year Status</b>
<b>Student Engagement Goal</b> 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
<b>Strategic Actions</b>	<b>Mid-year Status</b>		<b>End of Year Status</b>
<ul style="list-style-type: none"><li>• The BLT has identified 4 specific readiness standards to implement at the school level. New DPI resources will be evaluated to guide our future development and implementation plan.</li><li>• Formal philosophy documents will be developed and communicated to staff, students and stakeholders.</li><li>• Training and implementation models will be developed.</li><li>• The BLT has identified the importance of a community service program. This work will continue with a subgroup of BLT members while the readiness standards initiative will have priority with all staff</li></ul>	N/A		N/A

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**Whole Student Pillar**

*Acknowledgment of the balance of student needs for social & emotional development*

**Vital Sign: Student Engagement**

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
<p><b>Student Engagement Goal</b>                      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 )</p>	97.6%	N/A	N/A
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> <li>● Continue Proactive Attendance Matters messaging</li> <li>● Continue to 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.</li> <li>● Continue tier 2 interventions for students who identify as Chronic (miss 10%-19% of school) based on attendance reports run every 6-week grading period.                             <ul style="list-style-type: none"> <li>○ Implement 6-week Social Academic Instructional Groups (SAIG) lessons/curriculum with students who identify as Chronic (miss 10%-19% of school)</li> </ul> </li> </ul>	N/A		N/A

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**Whole Student Pillar**

*Acknowledgment of the balance of student needs for social & emotional development*

**Vital Sign: Student Climate & Culture**

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
<p><b>Student Culture &amp; Climate Goal</b>                      To target the student/staff connectedness portion of the Student Perceptions Survey, we will increase our student/staff connectivity score from X% to X% by the end of the 2024-25 school year on the Student Connection Inventory.</p>	Initial Benchmark survey is scheduled for 10/8/24	N/A	
Strategic Actions	Mid-year Status		End of Year Status
<ul style="list-style-type: none"> <li>• Administer the Student Connection Inventory to all THS students twice                             <ul style="list-style-type: none"> <li>○ Baseline inventory given the second week of October</li> <li>○ Follow up inventory in mid-February</li> <li>○ Inventory data will be used to facilitate connections with students who are lacking a connection</li> <li>○ Students who indicate that they still do not have a connection after the February inventory will be assigned a Mentor</li> </ul> </li> <li>• Continue the Freshmen Transition Team to review data, identify areas of concern, develop boosters, and provide additional support as needed.</li> <li>• Continue staff Sophomore Support Team to review data, identify areas of concern, develop boosters, and provide additional support as needed.</li> </ul>	N/A		N/A

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

**Vital Sign: Communication Strategies**

Vital Measures	Initial Benchmark	Mid-year Status	End of Year Status
<p><b>Communication Strategies Goal</b>                      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%.</p>	85%	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<p>Per the Parent Perceptions Survey responses regarding preferred communication formats, the following tools/strategies will be developed/enhanced:</p> <ul style="list-style-type: none"> <li>• Email communication (ie, parent/teacher/whole school) - Increase parent connectedness through early intervention and academic progress updates.</li> <li>• School Website - Update specific sections in order to direct stakeholders to specific areas of interest.</li> <li>• School &amp; District Newsletter - Expand newsletter topics to inform families and community members of school based opportunities.</li> <li>• Social Media - Expand usage within classroom settings to highlight Readiness examples.</li> </ul>	N/A		N/A

**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><b>Family Engagement</b>                      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 <b>87%</b> to <b>92%</b>.</p>	87%	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> <li>• Communicate opportunities for parents to be involved in academic and co-curricular settings.</li> <li>• Create opportunities to participate in Academic &amp; Career Planning processes with their child and other ways that support the entire student body in ACP through their individual knowledge and skill sets.</li> <li>• Continue researching parent/teacher conference formats to support student-led conferences.</li> <li>• Organized and participated in the District Showcase Night and other open house type events.</li> </ul>	N/A		N/A

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**District Workforce**  
*Attract, retain, and support district staff*

**Vital Sign: Professional Development & Collaboration**

Vital Measures	Initial Benchmark	Mid year Status	End of Year Status
<p><b>Professional Development &amp; Collaboration Goal</b>                      We will increase the professional effectiveness of the high school staff through professional development and collaboration.</p>	N/A	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> <li>● Support co-teaching structure and implementation                             <ul style="list-style-type: none"> <li>○ Special Education &amp; Math Departments</li> <li>○ Special Education &amp; English Language Arts Departments</li> </ul> </li> <li>● Create opportunities for staff to self identify and facilitate professional development around topics they identify.</li> <li>● Actively pursue off campus or virtual learning opportunities that align with district and personal goals.</li> <li>● Increase opportunities for cross-curricular collaboration.</li> <li>● Increase staff knowledge and skills around Academic &amp; Career Planning that includes content area relevance and embedding career awareness and development.</li> <li>● Create a plan to adopt a formal Professional Learning Community (PLC) framework to guide department collaboration.</li> </ul>	N/A		N/A

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**District Workforce**  
*Attract, retain, and support district staff*

**Vital Sign: Staff Climate & Culture**

Vital Measures	Initial Benchmark	Mid year Status	End of Year Status
<p><b>Staff Climate &amp; Culture Goal</b>                      Based on the 2023-24 School Perception Survey, <b>65%</b> 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 <b>65%</b> to <b>82%</b> on the end of year School Perception Survey.</p>	65%	N/A	N/A
Strategic Actions	Mid year Status		End of Year Status
<ul style="list-style-type: none"> <li>● Create additional formal and informal recognition opportunities developed from staff feedback on meaningful models.</li> <li>● Continue and enhance the “THS Lead Hatchet” staff recognition program.</li> <li>● Continue contributing to the district-level recognition program.</li> <li>● Coordinate with District Directors for their involvement in recognizing staff successes at the building level.</li> </ul>	N/A		N/A

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