

SEP & AERR 2016-2019



Thickwood Heights Public School



Combined 3 Year Strategic Education Plan (SEP) & Annual Education Results Report (AERR)

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Thickwood Heights School			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Excellent	Safe and Caring	91.5	88.6	92.3	89.5	89.2	89.1	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	88.6	88.7	91.5	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	95.3	93.7	92.0	90.1	89.5	89.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	*	66.3	69.9	73.6	72.9	73.4	*	*	*
		PAT: Excellence	*	19.6	11.6	19.4	18.8	18.6	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
		Work Preparation	87.9	80.7	75.0	82.6	82.0	81.1	Very High	Improved	Excellent
		Citizenship	87.5	87.7	90.1	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Good	Parental Involvement	80.7	83.7	81.9	80.9	80.7	80.5	High	Maintained	Good
Continuous Improvement	Excellent	School Improvement	83.4	80.4	85.4	81.2	79.6	80.0	Very High	Maintained	Excellent

Comment on Results

- The first year of using our revised Green Slip program and the P200 club (PBIS) resulted in an increase in our results for safe and caring schools, and citizenship.
- The addition of drama classes, more sports and extracurricular opportunities for students, and technology programming resulted in an increase in our results for Education Quality and Program of Studies and School Improvement.

School Summary

Leadership

- Graham Abbott, Principal
- Craig Upper (Vice Principal in Training)

Staff

- ATA- 15
- CUPE – 7
- Recruitment history- New to staff this year: 3 CUPE, Down 4 CUPE staff

Students (Based on Sept 30 enrolment data)

- Enrolment- 249 (down 10 from last year)
- Enrolment trends- stable, with growth grades 1-3, stable in Early Childhood
- Grade range in school - ECDP-6

Exceptional Student Count

- ESL count- 15
- FNMI count- 16
- CSI levels- Teachers- 1.3

School Statement of Mission/Vision/Principles/Beliefs:

- At Thickwood Heights School, students are challenged to reach personal excellence in a safe and caring environment. Lifelong learning is inspired through the development of academic, social, artistic, and physical skills. Our motto is “Where the ARTS come alive”.

Facility

- The school itself is an aging facility; space issues are significant, with a continuing need to address space for the current school year and beyond. Given the success of our Arts-focused program so far, the need for expanded facility to support programming is required. We have an Art room for students to use for art classes with the support of a 0.5 FTE Art teacher. We currently send PEAK students to Dickensfield School for dance. All areas of the facility are utilized. Educare Preschool is currently housed within our school building and the YMCA, on site, offers before and after school care as well as full day care for children not of school age. (ages 19 mo. to 12 years). Paving was updated in order to bring the school grounds up to a consistent standard. The playground continues to need improvement and most recently we had new swings installed by the city. Over the summer, the entire school went through an extensive restoration process due to the wildfire. The bathroom floors were redone and the gym floor was refurbished. Painting in the hallways needs to be completed. Buddy benches and new picnic tables were installed on the playground and we will work on building and installing wooden planters as well.
- Technological upgrades: At present, all classrooms have either Promethean or Epson boards and teachers are using them consistently throughout the day. Many of the projectors for the Boards are aging and are in need of upgrading. The school has had wireless technology installed. With support from our PAC, all students in grades 1-3 have an iPad for daily use and in grades 4 to 6 Chromebooks for daily use. Seven ATA staff currently have access to Apple TV in their classrooms. The technology department has provided the school with 20 new iPad Airs and 35 new Chromebooks replaced the sound system, the projector and screen in the gym and updated the school PA and school video surveillance system. The school also received equipment to support STEM programming and kits for Robotics in technology club.

Challenges:

- The Fire caused significant challenges for school start up and for academics and consequently enrollment decreased. The economy is also a possible factor in a lack of growth. Classroom support is down with the loss of 4 CUPE positions this year. If enrollment were to grow available space will become a concern as we are currently utilizing all available classrooms. Adding more portables is one option and regaining space from Educare is another. This year we have no Vice Principal, no Cupe FMNI liaison, and reduced literacy pull out support for all grades. A lack of available lunch room space is also a challenge.

Celebrations:

- We celebrate the strong approaches to enhancing numeracy (Daily 3 Math), literacy (Daily 5), Words Their Way and the role of DI and AFL strategies in classrooms, resulting in student engagement in learning. This is our sixth year as an Apple School, and we have a very good program underway which is positively impacting nutrition and fitness. We are in our third year of having a volunteer APPLE schools health champion (team approach this year with 3 people on the committee). Our school continues to keep a strong focus on our Apple initiatives and conforms to the District Wellness policy and has developed a school based Wellness and Health Policy.
- Regular Early Childhood programs such as ECDP and half-day Kindergarten are still being utilized. We continue to celebrate a supportive, collaborative and devoted staff; highly trained and motivated Educational Assistants; a highly active School Council; as well as our popular community and family events. Book Fairs and library-based reading incentive programs continue to promote books and reading.
- Fine Arts continue to be a real strength at Thickwood, both through Thickwood Theatriks, an exceptional music and drama program, and a part time Art teacher and the Dance Play to support our dance curriculum. Our Arts-focused programming is enhancing experiences for our students in many ways. The production of the Lion King was well received; with students not only performing but also helping with stage direction, prop creation. We look forward to this year's production of Madagascar in April 2017. We have an exceptional music program and have added drama this year to enhance our student's fine arts experience even further. Our Visual Arts program continues to be a hit with the students. The implementation of Artsonia has been a great way of showcasing and sharing student work through a digital format. We look forward to a gallery event at MacDonald Island in the near future.
- The addition of STEM programming through our newly formed technology club teaches students how to code, program robots, create using digital media and graphic design, and design video games using Tynker.
- Other student achievements: We continue to celebrate 6 years in the Apple School and Healthy Schools initiatives, Lego League Robotics, Food Bank drives, and Foster Child sponsors, the Terry Fox Run, Jump Rope for Heart, United Way, Movember, Samaritan's Purse, and the addition of an Art Gallery trip for division 1 students. Thickwood Theatriks celebrated its 32nd Musical Production- "Lion King Jr" last spring and will begin casting for the March 2017 production of "**Madagascar**". Our Christmas concert is always a big success. The Athletics programs for the 2016-2017 school year are: 8 swim lessons for Gr. 1-3 and 2 swimming days for Gr. 5-6, Vista Ridge ski/snowboard program for Gr. 4-6, tubing for grade 3, volleyball, basketball, and floor hockey. Our Accelerated Reader Program and Family Fun Nights continue to be a success. Our 2016-2017 school year will continue with these student achievements and promises to incorporate further learning and Arts for our students.

