



| 2024-25 School District of Tomahawk Vital Signs Scorecard Summary                         |                                                                                                                                                                          |                                                                                                                                                                                                                    |                                                                                                                                                             |                                                                                                                             |
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| Teaching, Learning & Relevance                                                            | Whole Student                                                                                                                                                            | Community Communication & Engagement                                                                                                                                                                               | District Workforce                                                                                                                                          | Operational Excellence                                                                                                      |
| <a href="#">Numeracy</a><br><br><a href="#">Literacy</a><br><br><a href="#">Relevance</a> | <a href="#">Student Engagement</a><br><br><a href="#">Student Attendance</a><br><br><a href="#">Student Climate &amp; Culture</a><br><br><a href="#">Student Support</a> | <a href="#">Parent Satisfaction</a><br><br><a href="#">Community Engagement</a><br><br><a href="#">Family Engagement</a><br><br><a href="#">School Communication</a><br><br><a href="#">District Communication</a> | <a href="#">Internal Communication</a><br><br><a href="#">Professional Development &amp; Collaboration</a><br><br><a href="#">Staff Culture and Climate</a> | <a href="#">Strategic Budgeting</a><br><br><a href="#">Capital Maintenance</a><br><br><a href="#">Safety &amp; Security</a> |

[TES Scorecard](#)  
[TMS Scorecard](#)  
[THS Scorecard](#)  
[Activities Scorecard](#)

