



"Where the Arts Come Alive"

Assurance Model for Thickwood Heights School

Principal Tifanie Book

Vice Principal Nedessa Reid

Fall 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 fall of 2023, Thickwood Heights School consists of 9 classes with a total of 239 students from ECDP - Grade Six. Our Division One classes make up 61% of our population and our Division Two students are 39% of our community. Of our 238 students, 14% 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, 17% of students have Individual Program Plans, and 8% have Learning Support Plans. In the 2022-23 school year our counsellor facilitated individual or group counselling with 36% of our Division Two and 24% of our Division One students.

Our school has a total of 12 ATA staff and 16 CUPE staff members serving the needs of our students, including a music teacher, part-time Vice Principal, part-time Learning Assistance Center Teacher 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. 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 will receive 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

Tifanie Book

Principal Thickwood Heights School





CURRENT STATE (EVIDENCE)

STRENGTHS

Overall Accountability Pillar Results from Fall 2023 report were above provincial average with 88.6% of stakeholders satisfied with the school educational quality. 100% of parent stakeholders feel that teachers care about their child and 97% of student stakeholders feel teachers are available when they need help. At Thickwood, there is a school focus on Indigenous learning following the Seven Teachings working 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. Leadership and Regulation are also school focuses, through The Leader in Me and the Regulated Classroom.

AREAS FOR GROWTH

Literacy - 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.

Regulation - 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.

LOCAL CONTEXT

Demographics: 239 students, 28 staff, 14% First Nations, Metis and Inuit, 4% English Language Learners

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

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

School Culture: Established teaching staff with four new teachers, new Vice Principal and LAC

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS

- Support from FMPD Literacy and Numeracy Coordinators, Division Family and Play Therapists
- Collaborative grade level groups with new curriculum and resources
- Collaborative Response Model for targeted interventions

2. PHYSICAL RESOURCES

- UFII and Leveled Intervention Kits, FNMI Liaison, 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

INDICATORS OF SUCCESS

MOVING TO - DESIRED STATE

Literacy - 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.

Regulation - 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.



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
<p>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.</p> <p>Current student achievement data indicates need for continued focus; reading comprehension, fluency and accuracy in Division One and Writing in Division Two.</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><u>2022 - 2023 Student Report Card Indicators</u></p> <p>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.</p> <p>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.</p>	<p>Division One student data indicates the need to continue to focus on reading volume (fluency, oral language) and small group interventions for gaps.</p> <p>Division Two Students need to focus on different writing elements depending on grade (content, conventions, organization, sentence structure and vocabulary).</p>	<p>Continued implementation of the CRM Model with specific focus on literacy interventions and identified areas of improvement.</p> <p>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.</p> <p>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.</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>Access to accelerated reader and EPIC books for all students; promotion of current access to Bookflix, Trueflix, Tumblebooks and Reading Eggs to families.</p> <p>Continuing Family Literacy Night and adding regular literacy supports in monthly newsletter.</p> <p>Whole school Scoreboarding for reading minutes for incentives in library.</p> <p>Review of Empowering Writers Resource for 4-6 and 6+1 Traits of Writing - PD for staff</p> <p>FNMI targeted literacy support with Indigenous Support Worker.</p>	<p>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).</p> <p>All classes will track reading minutes in the library as an incentive.</p> <p>Division Two classes will incorporate a weekly "authentic audience" activity, where students write in a journal to their guardians or Pen Pal Program.</p> <p>Track parent access to digital resource and attendance at Literacy Night.</p> <p>FNMI literacy data used to implement focused interventions (weekly coordinator one-to-one support)</p>	<p>Term Three Report Card targets are met (80% Division One at Grade Level for reading and 75% Division Two are Grade level for Writing).</p> <p>Six PLF check-ins, including starting point and year end reflection..</p> <p>Students in all classes will be provided with targeted literacy instructional strategies and interventions.</p> <p>Data reviewed at year end transition</p>



DEPARTMENT NAME
DESIRED OUTCOME PLANNING
Doing What's Best for Kids

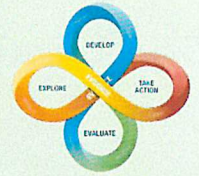


FMPSPD PRIORITY AREA: Priority 2 - Maintain Safe and Caring Learning Environment and Supports

