



Tomahawk School

2020/2021 Development Plan RESULTS Report

Principal: Fran Bell

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Area in Focus:	Students demonstrate Success and Well-Being
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Our Vision:

Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Our Mission:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Baseline Study Participants:

Tomahawk School Principal

Tomahawk School Staff (Certificated and non-certificated)

School Counselor

School Council

Lead Team Working Group: Administrative staff from SGCHS and Wabamun School

Why was Student Success our area of focus?

Tomahawk School believes that students who demonstrate the positive, personal characteristics noted above are better able to find success in all aspects of their education: academically, socially, behaviorally, and mentally. Our society has become increasingly complicated, and our students are also facing a number of complicated challenges. Many students come from changing family dynamics, which may create sharing two households or single parent homes. Technology has brought many distractions, such as video games and social media. Anxiety and mental health challenges are more prevalent in today's students, with increased stress from the present Covid19 pandemic. Some student families are facing economic challenges and financial strain. Some students are showing significant struggle maintaining appropriate behaviour at school which creates stress for fellow students, teachers, and parents.

Tomahawk students are supported and encouraged every day but more can be done to ensure that all students are building the characteristics that will allow them to grow and flourish at Tomahawk School, and in today's complex society. **Our development plan will list specific strategies to build *characteristics for success* in each and every student.**

2021-2021 Baseline

Data:

- Our data shows that Tomahawk students need to improve in both literacy and numeracy (50-60% are below grade level)
- Our data shows that 23 students are supported by an Individualized Education Plan (IEP) requiring accommodations academically and/or behaviorally.
- Our data shows that in the first month of our new school year 16% of our students are receiving counseling services from our school psychologist.
- 11 students left Tomahawk School to be homeschooled due to Covid concerns in Sept 2020. 2 of those students returned in the fall of Sept 2021
- 19 students choose Option 2/ at-home learning in the fall of 2020. Over the year students returned at various times, with two remaining with at-home learning by June 2021.

2020-2021 Development Plan

To improve student success there were a number of factors that needed to be considered. The first unavoidable factor that we have had to contend with this past year is COVID and the interruption it has caused to both teaching and learning. Staff, students and parents have had to be resilient as we navigated the uncertainties of this global pandemic. Plans put in place for learning and professional development often had to be moved, changed or abandoned to accommodate for COVID. Students were unable to collaborate with other grades due to cohort restrictions. A higher number of students experienced anxiety due to coping with Covid restrictions at school and/or changing back and forth from online to in-person schooling.

Literacy: Literacy Intervention was provided, however with cohort restrictions more groups were created, which lessened the number of times students received small group support. As much as possible, the intervention was provided by EAs when students were in online learning.

Numeracy: No additional numeracy intervention was provided outside of the classroom. During any time of online learning, parents found numeracy harder to support than literacy.

Absences: Students who were struggling with absenteeism found any period of online learning challenging and they often missed a high number of their online classes.

