

"Where the Arts Come Alive"

Assurance Model for Thickwood Heights
Tifanie Book and Nedessa Reid
Spring 2024



Thickwood Heights School

CONTINUOUS IMPROVEMENT CYCLE

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 2024, Thickwood Heights School consists of 9 classes with a total of 239 ECDP - Grade 6 Students. Our Division One classes make up 60% of our population and our Division Two students are 40% of our community. Of our 239 students, 14% identify as First Nations, Metis or Inuit and 3% of are English Language Learners. Across Early learning and both divisions 5% of students have Behaviour Plans, 18% of students have Individual Program Plans, and 8% of students have Learning Support Plans. Our school counsellor does individual or group counselling with 35% of our Division Two students and 20% 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 part-time 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 a student led lunchtime art club. We also have a dedicated art room and provide opportunities in PLF for staff members to learn about art techniques and projects that can be used across grades. 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.

“Leadership” at Thickwood Heights is an umbrella term that encompasses the many character traits and life skills necessary to thrive in the 21st century. We hold monthly assemblies and celebrate students in each grade who demonstrate “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, school crossing guards, and our Student Council meets weekly to lead school events, like talent shows and Multicultural Week. 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 together to develop our enrich the learning of our Thunderbirds.

Tifanie Book

Principal Thickwood Heights School

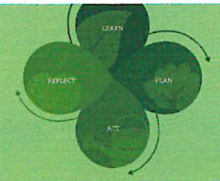




Thickwood Heights School

CONTINUOUS IMPROVEMENT CYCLE

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

CONTINUOUS IMPROVEMENT CYCLE

1. Learn - Gather, Analyse and Interpret Data
2. Plan - Identify Needs and Strategize to Address
3. Act - Resource and Implement the Plan, Adapt as Needed
4. Reflect - Impact of Plan for Continuous Improvements

CURRENT STATE

STRENGTHS

At Thickwood 100% of parent stakeholders feel that teachers care about their child and 97% of student stakeholders feel teachers are available when they need help, as noted in the overall Accountability Pillar results from Fall 2023. Thickwood is also above the provincial average with 88.6% of stakeholders satisfied with the school educational quality. Our school integrates arts into instruction with an emphasis on music, drama and a theater production each spring. Leadership and Regulation are focus points, through The Leader in Me, Student Council and the Regulated Classroom. Indigenous knowledge is shared following the Seven Teachings working toward reconciliation as a Downie Wenjack Legacy School.

AREAS FOR GROWTH

Literacy- Increase student achievement through instruction, interventions and parent involvement, specifically reading comprehension, fluency and writing.

Regulation- Support student learning through continued daily practice of emotional regulation strategies and enhancing breadth and depth of understanding of strategies.

LOCAL CONTEXT

Demographics: 239 students, 28 staff, 14% First Nations, Metis and Inuit, 3% English as an Additional Language

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

- o Support from FMPSD Literacy and Numeracy Coordinators, Division Family and Play Therapists
- o Collaborative grade level groups with new curriculum and resources and CRM for interventions

2. MATERIAL RESOURCES

- o UFLI, Circle Forward Text, Levelled Literacy Intervention kits, manipulatives, subscriptions to Education Applications (Mathletics, Reading Eggs, Prodigy, Accelerated Reader)

3. HUMAN RESOURCES

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

INDICATORS OF SUCCESS

MOVING TO DESIRED OUTCOME

Literacy-By June 2025, 80% of Division One students will be at grade level for reading and 80% of Division Two students will be meet or exceed report card writing targets.

Regulation- By June 2025, 80% of students will be able to practice regulation strategies for self and co-regulation and teachers will have specific knowledge in supporting neurodivergent students.

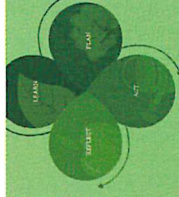




Thickwood Heights School

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 2025, 80% of Division One students will be at grade level for reading and 80% of Division Two students will be meeting or exceeding report card writing targets.

