



Tomahawk School
2021/2022 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**

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
- Division Principals for Literacy and Numeracy

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 residual stress from the prior Covid19 pandemic. Some student families are facing economic challenges and financial strain. Some students are showing a 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- 2022 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 20 students are supported by an Individualized Education Plan (IEP) requiring accommodations academically and/or behaviorally.
- Our data shows that in our new school year 18 of our students are receiving counseling services from our school psychologist.

2021-2022 Development Plan

STUDENT SUCCESS: To improve student success there were a number of factors that needed to be considered. At the start of the past year we still had COVID protocols and the interruption it caused to both teaching and learning. Staff, students and parents have had to be resilient as we navigated continual change from the pandemic. In September a mask mandate was enforced in schools, which had strong reactions - both in support and in opposition - from students and families. Students had to work harder to stay focused on their academics, and to be respectful of the different opinions around Covid protocols in school. As the year progressed, restrictions were eased which allowed staff and students to begin to resume regular activities.

LITERACY: Literacy Intervention was provided, both maintaining our regular school intervention, but also funds were provided to provide additional intervention for students in Grade 1-2-3. The nine weeks of focused literacy intervention for our young learners had tremendous success, with most students gaining 12-18 months in literacy growth. Screeners mandated by Alberta Education in September provided helpful data to ensure struggling learners were clearly identified.

NUMERACY: Due to the learning loss from Covid identified by Alberta Education, funds were provided for strategic numeracy intervention for identified students in Grades 1-2-3. The focused nine week time of intervention was very successful and aided students in strengthening their numeracy skills.

ABSENCES: As school resumed with in- person learning, attendance improved significantly. Many students had struggled with consistent attendance during online learning.

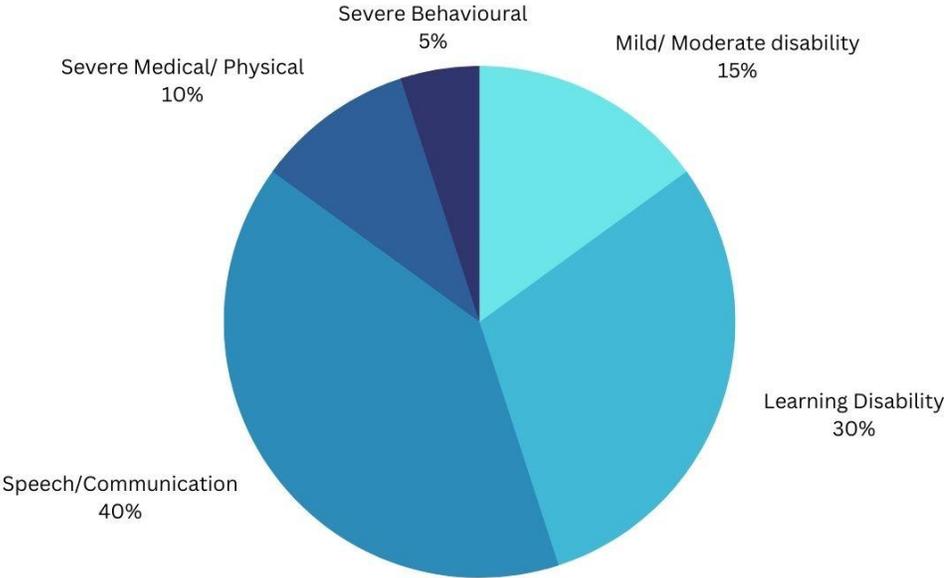
COUNSELING: Counseling was provided weekly to support students struggling with emotional/behavioural challenges. Students appreciated this support but the student psychologist was again new to our school and had to leave at the end of April as per her student contract. It was evident a more consistent model was needed.

STUDENT LEADERSHIP: An active student leadership group of 10 students was formed and they hosted a number of events to improve school spirit and enjoyment.

STUDENT RECOGNITION: Students were recognized for various leadership characteristics at each monthly assembly. The program is now in its second year, and students are identifying with the characteristics of a student leader at Tomahawk School.

2021-2022 Baseline Summary: What do we notice now?

