Welcome

Please introduce yourselves.

SCHOOL DISTRICT OF TOMAHAWK

Today's Objective and Process Timeline

- ✕ Feb 9 8:30-10:30- Building our understanding of SEL & Data Review of Tomahawk Schools
- ✕ Feb. 23 8:30-10:30- Build Foundation and Shared Vision
- ✕ March 9 8:30-10:30- Program Deep Dig
- ✕ April 13th 12:30-2:30- Program Reps & Cross Analysis
- ✕ May 4 12:30:2:30- Final Recommendation

Share Life Lesson

Record one life lesson you are glad you learned early on that has served you well .

Social Emotional Learning

Social and emotional learning (SEL) is an integral part of education and personal development.

SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy self-concept, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Vision

Empowering all students to be socially responsible,
life-long learners in an ever changing world.

Mission

The School District of Tomahawk will become the school district of choice
known for its high levels of student achievement,
the excellence of its programs, and its sound stewardship.

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

TOMAHAWK
SCHOOL DISTRICT

Increased Focus on the “Whole Student”

- “Teachers directly teach soft skills.”
- “We are showing our children to take care of themselves, each other, of their community to include all living things.”
- “Every employee should be trained in mental health.”
- “Promoting mental health and looking at the whole child.”

#GoHatchets

FOCUS ON THE FUTURE: IT'S THE YEAR 2029.

In the present tense, describe how SDT is preparing students. For our kids, for ourselves, and for the community.

*A preferred future, NOT a prediction of fantasy

Data as a Flashlight

Data is collected and analyzed in order to answer critical questions facing all education stakeholders. Student data shines a light on **our current reality**, so decisions at all levels are informed by high-quality data aimed at improving the achievement and well-being of every student.

Elementary School

Tomahawk Elementary School SEL Data 2020-2023

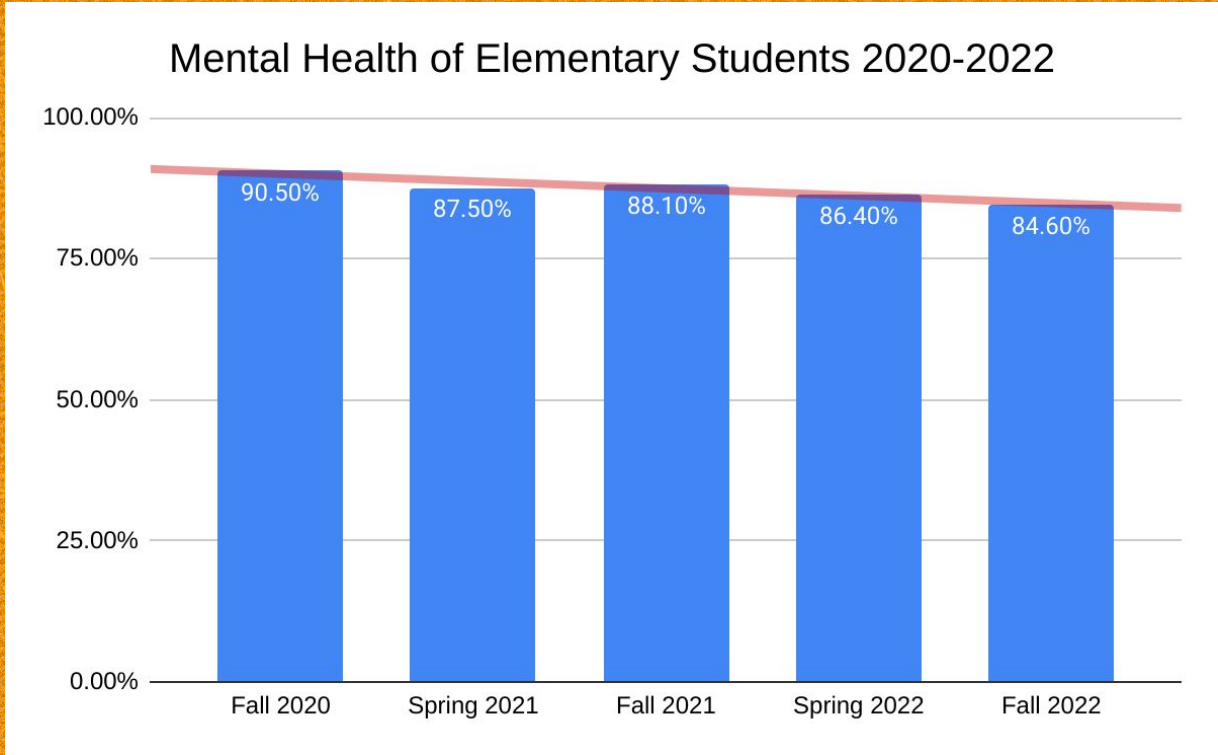
B.e.s.t Universal Screener

Behavior Incidents

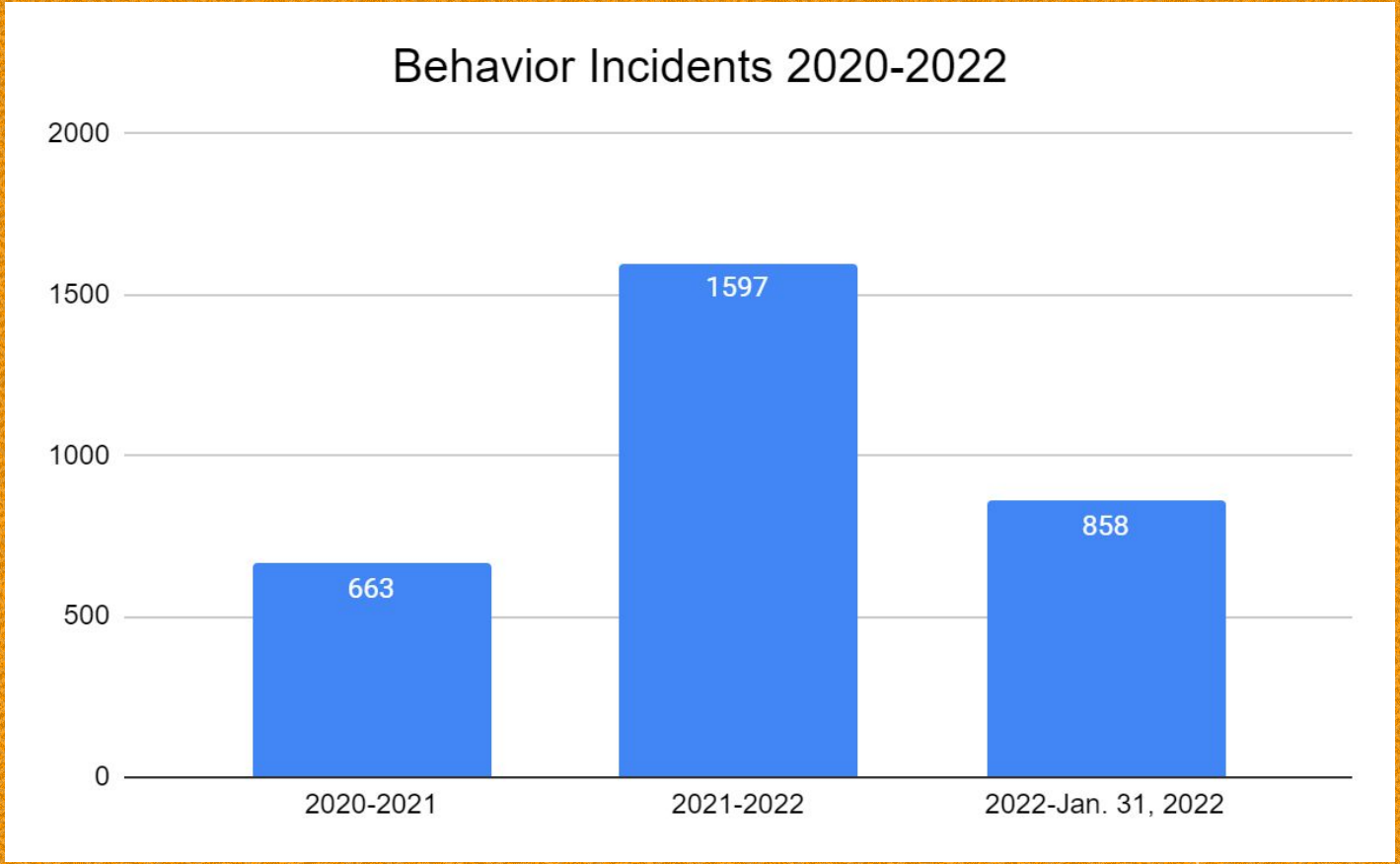
Hawaii Room Visits

B.e.s.t. Data 2020-2022

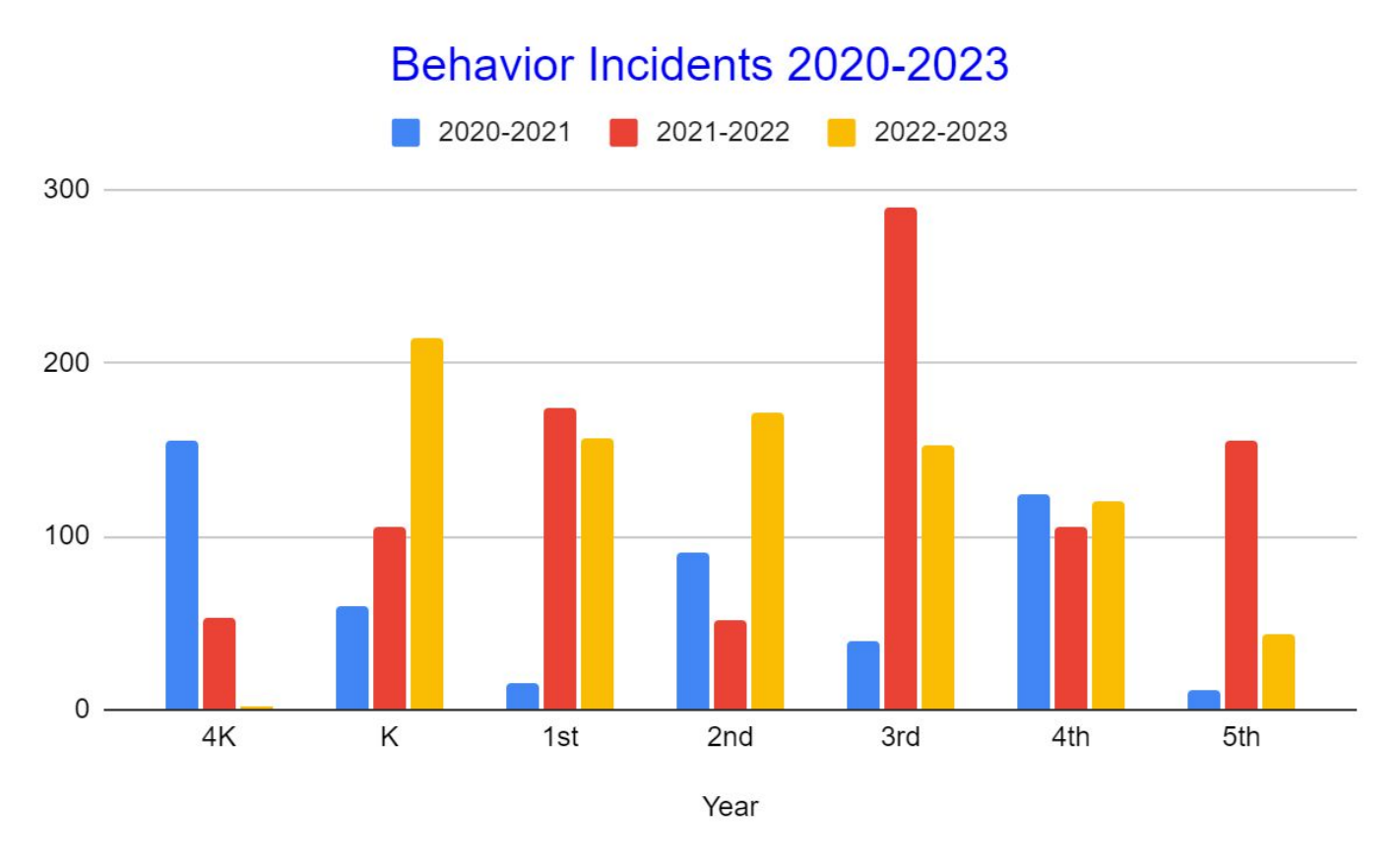
The b.e.s.t. (behavioral emotional social traits) is a screener used by teachers to score students on externalizing and internalizing behaviors. The results are used to build on the behavioral health of students and identify students who may benefit from behavioral support. The overall mental health has decreased by 5.9%. https://www.bestuniversalscreening.com/overview



