



Tomahawk School  
**2021/2022 DEVELOPMENT PLAN**

Principal: Fran Bell

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

Area in Focus:	<b>Students demonstrate Success and Well-Being</b>
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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.*

**Development Plan 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  
Division Principals: K. Mann and S. Bridgeman supporting Literacy and Numeracy interventions  
Tomahawk School Students

**Defining the Desired State: ( Where do we want to be?)**

Tomahawk School is focused on our *Students demonstrating Success and Well-being*. This focus includes three areas: Academic (literacy and numeracy); Emotional and Behavioural; and Personal Resilience and Leadership.

**Academics: Literacy and Numeracy**

Our goal is to have all of our students achieve at least one years growth in one year's time. Because we have more than 50% of our students achieving below their expected level, we would expect at least 1.5 years growth in literacy and numeracy with the measures we are

putting in place. We have identified the gaps with our assessments and our interventions are targeting these gaps.

Beyond student achievement, it would be expected that small group differentiated learning in literacy and numeracy become a way of learning at Tomahawk School in Grades 1-4, with future use in Grades 5-9. Through the whole group use of the Words Their Way (WTW) Spelling Inventory, Fountas and Pinnell Reading Assessments (F&P), Math Intervention Programming Instrument (MIPI), as well as more targeted Tier 2 assessments such as the QPAS, PAST, and the Numeracy Progression Assessment, instruction and student groupings would be linked to the needs identified in these assessments to ensure gaps in student understanding are targeted.

Academic support as needed by identified students is provided by classroom teachers, Educational Assistants, and intervention programs for both literacy and numeracy. Individualized Education Plans ( IEPs) are provided when needed to document key strategies used to support student success.

### **Emotional and Behavioural:**

Our goal is to ensure that all students with identified needs are receiving appropriate support. Mental health supports are presented and discussed regularly in all classrooms, at an age-appropriate level. Presenters are invited to speak with students on key issues such as nutrition and body image; bullying and cyberbullying; strategies for mental health wellness; and additional relevant topics.

A school counselor is available one day a week to support students both individually and in appropriate groupings. The school counselor communicates with student families as needed to ensure that appropriate supports are provided.

A Community Connector personnel is available one day a week to work alongside Junior High students and families to aid access to any needed support and services, ranging from medical, therapeutic, or social assistance.

School staff is learning to use the Collaborative Response Model to ensure staff is working collaboratively and effectively to support student wellness.

### **Personal Resilience and Leadership**

Our goal is that every student is able to grow and flourish as a student leader. We recognize that resilience is a foundational characteristic of successful students. "When students believe they are worthy and capable of overcoming challenges, they become resilient."

(<https://positivepsychology.com/teaching-resilience>) Students are supported within the classroom and in the larger school community to have a positive self-image and to develop problem-solving skills.

Student Leadership: Students from Grade 6-9 are invited to participate as members of our Student Leadership group. These students help plan, promote, and administer various events throughout the school year to promote school spirit and create a joyful atmosphere for all.

School Sports Teams: Students from Grade 4-9 are encouraged to be involved in our school sports teams. Participating on a sports team builds teamwork, a positive self-image, and promotes the ability to overcome challenges with resilience and positive growth. Parents assist in coaching, with staff support. As well, a new school Logo is being developed to use for our sports teams and possibly as an overall school Logo - Tomahawk Timberwolves.

Taking Learning Outdoors: Learning outside has numerous benefits, including physical exercise and an appreciation for outdoor play, but certainly teamwork, problem-solving, and positive self-worth are noted as being tied to outdoor learning opportunities. Tomahawk School has a lovely expanse of ten acres to allow our students to play and learn outdoors throughout all seasons. Students who struggle academically can often excel when provided with opportunities to learn in nature, and thus personal success is experienced.

## Identifying Potential Roadblocks and Barriers

### Time

- As we embark on this journey, the learning curve for staff is steep. We cannot know everything all at once. We are learning as we go, recognizing that the plans we are starting with are likely to change throughout. Further, the time needed to collaborate and learn from other teachers in the division who are further along this journey can be a barrier. Professional development time will be provided during our PD days at school, as well, time will be provided to staff who wish to attend PD to support their learning in literacy, numeracy, and student mental health and wellness.