Current State (Term 2)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher 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 to support student achievement.</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 EAL and FNMI interventions consist of classroom interventions and added support of literacy groups.</p>	<p>2023-2024 Student Report Card Indicators</p> <p>Currently, student achievement data indicates 70% of Div 1 (ECDP-3) are meeting grade level reading targets and 70% 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>Twice weekly pull-out groups focus on phonemic awareness, fluency and comprehension through the use of UFLI, decodables and LLI but no intervention is occurring with those below writing targets.</p> <p>Division Coordinator support at beginning of year</p>	<p>Consistent structure of reading instruction in grades 1-6 is missing.</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 the grade (content, conventions, organization, sentence structure and vocabulary).</p>	<p>Training with Division Literacy Coordinator on Science of Reading in June 2024 and August 2024 to facilitate whole school programming.</p> <p>Designated time and processes established for partner teacher planning during PLF and emphasis on effective strategies (UFLI, Science of Reading) and FMPSD Coordinator small group supports and corresponding classroom visits.</p> <p>Continued implementation of CRM Model with focus on literacy interventions and reflections on effectiveness.</p> <p>Term One and Two check-ins at PLF for grade level literacy outcomes. CRM follow-up meetings focused on literacy for students not meeting outcomes.</p> <p>Collaboration creation of grade level year-long literacy plans with specific focus on using decodables and phonemic awareness to address literacy goals.</p> <p>Access to accelerated reader and EPIC books for all students; promotion of current access to Trueflex, Tumblebooks and Reading Eggs to families. Continuing Family Literacy Night .</p>	<p>Meet with Literacy Coordinator and develop whole school consistent plan.</p> <p>All classes will implement weekly "reading buddies" (structure provided) with a grade partner and participate in authentic writing opportunities..</p> <p>All classes will track reading data through Accelerated reader as an incentive.</p> <p>Division Two classes incorporate a monthly "authentic audience" activity, where students write in a journal or to PenPals.</p> <p>Track parent attendance to Literacy Night.</p>	<p>School wide instruction system for literacy intervention.</p> <p>Term Three Report Card targets are met (80% Division One at Grade Level for reading and 80% Division Two are Grade level for Writing).</p> <p>Four PLF check-ins, starting point and year end reflection focused on literacy.</p> <p>All students will be provided with targeted literacy instructional strategies and interventions.</p>



Thickwood Heights School

DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Support student learning through continued daily practice of emotional regulation strategies and enhancing breadth and depth of understanding of strategies. By June 2025, 80% of students will be able to identify and practice regulation strategies for self and co-regulation and teachers will have specific knowledge in supporting neurodivergent students in regulation.