## Teaching, Learning & Relevance Pillar

| Adaptive and Focused Pathways for Student Growth Vital Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        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                                                                                                                       |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                      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| <p><b>Numeracy Growth and Achievement Goal</b> (Percentages entered in the fall of 2024)</p> <p>We will increase our overall Benchmark Screener MATH PROFICIENCY scores from 62.6 % (Fall %) to 64.2 % by implementing the strategies and action steps addressed by Department and School Scorecards (<a href="#">Moderate goal</a>).</p> <p>Score reported from i-Ready (1-8)</p> <p>We will decrease the number of at-risk students in MATH (students below the 25th percentile) in grades 1-8, from 20.6% to 18.6% by implementing the strategies and action steps addressed by the Department and School Scorecards (<a href="#">Moderate goal</a>).</p> <p><b>Literacy Achievement and Growth Goal</b> (Percentages will be entered in the fall of 2024)</p> <p>We will increase our overall Benchmark Screener LITERACY PROFICIENCY scores from 45.2% to 48.2% by implementing the strategies and action steps addressed by Department and School Scorecards (<a href="#">aggressive goal</a>).</p> <p>Score reported from aimsWeb Early Literacy (K-1), Reading (2-3), i-Ready (4-8)</p> <p>We will decrease the number of at-risk students in LITERACY PROFICIENCY (students below the 25th percentile) in grades K-8, from 38.1% to 35.1% by implementing the strategies and action steps addressed by Department and School Scorecards (<a href="#">aggressive goal</a>).</p> <p><b>SUMMATIVE ASSESSMENT: Forward (grades 3-8), Pre-ACT (9 &amp; 10), and ACT (11) Exam</b></p> <p>We will increase our overall District score on the Summative Math Assessment by 3%: from 55.2% of students proficient &amp; advanced to 58.2% by implementing the strategies and action steps addressed by Department and School Scorecards (<a href="#">aggressive goal</a>).</p> <p>We will increase our overall District score on the Summative Reading Assessment by 3%: from 48.2% proficient &amp; advanced to 51.2% by implementing the strategies and action steps addressed by the Department and School Scorecards (<a href="#">aggressive goal</a>).</p> | <table><tr><td colspan="6"><b>Screener Achievement</b><br/>(% at/above benchmark in Grades 1-8 math and K-8 ELA)</td><td colspan="2"><b>Below Benchmark</b> Students Making Growth in Grades 1-8 in Math and Grades K-8 in ELA. (% making greater than one year's growth)</td></tr><tr><td>Quarter</td><td>FALL</td><td>MY</td><td colspan="2">EOY</td><td>MY</td><td>EOY</td></tr><tr><td>Math</td><td>62.6%</td><td>61.6%</td><td colspan="2"></td><td>36.2%</td><td></td></tr><tr><td>Reading</td><td>45.2%</td><td>48.6%</td><td colspan="2"></td><td>45.4%</td><td></td></tr></table> <table><tr><td colspan="3"><b>Summative Assessment, Lagging Indicator</b><br/>(% Proficient &amp; Advanced) <b>2023-2024</b> Results</td></tr><tr><td>Math</td><td>55.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)).</td><td>Forward - 38.8% of students scored at a "proficient &amp; advanced" level on the Forward Assessment.<br/>Pre ACT - 34.5% On Track to Meet College Ready Benchmarks (Proficient)<br/>ACT - 33.7% Meeting College Ready Benchmarks (Proficient)</td></tr><tr><td>Rdg.</td><td>48.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)).</td><td>Forward - 37.5% of students scored at a "proficient &amp; advanced" level on the Forward Assessment.<br/>Pre-ACT - 36.8% On Track to Meet College Ready Benchmarks (Proficient)<br/>ACT - 37.2% Meeting College Ready Benchmarks (Proficient)</td></tr></table> |                                                                                                                                                                                                                                         |     |                    |       | <b>Screener Achievement</b><br>(% at/above benchmark in Grades 1-8 math and K-8 ELA)                                                 |  |  |  |  |  | <b>Below Benchmark</b> Students Making Growth in Grades 1-8 in Math and Grades K-8 in ELA. (% making greater than one year's growth) |  | Quarter | FALL | MY | EOY |  | MY | EOY | Math | 62.6% | 61.6% |  |  | 36.2% |  | Reading | 45.2% | 48.6% |  |  | 45.4% |  | <b>Summative Assessment, Lagging Indicator</b><br>(% Proficient & Advanced) <b>2023-2024</b> Results |  |  | Math | 55.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)). | Forward - 38.8% of students scored at a "proficient & advanced" level on the Forward Assessment.<br>Pre ACT - 34.5% On Track to Meet College Ready Benchmarks (Proficient)<br>ACT - 33.7% Meeting College Ready Benchmarks (Proficient) | Rdg. | 48.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)). | Forward - 37.5% of students scored at a "proficient & advanced" level on the Forward Assessment.<br>Pre-ACT - 36.8% On Track to Meet College Ready Benchmarks (Proficient)<br>ACT - 37.2% Meeting College Ready Benchmarks (Proficient) |
| <b>Screener Achievement</b><br>(% at/above benchmark in Grades 1-8 math and K-8 ELA)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                         |     |                    |       | <b>Below Benchmark</b> Students Making Growth in Grades 1-8 in Math and Grades K-8 in ELA. (% making greater than one year's growth) |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |
| Quarter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MY                                                                                                                                                                                                                                      | EOY |                    | MY    | EOY                                                                                                                                  |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                      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| Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 61.6%                                                                                                                                                                                                                                   |     |                    | 36.2% |                                                                                                                                      |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                      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| Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | 48.6%                                                                                                                                                                                                                                   |     |                    | 45.4% |                                                                                                                                      |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |
| <b>Summative Assessment, Lagging Indicator</b><br>(% Proficient & Advanced) <b>2023-2024</b> Results                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   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                                                                                                                                                   |
| Math                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 55.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Forward - 38.8% of students scored at a "proficient & advanced" level on the Forward Assessment.<br>Pre ACT - 34.5% On Track to Meet College Ready Benchmarks (Proficient)<br>ACT - 33.7% Meeting College Ready Benchmarks (Proficient) |     |                    |       |                                                                                                                                      |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |
| Rdg.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | 48.2% of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Forward - 37.5% of students scored at a "proficient & advanced" level on the Forward Assessment.<br>Pre-ACT - 36.8% On Track to Meet College Ready Benchmarks (Proficient)<br>ACT - 37.2% Meeting College Ready Benchmarks (Proficient) |     |                    |       |                                                                                                                                      |  |  |  |  |  |                                                                                                                                      |  |         |      |    |     |  |    |     |      |       |       |  |  |       |  |         |       |       |  |  |       |  |                                                                                                      |  |  |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |      |                                                                                                                                                          |                                                                                                                                                                                                                                         |