Other:

- Use of community resources – We enjoy a great collaborative relationship with many outside agencies such as Alberta Mental Health, Alberta Health, our FSLW worker, OT, Speech Language, SOS, etc. This year we will be offering 8 weeks of instruction in Health 4, program facilitated by Family School Liaison and our Grade 5 students will have the chance to participate in Girl Power and Mega Boys. Other good community resources include Parks Canada, Who Do You Tell program; Mental Health programs; Oilsands Discovery Centre; Heritage Park; Vista Ridge and McDonald Island. We are in the process of developing fine arts partnerships with many members of our community. (FTTA, MI, Keyano, Arts Foundation, other FMPSD schools) and participate as a member school in the District Fine Arts Committee. We continue with our Green Slip program which rewards positive, respectful, responsible behavior and readiness; the Principal's 260 Club which recognizes achievement in the accumulation of Green Slips and is supported by School Positive Behavioral Supports and Integrations.

Statement of Responsibility: This education plan has been developed with input from staff and the school community. It consists of school-based priorities, measures and targets relative to student learning, staff development, program improvement, and facility enhancement. Where relevant, these are aligned with provincial and/or system priorities.

Principal _____

Staff Representative _____

School Council Chair _____

Explanation of how School Council was involved in planning process: The School Growth Plan was developed in collaboration with staff during the September 30th PLF, October 21st PLF and shared with school council at the regular November School Council Meeting on November 16th. The details were finalized and sent out to staff for review, then submitted to the Education office, November 18, 2016.

Report on Student Outcomes and School Climate (Tell Them from Me)

- Student Participation in School Sports: **School 64% - Canadian Norm 68%**
Extracurricular sport offerings have increased with new staff and options for different practice times to encourage participation. Will offer a sports club (multi team sports) to develop physical literacy.
- Student Participation in School Clubs: **School 66% - Canadian Norm 49%**
A wide range of clubs are being offered before and after school (technology, recycling, crossing guard, PALs).
- Students with a Positive Sense of Belonging: **School 87% - Canadian Norm 86%**
Students are encouraged to take on leadership roles and all students are encouraged to take part in and help organize school events (cross grade reading buddies, Green Team, PALs, teaming up for special class projects and events).
- Students with Positive Relationships: **School 82% - Canadian Norm 80%**
At Thickwood we teach and reward positive behaviors and work on building responsible, respectful and ready citizens (Anti-Bullying Day). We use Buddy Benches at recess to encourage inclusion.
- Students that value Schooling Outcomes: **School 96% - Canadian Norm 96%**
Students are encouraged and supported to do their best and achieve excellence. Thickwood teachers relate outcomes to real world experiences.
- Students with Positive Homework Behaviors: **School 73% - Canadian Norm 70%**
Students use an agenda to list homework and track completion of assigned work. Students use technology outside of school to extend learning (Mathletics, on-line spelling lists, remind and Google classroom).
- Students with Positive Behavior at School: **School 96% - Canadian Norm 91%**
We value, teach and reward positive behaviors utilizing Positive Behavioral Integration and Supports (Friends Program, Anti-Bullying Days, P200 Club, Green Slips).
- Students who are Interested and Motivated: **School 90% - Canadian Norm 71%**
At Thickwood we offer a wide range of subjects and students are motivated to be successful in their studies through the use of multiple approaches to teaching supported by technology and hands on learning activities.
- Effort in School: **School 94% - Canadian Norm 91%**
Students are regularly encouraged, recognized and rewarded for their efforts.
- Students with High Levels of Anxiety: **School 25% - Canadian Norm 16%**
This is an area of focus that we are investigating to implement improvement strategies. The addition of an in school counsellor to help students (implementing Zones of Regulation in all classes).
- Effective Learning Time: **School 79% - Canadian Norm 81%**
Classroom objectives are being met by providing adequate supports and differentiated instruction, with the use of technology to help students with individual needs.
- Advocacy at School: **School 61% - Canadian Norm 49%**
High levels of support and caring staff, and the addition of a part time school counsellor.
- Meeting Canada Food Guide: **School 42% - Canadian Norm 50%**
We are in our sixth year as an Apple School and are continuing to work with students to encourage healthy eating habits (encourage eat most often).
- Consuming less than 5 sweet or fatty foods per day: **School 59% - Canadian Norm 56%**
We offer healthy food options through our school breakfast and lunch programs.

Areas of Focus and Improvement **Based upon Data Analysis (SLA, CAT 4 and PAT)**

ECDP & Kindergarten

Numeracy: vocabulary and subtraction.

Literacy: spelling, phonics.

Fine and gross motor skills development.

Strategies & Resources: rhyming, finger play, daily routines, using writing tools (crayons, pencils and pastels, Jolly Phonics, extra gym time, and kid's yoga.

Grade 1

Numeracy: addition, subtraction and number sense.

Literacy: spelling and writing conventions, phonemic awareness, letter recognition and phonics.

Strategies & Resources: math journals, math centres, spelling centres, Daily 5, guided reading, and writing prompts.

Grade 2

Numeracy: number sense, addition and subtraction.

Literacy: writing conventions and spelling.

Strategies & Resources: Mathletics, Power of Ten, Box Cars, one eyed Jack Domino centres, math buddies, Bear Necessities of writing program, spelling centers, Accelerated Reading, Lexia reading program, iPad Apps, and word wall.

Grade 3

Numeracy: addition of whole numbers and subtraction of whole numbers.

Literacy: reading and writing conventions and spelling.

Strategies & Resources: Daily 5, literacy place, Lexia, building spelling skills, Words Their Own Way, Accelerated Reader, Writer's Workshop, Mathletics, math buddies, manipulatives, iPads Apps, peer editing and the math centers.

Grade 4, 5, and 6

Numeracy: estimation, number sense, subtraction, place value, multiplication and problem solving.

Literacy: media texts, conventions, fluency, capitalization, punctuation, sentence structure and spelling...

Strategies & Resources: Daily 5, Accelerated Reading, Lexia, parent pull out, personal dictionary, peer self-editing, writer's workshops, and reading aloud, Mathletics, Daily 5 Math, multiplication centers, and logic and strategy games.