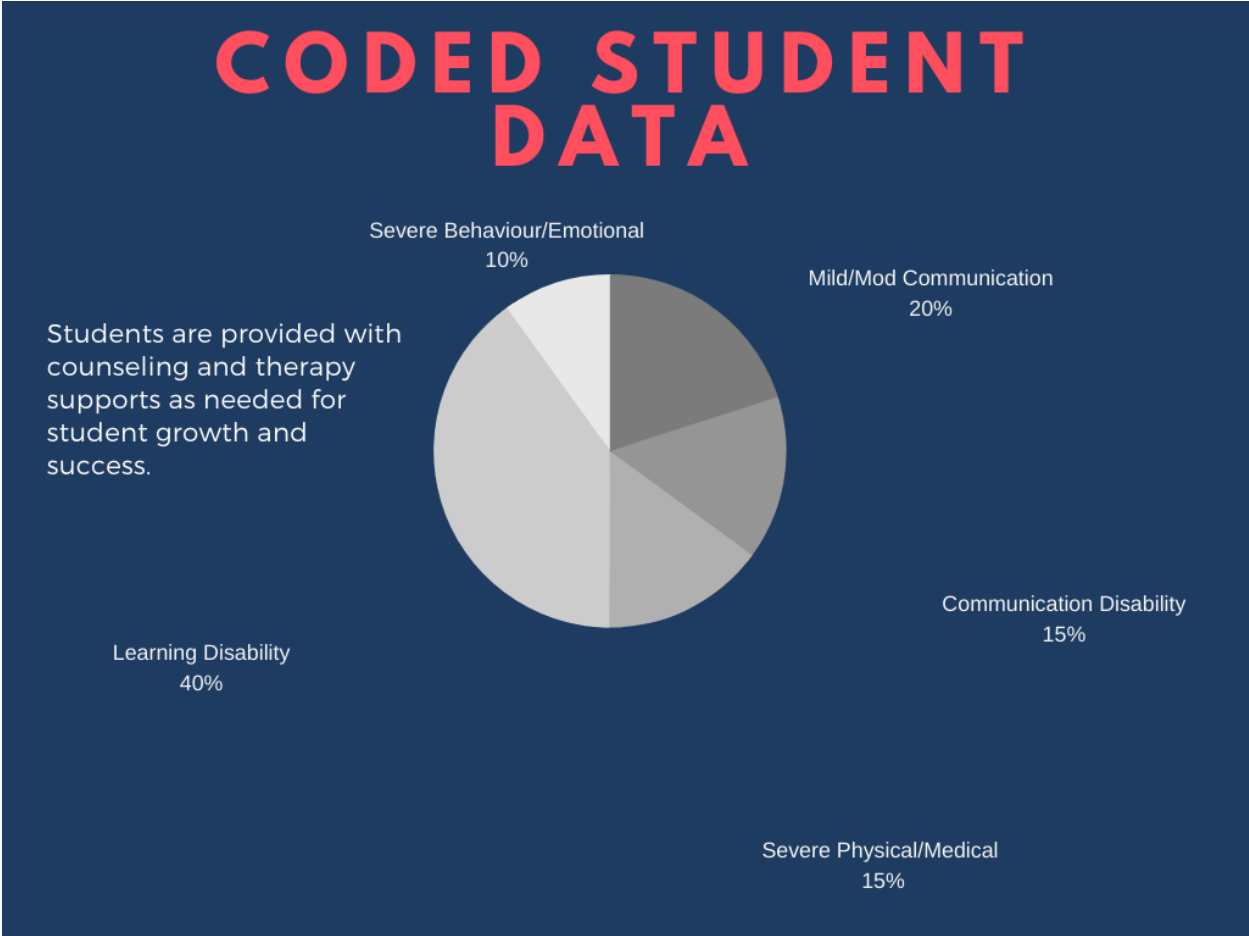
Emotional/Behavioural: Counseling was provided twice a month to support students struggling with emotional/behavioural challenges. Students appreciated this support but many felt the amount of time was not sufficient.

Student Leadership: An active student leadership group of 9 students was formed and they hosted a number of events to improve school spirit and enjoyment.

Student Recognition Program: Students were recognized for various leadership characteristics at each monthly assembly. The program was slow to evolve, but throughout the year students grew in their understanding of their role as a leader at Tomahawk School.

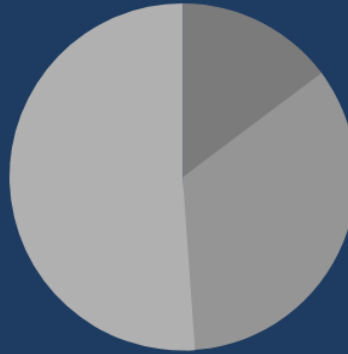
2020/2021 Baseline Summary: What do we notice now?

STUDENTS REQUIRING ADDITIONAL SUPPORT Sept /21:



LITERACY STUDENT BREAKDOWN GRADES 1-9

The Fountas and Pinnell Literacy level indicates a student's reading ability, including fluency and comprehension. Students below grade level are given additional support.



Below Grade level
51.1%

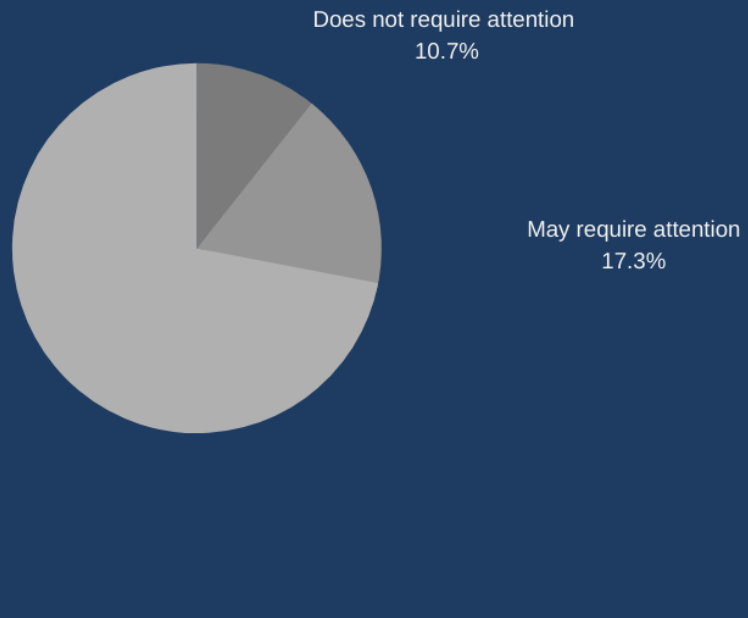
Above Grade level
14.8%

At Grade level
34.1%

MIPI NUMERACY LEVELS Sept 2021

MIPI MATH RESULTS GRADE 2-9

The MIPI (Math Intervention/Programming Instrument provides information about math concepts the student retained from the previous year. The data allows the teacher to plan for review and support as needed to ensure student success. It is not factored into an individual student mark, but is used for informational purposes.



