

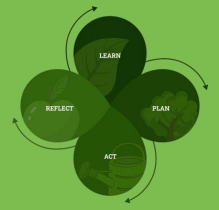
Education Plan for Thickwood Heights School
Tifanie Book and Nedessa Reid
Spring 2025



Thickwood Heights School

CONTINUOUS IMPROVEMENT CYCLE

Doing What's Best for Kids



Thickwood Heights School is an elementary school located in Fort McMurray with programming for students from Early Childhood Development to Grade Six. The foundation of our school is relationships and all classes participate in weekly sharing circles to build community. At Thickwood, we follow a restorative practice model that centers on a culture of belonging and connection. 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 program. Our annual theater production is a highlight for families, and students performed "Finding Nemo Jr." this year at Keyano Theatre. Our grade five and six students compete city wide in a variety of sports and we have a Student Council that plans school events with representatives from grades one to six.

For the 2024-2025 school year Thickwood Heights School consists of 9 classes with a total of 238 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 238 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 2024-2025 school year, 17% of our Division Two students and 15% of our Division One students participated in school counselling.

Our school has a total of 12 ATA staff and 18 CUPE staff members serving the needs of our students, including a music teacher, learning assistance coordinator and counsellor. We also have an active Parent Advisory Council and School Council that provide feedback on our education plan and goals, and support enrichment for students through funds. Staff meet in division level groups with administration, Learning Assistance Coordinator and our counsellor using the collaborative response model (CRM) during our Professional Learning Fridays to triangulate data, needs and supports, and reflect on the input of interventions throughout the school year.

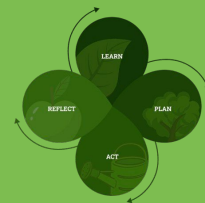
The school motto is "where the arts come alive" and the arts are celebrated in every class at our school. In addition to our annual spring theater production, we have an established music program with lessons three times a week for each class. We also hold an annual talent show and regular art classes. The school has a dedicated art room and provides opportunities in PLF for staff members to learn about cross-grade art techniques and projects.

In addition to our focus on the arts, Thickwood Heights focuses on a commitment to Truth and Reconciliation through education 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 encouraged and celebrated in all grades including character traits and life skills necessary to self-regulate, make decisions and self-govern. We hold student-led monthly assemblies and celebrate students in each grade who demonstrate characteristics of active citizenship. Each grade leads a different month and creates their own 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." Cross-grade collaboration encourages community and builds relationships and mentors.

Tifanie Book
Principal Thickwood Heights School





FMPSD PRIORITIES

1. Promote Growth and Success for All Students
2. Maintain Safe and Caring Learning Environment and Supports for All

LEARN: Gather feedback to **learn** about areas for growth

PLAN: Create actionable **plans** based on feedback and available resources.

ACT: Implement the plans and take purposeful **actions**.

REFLECT: Evaluate actions and **reflect** on impact to guide next steps.

CURRENT STATE

LEARN

In the Education Assurance Measures from the Alberta Government, Thickwood Heights scored above the average for schools in the province in all supplemental measures, with a 91.6% rating in Safe and Caring Environment. Our school community also assessed the school as very high achievement in citizenship, 5% above the Provincial Average. In addition, 97% of our parents surveyed were satisfied with our teaching staff. In the Our School Survey, students in grades four, five and six self-evaluated above the Canadian Norm in the area of positive self-regulation (73%). The majority of our staff are satisfied with the learning opportunities provided this year and plan to apply their professional learning in the classroom (92%) (FMPSD Thought Exchange).

LOCAL CONTEXT

LEARN

Demographics: 238 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: LIM School, DWF Legacy School, APPLE School, Regulated Classroom, Arts Theatrical Production

School Culture: Established teaching staff with no new hires in 2024/2025.

AREAS FOR GROWTH - DESIRED OUTCOMES

PLAN

1. Literacy - Increased motivation for literacy (reading and writing) and increased achievement in meeting at grade level report card outcomes.
2. Numeracy- Improved student achievement and confidence in numeracy, with a focus on foundational number sense, problem-solving, and mathematical reasoning across K–6.

STRATEGIES FOR MOVING FORWARD

ACT

1. PROFESSIONAL LEARNING
 - Support from FMPSD Literacy and Numeracy Coordinators
 - Collaborative grade level groups (sequenced and consistent)
2. MATERIAL RESOURCES
 - UFLI, manipulatives, subscriptions to Education Applications (Mathletics, Reading Eggs, Prodigy, We Will Write)
3. HUMAN RESOURCES
 - Cross-grade collaboration, Community Connections, Staff Experts (Art, Music, Drama, LAC, FNMI), Division Consultants, parent involvement PAC

MOVING TO DESIRED OUTCOME - INDICATORS OF SUCCESS

REFLECT

MOVING TO DESIRED OUTCOME

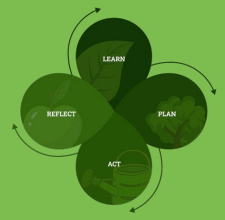
Literacy-By June 2026, 80% of students will be meeting outcomes at grade level for Division One and Two.

