



"Where the Arts Come Alive"

Assurance Model for Thickwood Heights School
Principal Tifanie Book
Fall 2022



Thickwood Heights School Plan Fall 2022

"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, artistic, physical and social skills."

Thickwood Heights School is an elementary school located in Fort McMurray and is part of the Fort McMurray Public School District. It is situated in a lower/middle socio-economic neighborhood and is supported by an active Parent Advisory Council. In the fall of 2022, Thickwood Heights School consists of 10 classes with a total of 223 ECDP - Grade 6 Students.

Our school has a total of 12 ATA staff and 11 CUPE staff members serving the needs of our students. Thickwood Heights aims to support all learners and we continue to focus on literacy and numeracy as foundations of learning. The school motto is "where the arts come alive" and the arts are celebrated in every class at our school. There is an annual spring theater production including grades four to six, an established music program with lessons three times a week for each class, and a newly developed after school art program from students in grades three and four. In addition to our focus on the arts, Thickwood Heights emphasizes the need to increase public awareness and understanding of the history of residential schools and their legacy. We have a First Nations liaison staff member who works in a variety of ways with teachers to academically and emotionally support indigenous students and to promote indigenous culture. To raise awareness and act in reconciliation, our school promotes the seven sacred teachings and is a Downie Wenjack Legacy School. We participate in Secret Path week to raise money in support of the Gord Downie Chanie Wenjack Foundation and were awarded the Board of Trustees School Community Initiative Awards for our Secret Path Art Display and open house in 2021.

"Leadership" at Thickwood Heights is an umbrella term that encompasses the many character traits and basic life skills necessary to thrive in the 21st century. By developing well rounded children who know their strengths, our goal is to assist students to unlock their potential, lead their own lives and influence others. We hold monthly assemblies and celebrate students in each grade who demonstrate our "Thunderbird" characteristics of active citizenship. The assemblies are led by students who developed our Thunderbird criteria. Our grade five and six classes assist with grade one and two lunchtime and we have a student council who meets weekly to lead events in the school. At Thickwood the seven habits and the seven teachings work hand in hand as we braid indigenous and western ways of being and knowing.



Thickwood Heights School

SCHOOL ASSURANCE FRAMEWORK

Doing What's Best for Kids



CURRENT STATE (EVIDENCE)

STRENGTHS

Overall Accountability Pillar Results from Spring 2022 report were above provincial average with 94% of stakeholders satisfied with the school educational quality and 92.5% of stakeholders feeling that Thickwood is safe and caring. There is a school focus on Indigenous learning with a variety of events/activities toward reconciliation as a Downie Wenjack Legacy School. Thickwood Heights also continues to integrate arts into instruction with an emphasis on music, drama, and a full school production in the spring based out of Keyano Theatre.

AREAS FOR GROWTH

Literacy - Increase student achievement through instruction, interventions and parent involvement, specifically reading comprehension, accuracy and fluency. By June 2023, 65% of Division One students and 85% of Division Two students will be at or above report card reading category targets.

Numeracy - Increase student achievement through instruction, interventions, and parent involvement, specifically mathematical fluency and comprehension. By June 2022, 75% of Division One students and 80% of Division Two students will be at or above report card category targets.

LOCAL CONTEXT

Demographics: 223 students, 23 staff, 14% First Nations, Metis and Inuit

School Specific: ECDP to Grade 6 Elementary School - Learning through the Arts Focus

Programs: DWF Legacy School, LIM School, APPLE School, Arts Theatrical Production

School Culture: Established teaching staff with two new teachers, new Principal, LAC, Counsellor in 2022

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS

- Support from FMPSD Literacy and Numeracy Coordinators
- Collaborative grade level groups with new curriculum and resources
- Collaborative Response Model for targeted interventions

2. PHYSICAL RESOURCES

- Fountas & Pinnell Literacy Benchmarking Kits and Leveled Intervention Kits, FNMI dedicated space and resources, Numeracy kits and manipulatives, subscriptions to Math and Literacy Applications (Mathletics, Reading Eggs)

3. HUMAN RESOURCES

- Staff Experts (Art, Music, Drama, LAC, FNMI), Division Consultants, parent involvement with supports, PAC

4. BUDGET - School Based Funds for additional resources for recommended new curriculum resources, PAC interventions.

INDICATORS OF SUCCESS

SHORT TERM

Regular consultations and check ins with Literacy and Numeracy goals. Focussed use of resources, utilization of division support/coordinators, action highlighting student involvement, communication to parents and awareness of programs.

