

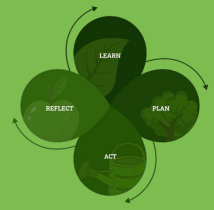
Alberta Education Results Report
for Thickwood Heights School
Principal Tifanie Book and Vice Principal Nedessa Reid
Fall 2024



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 Division. The foundation of our school is relationships and all classes participate in weekly sharing circles to build community. At Thickwood, we follow a restorative model that centers on a cultural of belonging and building students capacity to self-regulate. We are a Leader in Me, Apple, Downie Wenjack Legacy School and known for our focus on the arts. 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 2024, Thickwood Heights School consists of 9 classes with a total of 237 ECDP - Grade Six Students. Our Early Entry and Division One classes make up 65% of our population and our Division Two students are 35% of our community. Of our 237 students, 14% identify as First Nations, Metis or Inuit and 3% of are English Language Learners. Across all divisions, 7% of students have Behaviour Plans, 15% of students have Individual Program Plans, and 7% of students have Learning Support Plans. In the 2023-2024 school year, 35% of our Division Two students and 20% of our Division One students participated in individual or group school counselling.

Our school has a total of 12 ATA staff and 18 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 provides feedback on our education 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.

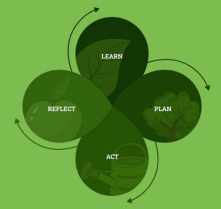
The school motto is “where the arts come alive” and the arts are celebrated in every class at our school. There is an annual spring theater production and an established music program with lessons three times a week for each class. We have a dedicated art room and provide opportunities in PLF for staff members to learn about art techniques and projects that can be used across grades. Art is also 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 prioritize diversity, equity and inclusion through our school environment, representation in resources, and events that encourage multicultural awareness. To participate in reconcili-action, our school promotes the seven sacred teachings in daily learning 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 self-regulate, make decisions and self-govern. We hold monthly assemblies and celebrate students in each grade who demonstrate 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 our Student Council meets weekly to lead school events. Students in Division Two lead intramurals in the gym and connect with younger students as learning leaders in weekly “reading buddies.”

Tifanie Book
Principal Thickwood Heights School





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 95% of student stakeholders agree in our Fall 2024 results. We score above the province in almost all categories, including Citizenship and Parental Involvement. Thickwood is also above the provincial average with 87.6% 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 (neurodivergent focus).

LOCAL CONTEXT

Demographics: 237 students, 30 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 no new hires.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING

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

2. MATERIAL RESOURCES

- UFLI, Circle Forward Text, manipulatives, subscriptions to Education Applications (Mathletics, Reading Eggs, Prodigy, Accelerated Reader)

3. HUMAN RESOURCES

- 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

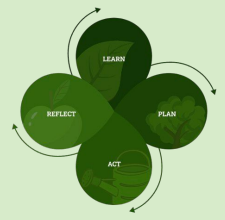
Doing What's Best for Kids



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. 24% 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 support in 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 implementation.</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 OurSchool Survey and need for counsellor intervention (from Tier 3 to Tier 1).</p> <p>Community Circles and Restorative Practice Approach School wide.</p> <p>Decrease contacts home for regulation by 20%, with a focus on students who are neurodivergent.</p>



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



237 STUDENTS

3% English Language Learners
21% Early Childhood Learners
14% First Nations, Métis, Inuit
11% Severe Disabilities



30 STAFF

12 ATA Employees
18 CUPE Employees



PARENTS

86.2% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

78 Students 12 Teachers 15 Parents

STAKEHOLDER FEEDBACK

91.6 % of stakeholders feel our school is safe and caring.
84.8 % of stakeholder feel students model the characteristics of active citizenship
89.4 % of stakeholders are satisfied with the program of studies.

PROGRAM PRIORITIES

Priority #1 - Improve Literacy Outcomes through the use of UFli
Priority #2 - Support student regulation through direct teaching, modeling and a focus on specific tools for neurodivergent students

IMPROVEMENT AREAS

Improvement #1 - Increase student learning and engagement
Improvement #2 - Improve Education Quality
Improvement #3 - Improve PAT support for both excellence and acceptable standards

2023-2024 SCHOOL REPORT CARD

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

STUDENT LEARNING AND ENGAGEMENT

2023-2024 School Result - 79.2%
2022-2023 School Result - 79.7%
2023-2024 Provincial Result - 83.7%

EDUCATION QUALITY

2023-2024 School Result - 87.6%
2022-2023 School Result - 88.6%
2023-2024 Provincial Result - 91.3%

