

Tomah High School

Tomah Area School District, Tomah, Wisconsin

Location type: Town

District Enrollment: 2,977 students

School Enrollment: 919 students

Percentage of students eligible for free and reduced price meals: 36

Key Takeaways

Tomah High School took the OECD Test for Schools during the 2013-2014 school year. In general, students scored well when compared with other schools with students from similar socioeconomic backgrounds. However, despite these positive results, the OECD Test for Schools indicated that there were still areas in which Tomah could improve.

Actions Taken

- ✓ In response, the school has had crucial conversations with its staff regarding grading policies, homework policies, and academic and behavioral interventions.

 - Tomah has focused on developing procedures for the implementation of Response to Intervention (RTI) practices, a system that provides students with high-quality instruction to support high-level learning, during the next school year.
 - The school has implemented a building-wide system of handling late work. If a student has not turned in an assignment, a grade of "0" is entered, with a comment of "late work" and the due date. This has provided all parties with an accurate reflection of a student's true grade to better identify students who require interventions.
 - ✓ Additionally, the school has developed a new daily schedule that includes daily resource time to provide academic and behavioral interventions, academic make-ups, and college and career readiness.

 - For the 2015-2016 school year, a 30-minute resource period, called Timberwolf Time (TWT), has been added to the daily schedule. With this new schedule, four days are devoted to providing additional instruction time, interventions in reading and math, or a study session. The fifth day is used to provide a school-designed college and career curriculum called REACH (Resources for Educational Achievement and Career Help).
 - There is the hope that the inclusion of this daily resource period will allow staff to focus on students who have not completed assignments and provide them with additional time to complete the assignments.
 - The math and English departments have also used the STAR Assessment results to determine students and areas that require additional instruction. Once identified, staff will be able to request that these students report to them during TWT to receive additional instruction or to work on make-up assignments.
 - ✓ One area that Tomah has focused on is the implementation of differentiated instruction within the classroom, with a target of a student success rate of 80 percent.

 - Through pre-assessing, staff can identify students who have a solid understanding of content, students who are at grade level, and students who may be in need of additional instruction. Staff then differentiate their materials to account for these student groups, while still providing instruction on the same content.
 - ✓ Tomah has taken advantage of a variety of Global Learning Network programming, including several webinars, the Convening of World-Leading Schools, and the 2014 Wisconsin regional meeting. All of these have provided additional opportunities to examine results and learn from best practices.
 - ✓ Lastly, Tomah is contemplating additional practice shifts, including using the educator effectiveness evaluation process (Danielson model) to demonstrate high-quality instruction to assist teachers in becoming better educators and providing staff with time to observe staff members who are modeling high-quality instructional methods and then collaborate with these staff members.
- Those wishing to learn more about the practices at Tomah High School may contact Jeff Adams, Associate Principal, at JeffreyA@tomah.k12.wi.us.**