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| Teaching, Learning & Relevance Pillar                                                                                                                                                                                                                                                                              |                                                                                                                                      |                                                                                                                                                      |                                                                                                                                                                                                                                                |                    |
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| Adaptive and Focused Pathways for Student Growth Vital Measures                                                                                                                                                                                                                                                    | Progress Monitors                                                                                                                    | Progress Monitor Data                                                                                                                                |                                                                                                                                                                                                                                                | Full Academic Year |
|                                                                                                                                                                                                                                                                                                                    |                                                                                                                                      | FALL                                                                                                                                                 | MY                                                                                                                                                                                                                                             | EOY                |
|                                                                                                                                                                                                                                                                                                                    |                                                                                                                                      |                                                                                                                                                      |                                                                                                                                                                                                                                                |                    |
|                                                                                                                                                                                                                                                                                                                    | <div>Summative Assessment, Lagging Indicator<br/>(% Proficient &amp; Advanced) 2024-2025 Results</div>                               |                                                                                                                                                      |                                                                                                                                                                                                                                                |                    |
|                                                                                                                                                                                                                                                                                                                    | Math                                                                                                                                 | of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)).   | <b>Forward</b> -% of students scored at a "proficient & advanced" level on the Forward Assessment.<br><b>Pre ACT</b> -% On Track to Meet College Ready Benchmarks (Proficient)<br><b>ACT</b> -% Meeting College Ready Benchmarks (Proficient)  |                    |
|                                                                                                                                                                                                                                                                                                                    | Rdg.                                                                                                                                 | % of our students scored proficient or higher on the State-administered assessments (Forward (grades 3-8), PreACT (grades 9-10) and ACT (grade 11)). | <b>Forward</b> -% of students scored at a "proficient & advanced" level on the Forward Assessment.<br><b>Pre-ACT</b> -% On Track to Meet College Ready Benchmarks (Proficient)<br><b>ACT</b> - % Meeting College Ready Benchmarks (Proficient) |                    |
| <b>Student Relevance Goal</b><br><br>We are aligning the standards within our curriculum to ensure we are addressing the expectations of the state. By the end of the school year, we will have ELA, Science, Social Studies, CTE and most of our Specials will have the baseline curriculum documented in Canvas. | School Participation in CESA 9 Redefining Ready Cohort. Complete Redefining Ready Templates and Local Report Cards at each building. | <a href="#">2024 HS &amp; MS Local Redefining Ready Report Cards</a>                                                                                 |                                                                                                                                                                                                                                                |                    |

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| The Whole Child Pillar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                            |                       |    |                    |
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| Acknowledgment of the Balance of Student Needs for Social & Emotional Development<br>Vital Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Progress Monitors                                                                                                                          | Progress Monitor Data |    | Full Academic Year |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            | Q1                    | MY | EOY                |
| <b>Student Engagement Goal</b><br>On the 2024-25 student engagement survey, SDT will increase professional learning for all staff in classroom structure and management to ensure classes capture the interest of students, contain information they can relate to, and inspire inquiry and deeper learning. <ul style="list-style-type: none"> <li>During the 2024-25 school year, we will increase the percentage of students who answer the question "My teachers make their classes fun and interesting" with a rating of 4 or 5 from 76% to 80%.</li> <li>During the 2024-25 school year, we will increase the percentage of students who answer the question "I can relate to what I'm learning at school" with a rating of 4 or 5 from 67% to 75%.</li> </ul> | School Perceptions<br>Annual Student Survey<br><br>Continued collaboration and support, professional development, and curriculum planning. |                       |    |                    |
| <b>Student Attendance Goal</b><br>The number of students who were present 94% or higher (missed 10 days or less) was 84% in 2023-24. We will increase it to 87% in 2024-25.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Monitor Skyward attendance data<br><br>Positive School Atmosphere                                                                          |                       |    |                    |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                            |                       |    |                    |

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| <p><b>Student Culture &amp; Climate Goal</b></p> <p>On the 2024-25 Student Engagement Survey, SDT will:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students who answer the question "I feel safe at school" with a rating of 4 or 5 from 85% to 90%.</li> <li>• Increase the percentage of students who answer the question "I know my teachers care about me" from 80% to 85%.</li> <li>• Increase the percentage of students who answer the question "I feel safe answering questions in class even when I'm not sure I have the right answer" from 66% to 75%.</li> <li>• Increase the percentage of students who answer the question "If I were bullied, I would feel comfortable talking to someone about it" from 67% to 75%.</li> </ul> | <p>School Perceptions<br/>Annual Student<br/>Survey</p> |                                                                                                                  |
| <p><b>Student Support Goal</b></p> <ul style="list-style-type: none"> <li>• We will decrease the % of students being referred for Special Education from our current percentage of % to %.</li> <li>• Of the students recommended for support within the MLSS process by mid-November, 50% of them will remain at a level 3 or lower by mid-April.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Completion of MLSS<br/>Framework</p>                 | <p><a href="#">Tomahawk's MLSS Framework</a><br/><b><i>Goal around implementation of MLSS Framework.</i></b></p> |