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	82.9	72.6	70.7	66.3	*	70	*	*	*			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	25.0	13.1	2.2	19.6	*	20	*	*	*			

Comment on Results

Our grade 3’s wrote the SLAs in the fall. Our grade 6 cohort was small and had 6 students on IPP’s. Due to the wildfire and the subsequent evacuation our grade 6 students were not able to write PATs.

Strategies

- Analyze results from standardized tests, etc. Ensure that at-risk students have appropriate supports:
- Ensure teachers focus on improvement strategies and challenge all students. Teachers attend district PLF relevant to improving student success in the academic areas and continue to avail themselves of district PD opportunities in content areas.
- Continue to use First Steps strategies, Differentiated Instruction, RTI, and classroom time on tasks that relate to outcomes (Map of Development, use of Accelerated Reader, Leveled Literacy Intervention, Daily 5, Literacy Place, Momentum, Athletics, Words Their Way, Raz Kids, Alpha kids, Reading A-Z, iPad apps, Lexia, Seesaw, and Words Their Way etc.)
- Organize professional development opportunities that include video conferencing, access to websites, ie: Daily 5, Teachers Pay Teachers, and other professional development to help teachers in providing improved instruction in areas where students are having more difficulty.
- Focus on school-wide consistency in teaching language arts and numeracy skills (ie. Daily 5)
- Plan continuity of program and a common approach in all grades. Ex. Use a common framework for writing and build on this common approach.
- Help students reduce anxiety and pressures leading up to the test and have students practice with released tests and field tests.
- Help students learn test taking strategies so that they are best able to show what they really know.
- Continue to use assessment for, as and of learning to ensure all outcomes are being met.
- Utilize differentiated instruction, balanced literacy, and effective numeracy strategies to help students reach high standards in learning outcomes.
- Plan a special evening to focus on literacy and numeracy and celebrate the Fine Arts.
- Maintain motivational programs to help students strive for excellence ie. AR, Athletics, Reader of the Month, Thunderbird of the Month, the Principal’s 200 Club.
- Use author and artist visits as available.

Comment on Results

- EYE (Early Years Evaluation) results in Kindergarten and ECDP show our students need support in all developmental areas with a particular need in fine and gross motor development.
- Students in ECDP show more red areas (experiencing significant difficulty) but show considerable gains after their first year in school for starting kindergarten.
- EYE screening encourages early intervention and informs teachers in their program planning.

Strategies

- Access to SLP, OT, and PT services.
- ECDP and Kindergarten students receive weekly support from a speech assistant.
- Family oriented programming.
- Family Fun Nights.
- Music, drama, dance and PE classes.
- Arts program focus (helps develop both fine and gross motor skills).
- Limited Access to sensory room.
- YMCA daycare provides accessibility to families and encourages students to attend our ECDP and KDG programs.
- EA support in the classroom for Puff students.
- iPads have fine motor apps such as Shelby's Quest; pro boards in classrooms provide opportunities for facilitating dance parties and gross motor lessons.
- Ensuring that learning centers and lessons are cross curricular also incorporate fine and gross motor activities on a daily basis.
- Provide families with information from consultants which outline activities to improve fine and gross motor development.
- Expanded Physical Education activities.

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.6	100.0	82.7	87.7	87.5	89	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	72.7	n/a	69.2	80.7	87.9	90	Very High	Improved	Excellent			

Comment on Results

A general trend of stability is demonstrated in the performance measure that students model the characteristics of active citizenship. Teaching appropriate behaviors enables students to understand the attitudes and behaviors that will make them successful when they finish school.

Strategies

Students model the characteristics of active citizenship

- Arrange for the school to be regularly involved in a particular charity - Terry Fox, United Way, Food bank, World Vision, Needy family, Movember, and Christmas Shoeboxes.
- Involve whole school in community clean up.
- Use Green school initiatives: promote recycling and healthy living, compost; students involved in the Destination Conservation program.
- Teach students to have empathy for those from other cultures, and promote multicultural education.
- Maintain our school foster child or family through World Vision.
- Maintain in-school volunteer awards and recognition for students and organizations.
- Have students under the supervision of the Healthy School Champion involved in organizing healthy school wide activities.
- Recognize citizenship characteristics through Green Slips, Thunderbird of the Month, P260, PBIS, Zones of Regulation and end of the year awards.
- Encourage attributes such as good work habits, and attendance that are necessary for success in a workplace.
- Acknowledge student volunteers and parent volunteers through a volunteer appreciation event.
- Next year will become a Leader In Me school.

Students are well prepared for employment

- Educate parents prior to the survey that the performance measure question is still relevant.
- Provide education and workshops on internet safety.
- Continue Friends program in grade 1 and grade 5.
- Integration of iPads and Chromebooks into the classroom.
- Utilize Reading Buddies, crossing guards, and lunch monitors, student announcers, and

Zones of Regulation to promote student leadership.

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	70.8	n/a	70	n/a	n/a	n/a			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	*	29.2	n/a	30	n/a	n/a	n/a			

Comment on Results

- The one student was an exceptional learner and a well-rounded individual; highly supported by parents; and involved in extracurricular activities outside and inside the school.

Strategies

- FNMI liaison support; counselling support when required; regular mainstream programming.
- Encourage involvement in student leadership and mentoring roles.
- FNMI resources shared in mainstream classes.
- Orange Shirt Day
- Teacher FNMI Rep.

Outcome Three: Alberta’s education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.0	100.0	88.3	88.6	91.5	92	Very High	Maintained	Excellent			

Comment on Results

We have had a slight decline in stakeholder satisfaction in this category, but still maintain excellent results. Overall, stakeholders seem to be happy with the level of safety and healthy opportunities for students.

Strategies

- Maintain collaborative approach to Healthy living- Apple Schools Health Champion in school working with staff students and community on a comprehensive school health

approach that promotes health within and beyond the school environment by providing support in the development of a healthy school community. Healthy choices, Healthy activities, collaboration with outside Healthy Schools Symposium, and a Wellness and Health School Policy.