Current State (Baseline Data)	What are the gaps in student learning in relation to the data?	What are the gaps in teacher 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>61% of students can identify regulation strategies and explain how they use them at school (72% Div 1, 43% Div 2).</p> <p>94% of staff (ATA & CUPE) want to continue supporting students through direct teaching of regulation in the 2024/2025 school year.</p> <p>100% of PAC supports continued practice of regulation (meeting March 2024).</p> <p>In D2 (Our School Survey Data) anxiety is rated as 10% above Canadian Norm (vs. 2.4% last year) and 35% of students are participating in Counselling at the School. In D1 20% of students work with our school counsellor.</p>	<p>Teachers are instructing regulation in the classroom but not all students can demonstrate or know when to use the strategies.</p> <p>160 contacts home to parents (D1) regarding regulation, physical escalation and behaviour concerns (250 school wide).</p> <p>103/250 log entries in total for nine students who are neurodivergent.</p> <p>More students in Division One can verbalize regulation strategies (72%) than Division Two (43%).</p> <p>Focus on Regulation at recess, where the most frequent incidents occur.</p>	<p>Staff still need supporting neurodivergent students in regulation</p> <p>103/250 Log Entries for nine students - specifically Autism, ADHD, ODD, OCD.</p> <p>Division Two students are still struggling identifying regulation strategies and why they use them (57% can not share).</p> <p>The knowledge and use of community circles can broaden for year two of</p>	<p>Staff demos at PLF on how they are using regulation strategies and soft starts.</p> <p>Teacher scripts for explaining why and when we use regulation strategies.</p> <p>Focus on specific strategies for students who are neurodivergent (on the Autism Spectrum, ADHD) through PLF Presentations and Training for staff.</p> <p>Guided Monday Soft Starts (using the Circle Forward Restorative Community Resource - Social and Emotional Learning), and class independent soft starts every day.</p> <p>Daily Student Class Leaders demonstrating regulation</p> <p>Students co-regulating cross-grade using reading buddy groups</p> <p>Continuing Leader-in-Me Character Education with focus on Self-Regulation.</p> <p>Student and Staff created regulation bins at start of year for each classroom.</p> <p>Recess Regulation Practice in September, including activity rules and problem solving practice.</p>	<p>Daily soft starts and Monday-wide school soft start.</p> <p>Continued staff and student surveys.</p> <p>Decrease in log entries for regulation.</p> <p>Increased student leadership with assemblies for LIM and Seven Teachings (deeper drive into themes connected to regulation and citizenship).</p> <p>Friday, cross-grade teacher led groups with a focus on Social and Emotional Learning.</p>	<p>Student led regulation, not staff led.</p> <p>Decreased anxiety in Our School Survey and need for counsellor intervention (from Tier 3 to Tier 1).</p> <p>Community Circles and Restorative Justice Approach School wide.</p> <p>Decrease contacts home for regulation by 20%, with a focus on students who are neurodivergent.</p>

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	<u>Student Learning Engagement</u>	79.7	86.0	86.0	84.4	85.1	85.1	n/a	Declined	n/a
	<u>Citizenship</u>	83.3	83.3	86.8	80.3	81.4	82.3	Very High	Maintained	Excellent
	<u>3-year High School Completion</u>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<u>5-year High School Completion</u>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<u>PAT: Acceptable</u>	64.0	67.7	n/a	63.3	64.3	n/a	Low	n/a	n/a
Teaching & Leading	<u>PAT: Excellence</u>	16.0	9.7	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	<u>Diploma: Acceptable</u>	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	<u>Diploma: Excellence</u>	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
	<u>Education Quality</u>	88.6	94.0	94.5	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	<u>Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</u>	86.3	89.8	89.8	84.7	86.1	86.1	n/a	Maintained	n/a
	<u>Access to Supports and Services</u>	81.6	89.3	89.3	80.6	81.6	81.6	n/a	Declined	n/a
	<u>Parental Involvement</u>	76.5	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 8, 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, Mathématiques 30-2, Chemistry 30, Science 30, Social Studies 30-1, Social Studies 30-2.

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	86.7	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
	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
Teaching & Leading	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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- 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 9, 9 KAE).
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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
	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
Teaching & Leading	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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Thickwood Heights Literacy Data 2024