| Communication & Community Engagement Pillar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                 |                       |    |                    |
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| Engaging our Families and Community Stakeholders Through Excellence in Communication<br>Vital Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Progress Monitors                                                                                                                                                                                                                               | Progress Monitor Data |    | Full Academic Year |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                 | Q1                    | MY | EOY                |
| <b>Parent Satisfaction</b><br>In the 2024-25 family engagement survey SDT will: <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range that believe the district is heading in the right direction from 62% to 75%.</li> <li>• Increase the percentage of answers in the 4 - 5 range that feel their child is safe at school from 86% to 90%.</li> <li>• Increase the percentage of answers in the 4 - 5 range that believe their child is treated with dignity and respect at school from 84% to 89%.</li> <li>• Increase the percentage of answers in the 4 - 5 range of families that feel welcome at school from 86% to 90%.</li> </ul> Increase the average score on the question, "How likely would you be to recommend our school(s) to a friend or family member" from 6.68 to 8.0 on a 10 pt. scale. | School Perceptions<br>Annual Family Survey<br><br>Consistent use of<br>Canvas at MS & HS                                                                                                                                                        |                       |    |                    |
| <b>Community Engagement</b><br>We will increase the number of survey participants from 25% to 35%. <ul style="list-style-type: none"> <li>• Coordinated Effort with Community Education Coordinator spark awareness.</li> <li>• Active advertising campaign</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Develop and communicate a plan for community access to school facilities<br><br>Coordinate Efforts with Community Education Coordinator position to grow awareness.<br>2. Increased awareness and use of School App.<br>3. District-Wide Survey |                       |    |                    |

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| <p><b>Family Engagement</b></p> <p>SDT will increase family involvement opportunities through the development and communication of school family engagement plans.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Develop a family engagement plan at each school that includes an all-school showcase &amp; consistent use of Canvas (SLP)</p> |                                                                                                                                                                                                                                           |
| <p><b>District Communication</b></p> <p>In the 2024-25 family engagement survey SDT will increase the percentage of answers in the 4 - 5 on "I have opportunities to provide feedback to the school/teachers" from 74% to 80%.</p> <p>We will increase the flow of communication from the District Office to our community through the development and incorporation of the following:</p> <ul style="list-style-type: none"> <li>• District Newsletter</li> <li>• School App</li> <li>• School Newsletters</li> <li>• Social Media</li> </ul> <p>Increase the percentage of answers in the 4 - 5 range on the "School communication is both timely and transparent" from 79% to 85%.</p> |                                                                                                                                  | <ul style="list-style-type: none"> <li>• Reestablish PTO at TES.</li> <li>• District Newsletter sent in November.</li> <li>• Newsletters sent to families each month from each building.</li> <li>• Increase use of school App</li> </ul> |

| District Workforce Pillar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                        |                       |    |                    |
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| Attract, Retain, and Support District Staff<br>Vital Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Progress Monitors                                                                                                      | Progress Monitor Data |    | Full Academic Year |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                        | Q1                    | MY | EOY                |
| <b>Internal Communication</b><br>SDT will increase the flow of communication and help facilitate productive two-way communication by issuing a monthly newsletter from the district office to staff. <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "Information important to my work is shared with me in a timely and effective manner" from 69% to 80%.</li> <li>• Increase the percentage of answers in the 4 - 5 range on the question "The District seeks input from a broad group of staff members" from 64% to 75%.</li> </ul>                                                                                                                                                                                                                                                                                                                                  | District communication plans<br><br>Rounding<br><br>Roundtable Sessions                                                |                       |    |                    |
| <b>Professional Development &amp; Collaboration</b><br>We will increase the relevance of our staff evaluation system and extend it to every position in the district. <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "In the last year, I received useful feedback to help improve my work" from 72% to 85%.</li> </ul> We will encourage staff to grow, learn, and increase effectiveness through participation in professional development opportunities. <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "I have opportunities for training/professional development to improve my work" from 76% to 85%.</li> <li>• Increase the percentage of answers in the 4 - 5 range on the question "I have training and support to work with students from different backgrounds" from 65% to 75%.</li> </ul> | Increased use of Frontline<br><br>Increased Professional Development Opportunities<br><br>Continued PD for EL students |                       |    |                    |