MOVING TO - DESIRED STATE

Literacy - Increase student achievement through instruction, interventions and parent involvement. By June 2023, 65% of Division One students and 85% of Division Two students will be at or above report card reading category targets.

Numeracy - Increase student achievement through instruction, interventions and parent involvement. By June 2022, 75% of Division One students and 80% of Division Two will be at or above report card reading category targets.

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GROWTH AREA : LITERACY - Increased coordination of literacy instruction, interventions and parent involvement to support student achievement in reading comprehension, accuracy and fluency. By June 2023, 65% of Division One and 85% of Division Two students will be at or above report card reading category targets.

ACTION FOR IMPROVEMENT: Literacy - IF time and resources were made available for staff to engage in a Collaborative Response Model where teachers bring forward evidence of their instructional practices and resulting impacts on student reading comprehension, fluency and accuracy and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective instructional practices then we would expect to see increase instances of students achieving grade level category targets in the identified areas by June 2023.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement How?	Short term success indicators (October)	Moving To... (June)
Current State					Evidence of Improvement	Desired State "Audacious" 1-year goal
<p>At present, there are diverse tools and resources implemented across grade levels and languages to support student achievement; however, there is limited coordination in the approach to literacy instruction and tools employed.</p> <p>Current student achievement data indicates need for continued focus; reading comprehension, fluency and accuracy.</p>	<p>2021-2022 Student Report Card Indicators</p> <p>Feedback gathered through staff surveys, self-reporting, and in-depth discussion.</p> <p>Student reading level benchmarks (Fountas & Pinnell, GB+)</p> <p>Literacy benchmark of First Nation, Metis, and Inuit students</p>	<p>Currently, student achievement data indicates 43% of Div 1 and 79% of Div 2 students are achieving grade level expectations in the identified areas.</p> <p>Classroom assessment and current literacy assessments corroborate this evidence.</p>	<p>Staff have identified individual classroom instructional practices to meet student areas of need.</p> <p>Classroom resources are highly individualized by teachers.</p> <p>Division One student data indicates the need to continue to focus on targeted literacy interventions.</p>	<p>Continued implementation of the CRM Model with specific focus on literacy and identified areas of improvement.</p> <p>Designated time and processes established for joint and collaborative planning.</p> <p>Collaborative creation of grade level specific year-long literacy plans with specific focus on strategies, resources, and supports to address literacy goals</p>	<p>All teachers will have input and construct literacy strategies.</p> <p>All teachers will report on and share about progress in the identified areas.</p> <p>FNMI literacy data used to implement focussed interventions.</p> <p>Professional development plan for teacher capacity.</p> <p>Increased parent involvement with interventions (data tracking?).</p>	<p>Assessment and ongoing feedback are utilized on a daily basis informing instruction.</p> <p>Students in all classes will be provided with differentiated literacy instructional strategies and interventions.</p> <p>Teachers will report on progress and growth using timely data and share amongst grades to support student growth.</p> <p>Collected results will be used to monitor and adjust interventions to further improve achievement</p>



GROWTH AREA: *Literacy* - Continued

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<p><i>Current State</i></p> <p>Presently, ELL and First Nations, Metis and Inuit interventions consist of classroom interventions with added support of lexia, precision reading and other programs when staff available.</p> <p>Additionally, observations and achievement results indicate a need for further growth in the area of differentiated instruction to meet the needs of all learners.</p>	Literacy benchmarks for ELL students	Anecdotal teacher observation and reports further support this evidence.		<p>Support from Division Coordinators. Particularly interpreting data with teachers and assisting with resources and teacher learning.</p> <p>Literacy team to assess data, identify needs and plan for PLF learning and growth to support learning.</p> <p>Parent support, through sharing home resources, communication of school wide goals.</p>		By June 2023, 65% of Division One students and 85% of Division Two students will be above or at report card reading category targets.



GROWTH AREA: NUMERACY- Increase student achievement through instruction, interventions and parent involvement, specifically mathematical fluency and comprehension. By June 2022, 75% of Division One students and 80% of Division Two students will be at or above report card category targets.