Numeracy- By June 2026, 80% of students will be at grade level for mathematics in both Division One and Two.



Thickwood Heights School DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Increased motivation for literacy (reading and writing) and increased achievement in meeting grade level report card outcomes.

CURRENT STATE (BASELINE DATA)

LEARN

Based on Fall and Winter Assessments using the LeNS, CC3, and Comprehension Maze, 35% of our students in grades K-6 are At Risk in Literacy (65% meeting). Staff are using UFLI resources to support literacy in Division One, and beginning to use UFLI to support literacy in Division Two. Other resources include Jolly Phonics, Epic, Empowering Writers, Secret Stories, Story Jumper, Daily Sentences, We Will Write and Reading Eggs. We have pull-out groups for students performing below grade level with Educational Assistants and a Division Interventionist, but support has not been consistent. All grades have partnerships with "reading buddies," where older students assisting younger students with reading. There are no specific interventions happening with EAL or FNMI students this year. Report Card analysis assessed 54% of students at grade level for literacy (1-6) using the reading comprehension strand as an indicator. Authentic writing opportunities for engagement (postcards to veterans, pen pals, Thunderbird writing contests) are encouraged cross grade for motivation.

WHAT ARE THE GAPS IN STUDENT LEARNING I RELATION TO THE DATA?

LEARN

Highest at risk in grades one, two and five according to LeNs and Comprehension Maze assessments
Grade Fours are our strongest Division Two Group (also the smallest), Grade Fives struggle the most with reading comprehension
Our School Survey indicated 61% of students at school are interested and motivated in their learning (Grades four to six, 71% of girls and 56% of boys)
90% of students (grades 4-6) feel they can get help with reading and writing from teachers (AERR, Fall 2024) 10% feel they cannot.
Consistent interventions for those below grade level have not been applied this school year due to staffing and attendance.

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

- Division One is consistently using UFLI - Division Two is seeking out more resources outside of "Bug Morphology" for UFLI
- Intervention for those below grade level not consistent, Division One seems to work best in-class with rotating stations and leveled reading groups - working with Division Two on in-class small groups
- Assessment not consistent, outside of Government mandated measures
- Division Two using "We Will Write" high for motivation - needs connection to assessment
- Need for greater alignment and collaborative planning around curriculum outcomes and effective pedagogy

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

- School-wide scaffolding review with a focus on fluency and scheduled cross grade review at PLF monthly
- Grade partners consistent assessment and resources (Division Literacy Support)
- Subscription to "We Will Write" for Division Two
- Division Consultant Support at PLFs, and individually for teachers as requested
- Student Identified support with Educational Assistant Weekly (Friday afternoons sign-up)
- Target Support for Diverse Learners
- Monitor, Celebrate, and Adjust
- Extrinsic Motivators (rewards) - continue authentic writing, high interest, competitions

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

Comparison of Winter, Spring and Fall Literacy Data (LeNS, CC3, Comprehension Maze)
Report Card Assessment by Teachers
Our School Survey Results for 4-6
Review of AERR and Grade 4-6 Perception of Support

DESIRED OUTCOME

REFLECT

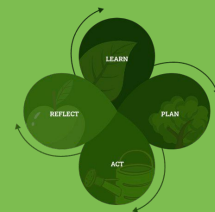
By June 2026, 80% of students will be meeting literacy outcomes at grade level for Division One and Two, based on government and report card measures. Motivation for reading and writing will be increase through engagement strategies (We Will Write, cross-grade programs) and measured through Our School Survey.

Best
For Kids



Thickwood Heights School DESIRED OUTCOME PLANNING

Doing What's Best for Kids



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

DESIRED OUTCOME: Improved student achievement and confidence in numeracy, with a focus on foundational number sense, problem-solving, and mathematical reasoning across K–6.

CURRENT STATE (BASELINE DATA)

LEARN

Currently, 23% of Div 1 students fall within the 'At Risk' category for numeracy, while 25% of Div 2 students fall within the same range (Government Assessments). Highest at risk are grade 4 with 64% at risk according to the Elk Island data. The grade 1 class, of 31 has the lowest number of students 'At Risk' with only 13% in this category. Based on report cards, the Grade 2 class had no students reaching 'Meeting' in all the numeracy strands. Currently teachers are using Manipulatives, Mathseeds, Prodigy, math games, Pearson's resource, Mathletics, Interactive tools, Math videos (ex. MathAntics), Mathigon, Mathology, Gimkits, and Teacher-made resources.