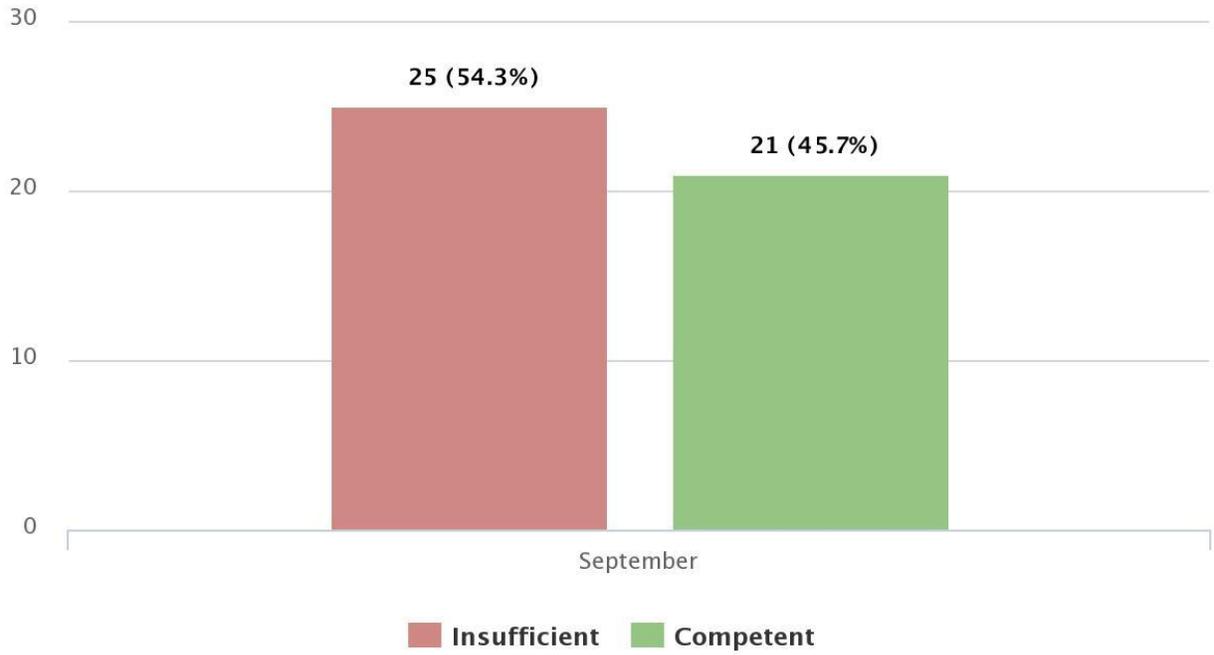
STUDENTS REQUIRING ADDITIONAL SUPPORT (total 20) :



Fountas and Pinnell LITERACY LEVELS Sept/ 22:

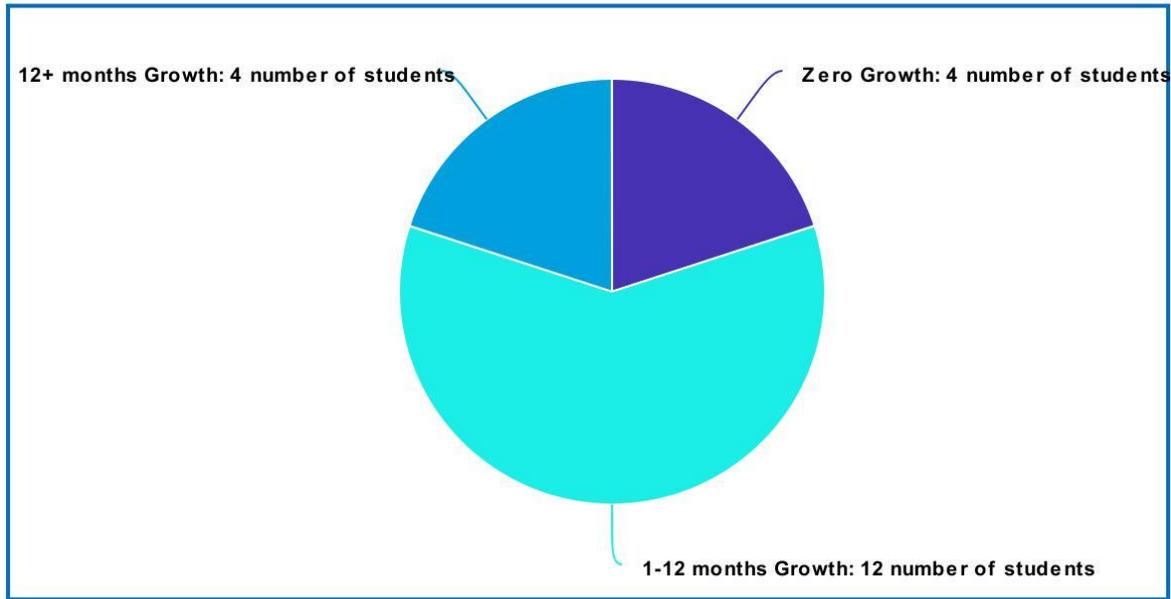
F&P Results – All Periods

School Year: 2022–2023, School: Tomahawk School



LITERACY INTERVENTION DATA June/ 22:

Learning Loss Intervention Grade 1-2-3
Tomahawk School



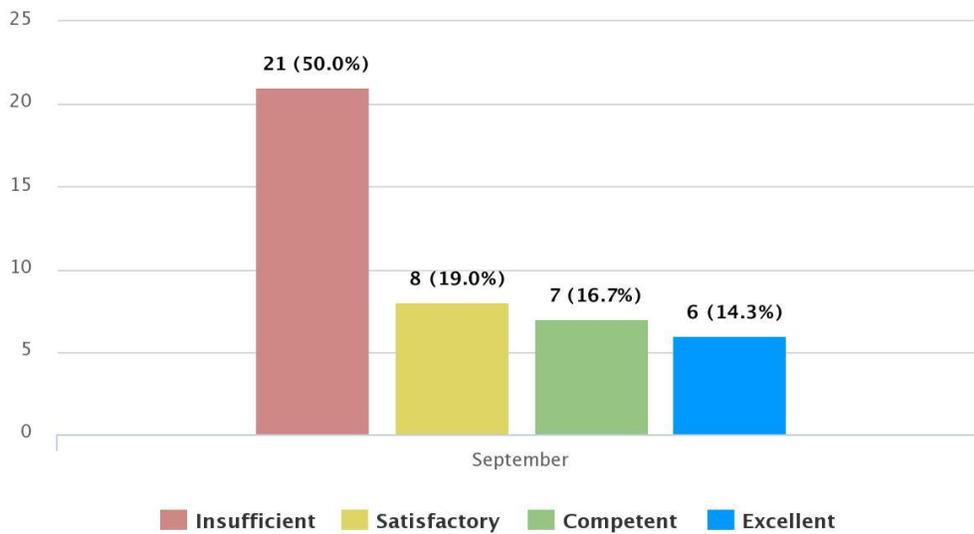
■ Zero Growth
 ■ 1-12 months Growth
 ■ 12+ months Growth

meta-chart.com

LITERACY LEVELS (RCAT) GRADES 6-9:

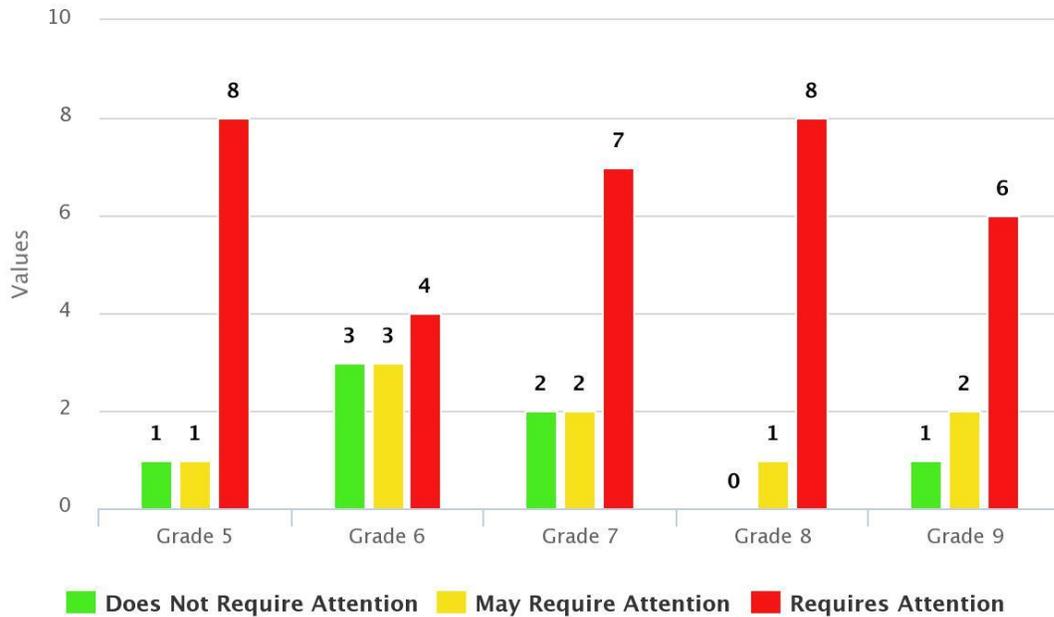
RCAT Results – All Periods

School Year: 2022-2023, School: Tomahawk School



MIPI NUMERACY LEVELS Grade 5-9 Sept 2022:

Expectation per Grade Breakdown Results for 49 students



STUDENT SUCCESS SURVEY:

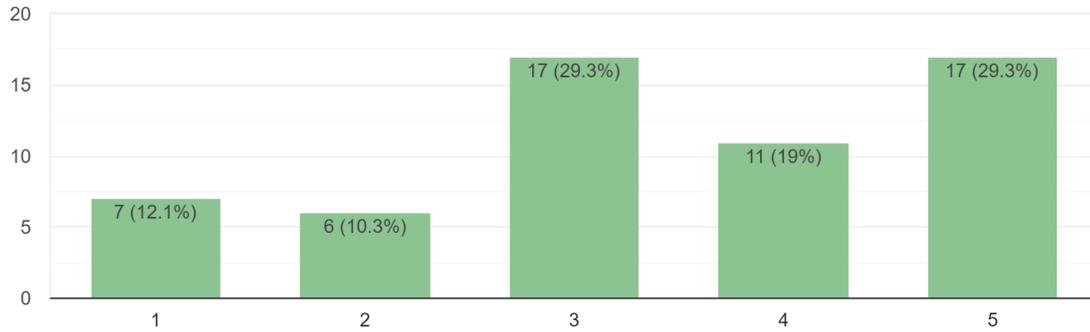
58 students from Grade 3-9 responded to a survey about their perceived level of support at home and school. Overall, the results were very positive with 86% of students identifying that there is an adult who is interested in their school day. However, that still leaves 14% of students who did not feel supported.

Results were more varied as we looked at support provided at school. Again, it is positive that 78% of students feel supported but 22% do not. This is an area we can address.

LEGEND: 1 is NEVER moving to 5 - ALWAYS

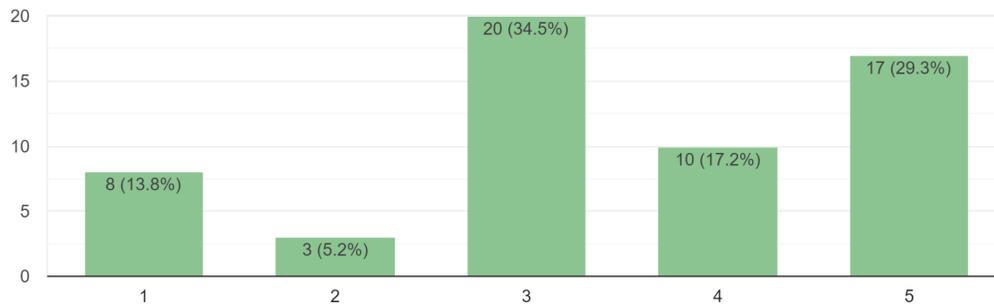
At school, there is an adult who really cares about me.

58 responses



At school, there is an adult who supports me when I have difficulties.

58 responses

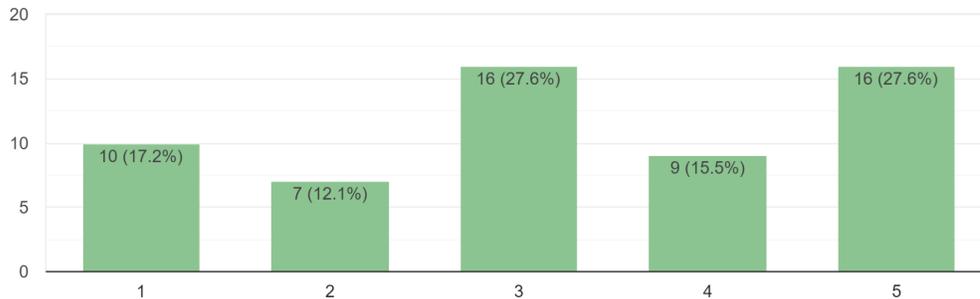


Finally, there were varied results around problem solving and feeling personally strong. This is an area that we can also address and support.

Legend: 1-Never to 5- Always

I can work out my problems.

58 responses



Observations

Literacy: 54% of Tomahawk students are reading below grade level. This number is very concerning. However, the good news is that targeted literacy intervention in the younger grades was very successful. Therefore additional reading intervention will be provided multiple times a week for Grade 1-4, and reading intervention strategies will be implemented in all grades. 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. In the school year ahead a school Numeracy Lead will assist teachers to provide specific numeracy interventions in all classrooms. As well, teachers have worked collaboratively to use similar resources in all grades to provide a 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 is active and visible within the school. They promoted school spirit and connection as they plan activities, assist with assemblies, and help with weekly recycling.

