



Tomahawk School
2023 - 2024
Annual Education Results Report
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The Grass is Greener Here!

Tomahawk School's Annual Education Results Report reviews our achievements against the goals established for the 2023 - 2024 School Development Plan with the intention of informing our future pathway to continued success and well-being for students.

This report forms a vital tool for assessing educational performance, recognizing achievements, engaging the community, and planning for our future.



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.

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School Context

Introduction



Welcome to Tomahawk School!

Rich in history, this small rural school has been a part of Parkland School Division for many years, and has been operating as a local school for more than 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.

During the 2023 - 2024 school year, Tomahawk School had an enrollment of 81 students from kindergarten to grade 9. Additionally, the preschool had 7 students attend two mornings per week.

The staff of thirteen included the principal, 5 teachers, 4 Educational Assistants, a secretary, librarian and our custodian.

The school shares our library with the public system to provide library access for the community and the school.

Our school provides each of our students with the special connection of a small school, but also offers all the experiences and education needed to take on their future when they are ready! In addition, our gymnasium has been renovated and the school has a sparkling new space ready for many exciting new moments ahead.

Our students truly benefit from the rural advantage!

2023 - 2024 Tomahawk School Goals

During the 2023 - 2024 school year, Tomahawk focused on our students demonstrating success and well-being.

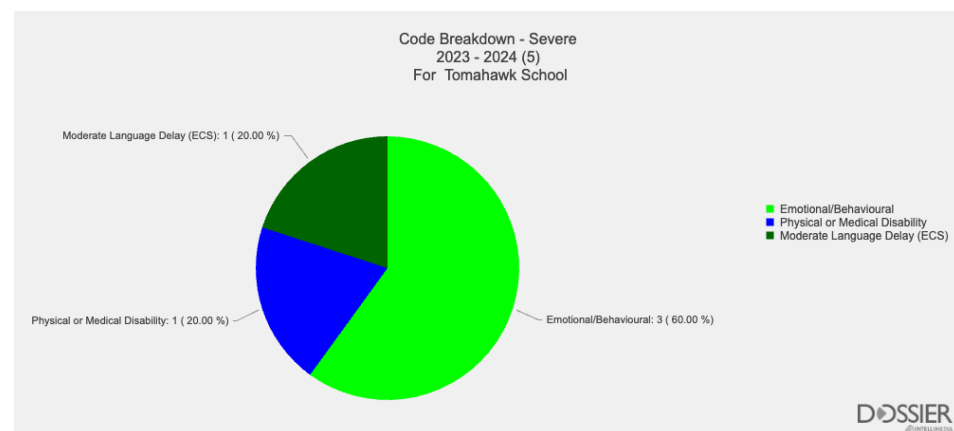
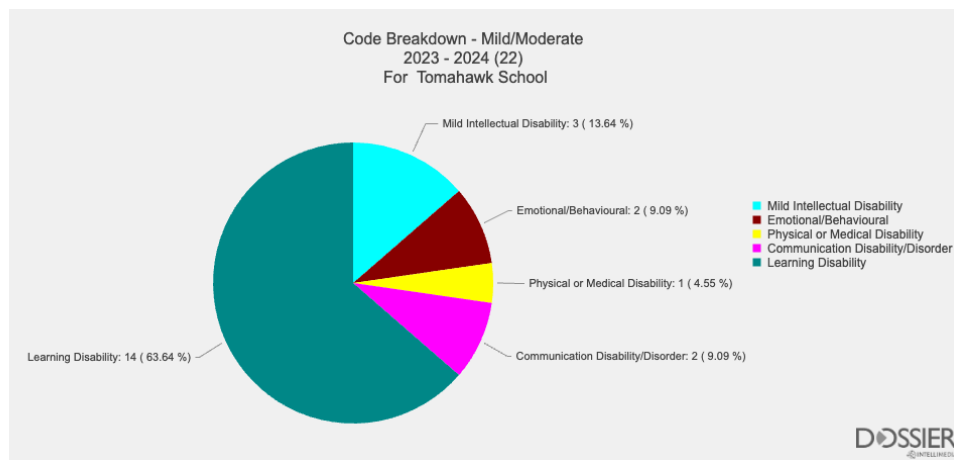
This focus included four key areas:

- [Academics \(literacy and numeracy\)](#)
- [Personal Resilience](#)
- [Leadership](#)
- [Learning in Nature](#)

Defining the Need

Compared to the Parkland School Division average, Tomahawk School has a higher percentage of students with a diagnosed Learning Disability, an important factor for consideration as we plan for our students and reflect on the progress made.