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
<p>Classroom instruction is regularly disrupted when students are dysregulated and the office has over ten students who come daily for support with regulation.</p> <p>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.</p> <p>Many students in Division Two struggle with interpersonal relationships and anxiety.</p>	<p>Classroom evacuations, hold and secures, and students leaving the building to regulate, are disruptive to learning for all students.</p> <p>172 contacts home to parents and meetings this year (D1) regarding regulation, physical escalation and behaviour concerns (225 school wide).</p> <p>103 contacts home/meetings were for five students with individualized support.</p> <p>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.</p>	<p>Teaching needs to involve more elements outside of the mainstream curriculum, with an emphasis on universal character education and health outcomes (wellness).</p> <p>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.</p> <p>Increased individualized training and support for staff and students (Tier 3) constantly struggling with behaviors.</p> <p>The school continues to need support from community resources for parents to access.</p>	<p>Weekly "soft start" Monday Sharing Circle for students to process weekends and regulate for learning - exploration of Executive Functioning.</p> <p>Regulated Classroom strategy demonstrations monthly during PLF for staff, assemblies and daily announcements - more staff trained.</p> <p>School Wide Monthly Theme with Leader in Me and Seven Sacred Teachings - full school character education</p> <p>-Announcements, Assemblies, PLF, Staff Meetings, Student Mentors</p> <p>Environment evaluation and enhancement of seating, calming spaces, resource rooms, and support access.</p> <p>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.</p> <p>Continuation of WITS program, with a larger emphasis on D2 Leaders.</p> <p>Continue to refer and include community resources, such as Triple P, The Family Resource Center and SOS Mentors and Counselling.</p> <p>NVCI for Verbal de-escalation training (full staff).</p>	<p>Weekly regulation strategies built into every classroom (checklist). Monthly art for regulation.</p> <p>Assembly complete with Introduction to Habits and the Seven Teachings, "Being Proactive" and Buffalo/ Respect Teachings.</p> <p>Calming spaces established throughout the school and training done with staff on use of spaces during PLF.</p> <p>Established SOS support groups and parenting groups (Circle of Security).</p> <p>PLF lesson demonstrations and CRM discussions on Behaviour Continuum.</p> <p>WITS/NVCI training booked.</p>	<p>Daily regulation strategies in every classroom.</p> <p>OurSchool Survey indicate decrease in anxiety and familiarity with students in character education.</p> <p>Behaviour Support Continuum created with reflection on use and revision of Staff Handbook.</p> <p>WITS/NVCI training complete.</p> <p>Decrease in the amount of contacts home for regulation and conflict by 25%.</p>



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



239 STUDENTS

4% English Language Learners
 20% Early Childhood Learners
 14% First Nations, Métis, Inuit
 14% Severe Disabilities



28 STAFF

-- 12 ATA Employees
 -- 16 CUPE Employees



PARENTS

78.5% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

88 Students 9 Teachers 16 Parents

STAKEHOLDER FEEDBACK

--100% of parent stakeholders feel that teachers care about their child
 --97 % of student stakeholders feel that when they need it, teachers are available to help them
 --88.6% of stakeholders are satisfied with education quality

PROGRAM PRIORITIES

- ✓ Priority #1 Improve reading levels (literacy) in Division One Students (UFLI)
- ✓ Priority #2 Improve writing levels (literacy) in Division Two Students (Empowering Writers/Authentic Experiences)
- ✓ Priority #3 Increase focus on regulation strategies for staff and students in the classroom

IMPROVEMENT AREAS

- ◇ Improvement #1 - Access to Supports and Services
- ◇ Improvement #2 - Parental Involvement
- ◇ Improvement #3 - Improve Student Learning Engagement

2022-2023 SCHOOL REPORT CARD

Results of the Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2022-2023 School Result - 79.7%
 2021-2022 School Result - 86.0%
 2022-2023 Provincial Result - 84.4%

EDUCATION QUALITY

2022-2023 School Result - 88.6%
 2021-2022 School Result - 94 %
 2022-2023 Provincial Result - 88.1%

PAT EXCELLENCE

2022-2023 School Result - 16.0%
 2021-2022 School Result - 9.7%
 2022-2023 Provincial Result - 16.0%

PAT ACCEPTABLE

2022-2023 School Result - 64.0%
 2021-2022 School Result - 67.7%
 2022-2023 Provincial Result - 63.3%

CITIZENSHIP

2022-2023 School Result - 83.3%
 2021-2022 School Result - 83.3%
 2022-2023 Provincial Result - 80.3%

PARENTAL INVOLVEMENT

2022-2023 School Result - 78.5%
 2021-2022 School Result - 71.3%
 2022-2023 Provincial Result - 79.1%

ACCESS TO SUPPORT AND SERVICES

2022-2023 School Result - 81.6%
 2021-2022 School Result - 89.3%
 2022-2023 Provincial Result - 80.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2022-2023 School Result - 86.3%
 2021-2022 School Result - 89.8%
 2022-2023 Provincial Result - 84.7%



Thickwood Heights School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



What data did we look at?

