

"Where the Arts Come Alive"

Assurance Model for Thickwood Heights School
Principal Tifanie Book
Spring 2023



THICKWOOD HEIGHTS SCHOOL SCHOOL ASSURANCE

Doing What's Best for Kids



Thickwood Heights School is an elementary school located in Fort McMurray and is part of the Fort McMurray Public School District. We are a Leader in Me, Apple and Downie Wenjack Legacy School. Thickwood is situated in a lower/middle socioeconomic neighborhood and offers a daily breakfast and lunch program. Our annual theater production is a highlight for families, and our grade five and six students compete city wide in a variety of sports.

In the spring of 2023, Thickwood Heights School consists of 10 classes with a total of 229 ECDP - Grade 6 Students. Our Division One classes make up 62% of our population and our Division Two students are 48% of our community. Of our 229 students, 16% identify as First Nations, Metis or Inuit and 4% of are English Language Learners. Across Early learning and both divisions 7% of students have Behaviour Plans, 12% of students have Individual Program Plans, and 8% of students have Learning Support Plans. Our school counsellor does individual or group counselling with 36% of our Division Two students and 24% of our Division One students.

Our school has a total of 12 ATA staff and 13 CUPE staff members serving the needs of our students, including a music teacher, part-time learning assistance coordinator and part-time counsellor. We also have an active Parent Advisory Council and Student Council that support the school through feedback on events and programming, and assisting in community connections. Our PAC provided feedback on our assurance plan, goals, and ideas for literacy and regulation support. Staff meet in division level groups with administration, LAC and our counsellor using the collaborative response model (CRM) during our PLF days to triangulate data, needs and supports, and reflect on the input of interventions throughout the school year.

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, an established music program with lessons three times a week for each class, and an after school art program. We also have a dedicated art room and work with community partners, like Keyano College, to infuse arts education into every classroom. During PLF, staff members present on art techniques and projects that can be used across grades, and art is infused in our literacy education and parent evenings.

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. 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 Division One lunchtime and the Student Council meets weekly to lead school events, like talent shows and smoothie days. Students in Division Two lead intramurals in the gym, and have received PALs leadership training. At Thickwood the seven habits and the seven teachings work hand in hand as we braid indigenous and western ways of being and knowing.

Tifanie Book
Principal Thickwood Heights School

Doing
What's
Best
for Kids

FMPSD GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE

STRENGTHS

Overall Accountability Pillar Results from Spring 2022 report were above provincial average in satisfaction with the school educational quality and stakeholders feeling that Thickwood is safe and caring. In Division Two, our students are excellent readers with the majority reading at grade level. In the OurSchool Survey, students rated Thickwood above the Canadian Norm for advocacy: school, feeling like they have someone who provides encouragement and can be turned to for advice.

AREAS FOR GROWTH

Literacy - Increase student achievement through instruction, interventions and parent involvement, specifically reading comprehension, accuracy and fluency and writing. In Division One 61% of students are reading at grade level and in Division Two 42% of students are writing at grade level. By June 2024, 80% of Division One students will be at grade level for reading and 75% of Division Two students will be at or above report card writing category targets.

Regulation - Increase student achievement through directly teaching and modeling emotional regulation strategies. There were 225 behaviour meetings and parent contacts to support regulation by April 2023 and 34% of our Division Two students see individual or group counselling at Thickwood. By June 2024, students and staff will be able to identify strategies for regulation and practice them daily in their classroom.

LOCAL CONTEXT

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

- o Support from FMPSD Literacy and Numeracy Coordinators
- o Regulated Classroom, Leader in Me and Seven Teaching Character Education
- o Collaborative grade level groups with Term Reviews on interventions, new curriculum and resources
- o Collaborative Response Model for targeted interventions (both literacy and regulation)

2. MATERIAL RESOURCES

- o Fountas & Pinnell Literacy Benchmarking Kits and Leveled Intervention Kits, FNMI dedicated space and resources, Empowering Writers and 6 + 1 Traits of Writing, Bookflix, Trueflix, Tumblebooks, Reading Eggs, Accelerated Reader
- o The Regulated Classroom, WITs Program, Leader In Me Website, Seven Sacred Teachings Resources

3. HUMAN RESOURCES

- o Staff Experts (Art, Music, Drama, LAC, FNMI), Division Consultants, Division Family Counsellor and Child Play Therapist, parent involvement with supports, PAC
- o Community Supports - Some Other Solutions, The Family Resource Center

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

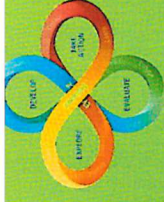
Literacy - Increase student achievement through instruction, interventions and parent involvement. By June 2024, 80% of Division One students will meet grade level reading targets and 75% of Division Two students will meet report card writing category targets.

