



TOMAHAWK SCHOOL DEVELOPMENT PLAN

2022 - 2023



September 2022

Welcome to Tomahawk School! Rich in history, this small rural school has been a part of Parkland School Division for many years, but has been operating as a local school for over 75 years. Over the years, the size and enrollment numbers have increased and decreased but the school has remained the heart of the small hamlet of Tomahawk.

Presently Tomahawk School has an enrollment of 101 students from Kindergarten to Grade 9. Additionally the Preschool has 11 students attending. The staff of twelve includes the Principal, 5 teachers, 3 Educational Assistants, secretary, librarian and our custodian. The school shares our library with the public system which allows library access for the community.

Teachers will often explain to students the importance of planning to ensure that their work starts well, moves forward, and reaches the end goal! This development plan is presenting the story of Tomahawk School at this moment in time, and good planning will be our foundation as we move forward to achieve the goals presented in this document.

Thank you for taking the time to read the story of Tomahawk School in 2022/2023. It is a great read!

Sincerely, Fran Bell
Principal



Tomahawk School

2022/2023 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:	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.

Development Plan Participants:

Tomahawk School Principal
Tomahawk School Staff (Certificated and non-certificated)
School Counselor
School Council
Lead Team Working Group:: Administrators from Wabamun and SGCHS School
Division Principal for 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), *Personal Resilience* and *Leadership*.

Academics: Literacy and Numeracy

Our goal is to have all of our students achieve at least one year's growth in one year's time. At present, we have more than 50% of our students achieving below their expected level,

therefore, we are putting measures in place to support at least 1.5 years growth in literacy and numeracy. We have identified specific gaps with our assessments and our interventions are targeting these gaps.

To support student academic achievement, small-group differentiated learning in literacy and numeracy will be a foundational way of learning at Tomahawk School in Grades 1-5, with regular use in Grades 6-9. 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 Interview, 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.



Personal Resilience:

Our goal is to ensure that all students are receiving appropriate support to build resilience. 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. “When students believe they are worthy and capable of overcoming challenges, they become resilient.” (<https://positivepsychology.com/teaching-resilience>)

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 supports being provided are effective.

A Community Connector personnel is available as needed 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 continuing to use the Collaborative Response Model to ensure staff is working collaboratively and effectively to support student wellness.



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. Students are supported within the classroom and in the larger school community to have a positive self-image and to develop problem-solving skills.

School Culture: All students are encouraged to exhibit leadership through a school program emphasizing key attributes: Leadership, Empathy, Appreciation, Determination, Effort, Respect and Service. Each attribute is highlighted monthly and students are recognized for outstanding leadership at monthly assemblies.

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, create a joyful atmosphere for all, and build leadership skills.

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 and staff assist in coaching. As well, a new school Logo was developed to use for our sports teams and as our new school Logo - the Tomahawk Timberwolves. New uniforms were purchased to highlight the new logo.

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. All students from Grade 1-6 take learning outside at a minimum each month, but additional opportunity is provided through the new program, My Path Outdoor Pursuits.



Identifying Potential Roadblocks and Barriers

Time

- The learning curve for staff is steep. We cannot know everything all at once. Staff recognize that the plans we are starting with are likely to change throughout the year.. 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 practices, 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 provide for enough embedded collaboration time. These concerns are constantly being reviewed to ensure needed solutions are implemented.

- 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 and resources at school are used productively.
- Our school counselor is new this year, however, it is hopeful that she will return next year. To their credit, Parkland School Division has invested heavily in assisting all schools, including Tomahawk School, to have consistent access to a professional counselor.
- 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 by parents, thus lowering our school budget. Bussing costs are extremely high due to the distance, therefore our School Council works diligently to raise funds to offset the cost of field trip transportation, which is an essential support.

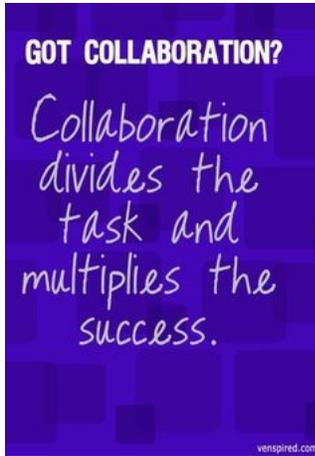
Organizational Culture

- Change is difficult, however, this work is achievable when taken in small bites, and ensuring the end goal is clear. 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 PSD 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.

Context

- We have allocated 20 minutes per day for our literacy interventions in Grades 1-5, and 20 minutes three-four times a week for Grades 6-9. 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.
- Although lessening, the pandemic continues to impact the learning of our students. Beyond the learning loss experienced, symptoms of illness means a student cannot attend school for multiple days in a row. COVID continues to disrupt the quality of teaching and learning within our school. Teachers are required to assist students when they return to school while still planning, teaching, and differentiating for their class.



Identifying Strategies, Timelines, and Expected Measures

Identified Strategy	Grade	Expected Outcome	Assessment Tool and Timeline
LITERACY: <ul style="list-style-type: none"> • Intensive Phonological Awareness (IPA) small group intervention & Decodable Text intervention • LLI Literacy Intervention in small groups 	1-3	% of students that will be at grade level in phonemic awareness: Grade 1 - More than 50% Grade 2 - More than 50% Grade 3- More than 50%	Brigance (Kind): Sep QPAS: Nov/ June WTW Spelling: Sep/June F & P Reading: Sep/June HLAT Writing: March Provincial Assessments- Phonics: LeNS / CC3
	4-9	% of students that will be at grade level in reading level Gr 4-6 - 65% Gr 7-9 75%	WTW Spelling: Sep/ June F & P Reading: Sep/ June RCAT Reading: Sep/ June HLAT Writing: March

<p>NUMERACY</p> <ul style="list-style-type: none"> Targeted small group intervention in Math based on Numeracy Interview results Whole class differentiation in numeracy 	1-3	% of students not requiring attention in numeracy: Grade 1: 70% Grade 2: 70% Grade 3: 70%	Alberta Education Numeracy Assessment Numeracy Interview
	4-6	Grade 4: 65% Grade 5: 60% Grade 6: 60%	MIPI: Sep/ June
<p>PERSONAL RESILIENCE and LEADERSHIP</p> <ul style="list-style-type: none"> Student Recognition Assemblies monthly promoting LEADERS characteristics Student Survey 	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: June/22 and June/23

Professional Development Planning

Anticipated Focus	Summary Plan	Timeline
Literacy	<ul style="list-style-type: none"> Staff Collaboration to share best practices in Literacy Literacy Leads updating staff on student progress Assessment data reviewed Goals clearly noted 	<i>Sept - June PD Days will have time allocated for learning literacy and numeracy strategies</i>
Numeracy	<ul style="list-style-type: none"> Staff collaboration to share best practices in Numeracy Numeracy Lead updating staff on student progress Assessment data reviewed 	<i>October - June</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>
Student Resilience And Leadership	<ul style="list-style-type: none"> Presentations by School Counselor to staff on various key issues relevant to our school population 	<i>October- June</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	Kits purchased by Tomahawk School (Friends of Tomahawk)	Grade 1-6
Alberta Education Assessments	Provided from AB Ed	Grades 1-3
Writing Assessment	HLAT provided by PSD	Grades 1-9

Numeracy

MIPI (Math Assessment Tool)	Provided by PSD	Grade 1-9
Numeracy Progression Assessment Interview	Provided by PSD and given by Numeracy Lead	Grades 1-3
Alberta Education Numeracy Assessments	Provided by AB Ed	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 academically, develop personal resilience, and experience overall success. 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 2022/ 2023