- Alberta Education Assurance Measures
- Our School Survey
- Report Card Indicators
- CC3 & LeNs Data (Literacy Measures)
- Counseling Referrals
- Individual Program Plans (IPPs)
- Behaviour Support Plans (BSPs)
- Behaviour Log Entries
- Parent Advisory Feedback (Discussion)
- Staff Feedback (Discussion)
- Student Council Feedback (Discussion)

What did we learn about our students / staff strengths and needs?

- Strengths:
 - Teachers care about students, and parents and students feel that teachers care about students and students can go to them for support
 - Stakeholders rate our education quality higher than the Provincial Average
 - Stakeholders rate the Thickwood environment welcoming, caring and safe (above the Provincial Average)
- Weaknesses
 - Students are struggling with Literacy (reading in Div 1 and writing in Div 2)
 - Lack of regulation is impacting learning and many parents do not know or feel that children cannot get help with problems that are not related to school work. Staff are struggling with student regulation and the impact on learning.

What did we do during 2022-2023 (last year's PLF plan)?

- Collaborative Response Model
- Support from Division Consultants and External Resources (SOS) Literacy, Numeracy, Behavioural
- The Regulated Classroom (copyright) and Mental Health Podcasts
- Division Level Collaboration on Numeracy and Literacy
- Safe Spaces Training (Pride YMM)



Thickwood Heights School

NARRATIVE OF THE RESULTS

Doing What's Best for Kids



Provincial expectation for schools to look at:

- English as an Additional Language
 - New LAC identifying needs, students, and supports; reflection of EAL student population compared to total data
- First Nation, Métis, Inuit Students
 - Change in FNMI support, reflecting of FNMI student population compared total data, mentor partnerships

What do we need to work at - the goals of our 2023-2024 education plan?

- Literacy - Check in each term and reflect on interventions (support from Catherine - Empowering Writers, authentic opportunities, intense interventions, Daily 5, UFLI)
- Regulation - Training with supports, application and review on impact of strategies (Circle of Security, Regulated Classroom, Character Education - Leader in Me, Seven Teachings, Psychological First Aid)
- Work through CRM - Identifying student needs, collaborating as a team and reviewing our continuum of supports at the school (focusing on Literacy and Regulation)

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	79.7	86.0	86.0	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	83.3	83.3	86.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	64.0	67.7	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	16.0	9.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	Education Quality	88.6	94.0	94.5	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	89.8	89.8	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	81.6	89.3	89.3	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	78.5	71.3	80.3	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	88.9	85.7	81.3	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	63.6	78.1	73.5	80.4	81.0	76.8	Low	Maintained	Issue
Program of Studies	84.4	80.5	84.9	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	80.1	88.6	90.8	81.2	81.9	83.4	Low	Declined Significantly	Concern
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	88.8	92.5	93.5	87.5	88.8	89.1	Very High	Declined	Good
Satisfaction with Program Access	81.7	78.2	82.2	72.9	72.6	73.9	High	Maintained	Good
School Improvement	83.3	69.9	81.2	75.2	74.2	77.9	Very High	Maintained	Excellent
Transition Rate (6 Yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	68.8	77.8	85.3	83.1	84.9	84.5	Low	Declined	Issue

Notes:

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2. Participation in the Diploma Exams was impacted by the fires in 2018/19, and the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1844 Thickwood Heights School (EAL)

Assurance Domain	Measure	Thickwood Heights School (EAL)			Alberta (EAL)			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	72.8	78.5	77.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.7	86.1	86.0	n/a	n/a	n/a
	PAT - Acceptable	*	*	n/a	57.9	59.7	n/a	n/a	n/a	n/a
	PAT - Excellence	*	*	n/a	12.2	13.7	n/a	*	n/a	n/a
Teaching & Leading	Diploma - Acceptable	n/a	n/a	n/a	67.1	59.0	n/a	n/a	n/a	n/a
	Diploma - Excellence	n/a	n/a	n/a	13.8	10.8	n/a	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

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Required Alberta Education Assurance Measures - Overall Summary Fall 2023

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	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
Teaching & Leading	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	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:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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.