41% of Tomahawk students were supported with Individual Education Plans (IEPs) in 2023 - 2024. Of those students with IEPs, 33% were considered to have mild/moderate or severe learning needs.



Goal 1. Academics (Literacy & Numeracy)

Our goal: all students achieve at least one year's growth in one year's time.

Why focus on growth? It is important that we focus on both *growth* and *attainment* as we reflect on the academic progress of our school.

- **Growth** is about the journey - are our students moving forward?
- **Attainment** is about the destination - are our students where they are supposed to be?

Both are important indicators that allow us to understand our level of success as a whole school as well as for each individual student.

Our measures of success: assessments for each grade level were completed in early Fall, and again at the end of the year, to consistently measure growth. Through the whole school use of the Words Their Way (WTW) Spelling Inventory, Fountas and Pinnell Reading Assessments (F&P), Math Intervention Programming Instrument (MIPI) or Elk Island Math Screen as well as more targeted Tier 2 assessments such as the QPAS, LeNS, and the Numeracy Interview; instruction and student groupings were linked to the needs identified in these assessments to ensure gaps in student understanding were targeted and supported.

What we did: our Literacy Lead worked with teachers to ensure that small-group differentiated learning in literacy and numeracy was a foundational way of learning at Tomahawk School in Grades 1-5.

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

Results overview: it is clear that students at Tomahawk School have made growth in both literacy and numeracy during the 2023-2024 school year. However, our students, on average, do not attain in line with their peers across Alberta.

Reading in particular is an area to be celebrated with the majority of students making at least one year's growth in one year. Some students made accelerated progress raising the overall achievement levels.

Writing has also seen strong growth with relatively good attainment at the start of the year. Towards the end of the year, some of our older students showed a decline in their writing attainment meaning that overall achievement levels did not grow in line with other schools within Parkland School Division. Our students in younger grades showed more growth. This is likely due to a necessary staffing change in Junior High part way through the year.

Spelling continues to be a challenging area for our students, but significant growth occurred during the year.

Numeracy data collected focuses on growth and demonstrates that students identified as 'in need of additional support' are closing the achievement gap.

Reading

The results: Our students are making gains in reading in all grade levels. While all students made progress in their reading, some at accelerated rates, some did not make as much progress as we would like in order to have all students reading at or above grade level.

Grades 1 - 6

Growth: 83% of students made at least one year's growth in one year.

Attainment: 65% of students are reading at or above grade level.

Grades 7 - 9

Growth: 100% of students made at least one year's growth in one year.

Attainment: 41% of students were at or above grade level with 14% of students falling from grade level into the below grade level category since the start of the year due to lower baseline levels.

Reading:				
Grades 1 - 6	School Sept 2023: 43% below 57% at or above	Divisional Sept 2023: 41% below 59% at or above	School June 2024: 35% below 65% at or above	Divisional June 2024: 30% below 70% at or above
Grades 7 - 9 (RCAT)	School Nov 2023: 45% below 55% at or above	Divisional Nov 2023: 27% below 73% at or above	School June 2024: 59% below 41% at or above	Divisional June 2024: 35% below 65% at or above

Our next steps: due to the continued success of our reading program and in class small group programming, we plan to continue the work that was begun in 2023 - 2024.

Early identification of learning gaps and regular targeted intervention will continue to support accelerated growth with the intention of closing the attainment gap for Tomahawk students, particularly in the Junior High grades.

Writing

The results: Students in grades 1 - 6 demonstrated the strongest growth with significant numbers of students in the earlier years making accelerated progress. A high number of students in grades 7 - 9 made negative growth but were able to maintain a good overall percentage of students with attainment at or above grade level.

Grades 1 - 9

Growth: 73% of students made at least one year's growth, 25% made accelerated progress.

Attainment: 75% of students are at or above grade level.

Writing:				
Grades 1 - 9	School Nov 2023: 22% below 78% at or above	Division Nov 2023: 22% below 78% at or above	School Mar 2024: 25% below 75% at or above	Divisional Mar 2024: 13% below 87% at or above
	<p>School Year: 2023-2024</p> <p>November</p>	<p>Writing Assessment (English) Results - November</p> <p>School Year: 2023-2024</p> <p>November</p>	<p>March</p>	<p>Writing Assessment (English) Results - June</p> <p>School Year: 2023-2024</p> <p>June</p>

Our next steps: small group targeted instruction in writing is a focus for Tomahawk School in the 2024 - 2025 school year. We know that our younger grades, who have already started this approach, have made good growth.

Staff are already working alongside our Literacy and Complex Needs facilitators who are supporting our school in developing targeted teaching and learning that identifies the right strategies for learners of differing needs.