- Ensure all teachers include character education, anti-bullying, and healthy living within the context of classroom instruction.
- Remind students of expectations & responsibilities at the beginning of the year and at various other times as required. Procedures- school handbook, protocols.... Community Service- monitors, crossing guards, buddies, and more.
- Partnering with families: communications from teachers- families by email class website; school newsletter, websites, etc. Promotion of parenting course.
- Maintain collaborative connections with families through PTI time, Literacy night, Family Fun night, etc.
- Utilize Girls Inc.- research based programs to teach our female youth the skills they need to face particular challenges girls face daily. Girl Power/Mega Boys in place.
- Continue with swimming and skiing, extracurricular team sports, and collaboration with outside agencies to promote achievement of outcomes in PE.
- Utilize library time that promotes literacy habits which enable students to make connections with library resources both inside and outside school. Cooperation with the Wood Buffalo Public Library.
- Maintain Friends curriculum and other programming and supports that promote student learning and contribute to safe and caring outcomes.
- Continue after school sports, robotics, tech club, and Thickwood Theatrics to enable learning in areas other than core subjects.
- Positive Behavioral Supports and Integration to teach students appropriate behaviors and model being Respectful, Responsible and Ready (Pink Shirt Day and Stand Up Anti-Bullying Assemblies, P200 Club).
- Introduction of the Leader In Me program in the school for 2017-18.

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	90.2	95.7	90.2	88.7	88.6	89	Very High	Maintained	Excellent			

Comment on Results

We were able to maintain excellent results in this category. We have a full-time music-drama teacher and part-time Art teacher, bring in guest artists, incorporate dance in PE and bring in outside Dance Instructors, continue with a successful Apple Schools program, a strong school based PE program, and a wide range of afterschool athletic activities.

Strategies

- Continuation of teachers supporting other teachers during release time.
- Professional Learning Fridays.
- Part time art teacher.
- Two dedicated Art Rooms.
- Div. 2 teachers are subject specialists.
- Participation of PEAK Program.
- Introduction of QR codes into classrooms.
- Collaborative time for staff.
- Continue Daily 5 for literacy and numeracy instruction.
- Continue Mentorship program for new teachers.
- Continue Apple School Program.
- Continue Leveled Literacy Intervention.
- Continue Theatre, musicals and concerts.
- Continue monthly assemblies.
- Continue Amazing Waste Race.
- Continue Girl Power Conference/Boys Conference.
- Continue Fine arts trip for div 2 (every second year).
- Continue use of iPads and Chrome books.
- Continue Family Fun Nights.
- Extracurricular Sports (Volleyball, Basketball, Badminton and Floor Hockey).
- Robotics and Technology Club.
- Drama Programing
- Trip to Royal Tyrell Museum
- Dance Play
- Fine Arts Evening

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		2017	Achievement	Improvement	Overall	2017	2018
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	86.7	100.0	75.8	80.4	83.4	85	Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	84.3	90.0	72.0	83.7	80.7	83	High	Maintained	Good			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	91.7	90.6	93.7	95.3	97	Very High	Maintained	Excellent			

Comment on Results

We have had a slight decline in stakeholder satisfaction in this category, but still maintain excellent results. Overall, stakeholders seem to be happy with the level of safety and healthy opportunities for students.

Teachers articulated that there was a decline in the level of parental involvement in their child's education., We regularly communicate activities and school events, and we encourage parents to maintain a high level of involvement in school based activities and functions.

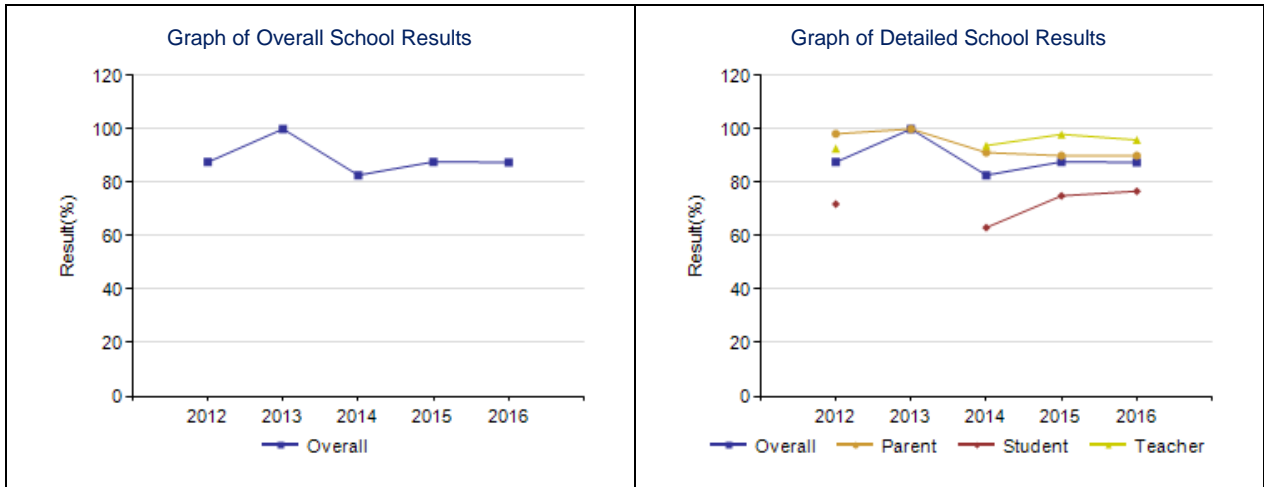
Strategies

- Maintain collaborative approach to Healthy living- Apple Schools Health Champion in school working with staff students and community on a comprehensive school health approach that promotes health within and beyond the school environment by providing support in the development of a healthy school community. Healthy choices, Healthy activities, collaboration with outside Healthy Schools Symposium, and a Wellness and Health School Policy.
- Ensure all teachers include character education, anti-bullying, and healthy living within the context of classroom instruction.
- Remind students of expectations & responsibilities at the beginning of the year and at various other times as required. Procedures- school handbook, protocols; Community Service- monitors, crossing guards, buddies; Rules and Responsibilities - behavioral expectations, classroom and assembly etiquette; and more.
- Partnering with families: communications from teachers-families by email class website; school newsletter, websites, etc. Promotion of parenting course.
- Maintain collaborative connections with families through PTI time, Literacy night, Family Fun night, and school council meetings.
- Utilize Girls Inc.- research based programs to teach our female youth the skills they need to face particular challenges girls face daily. Girl Power/Mega Boys in place.
- Continue with swimming and skiing, collaboration with outside agencies to promote achievement of outcomes in PE.
- Utilize library time that promotes literacy habits which enable students to make connections with library resources both inside and outside school. Cooperation with the Wood Buffalo Public Library.
- Maintain Friends curriculum and other programming and supports that promote student learning and contribute to safe and caring outcomes.
- Continue after school sports, robotics, tech club, and Thickwood Theatrics to enable learning in areas other than core subjects.
- Positive Behavioral Supports and Integration to teach students appropriate behaviors and model being respectful, responsible and ready.
- Continue to use School and District Webpages - updated to include online registration, etc.
- Use of Twitter and Facebook to highlight school functions and provide information.
- Apple school- now in its sixth year will continue to be an excellent source of healthy eating education.