Behavior Incidents 2020-2022

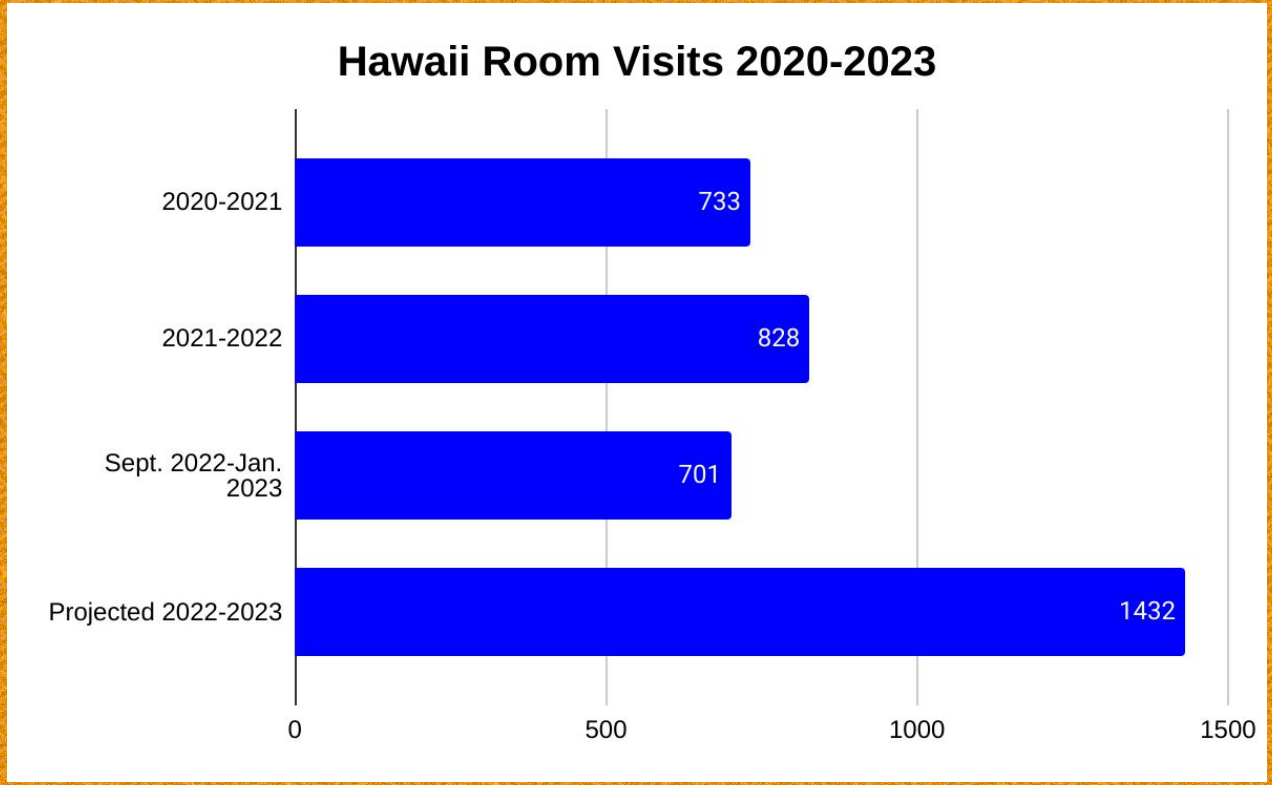


Behavior Incidents 2020-2022



Hawaii Room Data 2020-2023

Hawaii is a room in the elementary used to provide a safe environment for restoration and refocus. Life skills and self-regulation skills are taught to students individually needing support after strategies have been tried in the classroom. A projected visit increase of 51%.



Middle School

Tomahawk Middle School SEL Data Dig

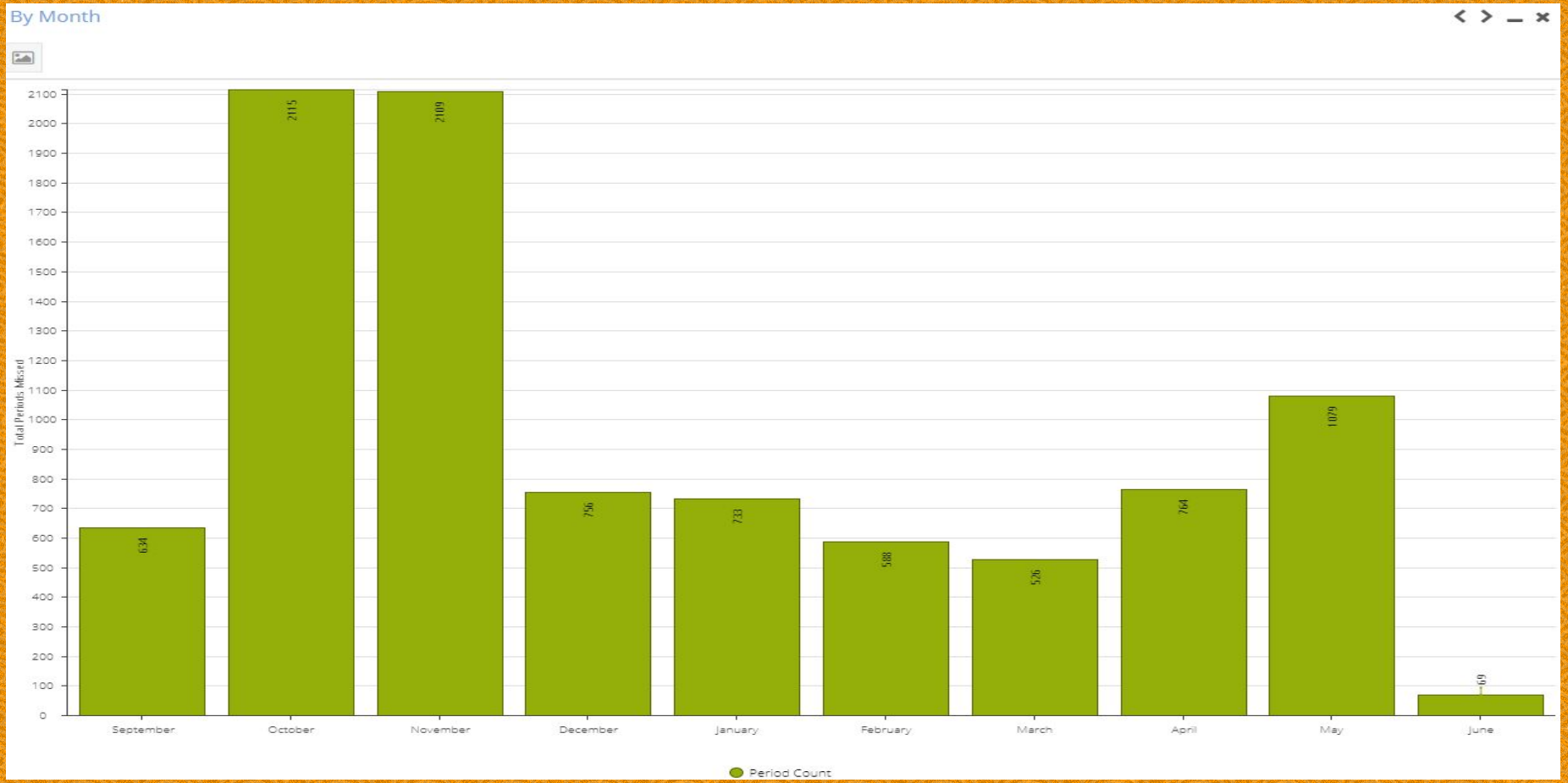
Attendance, SEL Screeners, Behavioral Referrals and Activity Participation for the Following School Years:

2020-2021

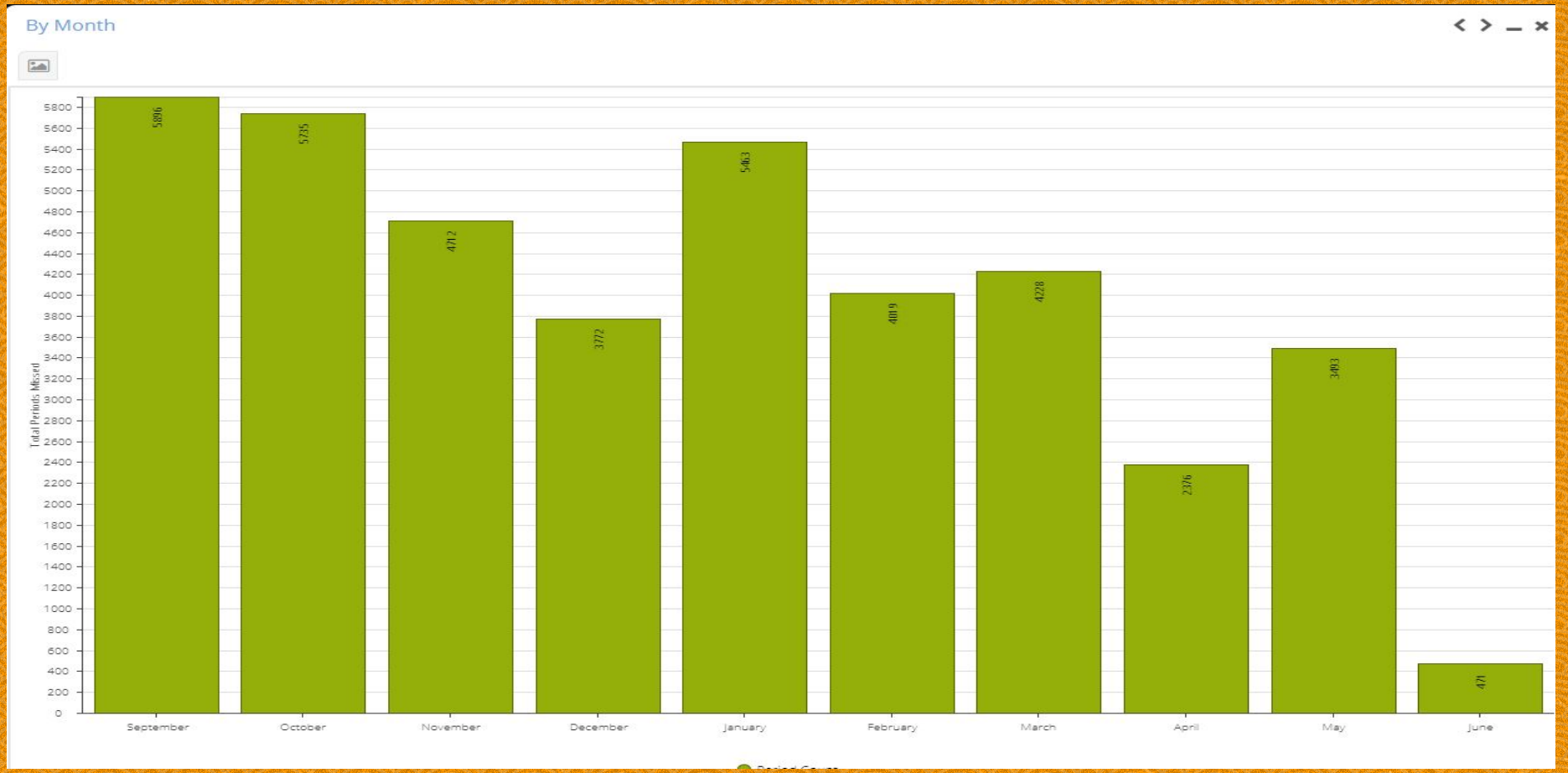
2021-2022

2022-2023

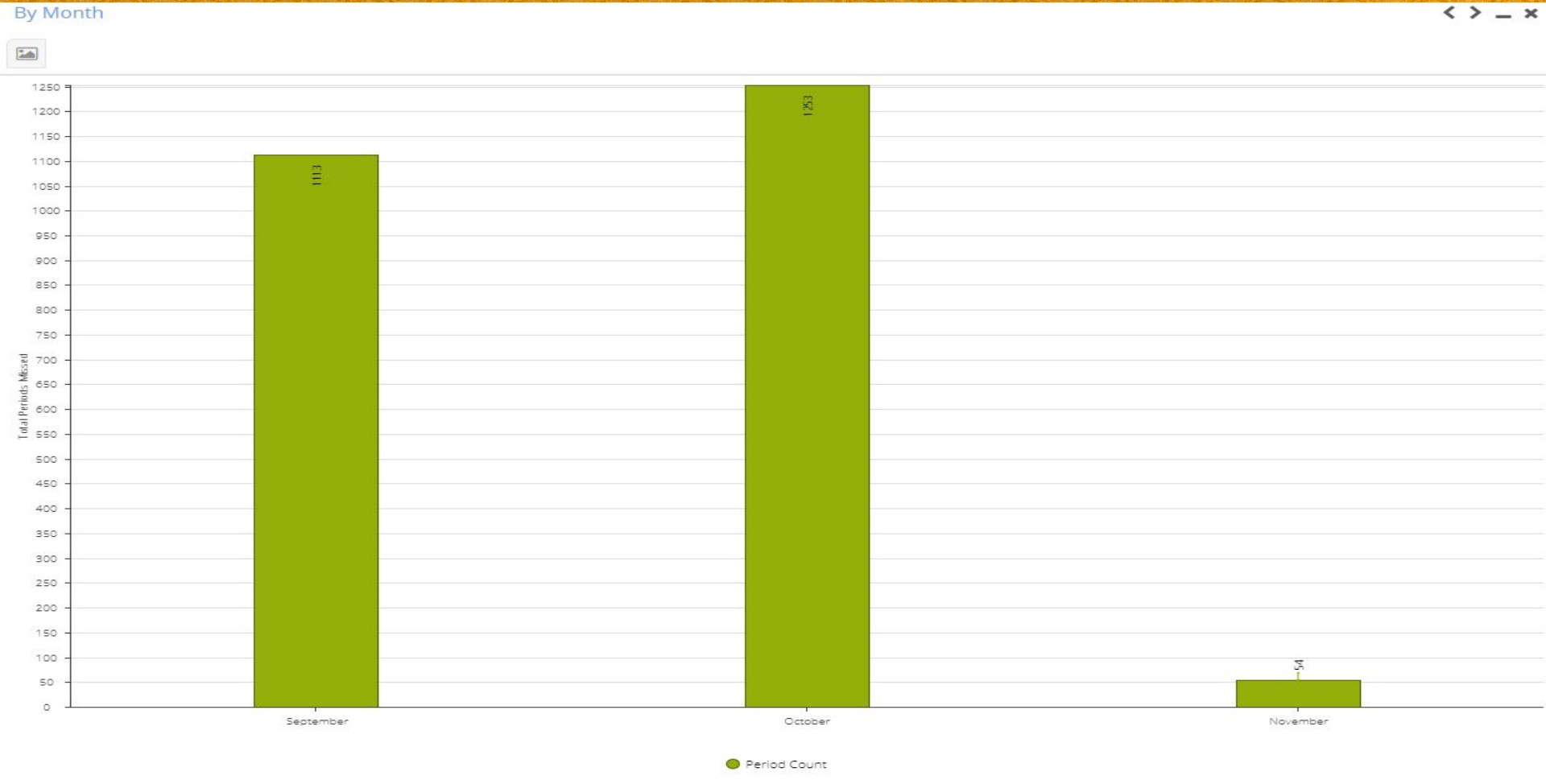
20-21 Attendance Data By Period By Month*



21-22 Attendance Data By Period By Month



22-23 Attendance By Period By Month*



SAEBRS

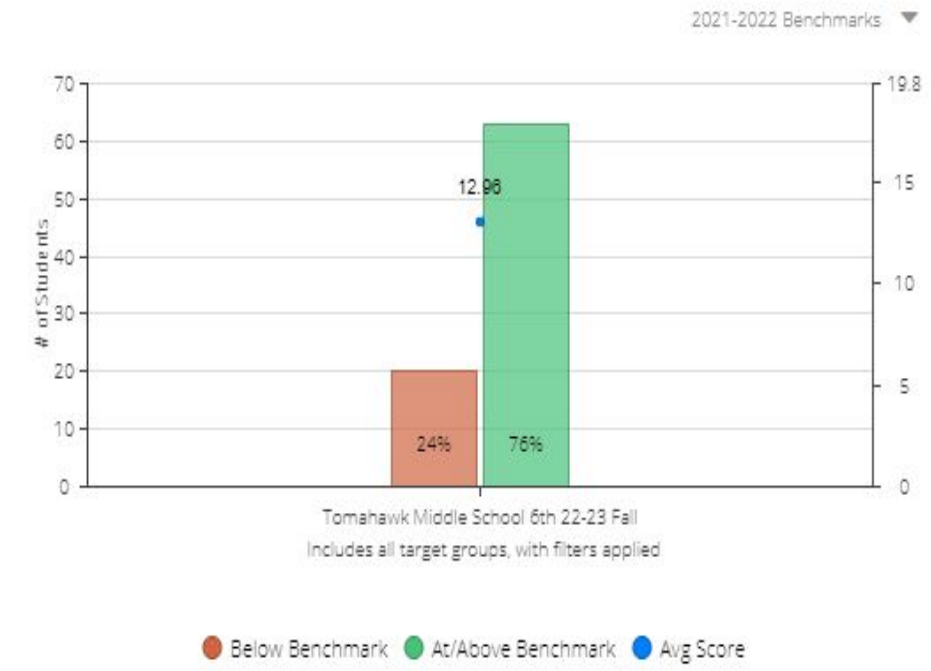
Universal Screening Grades K-12

The **SAEBRS** (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior (SEB) problems. SAEBRS is one of the only SEB universal screening tools built to assess both the absence of problem behaviors and symptomatology (e.g., internalizing and externalizing behaviors) and the presence of well-being and competencies (e.g., social-emotional skills).