Regulation - Increase student achievement through instruction (universal and tiered), targeted interventions and parent involvement. By June 2024, all teachers and students will be able to identify regulation strategies in the classroom and for personal use.

DEPARTMENT NAME

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 1 - Promote Growth and Success for All Students

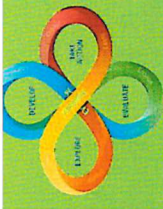
DESIRED OUTCOME: Increase student achievement through instruction, interventions and parent involvement, specifically reading comprehension, accuracy and fluency and writing. By June 2024, 80% of Division One students will be at grade level for reading and 75% of Division Two students will be at or above report card writing targets.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in staff practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
At present, there are diverse resources implemented across grade levels and languages to support student achievement; however, daily five has been implemented in almost all classes in 2022-2023.	<u>2022 - 2023 Student Report Card Indicators</u> Currently, student achievement data indicates 70% of Div 1 (1-3) are meeting grade level reading targets and 42% of Div 2 students are achieving grade level expectations in writing in one or more areas (content, conventions, organization, sentence structure or vocabulary). Classroom assessment and current literacy assessments corroborate this evidence.	Division One student data indicates the need to continue to focus on reading volume (fluency, oral language) and small group interventions for gaps. Division Two Students need to focus on different writing elements depending on grade (content, conventions, organization, sentence structure and vocabulary).	Continued implementation of the CRM Model with specific focus on literacy interventions and identified areas of improvement. Designated time and processes established for partner teacher planning during PLF and emphasis on effective strategies (Daily Five) and FMPSD Coordinator small group support during PLF and corresponding classroom visits. For example, writing conventions in Division Two. Term One and Two check-ins at PLF for grade level literacy outcomes. CRM follow-up meeting focused on literacy for students not meeting outcomes. Collaborative creation of grade level specific year-long literacy plans with specific focus on strategies, resources, and supports to address literacy goals Access to accelerated reader and EPIC books for all students; promotion of current access to Bookflix, Trueflix, Tumblebooks and Reading Eggs to families. Continuing Family Literacy Night and adding regular literacy supports in monthly newsletter. Whole school Scoreboarding for reading minutes for incentives in library. Review of Empowering Writers Resource for 4-6 and 6 + 1 Traits of Writing - PD for staff FNMI targeted literacy support with Indigenous Support Worker.	All classes will implement a weekly "reading buddies" with a grade partner. This group will also work together on authentic writing opportunities (Holiday cards for elderly, special events). All classes will track reading minutes in the library as an incentive. Division Two classes will incorporate a weekly "authentic audience" activity, where students write in a journal to their guardians or Pen Pal Program. Track parent access to digital resource and attendance at Literacy Night. FNMI literacy data used to implement focused interventions (weekly coordinator one-to-one support)	Term Three Report Card targets are met (80% Division One at Grade Level for reading and 75% Division Two are Grade level for Writing). Six PLF check-ins, including starting point and year end reflection.. Students in all classes will be provided with targeted literacy instructional strategies and interventions. Data reviewed at year end transition
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	Weekly pull-out with focus on phonemic awareness, fluency and comprehension and Lexia intervention is occurring for those below reading targets, but no intervention is occurring with those below writing targets.				

DEPARTMENT NAME

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



FMPSD PRIORITY AREA: Priority 2 - Maintain Safe and Caring Learning Environment and Supports