- Girl Power - innovative approach to developing student leadership.
- IPP and support plans with parent as key stakeholder and partner in plan.
- Communicate the new reporting system to parents to ensure understanding of the changes.
- Educate parents on opportunities for involvement in decision-making at the school level (School Council/PAC).
- Teachers communicate positive messages as well as issues to resolve with parents. (Positive emails/phone calls home).
- Encouraging parent volunteers with specific jobs.
- Invitations to parents to visit the school as appropriate: Family Fun Nights, concerts, plays, Art Showcase, monthly assemblies, BBQs and more.
- Use of electronic newsletters or PTI's to explain new curriculum or approaches.
- Parent involvement with decisions regarding healthy choices (food) or supplies or initiatives (Apple School Core Committee, breakfast program).
- Parent contribution to documentation and assessment. School Growth Plan PAC Rep sits in on meeting.
- Continue to communicate about practices of note: PLF, collaboration, district standards, PD for staff, improvements in technology and the physical enhancement of schools.
- Ensure that the physical impression of the school continues to reflect improvement, especially in areas that are most frequented by the parents and all school community: outside appearance (siding), office, library furniture, hallway mats, entrance ways, doors, refurbished bathrooms, and repaving.
- Maintain a neat and tidy appearance in all classrooms.
- Ensure that the professional growth of all staff is ongoing, collaborative and beneficial to the needs of the school and the district- differentiated instruction, literacy, assessment for learning and other practices to be embedded in school culture.
- Support new teacher learning (teacher induction), mentoring within the school, and teamwork: EA s and ATA together.
- Give time for staff to continue to find ways of enhancing instruction through access to new resources and time to explore those resources.
- Utilize PLF time for dialogue, school improvement, and professional growth.
- Maintain teacher involvement in committees dealing with report cards, curriculum, school improvement, and extracurricular initiatives.

Citizenship – Measure Details

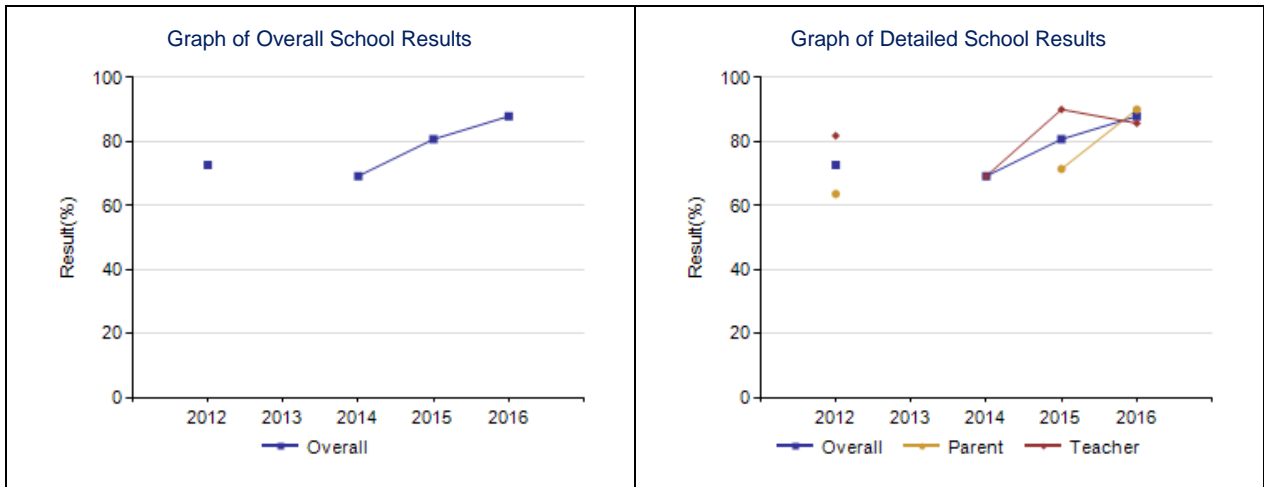
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	87.6	100.0	82.7	87.7	87.5	80.1	82.2	80.9	81.8	81.8	82.5	83.4	83.4	83.5	83.9
Teacher	92.7	n/a	93.8	98.0	95.9	91.5	93.7	95.6	95.4	96.4	93.1	93.6	93.8	94.2	94.5
Parent	98.2	100.0	91.2	90.0	90.0	77.9	79.3	80.7	81.0	81.0	79.4	80.3	81.9	82.1	82.9
Student	71.9	n/a	63.1	75.0	76.7	70.8	73.6	66.5	69.1	67.9	75.0	76.2	74.5	74.2	74.5



- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
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Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	72.7	n/a	69.2	80.7	87.9	77.2	79.6	83.0	80.4	85.4	79.7	80.3	81.2	82.0	82.6
Teacher	81.8	n/a	69.2	90.0	85.7	87.7	89.8	89.3	91.5	93.6	89.5	89.4	89.3	89.7	90.5
Parent	63.6	*	*	71.4	90.0	66.7	69.4	76.8	69.3	77.1	69.9	71.1	73.1	74.2	74.8