ACTION FOR IMPROVEMENT: NUMERACY - If time and resources were made available for staff to engage in a collaborative response model where they bring forward evidence of their math fluency and math comprehension instructional practices and the resulting impacts on student learning and if the school leadership team is also actively engaged in exploring and building collective knowledge about the effective math fluency and comprehension instructional practices THEN we would expect to see increase instances of student with increased results in math comprehension and fluency.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
Current State						
Students have not practiced math fluency enough to create a strong foundation fully supporting understanding more complex mathematical operations. Reading comprehension levels have affected mathematical comprehension.	Previous PAT Data, MIPI Data, Term reporting Teacher survey and self-reporting of student results	Classroom assessment and teacher observation supported by benchmark assessment results and areas of focus.	Staff have identified areas of focus for improvement in math comprehension and fluency Explicit instruction and practice of math fluency and comprehension has had as effect on mathematical understanding and accuracy However, additional time and collaboration needs to be given to this area for further improvement	All teachers will collaboratively develop fluency strategies for students mathematical facts and operations recall Student learning will be brought forward for discussion by all teachers in collaborative response meetings . Inclusion of parents in general strategies and sharing of resources to home.	Developed strategies (Continuum of Supports) All teachers will be able to recognize and bring forward evidence of fluency and comprehension impact on the learning of students Teacher collaboration, especially during PLF, will provide evidence of teacher growth in being able to analyze classroom evidence. Increased parent involvement through resource sharing and communication.	Assessment and ongoing feedback are woven in the day-to-day fabric of teaching and learning. Students in all classes are able to provide proof of learning using a variety of assessment data and use specific criteria to monitor and adjust their learning performance. Every student knows where he/she is in relation to learning targets and knows what specifically he/she needs to do to improve.



Thickwood Heights School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



223 STUDENTS

4 % English Language Learners
8 % Early Childhood Learners
14 % First Nations, Métis, Inuit
7 % Severe Disabilities



23 STAFF

12 ATA Employees
11 CUPE Employees



PARENTS

71.3% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

73 Students 7 Teachers 12 Parents

STAKEHOLDER FEEDBACK

94 % of stakeholders are satisfied with the educational quality.

92.5% of stakeholders feel that the school is safe and caring.

86% of stakeholders agree students are engaged with learning at school.

IMPROVEMENT AREAS

- ✧ Improvement #1 - Parental Involvement (71.3 %)
- ✧ Improvement #2 - School Improvement (69.9%)
- ✧ Improvement #3 - Program of Studies (80.5%)

PROGRAM PRIORITIES

- ✓ Priority #1 - Increase Parent Involvement
- ✓ Priority #2 - Overall School Improvement
- ✓ Priority #3 - Focus on Program of Studies including fine arts, career, technology and health and physical education.

2021-2022 SCHOOL REPORT CARD

Below are the results of the NEW Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2021-2022 School Result - 86%
2020-2021 School Result - 84.7%
2021-2022 Provincial Result - 85.1%

CITIZENSHIP

2021-2022 School Result - 83.3%
2020-2021 School Result - 91.7%
2021-2022 Provincial Result - 81.4%

EDUCATION QUALITY

2021-2022 School Result - 94%
2020-2021 School Result - 96.1%
2021-2022 Provincial Result - 89%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2021-2022 School Result - 92.5%
2020-2021 School Result - 93.7%
2021-2022 Provincial Result - 86.1%

PARENTAL INVOLVEMENT

2021-2022 School Result - 71.3%
2020-2021 School Result - 84.5%
2021-2022 Provincial Result - 78.8%

ACCESS TO SUPPORT AND SERVICES

2021-2022 School Result - 89.3%
2020-2021 School Result - 88.4%
2021-2022 Provincial Result - 81.6%



Thickwood Heights NARRATIVE OF THE RESULTS *Doing What's Best for Kids*



To create this report we looked at a variety of sources of data to help make informed decisions for improvement and goal targets. We reviewed the Spring 2022 Assurance Report Framework for general students, ELL students and First Nations Metis and Inuit students. We also took a look at the OurSchool Survey Data, and our school Literacy Results and Numeracy Results.

Through analyzing the data, we identified some of the strengths of Thickwood Heights, starting with the statistic that 94% of stakeholders were satisfied with the overall quality of basic education. Our teachers are doing a good job on teaching foundational skills and stakeholders also agree (86%) that the students are engaged when learning at the school. Thickwood strives to provide a welcome, caring, respectful and safe environment and 92.5% of our stakeholders agree that we do so.