Students needing Support: A school counselor is an integral part of providing student support which leads to student success. Last year we had a counselor available weekly, but she did not return this year, so continuity was lost. However, this year with the support of Parkland School Division, a counselor is at our school weekly and she intends to stay in this role which is a great benefit for all.

Our student survey has provided us with some specific areas to address such as personal problem solving, communication with others, bullying, and feeling personally successful. Our counselor will be creating some presentations to be shared with our students.

Factors influencing results outside of our control

Learning From Home

- Clearly a learning loss from Covid online learning has impacted many of our students. It will take a few years of intervention to make up that gap. .

Delivery of Professional Development & Teacher Collaboration

- Collaboration around PD was only available near the end of last year. Moving back to in-person PD is a strong support for teacher success.

Demographics

- 7% of students attended less than 75% of the school year. Chronic absenteeism is an issue for a handful of students.
- 20% of our students are coded with a Mild, a Moderate or a Severe learning disability

Timing

- Most assessments and screeners are given in September, but some students are still experiencing a lag from summer. Students often improve significantly as they adjust back into the rigor of school.

Lessons Learned

Data

- Data collection is essential to understanding where we need to go with our support for student success. Completing required screeners is the first step, but the second step is to utilize the data meaningfully to support our students.
- When data guides our discussions and our practice it helps us use research to guide our practice. It is challenging to change what we have always done, but research can provide the impetus needed to make necessary changes.

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.

CONCLUSION

Tomahawk School is ready and able to support student learning and success. Class sizes have been adjusted to better balance the numbers from K-9. Students are present and teachers are identifying struggling learners to ensure additional support is provided. Literacy and Numeracy leads are supporting teachers. A strong reading intervention program is in place. EAs are working closely with our youngest learners to close any learning loss gap. Student success is supported in a variety of ways, striving to positively include everyone.

Thank you for your review of this report.

Sincerely,

Fran Bell

Principal Tomahawk School

***Tomahawk School* School Council Annual Report 2021- 2022**



Meetings: Held ONLINE monthly on the third Tuesday of each month.

Attendance: Executive (President, Vice-President, Secretary and Treasurer) and on average 2-3 additional parents from the school community.

Trustee: Aileen Wagner attending monthly and shared a Trustee report

- Discussed changes due to Covid protocols and impact on the students, staff, and school community. The School Council was supportive of all PSD policies and measures taken throughout the school year.
- Principal's report was presented each month to ensure School Council was fully informed on activities and instructional practices at the school
- Transportation: School Council discussed with Trustee Wagner the concern about the increase in bus fees for students under the 2.4 KM policy. The lack of a safe pathway to the school from Tomahawk means it is unsafe for students to walk to the school on the roadway, however, the busing fee is very high for such a short distance. Trustee Wagner was encouraged to continue to advocate for the unique needs of rural schools. Principal Bell noted that a waiver for Transportation costs is available to all.
- Sports: School Council was delighted to see school sports actively supported at Tomahawk School as the school adjusted from both a lack of sports from Covid restrictions, and the changes from the closure of Seba Beach school.
- New Logo: School Council approved the design of a new Timberwolves Logo to be used for both school sports teams and on items pertaining to Tomahawk School. The School Council will work with the school principal next year to offer swag (Tshirts, etc) to students.
- PSD support for student Nutrition: School Council noted their appreciation for the emphasis on healthy student nutrition from PSD. Items such as a warmer and stand mixer were donated to the school kitchen and food was readily available for students through the Nutrition Nook program.
- PSD support for Literacy and Numeracy: The School Council appreciated the additional literacy and numeracy support for younger students.

- Enrolment: School Council supported Principal Bell in adjusting grade configurations to aid class sizes. School council continued to support Tomahawk School in advertising for new students. The new MY PATH program was presented to the Council.
- Principal Bell attends ASCA when possible and shares key items with the council.
- On the fundraising side, called *Friends of Tomahawk*, a very successful Spring Market was held at the local Agra. Another market is planned for this Christmas. As well, the school completed a Casino this August which is a significant sum for the FoT budget.

The **Tomahawk School Council** worked hard to support staff, students and the school community throughout the challenges of the another pandemic year. Although attendance online was smaller this year, the Council anticipates more parent attendance next year as the meetings resume a hybrid model (online and in-person). The AGM will be held on September 28th, 2022.

Respectfully submitted, *Desiree Janzen*- School Chair *Fran Bell* - Principal