Word Level / Spellings

The results: students in grade 3 and up are assessed to gain insight into word level knowledge and spelling. Grades 1 - 2 were screened for phonic knowledge and phonemic awareness. Our older students showed some strong growth in this area, while the younger students showed slower growth.

This can be explained by a transition in programming to a phonics and phonemic awareness focus during the 2023 - 2024 school year. While we know that the new programs introduced are based on knowledge of best practice, any program transition is likely to create a temporary lag in growth as the new learning approach is established.

Grades 1 - 2

Growth: 60% of students were considered to be 'at risk' at the start of the year. While they made progress on their learning of letter sounds and phonics, it was not an accelerated rate of growth.

Attainment: 40% of students were not considered to be 'at risk' and working at grade level.

Grades 3 - 9

Growth: 47% of students made a year's worth of growth in one year.

Attainment: 40% of students were at or above grade level in word level work.

Spelling:				
Grades 3 - 9	School Sept 2023: 76% below 24% above	Division Sept 2023: 52% below 48% above	School June 2024: 60% below 40% above	Division June 2024: 51% below 49% above
	<p>School Year</p> <p>Beginning: 47 (75.8%) End: 15 (24.2%)</p>	<p>Beginning: 3300 (51.8%) End: 3067 (48.2%)</p>	<p>Beginning: 33 (60.0%) End: 22 (40.0%)</p>	<p>Beginning: 2723 (50.8%) End: 2636 (49.2%)</p>

Our next steps: word level work and spelling will continue to be an area of focus for Tomahawk School. We expect to see increased growth in the upcoming school year as new programming has been established in younger grades.

Older grades will continue to include word level work as part of their regular English Language Arts programming as well as being re-enforced at a cross curricular level.

Numeracy

The results: data collected in numeracy focuses on the developmental growth of students. It was important for our school to understand which students were in need of intensive and targeted support in order to ensure that they were able continue working towards grade level standard.

Grades 1 - 9

Growth: High percentages of students were identified as in need of targeted numeracy support at the start of the school year. The majority of grades saw significant growth within this category.

Numeracy:					
Grade	# Students Requiring Support Sep 2023	# Students Requiring Support May 2024	Grade	% Students Requiring Support Sep 2023	% Students Requiring Support May 2024
1	0	0	7	67%	60%
2	5	0	8	75%	60%
3	3	3	9	100%	100%
4	5	1			
5	3	2			
6	1	1			

Our next steps: during the 2023 - 2024 school year, Tomahawk was fortunate to have additional staffing to support numeracy intervention programming. During this time we were able to learn from this approach and how to transfer the most effective strategies to the classroom.

We will continue this work in 2024 - 2025 by using early identification tools such as the Numeracy Interview to learn more specifically where students have conceptual gaps in their understanding. Targeted small group instruction will then allow us to support students in plugging those learning gaps so that they may continue to learn higher level math concepts with a solid knowledge foundation.

Provincial Achievement Tests

Provincial Achievement Tests (PATs) are administered annually to all Alberta students in grades 6 and 9. These standardized tests reflect the essentials that all Alberta students are expected to achieve. PATs help:

- determine if students are learning what they are expected to learn
- report to Albertans how well students have achieved provincial standards at given points in their schooling
- assist schools, authorities and the province in monitoring and improving student learning

At Tomahawk School, the following number of students wrote those tests:

Grade 9: *English Language Arts, Math, Science, Social Studies*

8 students

Grade 6: *Science, Social Studies (English Language Arts and Math not delivered in 2024)*

9 students

PAT Results for Grade 9 & 6:

Subject	Grade	Below Acceptable Standard		Acceptable Standard		Standard of Excellence	
		School	Province	School	Province	School	Province
Writing	9	50%	12.6%	50%	87.4%	0%	16.7%
Reading	9	62.5%	20.1%	37.5%	79.9%	0%	20.3%
Math	9	87.5%	32.8%	12.5%	51.4%	0%	13.7%
Science	9	37.5%	17.7%	62.5%	66.8%	0%	20.9%
Social	9	62.5%	24.5%	37.5%	60%	0%	15.9%
Writing	6	n/a	n/a	n/a	n/a	n/a	n/a
Reading	6	n/a	n/a	n/a	n/a	n/a	n/a
Math	6	n/a	n/a	n/a	n/a	n/a	n/a
Science	6	22.2%	15.3%	77.8%	68.8%	11.1%	25.6%
Social	6	33.3%	17.1%	66.7%	68.7%	0%	20.4%

* The Acceptable Standard includes students who achieved the Standard of Excellence.