### Resources

- Changing practice, learning new resources, and understanding the research behind the changes requires significant support from leaders in all areas of student success. It is essential that when teachers need support, the support is provided. To ensure this can happen, our school is implementing the Collaborative Response Model to support staff collaboration. However, this takes a considerable investment in staff professional development time to effectively implement the CR model. Further, our schedule does not presently allow for embedded collaboration time. Moving forward, it will be important to ensure these factors are considered from the planning/budgeting/staffing perspective.
- Professional development also comes at a cost. From substitute coverage for PD during the day to the cost of the PD itself. Physical resources to support the interventions in the

classrooms and the materials required are very costly. As a staff we have worked together to ensure time at school is used productively.

- Presently, our school counselor is only available for this year through a grant to place a Student Counsellor at rural schools. It is likely that funds must be found in the school budget to hire a counselor next year. At this time, our Community Connector is also provided for this year only through grant funding.
- It is important that our students have opportunities to learn in a variety of contexts. Although school fees are charged to cover many opportunities a portion of fees are not paid, thus lowering our school budget. Bussing costs are extremely high due to the distance, therefore our School Council raises funds to offset the cost of field trip transportation, which is an essential support.

### **Organizational Culture**

- Change is difficult, however, when taken in small bites, and ensuring the end goal is clear this work is achievable. Every staff member is at a different level of confidence and comfort when it comes to understanding how to best support student success. As a school we are embracing the work that needs to be done, we are learning to collaborate through the lens of student achievement and desired results and we are recognizing that this work should not be done in isolation.
- The support of PSDs Division Principals and Learning Services staff have been and will continue to be essential in continuing on our journey. It will be essential that we continue to assess to identify areas of concern and recognize that we are ultimately responsible to ensure we use our professional knowledge to work toward solving the problems, and that includes collaborating with those who are more skilled/trained in these areas. Presently, our school counselor is provided through a partnership with PSD and Family Life Psychology to provide student counselors to small, rural schools.

### **Context**

- We have allocated 20 minutes per day for our literacy interventions in Grades 1-3, and 20 minutes three times a week for Grades 4-9. If students miss more than a few consecutive days, they will be significantly behind the intervention group. As a result, the intervention will not be as effective for those students. Teachers can work to catch students up, however, there is a limited amount of time to allocate to both literacy and numeracy in the day and week. Students need to be in attendance.
- It is also important that we ensure the bulk of the intervention work is completed at school as many parents are not able to support learning in significant ways at home.
- The pandemic continues to impact the learning of our students. Our younger students are unvaccinated and in the first month of school over 10% of our student population were absent for multiple days with a respiratory illness. This meant that they were not able to attend school for multiple days in a row. When a child displays symptoms of illness, particularly any symptom COVID-related, they cannot attend school either.

COVID has and continues to disrupt the quality of teaching and learning within our school. Teachers are required to prepare online work for learners at home all the while still planning, teaching, and differentiating for their in-person learners.

## Identifying Strategies, Timelines, and Expected Measures

Identified Strategy	Grade	Expected Outcome	Assessment Tool and Timeline
<b>LITERACY:</b> <ul style="list-style-type: none"> <li>Intensive Phonological Awareness (IPA) small group intervention &amp; Decodable Text intervention</li> <li>LLI Literacy Intervention in small groups</li> </ul>	1-3	% of students that will be at grade level in phonemic awareness: Grade 1 - More than 50% Grade 2 - More than 50%	QPAS - June 2022
	4-9	% of students that will be at grade level in reading level Gr 4-6 - 65% Gr 7-9 75%	PAST - June 2022
<b>NUMERACY</b> <ul style="list-style-type: none"> <li>Targeted small group intervention in Math based on Numeracy Interview results</li> <li>Whole class differentiation in numeracy</li> </ul>	1-3	% of students not requiring attention in numeracy: Grade 1: 70% Grade 2: 70% Grade 3: 70%	MIPI, June 2022
	4-6	Grade 4: 65% Grade 5: 60% Grade 6: 60%	MIPI, June 2022
<b>PERSONAL RESILIENCE and LEADERSHIP</b> <ul style="list-style-type: none"> <li>Student Recognition Assemblies monthly promoting LEADERS characteristics</li> <li>Student Survey</li> </ul>	K-9	Increase in monthly LEADERS slips recognizing students	Sept - June 2022
	1-9	Data obtained from all students on their sense of personal resilience	Survey- Dec 2021