PAT EXCELLENCE

2023-2024 School Result - 0%
2022-2023 School Result - 16%
2023-2024 Provincial Result - 19.8%

PAT ACCEPTABLE

2023-2024 School Result - 64.3%
2022-2023 School Result - 64%
2023-2024 Provincial Result - 68.5%

CITIZENSHIP

2023-2024 School Result - 84.8%
2022-2023 School Result - 83.3%
2023-2024 Provincial Result - 79.4%

PARENTAL INVOLVEMENT

2023-2024 School Result - 86.2%
2022-2023 School Result - 78.5%
2023-2024 Provincial Result - 79.5%

ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 82.0%
2022-2023 School Result - 81.6%
2023-2024 Provincial Result - 79.9%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 89.4%
2022-2023 School Result - 86.3%
2023-2024 Provincial Result - 84%



What data did we look at?

- AERR - Alberta Education Results Report 2024
- Our School Survey 2023/4 (waiting on Data for Fall 2024)
- Division Assessments - LeNS, CC3, Elk Island
- Report Card Data
- Staff Meeting Discussion
- Parent Council Discussion
- Student Council Discussion

Missing - will reflect on Report Card Data in January 2025

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

STRENGTHS

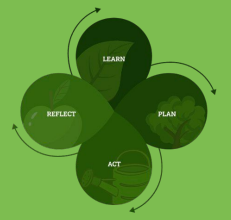
- Environment - classroom calming spaces, soft-start Mondays, designated safe spaces, flexible seating
- Resources - access to UFli and supports needed to use for Literacy
- Literacy Pull-out with staff for support
- Communication and Parent Connection

AREAS FOR GROWTH

- Regulation for Neurodivergent Students
- Instructional Scaffolding for Literacy (UFli)
- Consistent Interventions
- UFli and supports at Division Two
- PAT preparedness and supports

What did we do during 2023-2024 (last year's PLF plan)?

- Circle of Security Training (Regulation and Attachment) with Tracey Walsh and Chelsea Griffin
- UFli Training (Literacy) with Catherine Aasen (Three sessions with Literacy Coordinator)
- UFli Demos from staff and school based literacy groups
- Behaviour Supports with Cynthia Shelley and Stephanie Harmer
- Regulated Classroom Training with Tracey Walsh and Kellie O'Leary
- Verbal De-Escalation with Jennifer Quigley (NVCI)
- Psychological First Aid with Aurora Training
- Cross-Grade Mentorships for Literacy Assessment and Interventions



Provincial expectation for schools to look at:

ENGLISH AS AN ADDITIONAL LANGUAGE

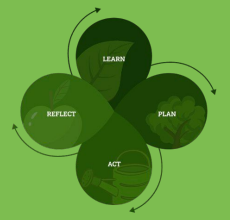
- Increase communication with school families to support identification
- Students requiring literacy support receive small group pull out
- Determine if ELLA program through Multicultural Association is available to TW students

FIRST NATIONS, MÉTIS, INUIT

- No designated FNMI mentor in school - SOS? Tutoring with Nista Friendship Center?
- Focus on Identity and Self-Esteem: Encourage activities that allow FNMI students to explore and celebrate their heritage, building positive self-identity and fostering pride in their cultural background.

What do we need to work at - the goals of our 2024-2025 education plan?

- Increasing literacy across all grade levels - connection to PAT
- Connections with other schools beyond PLF Collaboration Time for Literacy
- Focus on strategies/supports for at-risk students
- Continue to support regulation with universal resources, but target specific strategies for neurodivergent students

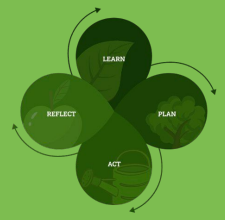


Thickwood Heights		Fall 2024		
Grade	Assessment Name	Total Assessed	Total At Risk	Percentage At Risk
K	LeNS	-	-	-
1	LeNS	31	12	38.7%
2	CC3	38	16	42.1%
3	CC3	33	9	27.3%
4	Comprehension Maze	16	1	6.3%
5	Comprehension Maze	29	18	62.1%
6	Comprehension Maze	31	8	25.8%

TW (K-6) Numeracy Data

Summary (Fall)

September 2024						
	Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk
Thickwood	31	13%	37	22%	33	33%
September 2024 - Elk Island Math Assessment						
	Total Grade 4 Students	Grade 4 At-Risk Percentage	Total Grade 5 Students	Grade 5 At-Risk Percentage	Total Grade 6 Students	Grade 6 At-Risk Percentage
Thickwood	14	64%	28	11%	33	18%



Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

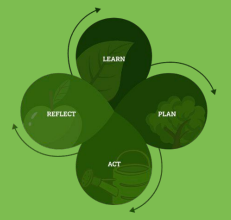
School: 1844 Thickwood Heights School

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	52.7	3.5	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	93.9	88.9	87.3	81.1	82.2	83.0	Very High	Maintained	Excellent
Lifelong Learning	82.1	63.6	70.9	79.9	80.4	80.7	High	Maintained	Good
Program of Studies	89.4	84.4	82.4	82.8	82.9	82.9	Very High	Maintained	Excellent
Program of Studies - At Risk Students	84.6	80.1	84.3	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
Safe and Caring	91.6	88.8	90.7	87.1	87.5	88.1	Very High	Maintained	Excellent
Satisfaction with Program Access	74.7	81.7	80.0	71.9	72.9	72.7	Intermediate	Maintained	Acceptable
School Improvement	81.9	83.3	76.6	75.8	75.2	74.7	Very High	Maintained	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
Work Preparation	85.7	68.8	73.3	82.8	83.1	84.0	High	Improved	Good

Required Alberta Education Assurance Measures - Overall Summary Fall 2024

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	79.2	79.7	82.9	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	84.8	83.3	83.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	64.3	64.0	64.0	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	0.0	16.0	16.0	19.8	18.0	18.0	Very Low	Declined Significantly	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.6	88.6	91.3	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.4	86.3	88.1	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.0	81.6	85.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	86.2	78.5	74.9	79.5	79.1	78.9	Very High	Maintained	Excellent



Required Alberta Education Assurance Measures - Overall Summary

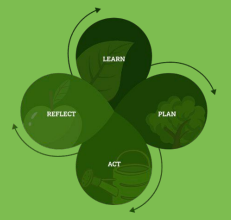
Fall 2024

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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	n/a	n/a	n/a	72.0	72.8	76.7	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.7	87.2	n/a	n/a
	PAT6: Acceptable	n/a	*	n/a	64.6	65.4	65.4	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	16.5	15.7	15.7	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance		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, a level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English (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).
- Participation in the PATs 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 PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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 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. Course weights are: 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 30-1, Social Studies 30-1, Social Studies 30-2, Social Studies 30-3.



Required Alberta Education Assurance Measures - Overall Summary

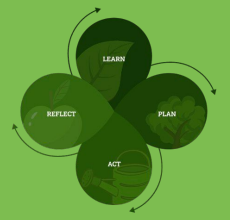
Fall 2024

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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	n/a	n/a	n/a	58.6	57.0	59.5	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	68.1	n/a	n/a
	PAT6: Acceptable	83.3	+	n/a	48.7	45.3	45.3	High	n/a
	PAT6: Excellence	0.0	+	n/a	7.3	6.5	6.5	Very Low	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Parental Involvement	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, a level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course, including: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English (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).
- Participation in the PATs 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 PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
- 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 inc 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. Course English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathématiques 30-1, Mathematics 30-2, Science 30, Social Studies 30-1, Social Studies 3



Thickwood Heights Regulation Data 2024/2025

Thickwood Heights Emotional and Social Regulation Data Spring 2024					Jan 2024	39/243	
Counselling Referrals 2022/2023 (Group or Individual Counselling)							
6	13/28	46%		Division Two Referrals	12/28	Div 2	
5	6/32	19%		35%	4/33	27%	
4	14/35	40%			10/35		
3	5/19	26%		Division One Referrals	3/19	Div 1	
2	7/37	19%		20%	6/38	8%	
1	9/39	23%			3/41		
K	3/26	12%			1/25		
ECDP	0						
LAC (March 2024)							
Grade	Behaviour Tracking	IPP	BSP				
6	0	1					
5	0	1					
4	4	6	4				
3	2	2	1				
2	5	4	7				
1	8	4					
K	5	17					
ECDP		7					
	24	32	12				
Office Tracking (2023/2024)							
Grade	Weekly Naps	Log Entries	Students Visit Office Weekly for Regulation	Students Visit Office Daily for Regulation			
6	0	21	0	0			
5	0	15	0	0			
4	1	64	4	1			
3	1	14	0	0			
2	1	82	1	0			
1	0	56	3	0			
K	0	7	0	0			
ECDP	0	1	0	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					