DESIRED OUTCOME: Increase student achievement through directly teaching and modeling emotional regulation strategies. By June 2024, students and staff will be able to identify strategies for regulation and practice them daily in their classroom.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in staff practice in relation to the data?	Improvement Strategies to Address Gaps in Learning and Teacher Practice (Include Stakeholder Engagement)	How will you know your strategies are working? (Fall/Winter)	Desired Outcome
Classroom instruction is regularly disrupted when students are dysregulated and the office has over ten students who come daily for support with regulation.	Classroom evacuations, hold and secures, and students leaving the building to regulate, are disruptive to learning for all students. 172 contacts home to parents and meetings this year (D1) regarding regulation, physical escalation and behaviour concerns (225 school wide). 103 contacts home/meetings were for five students with individualized support.	Teaching needs to involve more elements outside of the mainstream curriculum, with an emphasis on universal character education and health outcomes (wellness). Staff are working to meet the students where they are at, which is a variety of levels. Universal regulating strategies will be supportive for all students.	Weekly "soft start" Monday Sharing Circle for students to process weekends and regulate for learning - exploration of Executive Functioning. Regulated Classroom strategy demonstrations monthly during PLF for staff, assemblies and daily announcements - more staff trained. School Wide Monthly Theme with Leader in Me and Seven Sacred Teachings - full school character education -Announcements, Assemblies, PLF, Staff Meetings, Student Mentors Environment evaluation and enhancement of seating, calming spaces, resource rooms, and support access.	Weekly regulation strategies built into every classroom (checklist). Monthly art for regulation. Assembly complete with Introduction to Habits and the Seven Teachings, "Being Proactive" and Buffalo/Respect Teachings. Calming spaces established throughout the school and training done with staff on use of spaces during PLF.	Daily regulation strategies in every classroom. OurSchool Survey indicate decrease in anxiety and familiarity with students in character education.
Students in Division One often come into classes with a high level of dysregulation, not ready to learn and struggle in the classroom environment and routine.	In D2 (Our School Survey Data) anxiety is rated as 24% above Canadian Norm and 37% of students are participating in Individual or Group Counselling at the School.	Increased individualized training and support for staff and students (Tier 3) constantly struggling with behaviors. The school continues to need support from community resources for parents to access.	Development of Behaviour Support Continuum - customized to Thickwood (example from PLF group) and CRM time to support application to student body. Revision of Behaviour Response in Staff Handbook . Continuation of WITS program, with a larger emphasis on D2 Leaders.	Established SOS support groups and parenting groups (Circle of Security). PLF lesson demonstrations and CRM discussions on Behaviour Continuum.	Behaviour Support Continuum created with reflection on use and revision of Staff Handbook. WITS/NVCI training complete.
Many students in Division Two struggle with interpersonal relationships and anxiety.			Continue to refer and include community resources, such as Triple P, The Family Resource Center and SOS Mentors and Counselling. NVCI for Verbal De Escalation training (full staff).		Decrease in the amount of contacts home for regulation and conflict by

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

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 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.

Report Generated: May 28, 2022
Locked with Suppression for May 2022

Report Version 1.0
Data Current as of Apr 27, 2022

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	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
	Citizenship	83.3	91.7	91.2	81.4	83.2	Very High	Declined	Good
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	81.8	n/a	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	13.6	n/a	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	94.0	n/a	n/a	n/a	n/a	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
	Access to Supports and Services	89.3	88.4	n/a	81.6	82.6	n/a	n/a	n/a
Governance	Parental Involvement	71.3	84.5	85.8	78.8	79.5	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), 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, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1844 Thickwood Heights School (ESL)



Assurance Domain	Measure	Thickwood Heights School (ESL)			Alberta (ESL)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	78.5	78.7	76.0	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	86.1	86.9	85.9	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	72.5	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	15.3	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 Exam 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), 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.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2022

School: 1844 Thickwood Heights School (FNMI)



Assurance Domain	Measure	Thickwood Heights School (FNMI)			Alberta (FNMI)			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	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	59.5	62.0	58.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	68.0	68.1	65.8	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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 Exam 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), 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.

Thickwood (ECDP - Six) Literacy Measures

Division Two Term Two Report Card Data						
Grade	Reading (two or less) - approaching grade level)	Writing (score of two or below)	Writing 3/4 (at or above)	FNMI	ELL	
6	0/26 (100% at Grade Level)	12/26 (46%)	14/26 (54%)	2/2 (FNMI) 2/12 (Total below writing)	0/1 (ELL) 0/12 (Total Below)	*Writing scores two in content/conventions/organization/sentence structure/vocabulary
5	0/26 (100% at Grade Level)	16/26 (62%)	10/26 (39%)	4/6 (FNMI) 4/16 (Total below writing)	1/2 (ELL) 1/16 (Total Below)	* Reading scores are based on comprehension and fluency
4	6/34 (17%) (83% at Grade Level)	22/34 (65%)	12/34 (35%)	4/6 (FNMI) 4/22 (Total below writing)	1/1 (ELL) 1/22 (Total Below)	
				4/6 (Total below Reading Gr. 4)	0/1 (Total Below Reading)	
Report Card Writing						
Grade	At-Risk (RW/NW/IW)	At Current Grade Level	Writing 3/4 (at or above)	FNMI	ELL	
3	11/31 (35%)	20/31 (65%)	18/31 (58%) (42% At Risk)	4/6 (FNMI) 4/13 (Total At Risk)	1/2	
2	4/17 (24%)	13/17 (77%)	12/17 (71%) (29% At Risk)	1/2 (ELL)	1/1 (ELL)	
Report Card Reading						
Grade	At Risk	At Current Grade Level	Writing 3/4 (at or above)	FNMI	ELL	
1	11/35 (31%)	24/35 (69%)	24/35 (11/35 at Risk)	3/6 (FNMI) 3/11 (Total At Risk R&W)	N/A	
Letter Sound						
Grade	Kindergarten & ECDP Letter Naming and Sounds at Risk (Below Grade Level)	Letter Sound	At Grade Level	FNMI	ELL	
Kindergarten	10/38 Capitals (26%) 14/38 Lowercase (37%)	21/38 (55%)	Average 22/38 (59%)	4/4 (At Risk)	0/1 (At Risk)	
ECDP	6/19 (32%)	4/19 (21%)	Average 14/19 (74%)	2/4 (At Risk)	N/A	12 or less, at term 2