## Professional Development Planning

Anticipated Focus	Summary Plan	Timeline
Literacy	<ul style="list-style-type: none"> <li>• Staff Collaboration to share best practices in Literacy</li> <li>• Literacy Leads updating staff on student progress</li> <li>• Assessment data reviewed</li> </ul>	<i>Sept - June PD Days will have time allocated to learning about our literacy focus</i>
Numeracy	<ul style="list-style-type: none"> <li>• Staff collaboration to share best practices in Numeracy</li> <li>• Numeracy Lead updating staff on student progress</li> <li>• Assessment data reviewed</li> </ul>	<i>November - April</i>
Collaborative Response	Monthly training for admin and lead teacher with Jigsaw Learning Time at each staff meeting will be allocated to sharing this work with staff	<i>September - June</i>
Emotional/ Behavioural	Workshop by PSD Facilitator, Pam McNeill, on strategies to support student behaviour	<i>January</i>

## Identifying Required Resources

### Literacy

Intensive Phonological Awareness Kit ( IPA)	Kit provided from PSD	Grades 1-6
Decodable Texts	Literacy Resource at Tomahawk School	Grades 1-6
Haggerty Phonemic Awareness Curriculum	Purchased by Tomahawk School Dec/ 21	Grades 1-4
Leveled Literacy Intervention LLI (Orange/ Blue/ Red/ Green)	Literacy Resource at Tomahawk School	Grades 1-9
LLI Phonics/ Spelling/ Vocabulary Kits per grade	Possible purchase by Tomahawk School	Grades 3/ 4 (possible additional grades if funds allow)

## Numeracy

MIPI (Math Assessment Tool)	Provided by PSD	Grade 1-9
Numeracy Progression Assessment Interview	Provided by PSD and training by Kathy Mann - given by Numeracy Lead	Grades 1-3

## Defining the End (How will we know this is working?)

### Assessment Data

- Percentage of students achieving at or above grade level in literacy and numeracy would improve
- Teachers use the data to group and plan for students in literacy and numeracy

### Collaboration

- Collaborative time will become a time when teachers come together to discuss student work, create a plan to target needs, and then discuss how the plan worked based on student results. Collaborative time will follow the Collaborative Response (CR) Model.

### Resources

- Resources used in literacy and numeracy are chosen because of the research supporting them
- Continuity of resources used throughout grade levels
- Interventions are supported in sound research

### Teaching Practices

- Small group differentiated instruction in literacy and numeracy in Grades 1-4 and moving upward
- Teachers plans respond to the needs of the learners
- Teachers understand the continuum of learning of both literacy and numeracy - students would be instructed where they are at, not where the curriculum says they should be at.

### Student Success and Well-Being

- Survey data gathered annually shows improvement in student resilience
- Active Student Leadership group is visible in the school
- Students have access to counseling supports on a regular basis (minimum weekly)
- Student support is visible in classrooms as needed

### Thought Exchange

- Parents express high satisfaction with student success and well being at Tomahawk School

**STUDENT SUCCESS and WELL BEING** is the primary focus of Tomahawk School. In every aspect, the staff of Tomahawk School is committed to supporting our students. It is our sincere desire to see each and every one of our students flourish, find personal joy, and success with our support. Thank you to all stakeholders - students, parents, staff, school council, and Parkland School Division- for your support. The rural school is the heartbeat of the community.

Sincerely,

*Fran Bell*

Principal of Tomahawk School