6th Grade Fall 2022 mySAEBRS Data

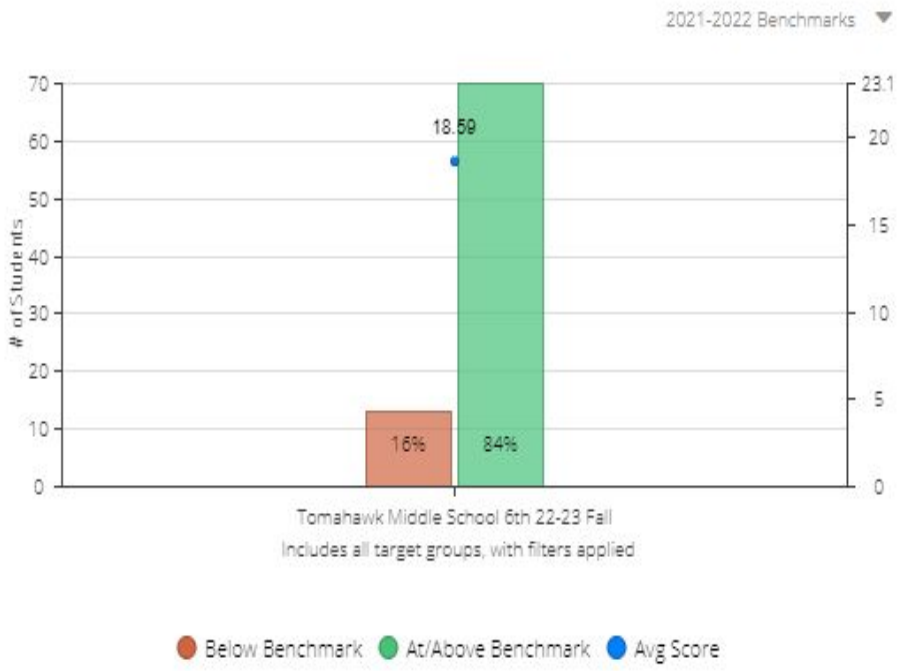
Academic By School By Grade

FAST

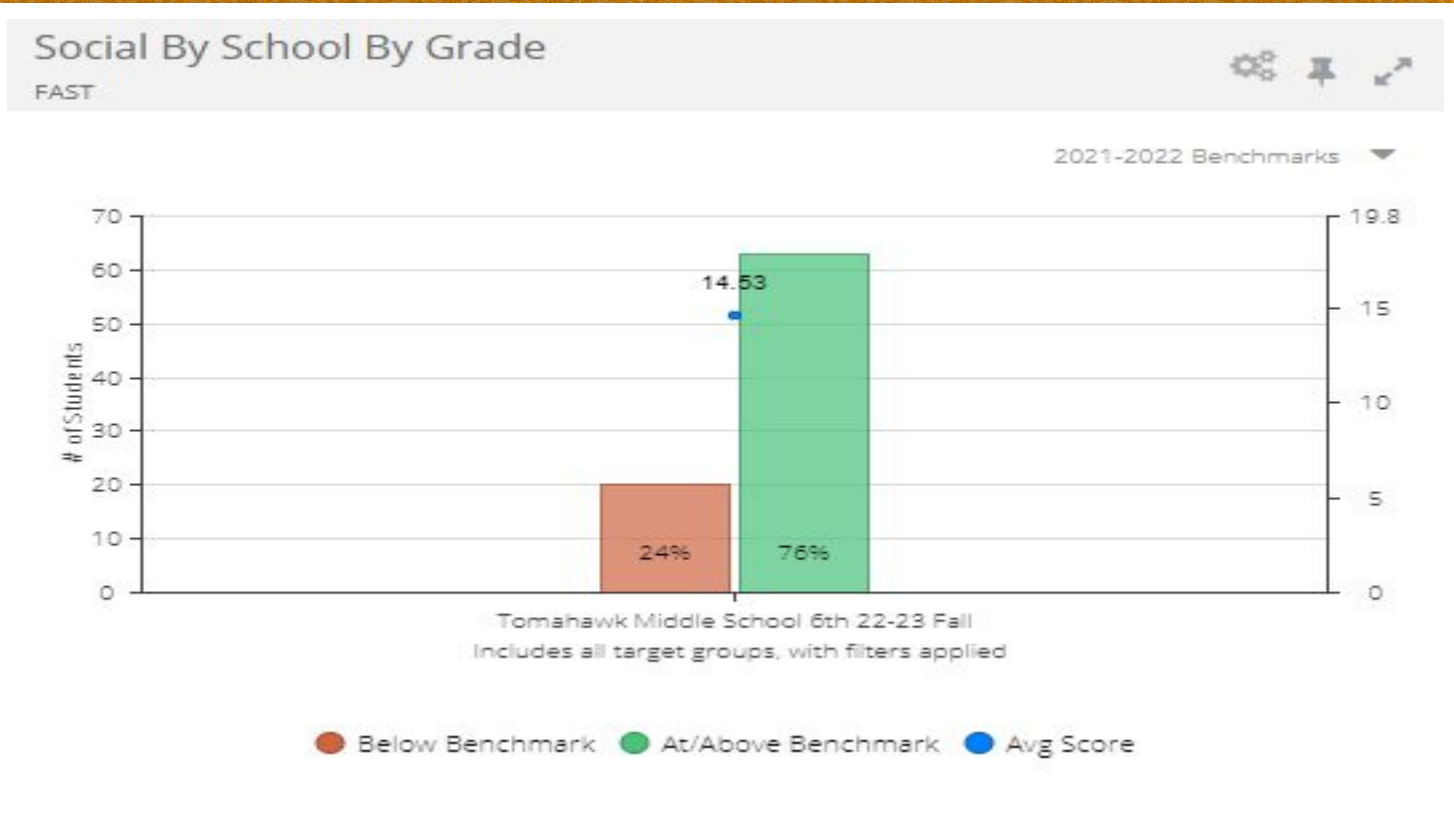


Emotional By School By Grade

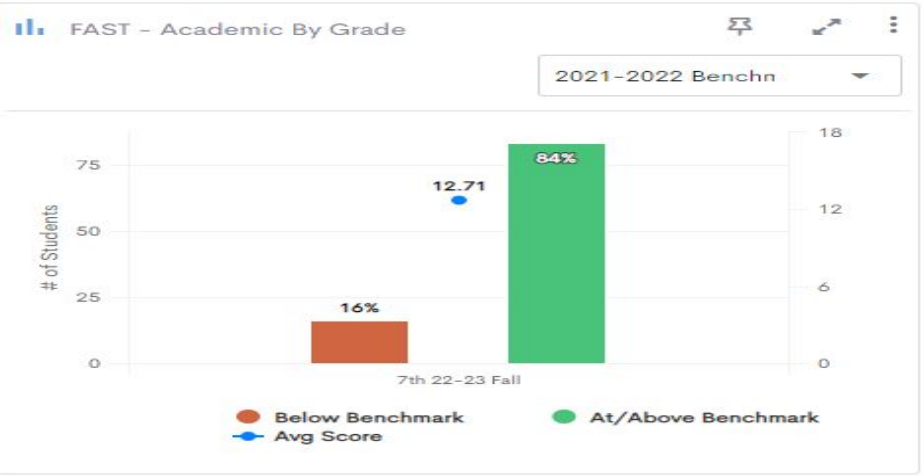
FAST

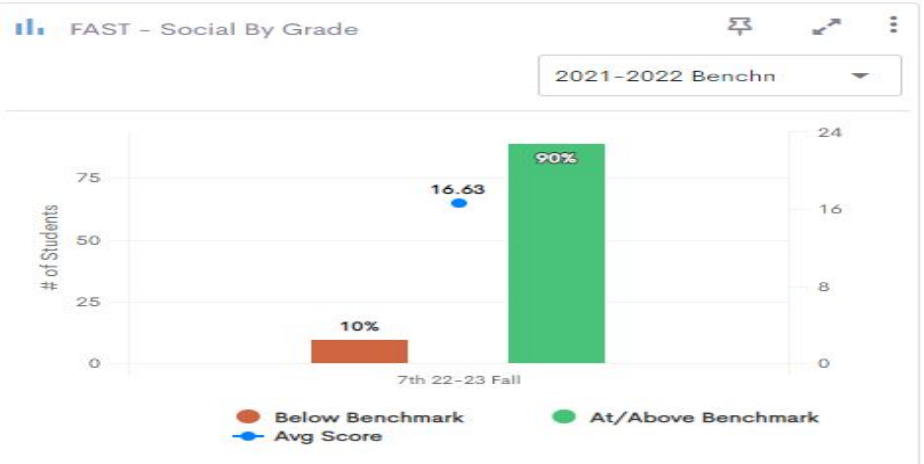


6th Grade Fall 2022 mySAEBRS Data

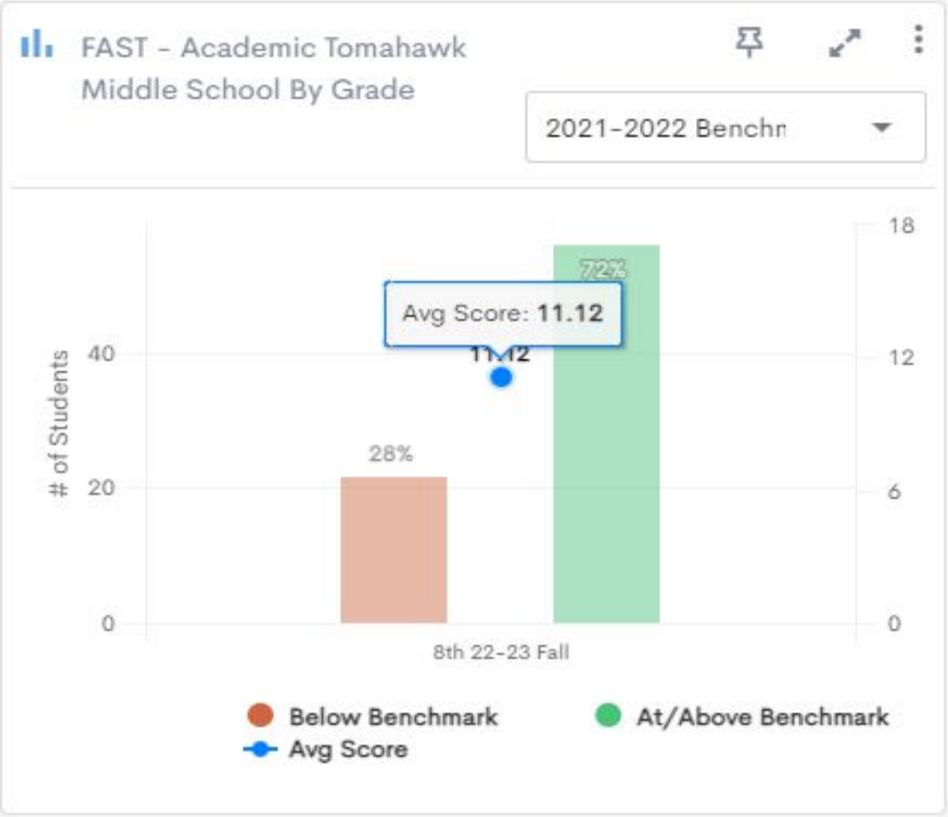