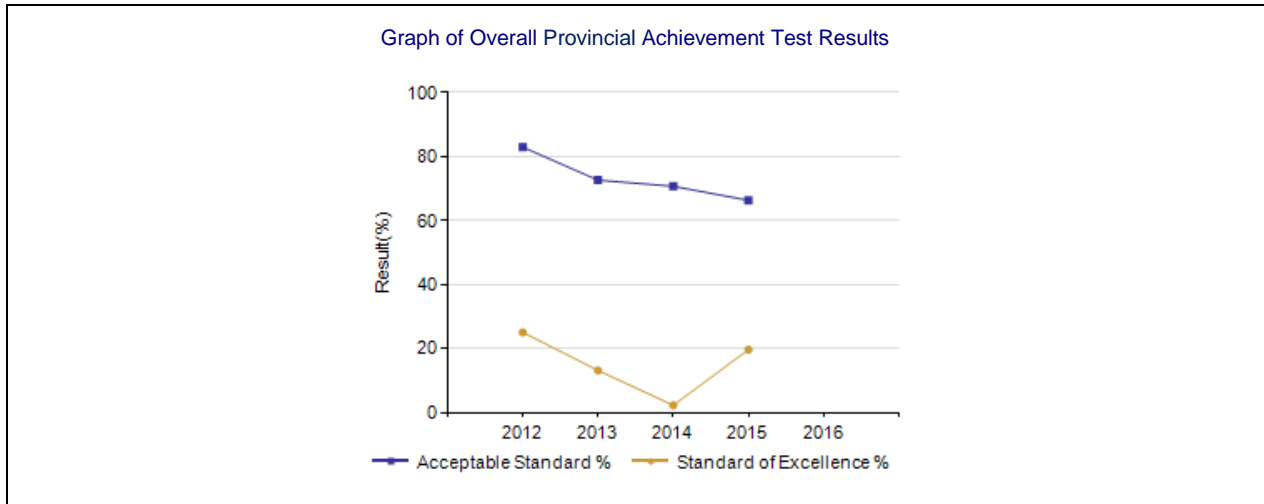


- Notes:
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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	84.2	15.8	76.2	19.0	82.6	0.0	69.6	17.4	*	*	70	15
	Authority	84.5	20.3	88.0	13.7	84.5	15.2	86.1	19.4	42.2	18.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	School	84.2	21.1	71.4	14.3	73.9	0.0	60.9	13.0	*	*	65	10
	Authority	78.5	17.7	73.7	17.3	73.8	15.0	78.7	17.3	90.0	32.5		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	84.2	36.8	71.4	14.3	73.9	8.7	65.2	26.1	*	*	67	15
	Authority	82.5	28.9	78.4	20.8	72.3	15.6	76.9	21.5	93.9	42.4		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	78.9	26.3	71.4	4.8	52.2	0.0	69.6	21.7	*	*	70	15
	Authority	73.1	21.2	75.3	16.4	62.8	8.4	70.6	15.2	96.7	33.3		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

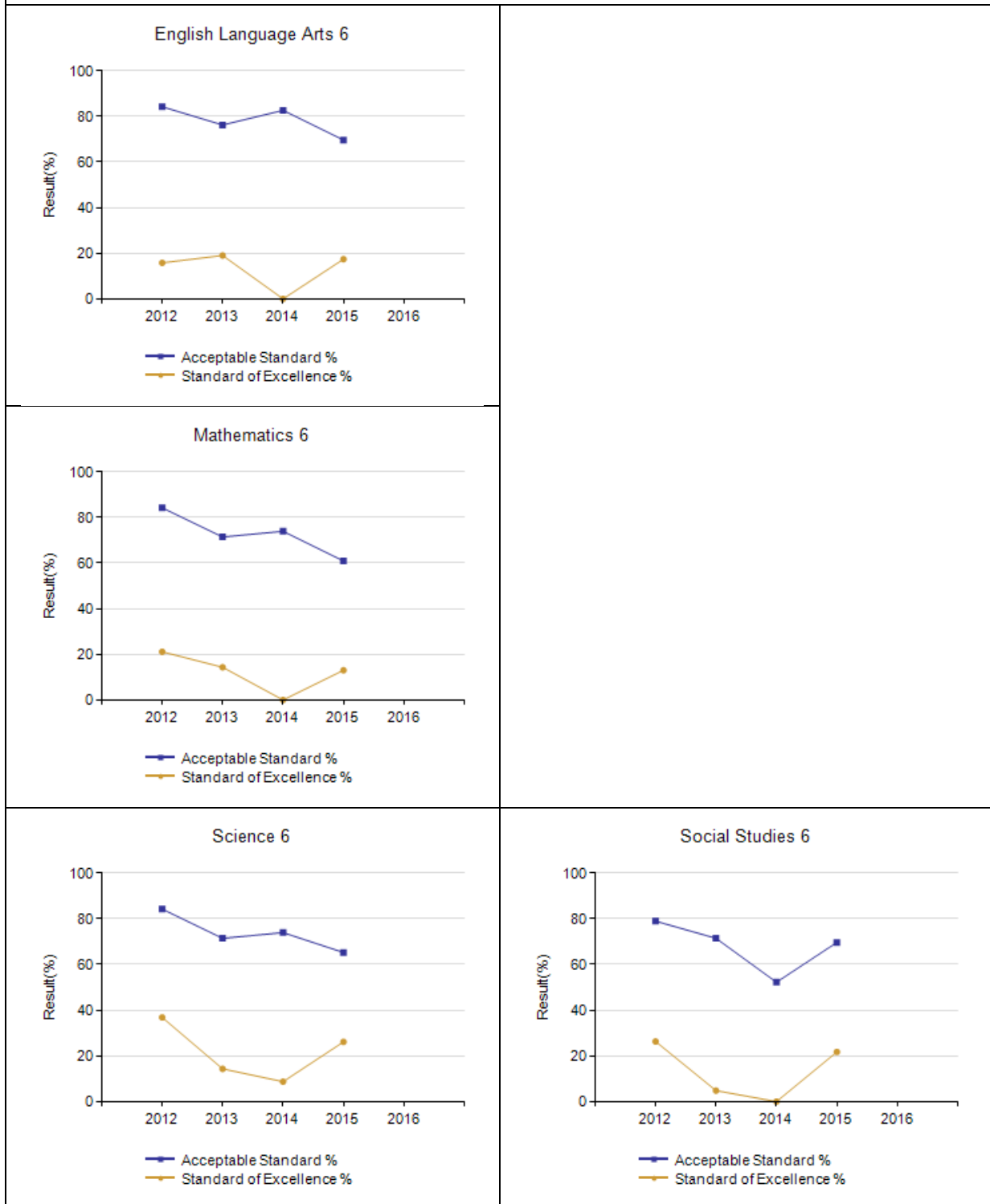
Notes:



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



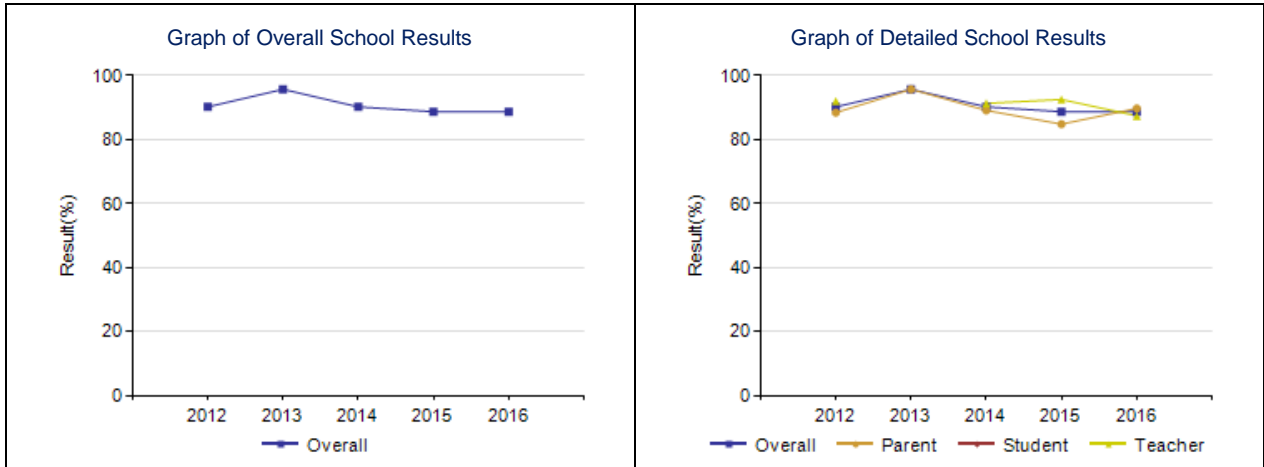
PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course		Measure		Thickwood Heights School						Alberta				
				Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	*	*	*	1	*	22	76.1	47,606	82.9	45,843	82.4		
	Standard of Excellence	*	*	*	1	*	22	12.1	47,606	20.4	45,843	17.8		
Mathematics 6	Acceptable Standard	*	*	*	1	*	22	68.7	47,512	72.2	45,774	73.2		
	Standard of Excellence	*	*	*	1	*	22	9.1	47,512	14.0	45,774	15.3		
Science 6	Acceptable Standard	*	*	*	1	*	22	70.2	47,543	78.0	45,788	76.6		
	Standard of Excellence	*	*	*	1	*	22	16.4	47,543	27.1	45,788	25.3		
Social Studies 6	Acceptable Standard	*	*	*	1	*	22	64.4	47,522	71.4	45,710	71.0		
	Standard of Excellence	*	*	*	1	*	22	8.8	47,522	22.0	45,710	17.9		

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.2	95.7	90.2	88.7	88.6	80.8	78.5	79.2	81.0	81.4	80.7	81.5	81.3	81.3	81.9
Teacher	92.0	n/a	91.3	92.5	87.4	86.2	83.0	87.0	85.4	88.6	87.3	87.9	87.5	87.2	88.1
Parent	88.4	95.7	89.1	84.8	89.7	80.1	76.4	76.1	82.9	79.3	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.2	76.2	74.5	74.6	76.2	76.9	77.8	76.6	76.9	77.5



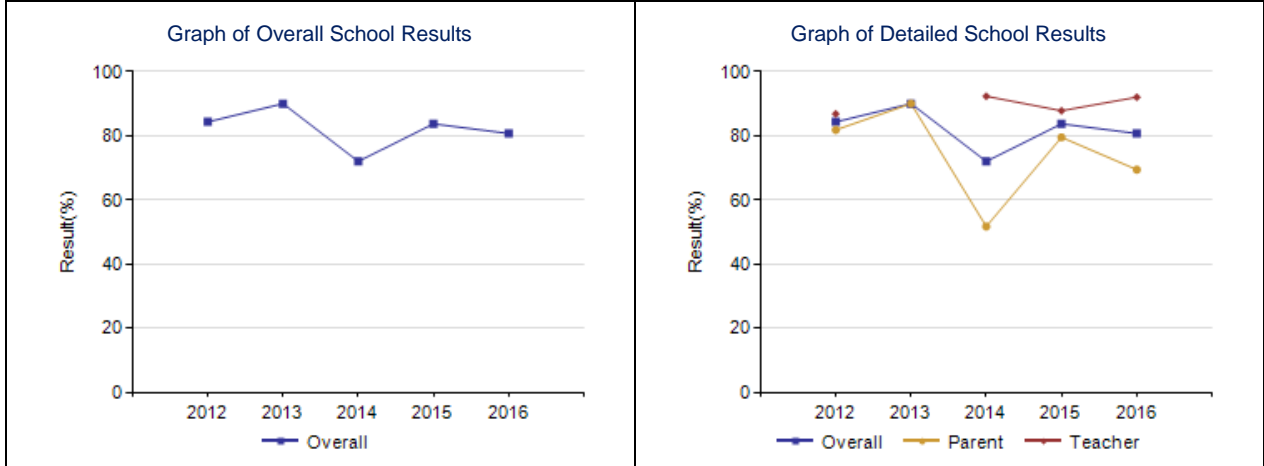
Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.3	90.0	72.0	83.7	80.7	77.4	81.1	84.3	82.6	82.2	79.7	80.3	80.6	80.7	80.9
Teacher	86.8	n/a	92.3	87.8	92.0	88.5	87.7	90.6	91.0	91.5	88.0	88.5	88.0	88.1	88.4
Parent	81.8	90.0	51.7	79.5	69.4	66.2	74.4	78.1	74.1	72.9	71.4	72.2	73.1	73.4	73.5