4 Year PAT Trends:

Subject	Grade	Below Acceptable Standard				Acceptable Standard				Standard of Excellence			
		2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Writing	9	n/a	37.5%	33.3%	50%	n/a	62.5%	66.7%	50%	n/a	0%	11.1%	0%
Reading	9	n/a	50%	66.6%	62.5%	n/a	50%	44.4%	37.5%	n/a	12.5%	11.1%	0%
Math	9	n/a	71.4%	88.9%	87.5%	n/a	28.6%	11.1%	12.5%	n/a	0%	0%	0%
Science	9	n/a	37.5%	12.5%	37.5%	n/a	62.5%	87.5%	62.5%	n/a	0%	0%	0%
Social	9	n/a	75%	75%	62.5%	n/a	25%	25%	37.5%	n/a	0%	0%	0%
Writing	6	n/a	12.5%	8.3%	n/a	n/a	87.5%	91.7%	n/a	n/a	0%	8.3%	n/a
Reading	6	n/a	0%	41.7%	n/a	n/a	100%	58.3%	n/a	n/a	50%	41.7%	n/a
Math	6	n/a	25%	40%	n/a	n/a	75%	60%	n/a	n/a	0%	10%	n/a
Science	6	n/a	19%	n/a	22.2%	n/a	81%	n/a	77.8%	n/a	38.1%	n/a	11.1%
Social	6	n/a	23.8%	n/a	33.3%	n/a	76.2%	n/a	66.7%	n/a	23.*%	n/a	0%

What the data tells us: our PAT data tells us that our students perform well in science exams. This is a strength to be celebrated. This has become a positive trend over the past 3 years.

Our grade 9 math data is the biggest area of concern. There has been a decline in the number of students meeting the acceptable standard in recent years which needs to be acknowledged and addressed. We do not have the grade 6 math results for 2023-2024 since this exam was not administered in Alberta during this school year, however previous years show higher rates of attainment.

Grade 6 Social Studies results for 2023 - 2024 are broadly in line with the provincial data at the acceptable standard which is also a positive result.

Reading, Writing, and Social Studies remain an area of concern in Grade 9 with over 50% of students not meeting the acceptable standard.

Our next steps: as a school with extremely small numbers of students taking PATs in any given year, it is important that we reflect on the individual circumstances of the students. Each student has a significant impact on the percentages calculated at each level. As we do this, additional sources of assessment data would need to be analysed to build a more comprehensive understanding of student attainment within these core subject areas.

It is more helpful for us to pay attention to trends over time, since this gives us a better sense of performance with a larger pool of students. As part of this work, it would be prudent to complete a question / topic analysis with each subject area over multiple years to further identify trends that can be analysed and addressed.

The Tomahawk School Development Plan for the 2024 - 2025 school year should be updated to reflect these observations once data has been triangulated with other forms of available data.

Goal 2. Personal Resilience



Goal: all students receive appropriate support to build resilience.

Our measures of success: data collected from the Alberta Education Assurance Measures can be used to identify how staff, students, and families feel about key issues within education outside of academic results. In order to gauge levels of personal resilience, we are able to use the following data sets collected through the Assurance Measures survey:

- Student learning engagement
- Lifelong learning
- Safe and caring schools

What we did: in order for our students to achieve success and well-being, it is necessary that they are able to demonstrate personal resilience. To address this, mental health supports were presented and discussed regularly in all classrooms, at an age-appropriate level. Presenters were 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 was available one day a week to support students both individually and in appropriate groupings. The school counselor communicated with student families as needed to ensure that supports being provided were effective. Teachers and parents could refer a student to the counselor. School staff continued to use a Collaborative Response Model to ensure staff were working collaboratively and effectively to support student wellness.

As well, all students had daily access to healthy snacks and lunch items to ensure physical readiness for learning and to support student health and wellness.

All students benefited from building friendships, and by feeling safe and welcome at school. Our small class sizes allowed our students to build meaningful relationships. Our small size allowed staff to work closely with all students to ensure students felt safe, welcome, heard and valued. Each student is unique and we strove to support each student.

Results overview: data collected through the Alberta Education Assurance Measures survey highlights that students, staff, and parents feel that Tomahawk School is a caring, safe, and respectful learning environment. Such learning environments are a crucial consideration as we reflect on how well students develop personal resiliency skills.

It should, however, be noted that students do not feel that they are engaged in their learning based on this set of data. While parents and teachers feel differently, student perception of learning engagement is an important factor in determining whether or not our students feel that they have the right learning environment to develop the personal resiliency skills required to flourish in their learning.