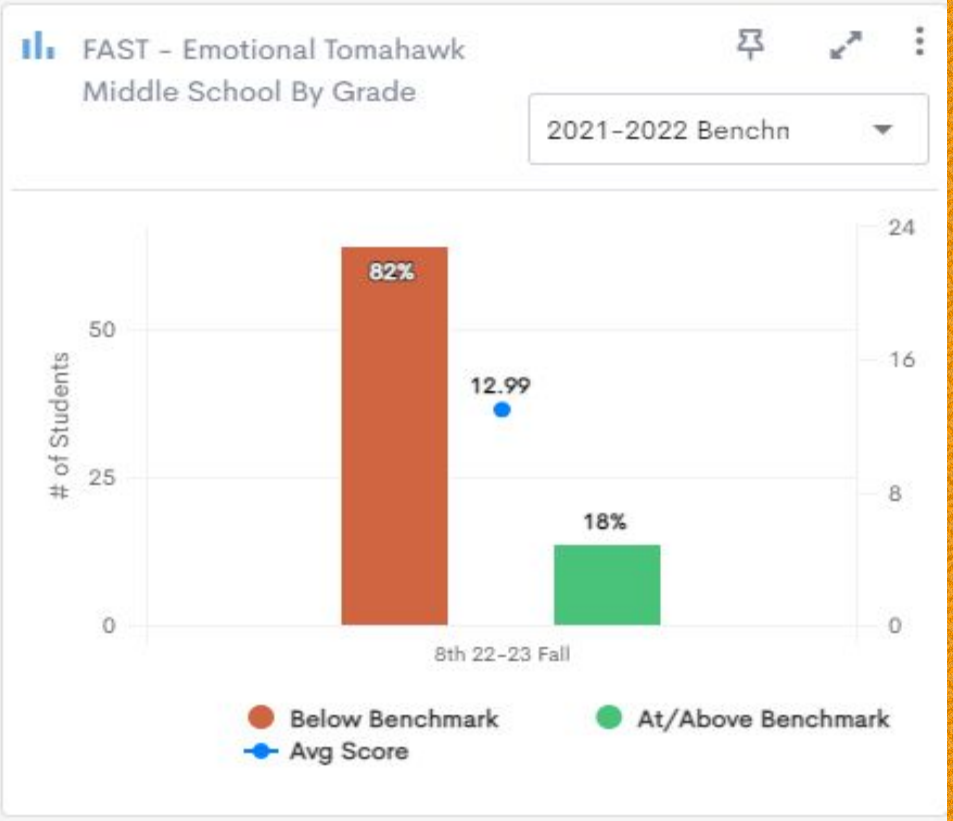
7th Grade Fall 2022 mySAEBRS Data



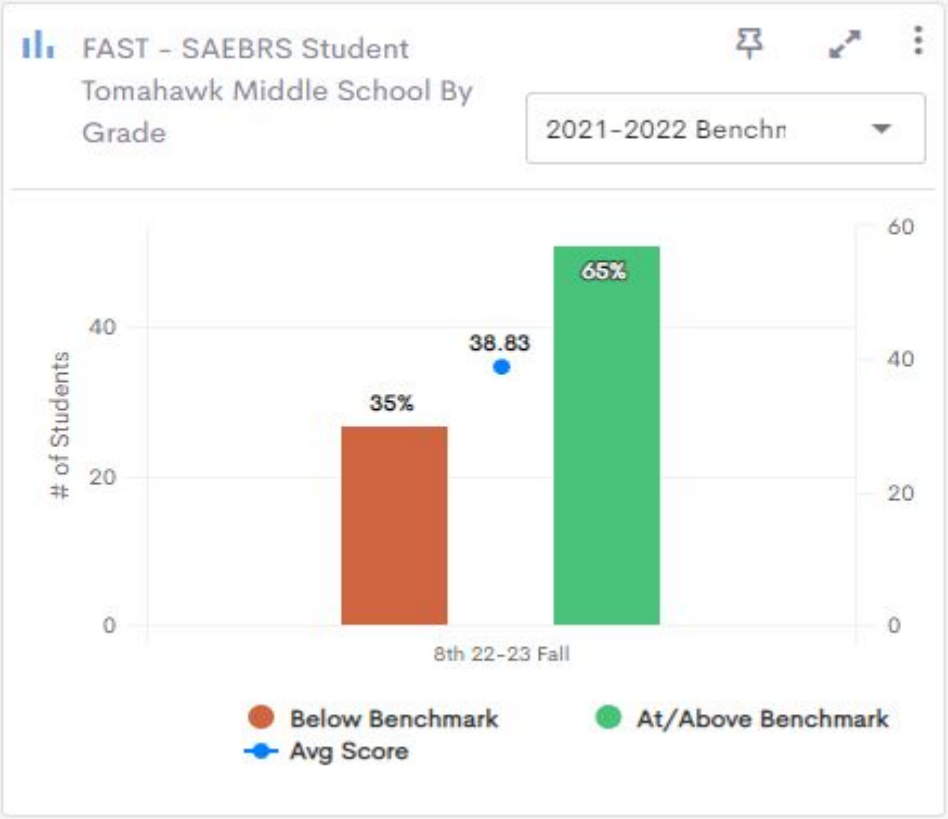


8th Grade Fall 2022 mySAEBRS Data

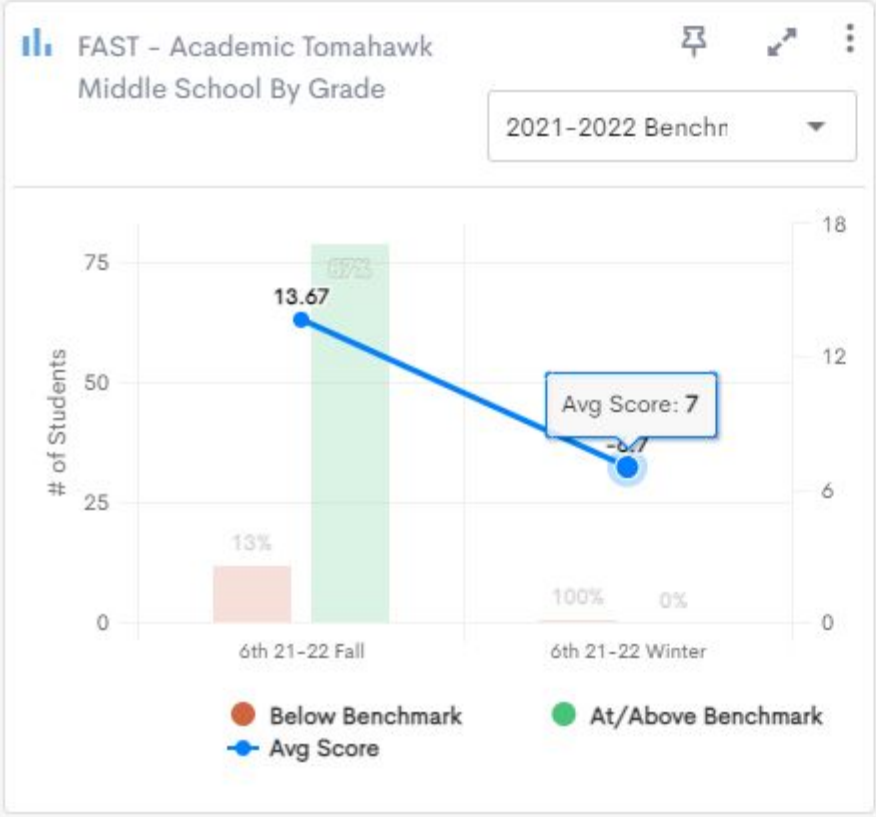


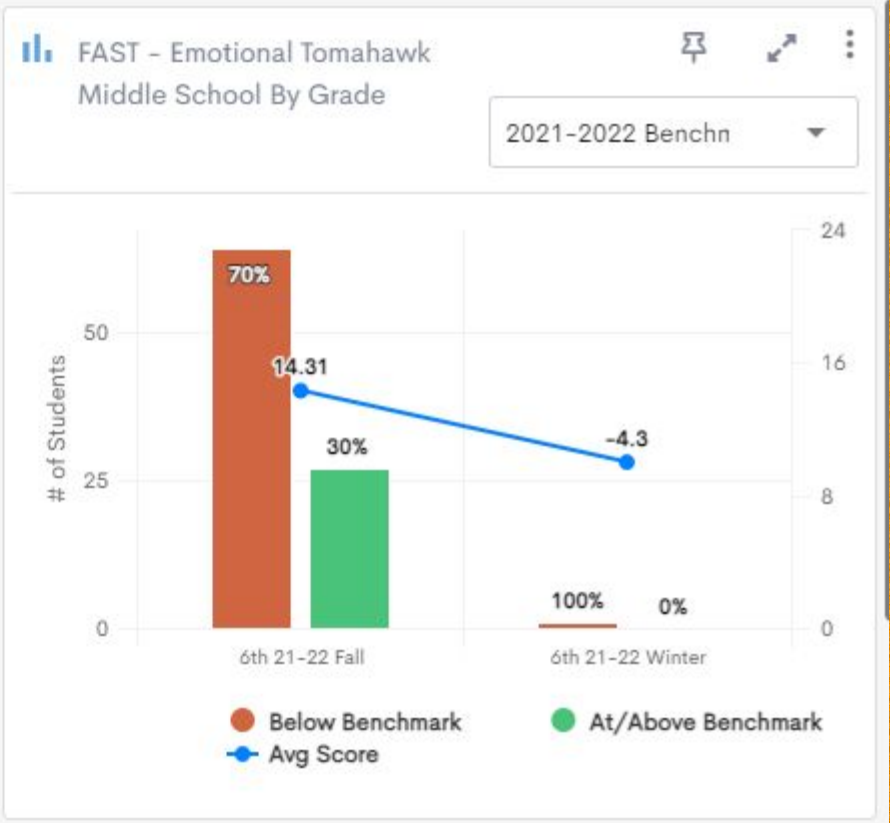


8th Grade Fall 2022 mySAEBRS Data

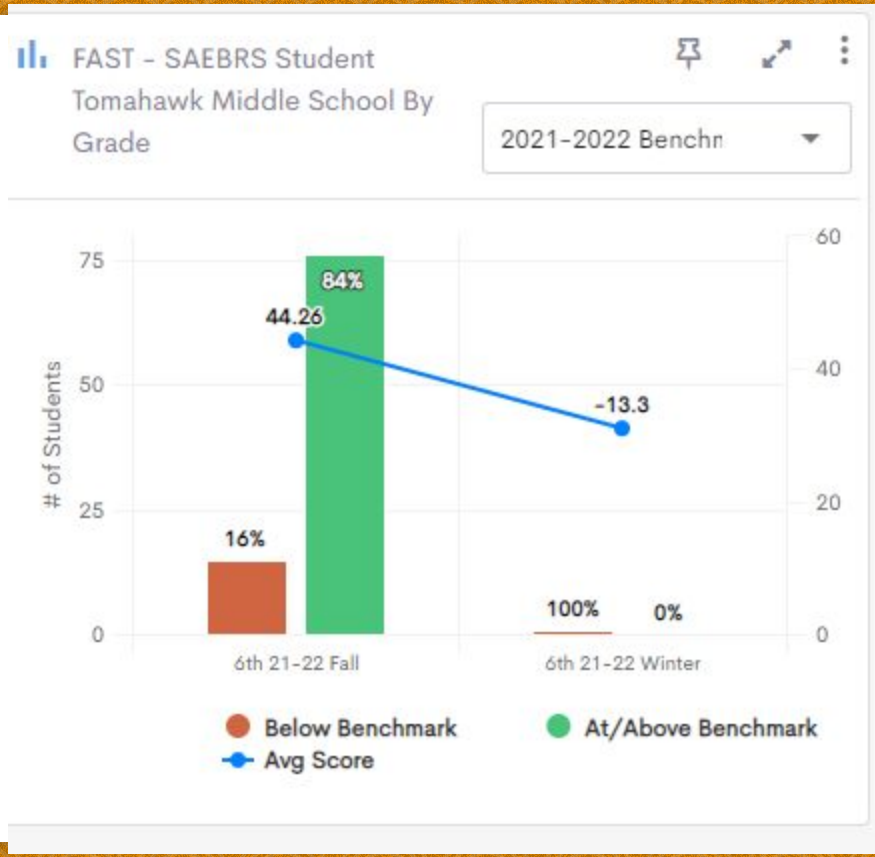