Through data review and analysis we identified several areas of need that lead to goals in the areas of literacy and numeracy. In Division One, data shows that 35% of students are at risk in numeracy (below grade level) and 49% of students are at risk in literacy. In Division Two, 23% of students are at risk in numeracy and 14% are at risk in literacy. This data shows the huge impact of the past two years of inconsistent school in Division One, and led to the development of goals in both numeracy and literacy.

Last year in PLF Thickwood focused on Literacy, Numeracy, supporting First Nations, Métis, Inuit students, and Apple Schools. Teachers also learned about the Collaborative Response Model and the WeCollab program. The data shows a need to increase our focus on literacy and numeracy, which led to the development of our school goals and helped structure the PLF plan for 2022-2023, with an increased focus on support in these areas.

For the 2022 and 2023 Thickwood needs to have an increased collection of data on ELL achievement as no data collected from last year. There was also no FNMI achievement data collected from last year, and we will make it a focus for this year to collect baseline information. All Thickwood students engage with the Sacred Teachings and participate in First Nations, Métis, Inuit Days such as Orange Shirt Day, Rock Your Mocs Day, Secret Path Week, National Indigenous People's Day, and many more.



Thickwood Heights NARRATIVE OF THE RESULTS *Doing What's Best for Kids*



The goals for our 2022-2023 Education plan include building a consistent Collaborative Response Model (CRM) meeting structure during PLF time and reviewing the Continuum of Supports to identify current practices and interventions in Numeracy and Literacy. CRM triangulates data and school interventions through collaborative meetings. By increasing collaboration, application of interventions, and tracking and analyzing data, we hope to see an increase in student results in both of these areas. We will also strive to increase communication to parents about Literacy and Numeracy support and interventions, and possible applications at home. Additionally, more information needs to be collected on specifically FNMI and ELL demographics, including identification and organized support.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1844 Thickwood Heights School

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	86.0	84.7	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.3	91.7	91.2	81.4	83.2	83.1	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	81.8	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.6	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	94.0	96.1	93.1	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.8	93.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	89.3	88.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	71.3	84.5	85.8	78.8	79.5	81.5	Low	Declined	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exams measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1844 Thickwood Heights School



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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	85.7	83.3	71.8	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
Lifelong Learning	78.1	87.3	64.1	81.0	82.1	72.0	High	Maintained	Good
Program of Studies	80.5	93.2	92.8	82.9	81.9	82.3	High	Declined	Acceptable
Program of Studies - At Risk Students	88.6	88.3	89.5	81.9	82.7	84.8	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	92.5	95.2	94.7	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	78.2	83.4	80.2	72.6	71.8	74.1	High	Maintained	Good
School Improvement	69.9	86.0	88.9	74.2	81.4	81.3	Low	Declined Significantly	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	77.8	87.6	92.0	84.9	85.7	83.5	High	Declined	Acceptable

Notes:

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2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1844 Thickwood Heights School



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	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.3	2.6	2.6	n/a	n/a	n/a
In-Service Jurisdiction Needs	85.7	83.3	71.8	83.7	84.9	85.1	Intermediate	Maintained	Acceptable
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School Improvement	69.9	86.0	88.9	74.2	81.4	81.3	Low	Declined Significantly	Concern
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	77.8	87.6	92.0	84.9	85.7	83.5	High	Declined	Acceptable

Notes:

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Teacher Reporting: Standard and classroom assessments collective data

Literacy	Below	%	Meeting	%	Above	%
Kindergarten	10/36	28	21/36	58	5/36	14
Grade 1	10/17	59	6/17	36	1/17	5
Grade 2	14/21	67	5/21	24	2/21	9
Grade 2/3	12/22	55	8/22	36	2/22	1
Grade 3	4/25	16	15/25	60	6/25	24
Division One		49		40		11
Grade 4	2/31	6	21/31	68	8/31	26
Grade 5	4/23	17	6/23	26	13/23	57
Grade 6	6/31	19	11/31	35	14/31	45
Division Two		14		43		43

Numeracy	Below	%	Meeting	%	Above	%
Kindergarten	5/36	14	13/36	36	18/36	50
Grade 1	8/17	47	7/17	41	2/17	12
Grade 2	7/21	33	13/21	62	1/21	4
Grade 2/3	12/22	55	7/22	32	3/22	9
Grade 3	2/25	8	18/25	72	5/25	20
Division One		36		52		11
Grade 4	8/31	26	20/31	64	3/31	10
Grade 5	5/24	21	13/24	54	6/24	25
Grade 6	7/31	23	13/31	42	11/31	35
Division Two		23		53		23