Overall Trends:

Strong numeracy foundation in Kindergarten and Grade 1.

Significant decline in numeracy achievement from Grades 2–5 but grade 6 shows some recovery toward higher achievement levels.

Gaps are particularly evident among FNMI and EAL students.

WHAT ARE THE GAPS IN STUDENT LEARNING IN RELATION TO THE DATA?

LEARN

- Grades 2–5 show significantly fewer students on track compared to K, 1, and 6.
- Strong K–1 numeracy foundation isn't consistently carrying into later grades.
- Across most grades, FNMI students have a lower "at grade level" rate, especially noticeable in Grades 2, 5, and 6.
- Our school survey indicated 61% of students at school are interested and motivated in their learning (Grades four to six, 71% of girls and 56% of boys)

WHAT ARE THE GAPS IN TEACHER PRACTICE IN RELATION TO THE DATA?

LEARN

- Limited use of formative assessment to inform grouping/intervention.
- Inconsistent implementation of high-impact instructional practices (e.g., hands-on activities, explicit strategy instruction).
- Varying levels of teacher confidence in teaching numeracy.
- Assessment not consistent, outside of Government mandated measures.
- Need for greater alignment and collaborative planning around curriculum outcomes and effective pedagogy.

IMPROVEMENT STRATEGIES TO ADDRESS GAPS IN LEARNING AND TEACHER PRACTICE PLAN/ACT

- School-wide scaffolding (sequenced and consistent)
- Establish daily numeracy routines (daily review work on previous lessons)
- Prioritize Hands-On, Conceptual Learning (example - start with manipulatives, next draw out visuals, and then write numerically)
- Focus on Language and Thinking in Math (creation of grade level banks for vocabulary (example - subtraction and difference as synonyms)
- Target Support for Diverse Learners (student mentors - grade five/six support Division One, those below grade level receive intervention support with teacher in class)
- Monitor, Celebrate, and Adjust

HOW WILL YOU KNOW YOUR STRATEGIES ARE WORKING? (FALL/WINTER)

REFLECT

Increased number of students demonstrating growth on Division used assessment comparison data (Fall vs. Winter).

Teacher surveys (google form) indicate increased confidence and consistency in math instruction.

Classroom walkthroughs and observations show increased use of visual models, manipulatives, and student math talk.

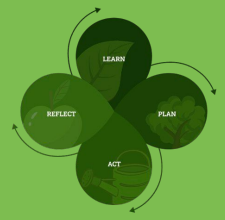
More students meeting or exceeding expectations in school-based numeracy assessments and report card data.

Anecdotal and survey data (Our School Survey) from students shows increased engagement and enjoyment of math.

DESIRED OUTCOME

REFLECT

By June 2026, at least 80% of students in Division 1 & 2 will demonstrate grade-level proficiency in numeracy, as measured by teacher-designed common assessments, report card outcomes, and Division mandated benchmarks. Teachers will consistently implement evidence-based numeracy practices, with a focus on improving foundational skills strategy and confidence in mathematics.



Supporting Data Provided

1. Summary of Alberta Education Assurance Measure Results
2. Alberta Education Assurance Measure Results - EAL Report
3. Alberta Education Assurance Measure Results - First Nations, Métis, Inuit (FNMI) Report
4. Applicable Assurance Measure Results
 - PAT SS (only PAT written at Thickwood in 2024 - 28 students)
5. School PLF and PD Survey Results
6. Report Card Data Analysis - June 2025

Summary of Alberta Education Assurance Measure Results

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
	Parental Involvement	86.2	78.5	74.9	79.5	79.1	78.9	Very High	Maintained	Excellent

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

Summary of Alberta Education Assurance Measure Results - EAL Report

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	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	72.0	72.8	76.7	n/a	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	n/a
	PAT6: Acceptable	n/a	*	n/a	64.6	65.4	65.4	n/a	n/a	n/a
	PAT6: Excellence	n/a	*	n/a	16.5	15.7	15.7	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	52.7	55.3	55.3	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	10.1	11.0	11.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	66.3	67.1	67.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	14.0	13.8	13.8	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

Supplemental Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 1844 Thickwood Heights School (EAL)

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	46.1	4.6	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.6	2.5	2.4	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	56.8	60.3	60.0	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	65.2	62.7	64.7	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Summary of Alberta Education Assurance Measure Results - FNMI Report



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	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	58.6	57.0	59.5	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	69.4	71.3	69.1	n/a	n/a	n/a
	PAT6: Acceptable	83.3	*	n/a	48.7	45.3	45.3	High	n/a	n/a
	PAT6: Excellence	0.0	*	n/a	7.3	6.5	6.5	Very Low	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	41.4	39.4	39.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.1	5.3	5.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	76.9	74.8	74.8	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	n/a	11.8	11.3	11.3	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a



Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1844 Thickwood Heights School (FNMI)

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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	23.5	1.3	n/a	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	5.2	5.1	5.0	n/a	n/a	n/a
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	43.7	43.9	41.5	n/a	n/a	n/a
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	n/a	n/a	n/a	36.8	35.5	36.3	n/a	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

PAT June 2024 - Social Studies

Student Growth and Achievement (Grades K-9)

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

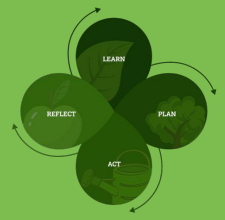
School: 1844 Thickwood Heights School



		Thickwood Heights School							Alberta			
		Achievement	Improvement	Overall	2024		Prev 3 Year Average		2024		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	69.9	3,131	77.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,870	9.3	3,131	12.5
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	80.4	578	78.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	504	18.5	578	19.4
Science 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	25	64.0	53,806	68.8	54,859	66.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	25	24.0	53,806	24.8	54,859	21.8
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	28	64.3	25	64.0	60,804	68.5	57,655	66.2
	Standard of Excellence	Very Low	Declined Significantly	Concern	28	0.0	25	16.0	60,804	19.8	57,655	18.0
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	69.5	56,255	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,096	11.8	56,255	13.4
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	49.6	1,254	50.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,465	5.6	1,254	5.7
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	76.6	3,215	76.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,308	10.6	3,215	10.9
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	83.1	575	81.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	615	19.7	575	22.3
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	52.7	55,447	54.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	58,577	14.0	55,447	13.5
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	52.2	1,815	52.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,967	9.9	1,815	11.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	67.6	56,311	66.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,072	20.8	56,311	20.1
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	52.3	1,197	52.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,411	8.9	1,197	10.9
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	60.5	56,309	58.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	59,125	15.8	56,309	15.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	50.4	1,140	49.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,351	11.3	1,140	10.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests 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.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2022/23 and 2023/24. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.



School PLF Survey Results

Summary of Participants' Responses

AI Summary Thickwood Heights School (16 responses)

The majority of participants from Thickwood Heights School are satisfied with the learning opportunities provided this year and plan to apply their professional learning in the classroom.

Professional Learning Impact: About 75% of respondents agree or strongly agree that the provided learning opportunities have contributed positively to their professional and teaching practices. However, a quarter of the respondents did not find these opportunities beneficial, indicating mixed feedback that might require further analysis.

Intention to Apply Learning: The majority (92%) of respondents plan to apply their professional learning in the classroom, suggesting a high level of commitment to implementing new strategies and practices gained through recent professional development.

Areas to investigate

Professional Learning Impact: The 25% of participants who disagreed about the effectiveness of the learning opportunities indicate a need for understanding the barriers and issues they faced.

Additional Specifics

Professional learning positively impacted classroom practices, though participants seek more time, variety, and in-person sessions.

Classroom Practices: Evidence shows improved student engagement and behavior management due to new teaching strategies and tools learned through professional development.

Collaboration: Participants want more collaboration time with colleagues, feeling current sessions are too short. Cross-division partnerships are also valued.

Session Variety: There is a need for a broader range of session topics and presenters, as repetitive content can lead to disengagement.

Practical Implementation: The ability to directly apply learned strategies in the classroom is highly valued, with dedicated time for implementation being crucial.

Areas to investigate

- In-Person Collaboration
- Support for Non-Teaching Staff
- Diverse Session Offerings

Report Card Data Analysis - January 2025

Thickwood Report Card Data January 2025

Grade	Teacher	Total Students	At Grade Level for Literacy			Comparison with Lense/CC3/Dibels		
			Total	FNMI	EAL	Total	FNMI	EAL
1	████	31	23	3/4	0/1	30	2/2	0/1
2	████	24	7	0/3	NA	23	0/3	NA
2/3	████	24	10	4/4	1/2	23	3/4	1/2
3	████	26	6	1/3	NA	24	1/3	NA
4/5	████	27	19	3/3	1/1	27	1/3	1/1
5	████	24	13	2/5	1/1	24	2/5	1/1
6	████	34	25	2/5	2/2	34	2/5	2/2

Grade	Teacher	Total Students	At Grade Level for Numeracy			Comparison with Gov/Elk Island		
			Total	FNMI	EAL	Total	FNMI	EAL
1	████	31	27	3/5	0/1	27	4/4	0/1
2	████	24	0	0/3	NA	19	1/3	NA
2/3	████	24	12	2/4	1/2	17	1/2	0/1
3	████	26	11	1/3	NA	25	1/3	NA
4/5	████	27	19	2/3	1/1	27	2/3	1/1
5	████	24	11	2/5	1/1	24	5/5	1/1
6	████	34	24	1/5	2/2	27	3/5	1/2