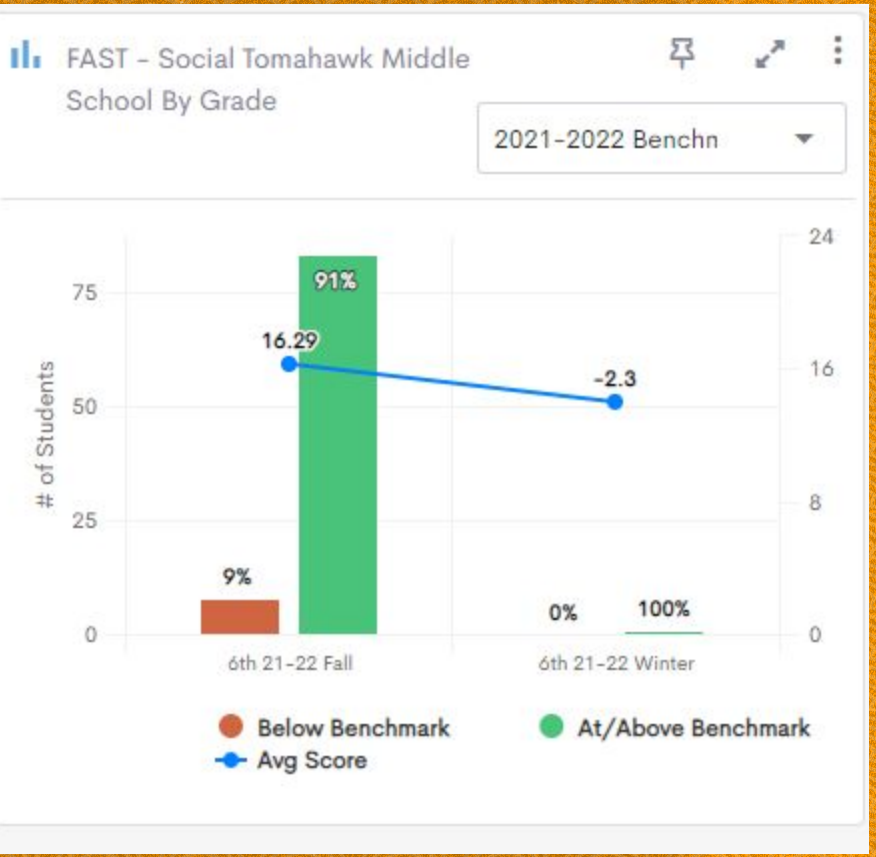
6th Grade Fall 2021 mySAEBRS Data





6th Grade Fall 2021 mySAEBRS Data





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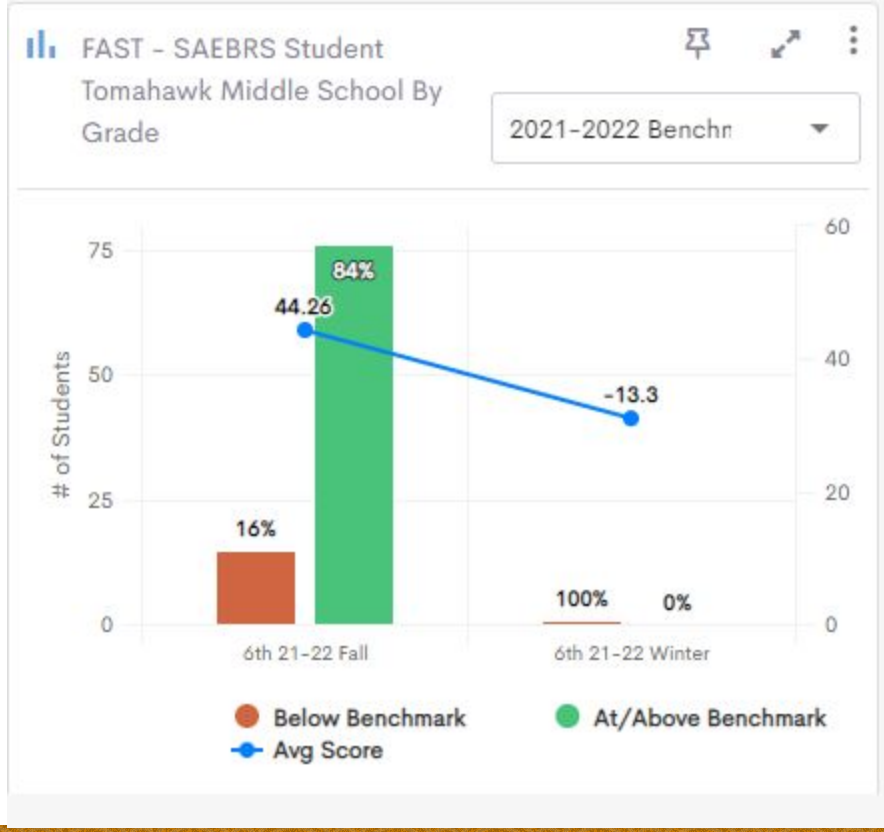
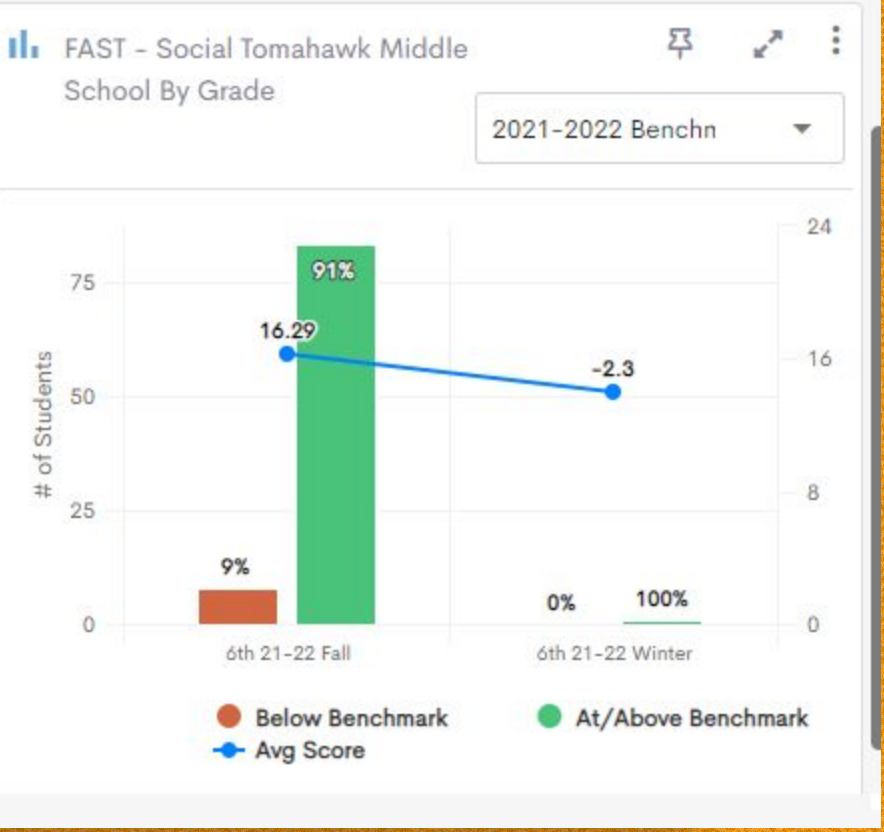
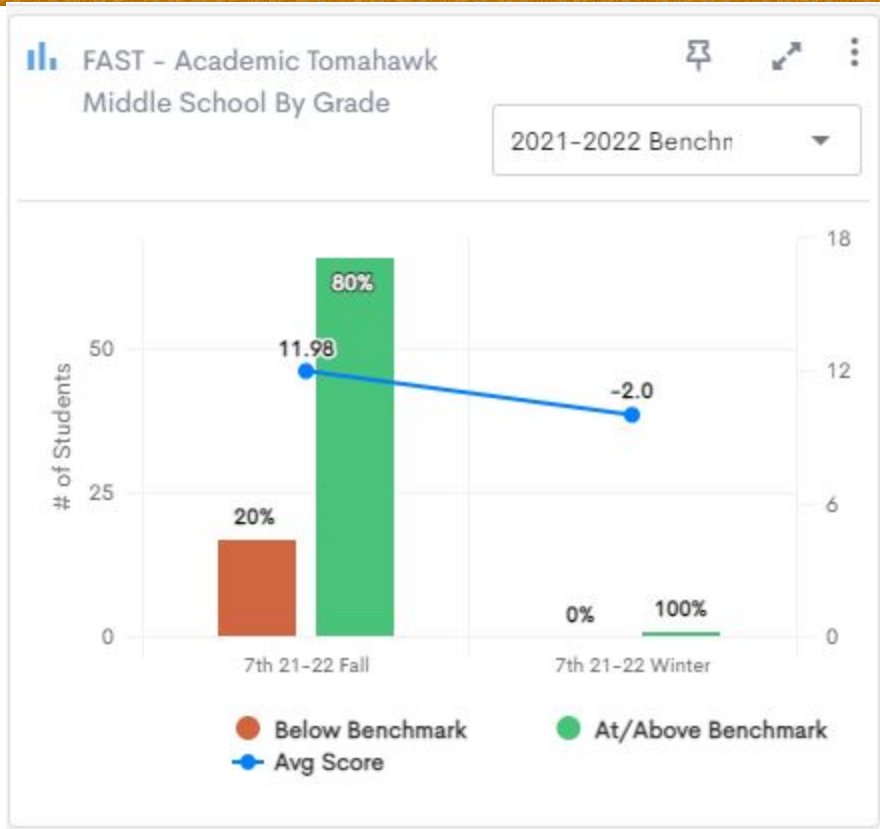
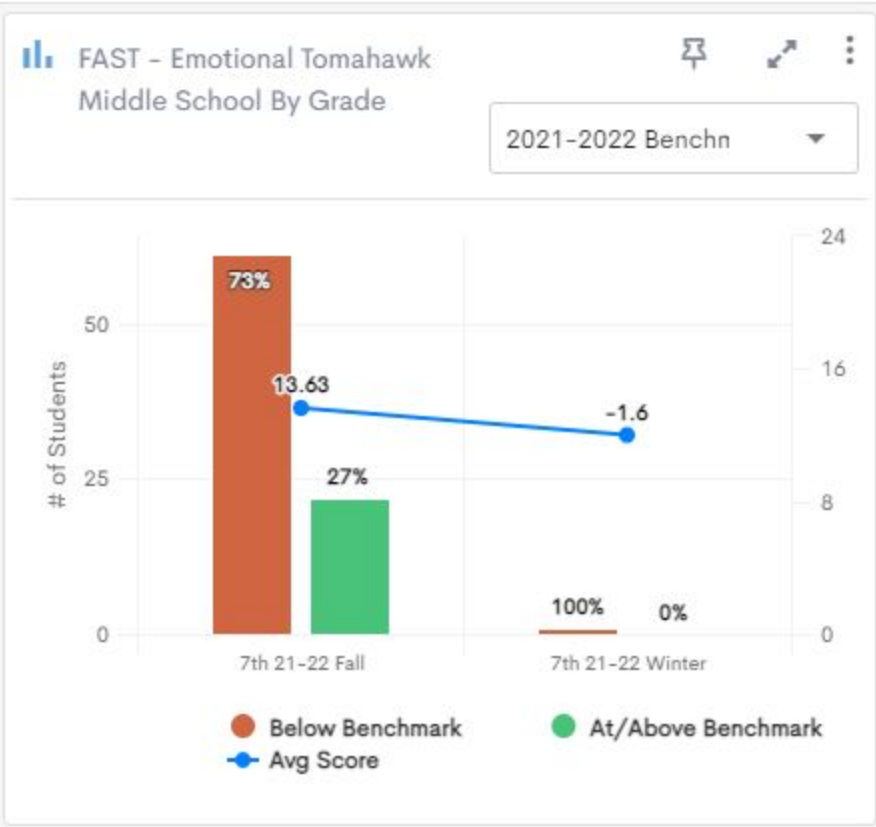