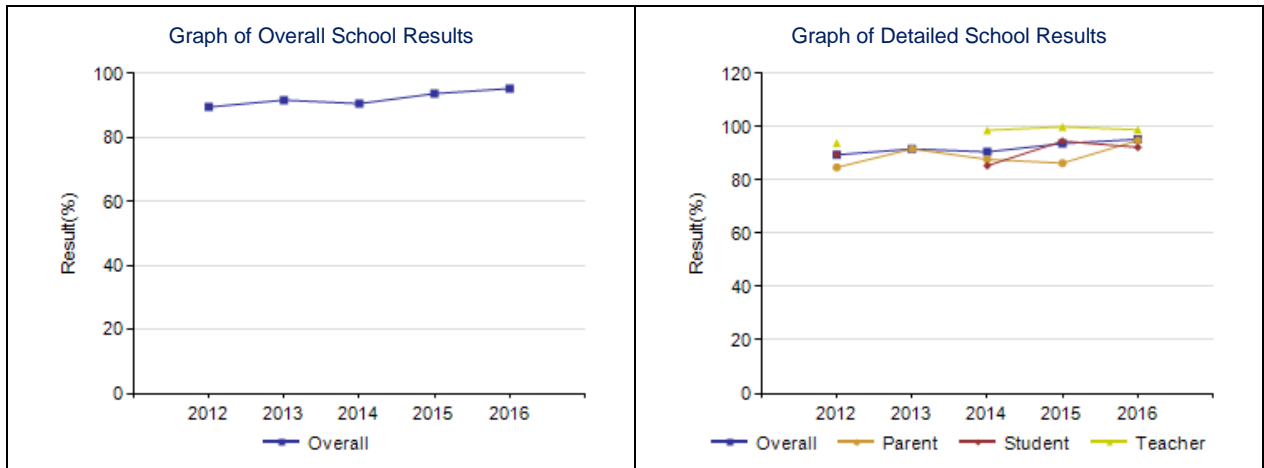


- Notes:
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Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.5	91.7	90.6	93.7	95.3	87.4	89.2	88.2	88.2	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	93.9	n/a	98.7	100.0	98.9	95.0	96.0	97.1	96.2	97.6	95.4	95.7	95.5	95.9	96.0
Parent	84.8	91.7	87.8	86.4	94.9	80.5	82.9	83.9	85.7	84.5	84.2	84.9	84.7	85.4	86.1
Student	89.6	n/a	85.4	94.6	92.3	86.6	88.6	83.7	82.8	83.5	88.6	88.7	87.3	87.4	88.0

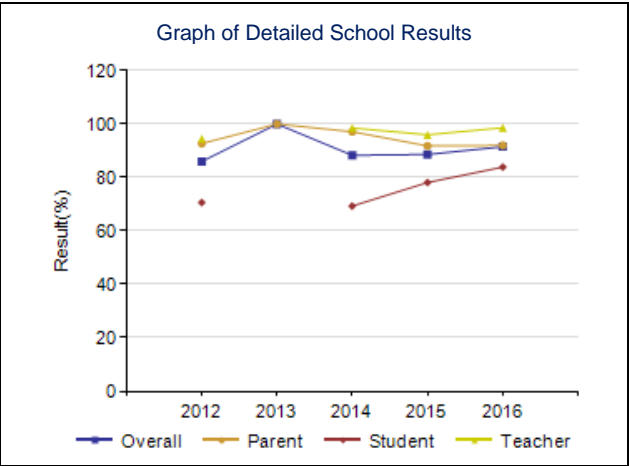
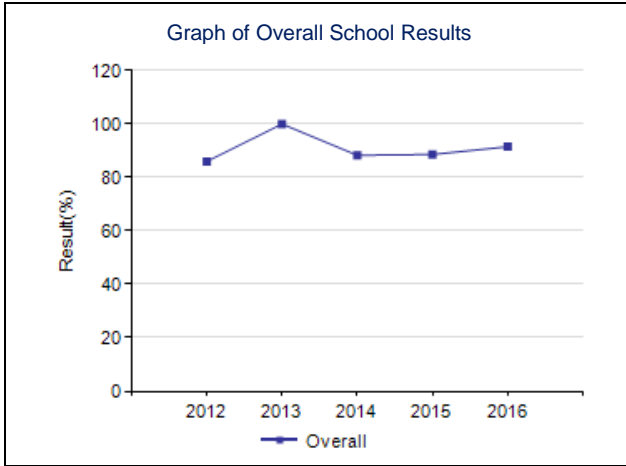


- Notes:
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.0	100.0	88.3	88.6	91.5	86.0	88.7	86.8	87.5	88.3	88.6	89.0	89.1	89.2	89.5
Teacher	94.5	n/a	98.5	96.0	98.6	94.9	94.8	96.9	95.6	97.2	94.8	95.0	95.3	95.4	95.4
Parent	92.7	100.0	97.1	91.8	92.0	84.1	87.7	86.0	87.5	88.3	87.4	87.8	88.9	89.3	89.8
Student	70.6	n/a	69.3	78.1	83.9	79.0	83.6	77.5	79.5	79.4	83.7	84.2	83.1	83.0	83.4



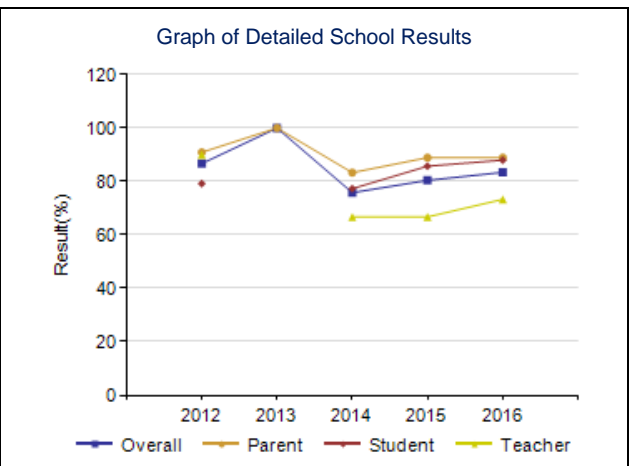
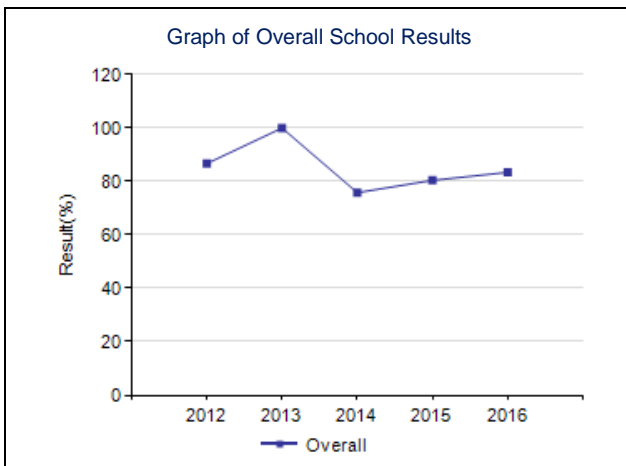
Notes:

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- 3.

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.7	100.0	75.8	80.4	83.4	80.5	80.6	81.7	79.9	80.2	80.0	80.6	79.8	79.6	81.2
Teacher	90.0	n/a	66.7	66.7	73.3	77.5	75.8	84.3	80.9	88.0	81.1	80.9	81.3	79.8	82.3
Parent	90.9	100.0	83.3	88.9	88.9	80.6	79.1	81.6	79.3	73.9	76.2	77.9	77.0	78.5	79.7
Student	79.2	n/a	77.3	85.7	88.0	83.4	86.9	79.2	79.6	78.8	82.7	82.9	81.2	80.7	81.5



Notes:

1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).