It should also be noted that parents do not feel that students are learning the necessary skills required for lifelong learning. This is a stark contrast to the perception of teachers, meaning that more information needs to be gathered in order to understand one another's perspective on this issue.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.						
	School	Measure Evaluation			Authority	Province
	%	Achievement	Improvement	Overall	%	%
Overall	79.1	n/a	Maintained	n/a	77.5	84.0
Parent	71.6	n/a	Maintained	n/a	75.3	85.3
Student	65.7	n/a	Maintained	n/a	68.6	75.2
Teacher	100.0	n/a	n/a	n/a	88.7	91.6

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.						
	School	Measure Evaluation			Authority	Province
	%	Achievement	Improvement	Overall	%	%
Overall	76.7	n/a	Improved	n/a	80.6	83.7
Parent	80.0	n/a	Maintained	n/a	81.4	86.7
Student	50.2	n/a	Declined	n/a	65.0	69.3
Teacher	100.0	n/a	n/a	n/a	95.4	95.1

Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.						
	School	Measure Evaluation			Authority	Province
	%	Achievement	Improvement	Overall	%	%
Overall	66.7	Low	Maintained	Issue	70.9	79.9
Parent	33.3	Very Low	Maintained	Concern	56.2	73.3
Teacher	100.0	Very High	n/a	n/a	85.7	86.6

Next steps: while the Alberta Education Assurance Measures survey is a useful tool, it does not provide enough specific student feedback relevant to our school development goal of personal resilience. During the 2024 - 2025 school year, Tomahawk students in grades 4 - 9 will be participating in the SOS-Q survey which gives greater insight into student experiences. It would also be beneficial to collect alternative forms of qualitative data. More complex issues, such as understanding personal resilience, can not be thoroughly understood through quantitative data points.

Goal 3. Leadership



Goal: every student is able to grow and flourish as a student leader.

Our measures of success: we are able to determine whether or not we met our leadership goal by looking at participation rates in key leadership activities.

What we did: all students were encouraged to exhibit leadership through a school program emphasizing key attributes: Leadership, Empathy, Appreciation, Determination, Effort, Respect and Service = LEADERS! Each attribute was highlighted monthly and students were recognized for outstanding leadership at monthly assemblies.

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

Students from Grade 4-9 were encouraged to be involved in our school sports teams. Participating on a sports team built teamwork, a positive self-image, and promoted the ability to overcome challenges with resilience and positive growth. Parents and staff assisted in coaching.

As well, a new school Logo was developed to use for our sports teams and for our new school logo - the Tomahawk Timberwolves. New uniforms were purchased to highlight the new logo and teams participated in all PSD Divisional sporting events.

Results overview: during the 2023 - 2024 school year the LEADERS! Program entered its third year and saw an increase in the number of participants and the range of activities that student leaders were involved in. Tomahawk School also increased the number of extra-curricular activities that students were able to participate in, including a growth in the archery program.

Next steps: for the 2024 - 2025 school year, Tomahawk plans to build our leadership capacity further by enhancing the existing LEADERS! program. This will include a school wide teams system with various student planned and led events throughout the year.

Goal 4. Learning in Nature



Goal: to increase the number and scope of nature-based learning opportunities for students.

Our measures of success: we are able to determine whether or not we met our goal to increase nature based learning opportunities by examining the number of outdoor learning opportunities and the scope of those activities.

What we did: Tomahawk School has an expanse of ten acres to allow our students to play and learn outdoors throughout all seasons. A high number of students from Grade 1-6 took learning outside at a minimum one day a month, with specific learning activities completed outside, such as PE, Art, Science, and even some Math. Field trips provided additional outdoor learning, both off site and on site at the school.

In addition, the My Path Outdoor Pursuits program provided additional outdoor learning opportunities for families wanting to pay for this experience. My Path was a partnership between Tomahawk School, Entwistle School and Connections for Learning. At a nominal fee of \$100 per month, students from Grade 1-6 could join the program to experience unique outdoor activities every Friday.

Results overview: most students spent at least one day per month learning outside. Teachers adapted the science and social classes to be delivered as land-based learning. The younger students spent increased time outside in 'nature class' where students would connect to the local environment. Nature-based learning was not consistent across all grades.

Next steps: having seen a decline in the number of families opting for the My Path program, Tomahawk School will review how we make nature-based learning a more equitable opportunity for our students. The Rural Stakeholder Engagement meeting provided some clear feedback highlighting the want for increased rural and agricultural education in our west end schools. This will be included in the Tomahawk School Development Plan for 2024 - 2025 after consultation with the School Council and school stakeholders.