Thickwood Heights Literacy Data 2023

Thickwood (ECDP - Six) Literacy Measures Spring 2023

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%)	2/3 (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%)	4/5 (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)				
Grades Two to Three CC3 Data									
Grade	At-Risk (RW/NW/IW)	At Current Grade Level	Report Card Writing	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)				
Grade One LeNs									
Grade	At Risk	At Current Grade Level	Report Card Writing	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	*LeNs assesses the names and sounds of letters, multi-letter graphemes			
Kindergarten & ECDP Letter Naming and Sounds at Risk (Below Grade Level)									
Grade	Letter Recognition	Letter Sound	At Grade Level	FNMI	ELL				
Kindergarten	10/88 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			

School Name	Course Grade	Course Name	Task	Students Responses	At-Risk Count	At-Risk Percent of Total (%)	At-Risk - Average Score	Not At-Risk Count	Not At-Risk Percent of Total (%)	Not At-Risk - Average Score	Scoring Error Count	Scoring Error Percent of Total (%)	Mean Score
Thickwood Heights School	2	Castles & Colheart 3 (CC3) Assessment English	CC3 Overall Performance	37	9	24.3	24.3	28	75.7	75.7	0	0	8.4
Thickwood Heights School	2	Castles & Colheart 3 (CC3) Assessment English	Irregular Words	37	13	35.1	0.9	24	64.9	12.5	0	0	9.4
Thickwood Heights School	2	Castles & Colheart 3 (CC3) Assessment English	Non-Words	37	13	35.1	0.5	24	64.9	14.2	0	0	15.5
Thickwood Heights School	2	Castles & Colheart 3 (CC3) Assessment English	Regular Words	37	9	24.3	1.3	28	75.7	20	0	0	33.8
Thickwood Heights School	2	Numeracy Screening Assessments	Weighted Total Score Outcome	37	11	29.7	22.8	26	70.3	38.4	0	0	14.6
Thickwood Heights School	2	Letter Name-Sound (LeNS) Assessments English	LeNS Overall Performance	37	10	27	1.1	27	73	19.6	0	0	14.6
Thickwood Heights School	2	Letter Name-Sound (LeNS) Assessments English	Name Accuracy	37	0	0	0	0	0	0	37	100	14.6
Thickwood Heights School	2	Letter Name-Sound (LeNS) Assessments English	Sound Accuracy	37	10	27	1.1	27	73	19.6	0	0	14.6
Thickwood Heights School	3	Castles & Colheart 3 (CC3) Assessment English	CC3 Overall Performance	19	2	10.5	7.7	15	78.9	18.3	2	10.5	16.6
Thickwood Heights School	3	Castles & Colheart 3 (CC3) Assessment English	Irregular Words	19	3	15.8	5.3	16	84.2	19.8	0	0	18.8
Thickwood Heights School	3	Castles & Colheart 3 (CC3) Assessment English	Non-Words	19	1	5.3	3	17	89.5	32.1	1	5.3	27.5
Thickwood Heights School	3	Castles & Colheart 3 (CC3) Assessment English	Regular Words	19	5	26.3	15.6	13	68.4	52.9	1	5.3	27.5
Thickwood Heights School	3	Numeracy Screening Assessments	Weighted Total Score Outcome	19	2	10.5	30.4	17	89.5	52.9	0	0	50.6



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

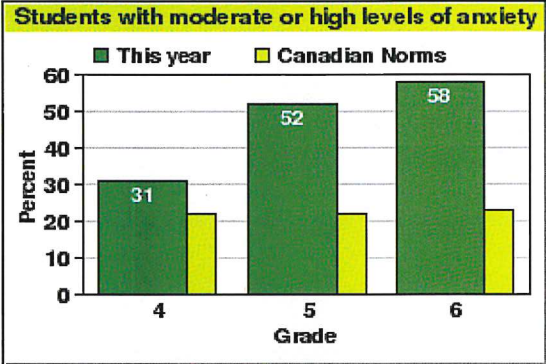
Thickwood Heights School Highlights

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.