Observations

Literacy: 51% of Tomahawk students are reading below grade level. This high number is very concerning. Reading intervention was provided for Grades 2-6 during 2020/2021. For the year ahead, reading intervention will be provided multiple times a week for Grade 1-4, with additional time for Grades 5-9. As well, we recognize that when a student struggles with literacy their self-esteem and overall confidence in their academic ability is lessened.

Numeracy: Every grade has a significant number of students who need attention and support with numeracy. As noted already, with online learning the year before and at various times throughout 20/21 it was clear that numeracy was the most difficult subject to support. In the school year, 2021/22 specific numeracy interventions will be provided for Grade 1-3, with additional support time provided for Grades 4-9. As well, teachers have worked collaboratively to use similar resources in all grades to provide greater continuity for students. Again, we recognize that when students struggle with numeracy, particularly basic math facts, their overall self-esteem and confidence in their academic ability is lessened.

Student Leadership: The Student Leadership group was active and visible within the school. They promoted school spirit and connection. However, due to Covid restriction, the students could not interact with other grade levels in person. However, the student leaders produced weekly online videos for the whole school.

Students needing Support: A school counselor is an integral part of providing student support which leads to student success. Although the counselor maintained an excellent rapport with students and families, the amount of time the counselor was available at the school (two days a month) was not sufficient to help students to maintain growth. This year (21/22) a counselor will be available one day a week. As well, students struggling with severe emotional and behavioral challenges require support from trained staff. EA support was not always available for each cohort of students.

Factors influencing results outside of our control

Learning From Home

- At various times, 20% to 50% of our students across all grades were online learning from home. This learning was led by the teacher, however, students were supported by parents. Teachers found it challenging to implement interventions for the students who were online learning from home throughout the year.
- Parents are more comfortable supporting their children with literacy than numeracy when learning from home
- Throughout the school year, our students were required to isolate when they were identified as close contacts. This meant they were provided with online support by the teacher. Parents were often put in the role of assisting their child and/or ensuring their child attended the required online classes, even while parents were trying to complete their own jobs from home.

Delivery of Professional Development & Teacher Collaboration

- PD that would normally have been provided in-person to our teachers was provided online.
- To maintain cohorts, teachers could not collaborate easily or work together to meet the learning needs of their students by combining resources.

Demographics

- 10% of students attended less than 75% of the school year, whether online or in-person
- 23% of our students are coded with a Mild, a Moderate, or a Severe learning disability

Lessons Learned

Data

- Data collection is essential to understanding where we need to go with our support for student success
- When data guides our discussions and our practice it helps us use research to guide our practice. It is very difficult to change what we have always done, but research can provide the impetus needed to make necessary changes.
- A student and staff survey administered in 2021/22 will provide data to our understanding of student success.

Professional Development & Pedagogy

- Time needs to be provided for people to work collaboratively to change our practice
- Expectations need to be clear, consistent, and fair...always with the student needs being put first

- Research must guide all of the work that we do. It has been difficult to find specific research to support our work in student success and building resilience.

Changing Current Practice

- It is important to start slowly, to understand, and to know the purpose of the work we are doing.
- Teachers need time and space to collaborate, take risks, and learn from each other
- We need to focus on what we do control and let go of what we don't control so that our energy and resources are not wasted in areas that won't impact student success
- It is important that everyone's physical and mental well-being are a priority as we continue this work forward.

Online Learning & In-Person Learning are Different

- When moving to online learning, we needed to ensure the schedule was robust enough to move learning, however it couldn't be so robust that parents and students became overwhelmed.
- EA's were good online support in LLI and reading
- It was important that all teachers utilized their Google Classrooms throughout the year so students could easily use them to access work when learning from home.
- Attendance at school is a key component to student success, even if the attendance was online. In-person attendance was the best support as students were supported by staff, fellow students, and our school counselor.

Our Primary Objective

Tomahawk School is focused on building **characteristics for success** in each and every student. In particular, we are building **resilience** to provide the confidence and skills needed for student success. By supporting academic, social, and emotional growth in a supportive learning environment Tomahawk School is meeting student needs and creating enduring success for all.

Thank you for your review of this report.

Sincerely,

Fran Bell

Principal Tomahawk School