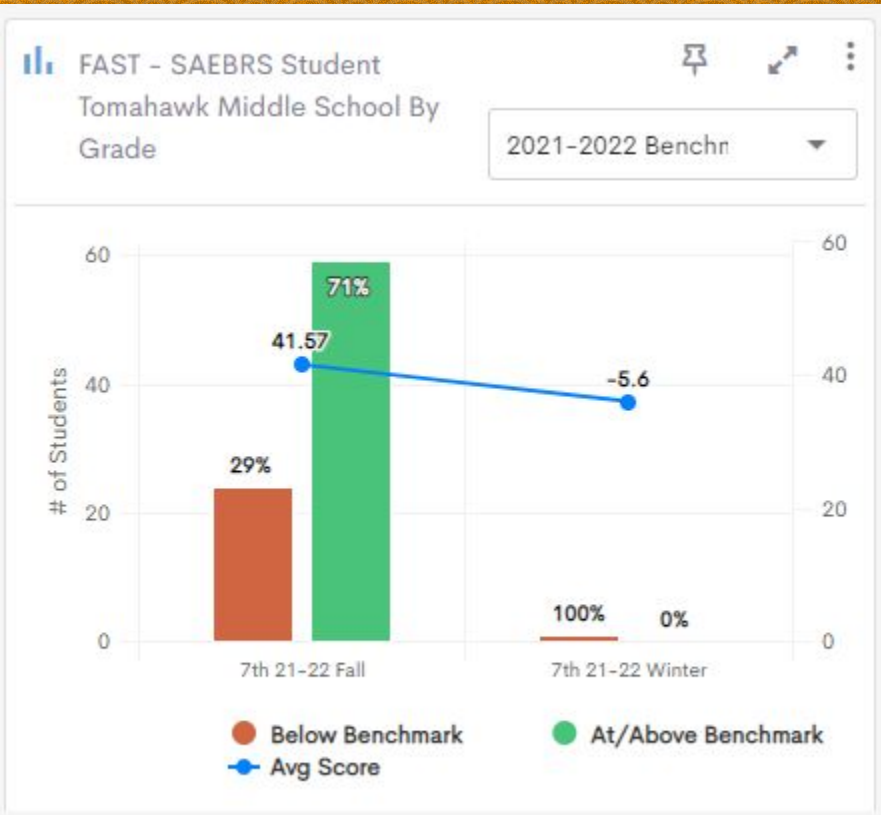


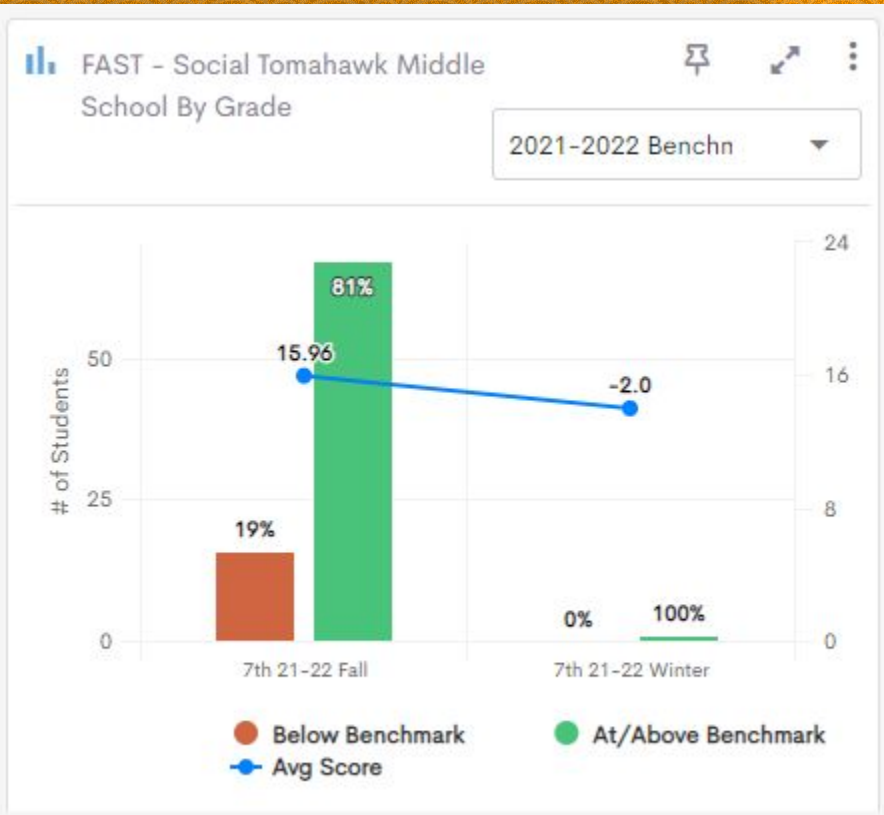
7th Grade Fall 2021 mySAEBRS Data



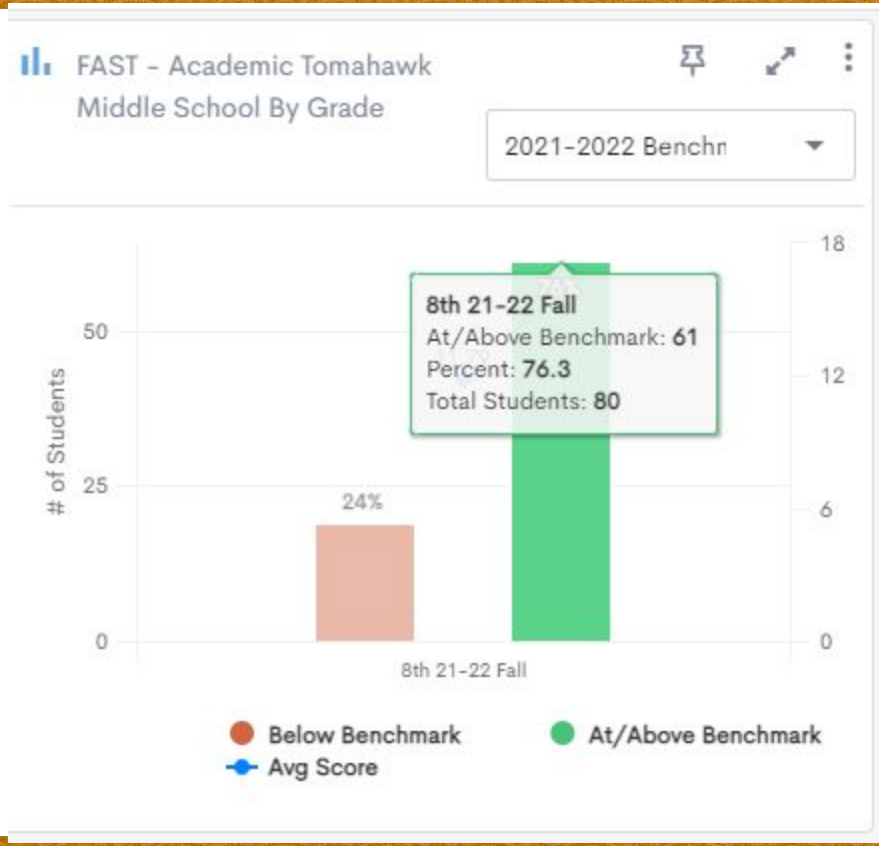


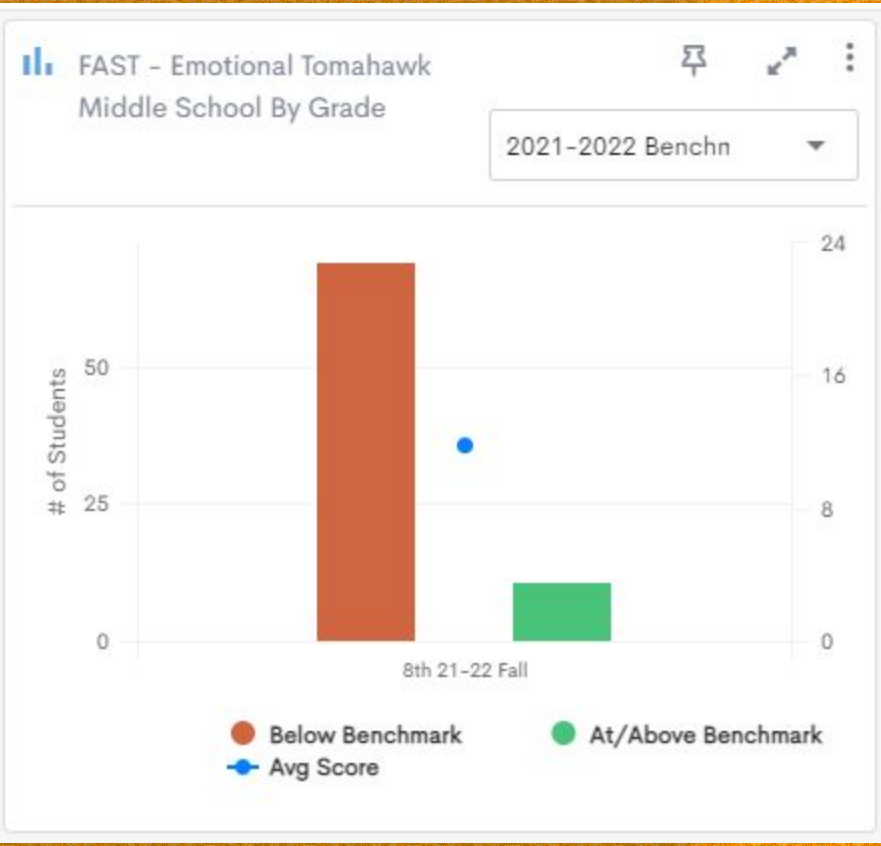
7th Grade Fall 2021 mySAEBRS Data



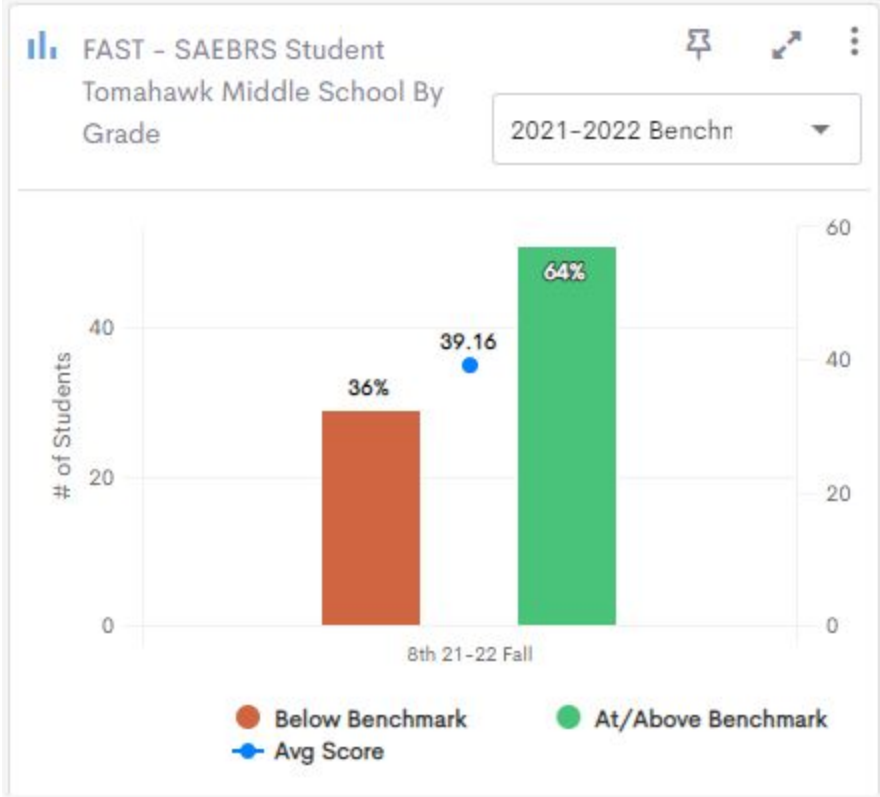


8th Grade Fall 2021 mySAEBRS Data





8th Grade Fall 2021 mySAEBRS Data



mySAEBRS Trend Data

2022-2023

6th grade 26.51% of students below benchmark (22/83)

7th grade 18.18% of students below benchmark (18/99)

8th grade 34.62% of students below benchmark (27/78)

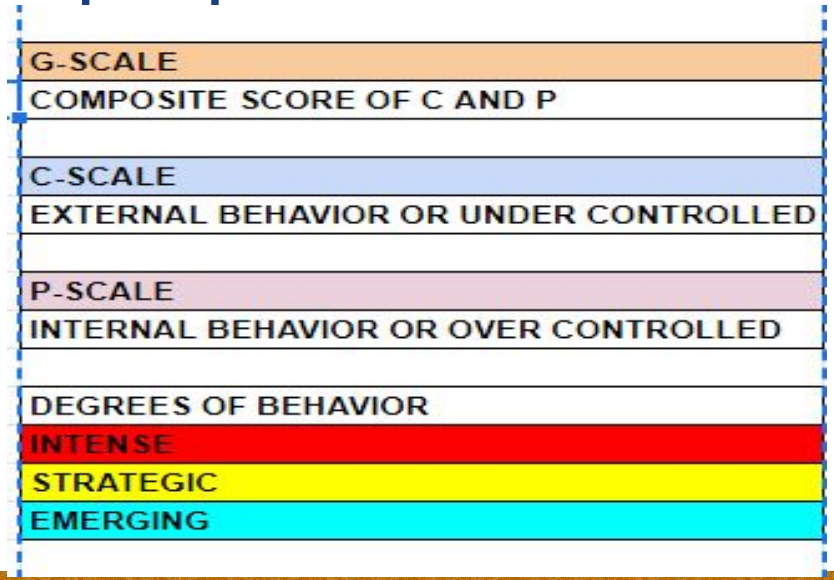
2021-2022

6th grade 16.48% of students below benchmark (15/91)

7th grade 28.92% of students below benchmark (24/83)

8th grade 36.25% of students below benchmark (29/80)

B.E.S.T. (Behavioral, Emotional, Social Traits) Universal Screening identifies healthy students, targets high risk, and helps stop, reduce, and change at risk trajectories by habilitation, reconstructing and intervening with a principled and measured confirmation of change.



2021-2022 Summary Data of the B.E.S.T screener

-Review B.E.S.T. info per grade level

6th Grade
G-Scale Intense Supports-3 students
G-Scale Strategic Supports- 6 students
C-Scale Intense Supports-3 students
C-Scale Strategic Supports-6 students
P-Scale Intense Supports- 7
P-Scale Strategic Supports-11 students

7th Grade
G-Scale Intense Supports-8 students
G-Scale Strategic Supports- 20 students
C-Scale Intense Supports-7 students
C-Scale Strategic Supports-18 students
P-Scale Intense Supports- 13
P-Scale Strategic Supports-16 students

8th Grade
G-Scale Intense Supports-3 students
G-Scale Strategic Supports- 9 students
C-Scale Intense Supports-3 students
C-Scale Strategic Supports-6 students
P-Scale Intense Supports- 5
P-Scale Strategic Supports-12 students

Fall 2020 Summary Data of the B.E.S.T screener 6th grade*

Scr. Window	Scr. Grade	G-Scale	C-Scale	P-Scale
Fall 2020	6	137	125	143
Fall 2020	6	131	104	164
Fall 2020	6	131	126	127

Fall 2020 Summary Data of the B.E.S.T screener 7th grade*

Scr. Window	Scr. Grade	G-Scale	C-Scale	P-Scale
Fall 2020	7	132	117	146
Fall 2020	7	130	121	135
Fall 2020	7	139	105	158
Fall 2020	7	130	123	132
Fall 2020	7	148	130	159
Fall 2020	7	138	133	133

Fall 2020 Summary Data of the B.E.S.T screener 8th grade*

Scr. Window	Scr. Grade	G-Scale	C-Scale	P-Scal
Fall 2020	8		157	
Fall 2020	8	145	115	170
Fall 2020	8	132	120	139
Fall 2020	8	139	117	160

Behavioral Referrals (by year)

2022-2023 School Year (data as of 2/6/23)*

Minors-489

Majors-102

- -Inappropriate behavior-38
- -Tardy, Truancy, Attendance-29
- -Technology Misuse-21
- -Inappropriate Bus Behavior-9
- -Weapon/Other-5

-282 enrolled

2021-2022 School Year

Minors-182

Majors-74

- -Inappropriate behavior-14
- -Tardy, Truancy, Attendance-9
- -Abusive Language-18
- -Disruptive Behavior-12
- -Insubordination-21

-277 enrolled

2020-2021 School Year *

Minors-37

Majors-43

- -Inappropriate behavior-26
- -Fighting-7
- -Possession of Tobacco-5
- -Drugs of Controlled Substance-3
- -Alcohol-2

-264 enrolled

*

Extracurricular Participation Per Year

2022-2023	2021-2022	2020-2021*
Boys Basketball-16	Boys Basketball-22	Boys Basketball-25
Cross Country-20	Cross Country-20	Cross Country-17
Cheer-19	Cheer-na	Cheer-na
Football-43	Football-41	Football-4
Forensics-25	Forensics-14	Forensics-31
Girls Basketball-16	Girls Basketball-18	Girls Basketball-19
Volleyball-28	Volleyball-20	Volleyball-9
Wrestling-13	Wrestling-14	Wrestling-17
Student Council-63	Student Council-48	Student Council-30
WEB-20	WEB-17	WEB-17
	Track-60	Track-41
282 enrolled	277 enrolled	264 enrolled