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)	1/2/26 (46%)	14/26 (54%)	21 FNMI, 2/12 (Total below writing)	0/1 (ELL) 0/12 (Total Below)				
5	0/26 (100% at Grade Level)	16/26 (62%)	10/26 (39%)	46 FNMI, 4/16 (Total below writing)	1/2 (ELL) 1/16 (Total Below)				
4	6/34 (17%) (83% at Grade Level)	22/34 (65%)	12/34 (35%)	45 FNMI, 4/22 (Total below writing)	1/1 (ELL) 1/22 (Total Below)				
Grades Two to Three CC3 Data									
Grade	AI-Risk (RW/NW/IV)	AI Current Grade Level	Report Card Writing	FNMI	ELL				
3	1/31 (35%)	20/31 (65%)	Writing 3/4 (at or above)	4/6 FNMI, 4/13 (Total AI Risk)	1/2				
2	4/17 (24%)	13/17 (77%)	12/17 (71%) (29% AI Risk)	1/2 (ELL)	1/1 (ELL)				
Grade One LeNs									
Grade	AI Risk	AI Current Grade Level	Report Card Writing	FNMI	ELL				
1	11/35 (31%)	24/35 (69%)	Writing 3/4 (at or above)	3/6 FNMI, 3/11 (Total AI Risk, RW)	N/A				
Kindergarten & ECDP Letter Naming and Sounds at Risk (Below Grade Level)									
Grade	Letter Recognition	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 (AI Risk)	0/1 (AI Risk)				
ECDP	6/19 (32%)	4/19 (21%)	Average 14/19 (74%)	2/4 (AI Risk)	N/A				
Thickwood (ECDP - Six) Literacy Measures Term 2 2023/2024									
Division Two Term Two Report Card Data									
Grade	Reading (App/Beg) - approaching grade level)	Writing (App/Beg)	Writing (Ex/Meet)	FNMI	EAL				
6	5/28 (18%)	7/28 (25%)	21/28	N/A	N/A				
5	7/32 (22%)	9/32 (28%)	23/28	24 FNMI, 2/4 (below 2.4 writing)	1/2 (Writing)				
4	11/35 (31%)	12/35 (34%)	23/35	27 FNMI, 2/4 (writing)	N/A				
Grades Two to Three CC3 Data									
Grade	AI-Risk (RW/NW/IV)	AI Current Grade Level	Report Card Writing	FNMI	EAL				
3	3/19 (16%)	84%	6/16 (44%)	N/A	N/A				
2	9/33 (27%)	73%	31/37 (84%)	5/24 (writing)	N/A				
Grade One LeNs									
Grade	AI Risk	AI Current Grade Level	Report Card Writing	FNMI	EAL				
1	14/40 (35%)	26/40 (65%)	Writing (App/Beg)	1/5 (below)	1/2 RW				
Kindergarten & ECDP Letter Naming and Sounds at Risk (Below Grade Level)									
Grade	Letter Recognition	Letter Sound	At Grade Level	FNMI	ELL				
Kindergarten	12/26 (46%) Upper 13/26 (50%) Lower	12/26 (46%)	14/26 (54%)	2/3 (Upper) 2/3 (Lower)	1/1 (all areas)				
ECDP	4/24 (17%)	4/24 (17%)	20/24 (83%)	1/3	1/1 (all areas)				

Writing scores Two in context (writing) or single word (writing) (includes vocabulary)
 * Reading scores are based on comprehension and fluency

1-CC3 tests single word reading, phonological decoding and whole word recognition

1-LN assesses the names and sounds of letters, multi-letter graphemes

1/2 or less, at item 2

* Report Card Change 2023/2024

2022/2023	2023/2024	Descriptor
4	EXC	Student is exceeding current grade level expectations.
3	MEET	Student is meeting current grade level expectations.
2	APP	Student is approaching current grade level expectations.
1	BEG	Student is beginning to demonstrate an understanding of current grade level expectations.
UA	UA	Unable to assess due to lack of evidence.

Thickwood Heights Regulation Data 2023/2024

Thickwood Heights Emotional and Social Regulation Data Spring 2023			
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%	Division One Referrals
2	6/17	35%	24% of Students
1	7/35	20%	
K	5/38	11%	
ECDP	2/19	11%	

Jan 2024		39/243
12/28	4/33	Div 2
10/35	3/19	27%
6/38	3/41	Div 1
1/25		8%

Thickwood Heights Emotional and Social Regulation Data Spring 2024			
Counselling Referrals 2022/2023 (Group or Individual Counselling)			
6	13/28	46%	Division Two Referrals
5	6/32	19%	35%
4	14/35	40%	
3	5/19	26%	Division One Referrals
2	7/37	19%	20%
1	9/39	23%	
K	3/26	12%	
ECDP	0		

LAC (March 2023)			
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			
Totals	9	26	13

LAC (March 2024)			
Grade	Behaviour Tracking	IPP	BSP
6	0	1	
5	0	1	
4	4	5	4
3	2	2	1
2	5	4	7
1	8	6	
K	5	10	
ECDP			
Totals	24	32	12