*CC3 tests single word reading, phonological decoding and whole word recognition)

*LeNs assesses the names and sounds of letters, multi-letter graphemes

Thickwood Heights Emotional and Social Regulation Data				
Counselling Referrals 2022/2023 (Group or Individual Counselling)				
6	10/26	38%	Division Two Referrals	
5	8/26	31%	34% of Students	
4	11/34	32%	(one moved)	
3	11/35	31%	(one moved)	
2	6/17	35%	Division One Referrals	
1	7/35	20%	24% of Students	
K	5/38	11%		
ECDP	2/19	11%		
LAC				
Grade	Behaviour Tracking	IPP	BSP	
6	1	3	2	
5		1		
4		1		
3	2	2	4	
2	2	1	1	
1	4	4	6	
K		7	* Pending*	
ECDP		7	*Pending*	
Office Tracking				
Grade	Weekly Naps	Log Entries	Students Visit Office Weekly for Regulation	Students Visit Office Daily for Regulation
6		22		1
5		12	3	
4		5		
3	2	56	3	3
2	3	36	1	2
1	2	70	3	5
K		8	1	1
ECDP		2	1	
* Regularly Sent to Office for Sleep				
* Log Entries (Parent Contact) Physical Conflict, Running Away, Behaviour Concerns from Principal/Staff				



OurSCHOOL

Report on Student Outcomes and School Climate OurSCHOOL Elementary School Survey (9180)

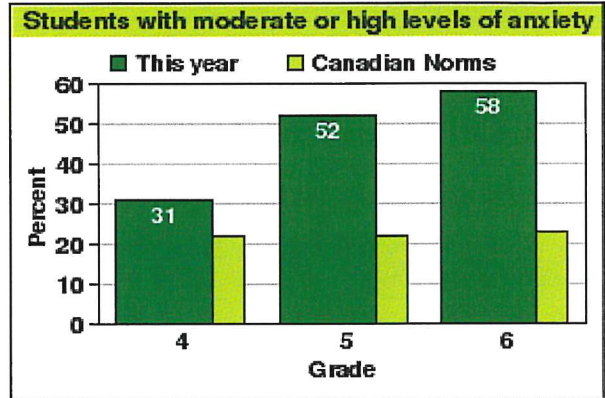
Thickwood Heights School Highlights

Social-Emotional Outcomes

Students with moderate or high levels of anxiety

Students who have intense feelings of fear, intense anxiety, or worry about particular events or social situations.

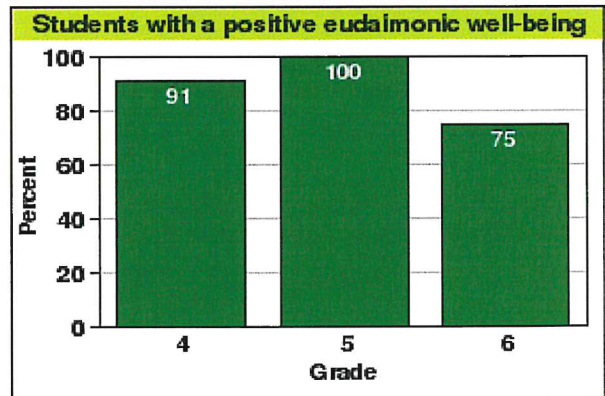
- 46% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 57% of the girls and 33% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.



Students with a positive eudaimonic well-being

Students with positive eudaimonia pursue personally expressive goals and have a sense of purpose in life.

- 89% of students in this school had positive eudaimonia.
- 93% of the girls and 93% of the boys in this school had positive eudaimonia.



Students with positive self-regulation

Students who have the ability to consciously control their emotions and behaviours and maintain focus on a task.

- 85% of students in this school had positive self-regulation.
- 93% of the girls and 85% of the boys in this school had positive self-regulation.