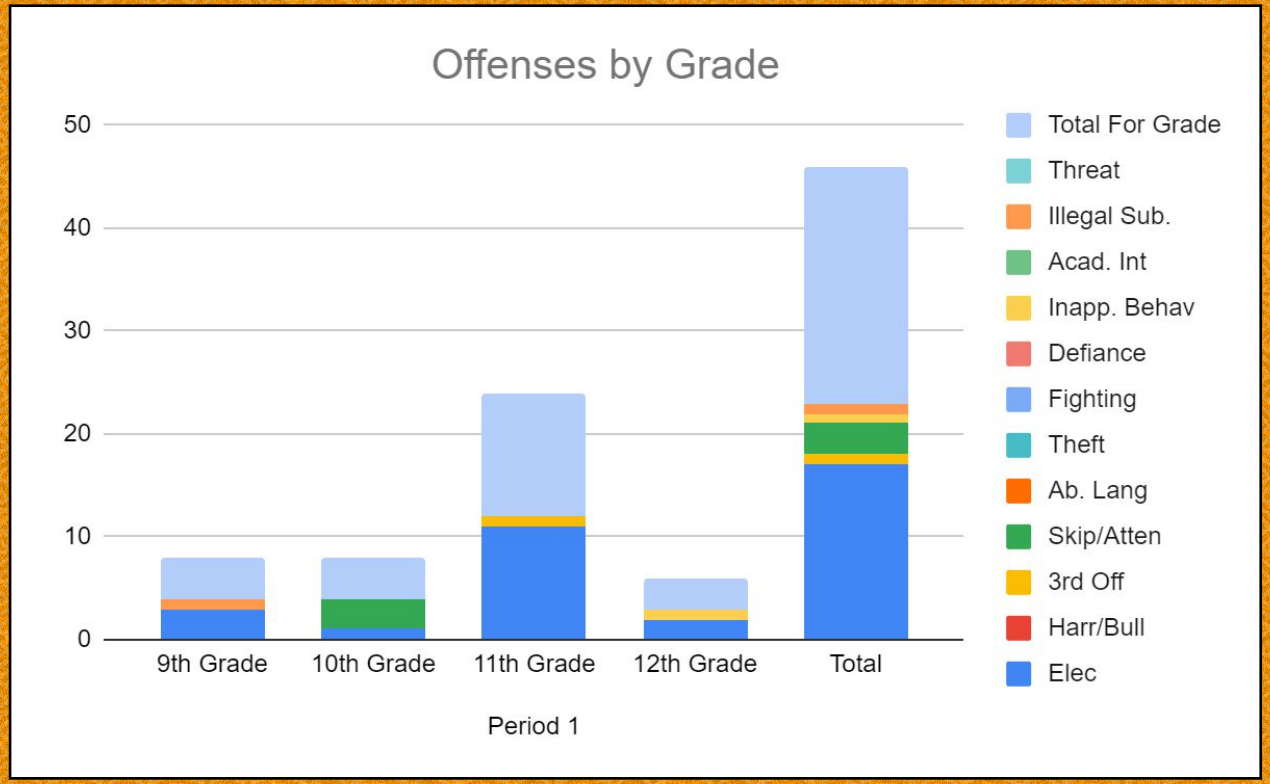
High School

The Department of Public Instruction routinely administers the Youth Risk Behavior survey and the results indicate:

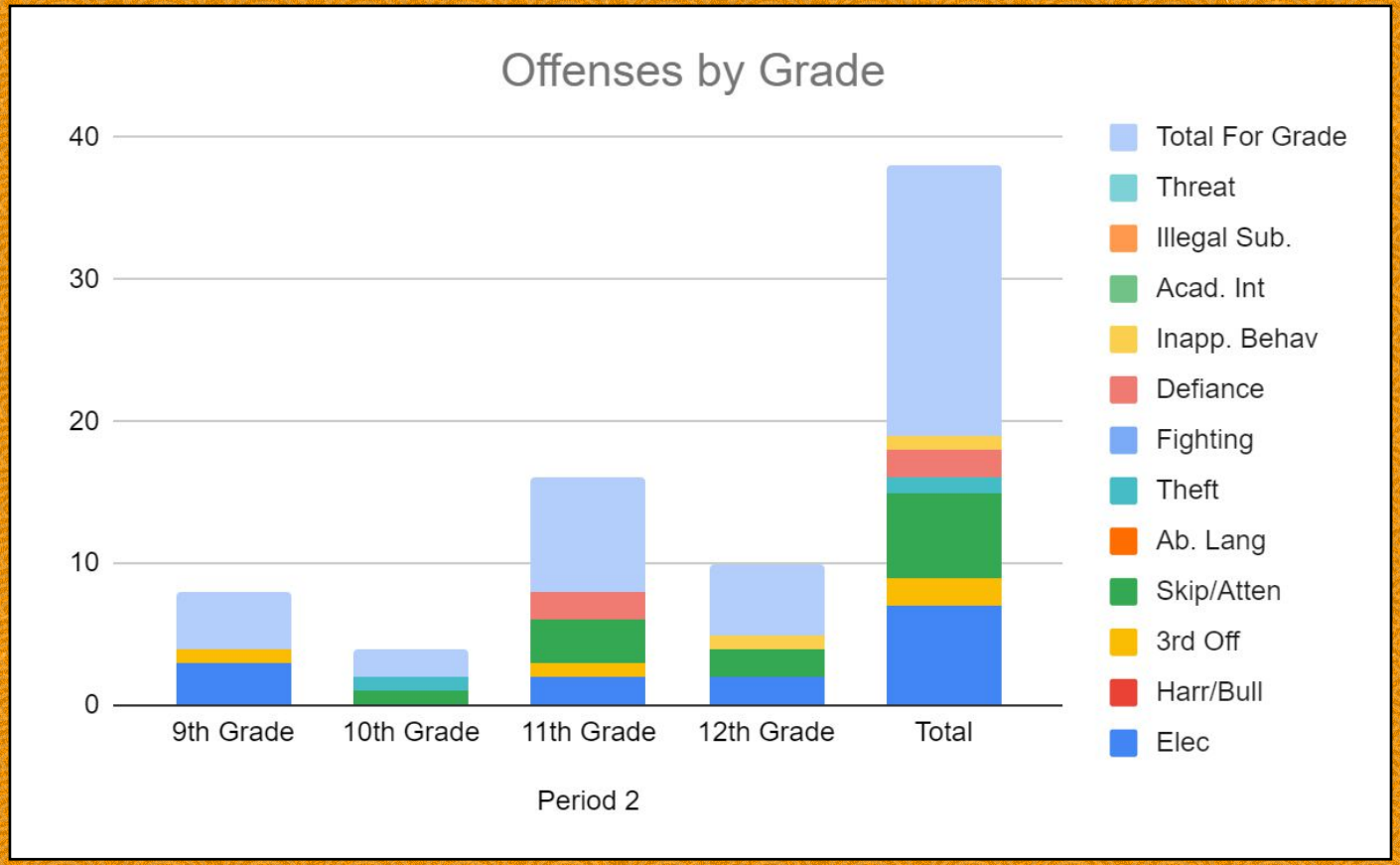
Wisconsin students generally reported experiencing significant mental health challenges while having fewer supports at school and at home. More than half of all students surveyed (52.2 percent) self-reported “significant problems with anxiety,” with 80.5 percent of students who identify as lesbian, gay, or bisexual (LGB) saying they have anxiety challenges. Two of every three female students surveyed (66.2 percent) also reported experiencing anxiety. Over one-third of all Wisconsin students surveyed (33.7 percent) reported feeling sad or hopeless almost every day for more than two weeks in a row, a statistically significant increase of 5.2 percentage points since 2019 and the highest rate since the YRBS was first administered. Among those students, 66.1 percent who identify as LGB and 46.1 percent of female said they felt sad or hopeless.

Student and Teacher Behavior Reports

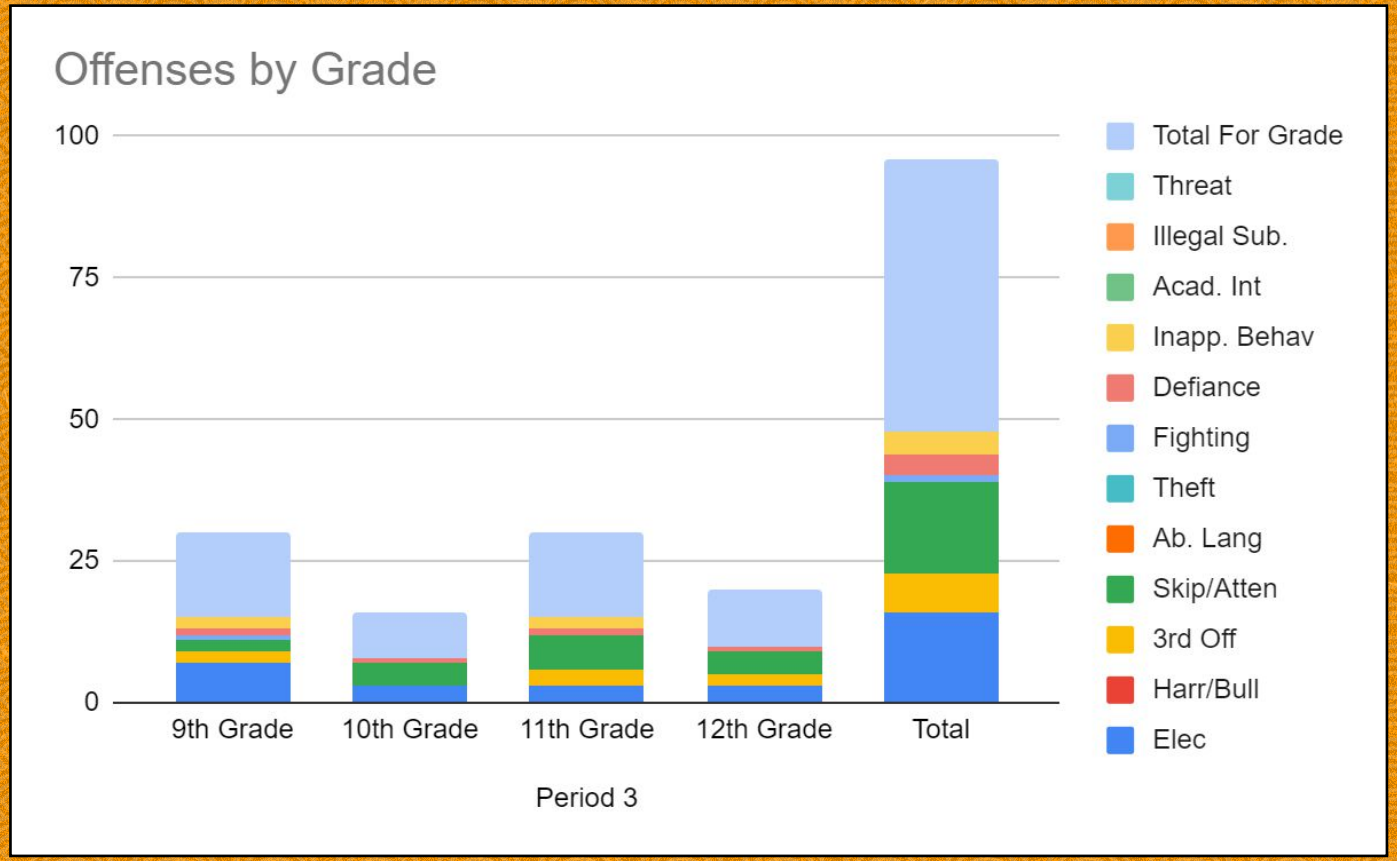
Office Referrals for Grading period 1, 2022-2023



Office Referrals for Grading period 2, 2022-2023



Office Referrals for Grading period 3, 2022-2023



What I Notice, What I Wonder...

TIMEOUT

FOCUS on The Future

The current 5 year old Kindergarten Class is Tomahawk's Graduating Class of 2035

What are our major hopes and dreams for our community and our school?

What are the major needs, hopes, and concerns of our community at this moment?	What should our school feel like, sound like, and look like to best serve our community?	What kind of skill building is most important in supporting our students?	What do students and adults need in order to thrive here?	What have we learned from building closures about the role of the school in supporting students and families?

Next Meeting: Feb. 23, 8:30-10:30

1. Build a Vision for our School District including what we want students to know, understand and do
2. Criteria of Quality Programs
3. Access to view programs.

THANK
YOU