Office Tracking (2022/2023)			
Grade	Weekly Naps	Log Entries	Students Visit Office Weekly for Regulation
6		22	1
5		12	3
4		5	
3	2	56	3
2	3	36	1
1	2	70	3
K		8	1
ECDP		2	1
TOTAL		211	
		39/211 Div 2	
		172 - Div 1	

Office Tracking (2023/2024)			
Grade	Weekly Naps	Log Entries	Students Visit Office Daily for Regulation
6		21	0
5		15	0
4	1	64	4
3	1	14	0
2	1	82	1
1	0	56	3
K	0	7	0
ECDP	0	1	0
TOTAL		260	
		100/250	Div 2
		160/250	Div 1 + ECDP/K

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

Office Tracking (2023/2024)			
Grade	Weekly Naps	Log Entries	Students Visit Office Daily for Regulation
6		21	0
5		15	0
4	1	64	4
3	1	14	0
2	1	82	1
1	0	56	3
K	0	7	0
ECDP	0	1	0
TOTAL		260	
		100/250	Div 2
		160/250	Div 1 + ECDP/K

103/250 students who are neurodivergent
 260-10 (not regulation contacts) = 250

Regulation Data from Students April 2024

Grade	Students who can identify strategies								
ECDP	16/26								*Division One and Early Learning collected by teachers through a journal entry/drawing and a follow up conversation if needed
K	14/24								
1	15/19								
1/2	16/21								
2	25/25								
2/3	18/23								
4	14/35								
5	19/32								
6	8/28								
Total	145/239								61%
Div 1/Early Learning	104/144								72%
Div 2	41/95								43%

* Division Two Asked Through OurSchool Survey

B.4 Safe and Caring

Detail

School: 1844 Thickwood Heights School

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

Parent - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Students treat each other well at your child's school	2019	17	24	71	6	0	0	94
	2020	15	33	53	0	7	7	87
	2021	20	45	50	0	0	5	95
	2022	12	17	42	25	0	17	58
	2023	16	13	63	6	6	13	75
Teachers care about your child	2019	17	59	35	0	0	6	94
	2020	15	60	40	0	0	0	100
	2021	19	79	21	0	0	0	100
	2022	12	25	67	8	0	0	92
	2023	16	19	81	0	0	0	100
Your child is safe at school	2019	17	47	53	0	0	0	100
	2020	15	53	47	0	0	0	100
	2021	19	47	47	0	0	5	95
	2022	12	50	50	0	0	0	100
	2023	16	31	63	6	0	0	94
Your child is safe on the way to and from school	2019	17	41	53	0	0	6	94
	2020	15	53	47	0	0	0	100
	2021	20	40	60	0	0	0	100
	2022	11	36	64	0	0	0	100
	2023	15	33	60	0	0	7	93
Your child is treated fairly by adults at school	2019	17	41	53	0	0	6	94
	2020	14	64	36	0	0	0	100
	2021	18	61	39	0	0	0	100
	2022	12	25	67	0	0	8	92
	2023	16	19	81	0	0	0	100

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

B.3 Program of Studies - At Risk Students

Detail

School: 1844 Thickwood Heights School

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Student - Grade 4-6

		N	Yes %	No %	Don't Know %	Top 2 Box %
Can you get help at your school with problems that are not about your school work	2019	79	95	5	0	95
	2020	89	94	3	2	94
	2021	70	83	7	10	83
	2022	73	85	4	11	85
	2023	88	88	3	9	88
Is it easy to get help with school work at your school if you need it	2019	79	96	4	0	96
	2020	89	93	7	0	93
	2021	71	86	10	4	86
	2022	73	92	5	3	92
	2023	87	94	3	2	94
When you need it, are teachers at your school available to help you	2019	79	97	3	0	97
	2020	89	99	1	0	99
	2021	70	94	4	1	94
	2022	73	95	3	3	95
	2023	88	97	0	3	97

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.