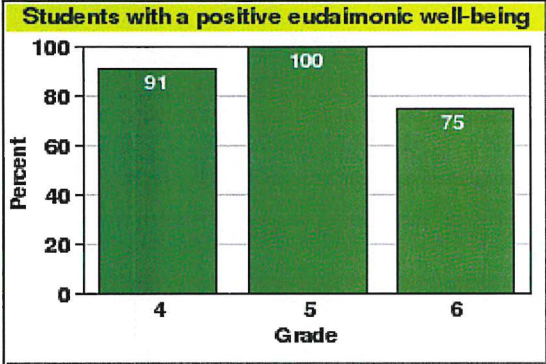
- 46% of students in this school had moderate to high levels of anxiety; the Canadian norm for these grades is 22%.
- 57% of the girls and 33% of the boys in this school had moderate to high levels of anxiety. The Canadian norm for girls is 26% and for boys is 18%.



Students with a positive eudaimonic well-being

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

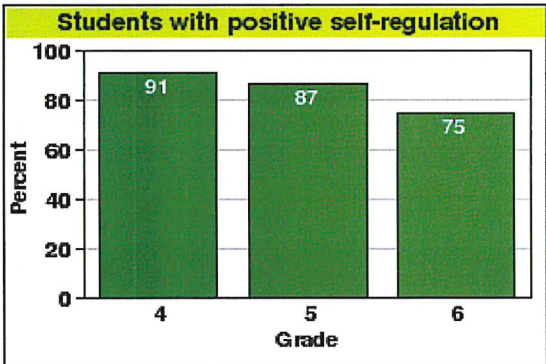
- 89% of students in this school had positive eudaimonia.
- 93% of the girls and 93% of the boys in this school had positive eudaimonia.



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.



Anxiety

 ourschool.thelearningbar.com/hc/en-ca/articles/360023804394-Anxiety

How is it defined?

Anxiety is characterized by feelings of uneasiness, apprehension, and fear that may be either general in nature or associated with a specific threat or event (Gregory & Eley, 2007). Anxiety is often experienced by students as test anxiety during performance evaluations, but also manifests itself in other forms such as generalized and social anxiety (Huberty, 2009). Anxiety and academic achievement are related as anxiety becomes more severe students' ability to perform declines (Owens, Stevenson, Hadwin, & Norgate, 2012).

The Learning Bar's framework on social-emotional outcomes includes measures of social, institutional, and intellectual engagement. In addition, measures of emotional health include anxiety, depression, and self-esteem.

Why is it important?

- Students with high levels of self-concept, a self-evaluation of one's ability, have lower levels of anxiety (Ahmed, Minnaert, Kuyper, & van der Werf, 2012).
- Test anxiety and students' dislike of testing, ineffective study skills, and fears of poor evaluation are directly related (Hembree, 1988).
- Adolescents with higher levels of social anxiety report feeling less accepted and less supported by their classmates which may result in fewer opportunities for socialization (La Greca & Lopez, 1998).
- A central characteristic of anxiety is worry, and excessive and frequent worry can impair social, personal, and academic functioning (Huberty, 2009).

How do we measure it?

Developed with the assistance of a child and adolescent psychiatrist, in both the primary and secondary OurSCHOOL surveys students respond to questions regarding the extent to which they experience feelings or display symptoms related to anxiety. The data are scaled on a 4-point scale. Students with a score above 2.25 are considered to be experiencing high levels of anxiety, while those with scores above 1.5 but below 2.25 are considered to have moderate levels of anxiety. The results are reported as 'the percentage of students with high levels of anxiety' and "the percentage of students with moderate levels of anxiety".

Thickwood Heights Emotional and Social Regulation Data Spring 2023

Counselling Referrals 2022/2023 (Group or Individual Counselling)

Grade	Date	Percentage	Notes
6	10/26	38%	Division Two Referrals 34% of Students
5	8/26	31%	
4	11/34	32%	(one moved)
3	11/35	31%	(one moved)
2	6/17	35%	Division One Referrals 24% of Students
1	7/35	20%	
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	
ECDP		7	

Office Tracking			
Grade	Weekly Naps	Log Entries	Students Visit Office Daily for Regulation
6		22	1
5		12	
4		5	3
3	2	56	3
2	3	36	1
1	2	70	3
K		8	1
ECDP		2	1

* Regularly Sent to Office for Sleep
* Log Entries (Parent Contact) Physical Conflict, Running Away, Behaviour Concerns from Principal/Staff