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| <p><b>Staff Culture &amp; Climate</b></p> <p>Increased effort to recognize the work and accomplishments of SDT staff.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "I am recognized when I do a good job" from 57% to 75%.</li> </ul> <p>Increased communication and preparation for emergency situations.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "I feel safe at work" from 89% to 90%.</li> </ul> <p>Increased opportunities for staff collaboration.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "The amount of work I am asked to do is reasonable/manageable" from 73% to 80%.</li> </ul> <p>In 2024-25 we will administer a staff satisfaction survey to gather feedback and establish baseline data for future goal setting.</p> <ul style="list-style-type: none"> <li>• Increase the percentage of answers in the 4 - 5 range on the question "Staff input is valued" from 60% to 85%.</li> </ul> <p>Through the pursuit of the goals above, we hope to increase our average score on the question "On a scale of 0-10, how likely are you to recommend the District as a place of employment?" from a 6.38 to an 8.</p> | <p>Staff recognition efforts on the building and district levels</p> <p>Reunification planning</p> <p>Table talk exercises during staff meetings.</p> <p>Emergency Drills</p> <p>School Perceptions<br/>Annual Staff Survey</p> |  |
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| Operational Excellence Pillar                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                           |                       |    |                    |
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| Strategic Use of Resources to Ensure a Safe and Healthy Learning Environment<br>Vital Measures                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Progress Monitors                                                                                                                                                                                                                         | Progress Monitor Data |    | Full Academic Year |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                           | Q1                    | MY | EOY                |
| <b>Strategic Budgeting</b><br>We will increase the district's financial standing through excellence in district operations.<br><br>To maximize district resources, the instructional vision and strategic plan will be annually aligned to the resource allocation plan.                                                                                                                                                                                                                                                                                               | Strategically utilize current fund balance to complete priority needs.<br><br>Conduct Annual Staffing Analysis<br><br>Clean Audit<br><br>Use Strategic planning to guide and seed the budget in order to fully fund priority initiatives. |                       |    |                    |
| <b>Capital Maintenance</b><br>To ensure our facilities are safe and effective places to work and learn, we will continue to develop and communicate a facilities and grounds maintenance planning process. <ul style="list-style-type: none"> <li>Fund 46 Capital Investment List will be reviewed and updated at each Quarterly Committee Mtg.</li> <li>Prioritize fund 46 Capital Project List.               <ul style="list-style-type: none"> <li>Add cost estimates for long-term projects.</li> <li>Earmark money for long-term projects</li> </ul> </li> </ul> | Explore all options for generating the revenue needed to complete priority projects.<br><br>Plan and communicate capital maintenance priorities and timelines for completion.                                                             |                       |    |                    |
| <b>Safety and Security</b><br>To ensure a safe and secure environment for our students and staff, we will continue to analyze and implement safety and security improvement procedures and processes. <ul style="list-style-type: none"> <li>Update and Finalize the Emergency Operation Plan (EOP)</li> <li>Continued professional learning for staff.</li> </ul>                                                                                                                                                                                                     | Maintain compliance with all requirements in the Safety and Security Grant at all sites.<br><br>Compliance with Act 143 requirements<br><br>Meet all safety drill compliance requirements district-wide                                   |                       |    |                    |

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**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,<br>Learning,<br>& Relevance                      | The<br>Whole<br>Student                                                                         | Communication<br>& Community<br>Engagement                                                          | District<br>Workforce                                    | Operational<br>Excellence                                                                                      |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Adaptive<br>and focused<br>pathways for<br>student growth. | Acknowledgment<br>of the balance<br>of student needs<br>for social<br>emotional<br>development. | Engaging our<br>parents and<br>community<br>stakeholders<br>through excellence<br>in communication. | To attract,<br>retain, and<br>support<br>district staff. | Providing<br>quality facilities<br>and budgeting<br>to support<br>student, staff,<br>and community<br>success. |

  
**TOMAHAWK**  
SCHOOL DISTRICT