



Thickwood Heights Public School

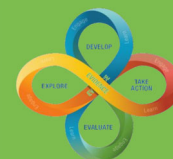
"At Thickwood Heights School, students are challenged to reach personal excellence in a safe and caring environment. Life long learning is inspired through the development of academic, artistic, physical and social skills."

Assurance Framework School Growth Plan Fall Results 2021-2022

At Thickwood Heights School, students are challenged to reach personal excellence in a safe and caring environment. Lifelong learning is inspired through the development of academic, social, artistic, and physical skills. Our motto is "Where the ARTS come alive"

As a smaller school the utilization of resources and staff are high and we are continually looking for ways to best distribute resources. We celebrate the strong approaches to enhancing numeracy and literacy resulting in student engagement in learning. Thickwood is an Apple School, and we have a very good program underway which is positively impacting nutrition and fitness. Students are trained in PALS to support student-run healthy activities. A successful breakfast program is run that ensures all students start the day ready to learn.

Fine Arts continue to be a strength at Thickwood, both through Thickwood Theatriks, our student theatre production team, and our arts-focused programming enhancing experiences for our students in many ways. We have an exceptional music program, which includes drama to enhance our student's fine arts experience even further. We have an involved parent council which engages in the school and the wider community, hosting events and supporting school initiatives. We welcome Trickster Theatre back to the school this year with a global focus on content areas including FNMI. Our 2021/22 school year will continue with school achievements and promises to incorporate further learning and arts for our students.



OUR GOALS

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

ASSURANCE CYCLE

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

CURRENT STATE (EVIDENCE)

STRENGTHS

- Overall Accountability Pillar Results 2020 were excellent category with improvement in parental involvement
- School focus on indigenous learnings with a number of events/activities leading to becoming a DWF Legacy School
- Thickwood Heights continues to integrate arts into instruction with an emphasis on music, drama and visual arts

AREAS FOR GROWTH

- **Literacy** - Increase student achievement through instruction and interventions: Reading comprehension, accuracy and fluency. By June 2022, 70% of Divisions one students and 80% of division two students will be at or above report card reading category targets.
- **Numeracy** - Increase student achievement through instruction and interventions: Mathematical fluency and comprehension. By June 2022, 70% of division one students and 80% of division two students will be at or above report card category targets.

LOCAL CONTEXT

Demographics: 205 Students; 24 Staff; 10% First Nations, Métis & Inuit

School Specific: ECDP to Grade 6 Elementary School - Learning through the arts focus

Programs: DWF Legacy School, LIM School, APPLE School focus on comprehensive school health, Arts Theatrical Production

School Culture: Established school staff with many years at Thickwood Heights and new staff joining adding to school learning/culture

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING FRIDAYS - Professional Learning Cycle Outline [2021-2022 TWH Comprehensive PLF](#)
2. PHYSICAL RESOURCES
 - Fountas & Pinnell Literacy Benchmarking Kits; Fountas & Pinnell Leveled Literacy Intervention Kits, FNMI dedicated resource room, Numeracy kits and manipulatives
3. HUMAN RESOURCES
 - FNMI Lead Teacher, FNMI Cultural navigator, Division FNMI support staff, LAC Student support, Division Literacy and Numeracy Coordinators, School based counsellor, Speciality Teacher for Music and Drama,
 - Division /School teacher collaboration/support
4. TECHNOLOGY
 - Chromebooks grade three to six, Numeracy and Literacy support programs, online learning capacity/experience

INDICATORS OF SUCCESS

SHORT TERM

Literacy and Numeracy action teams and collaboration in place, Focussed use of resources, utilization of division support/coordinators, Events/action highlighting student involvement and awareness of programs

MOVING TO - DESIRED STATE

- **Literacy** - Increase student achievement through instruction and interventions: Reading comprehension, accuracy and fluency. By June 2022, 70% of Divisions one students and 80% of division two students will be at or above report card reading category targets.
- **Numeracy** - Increase student achievement through instruction and interventions: Mathematical fluency and comprehension. By June 2022, 70% of division one students and 80% of division two will be at or above report card reading category targets.



FORT MCMURRAY PUBLIC SCHOOL DIVISION

GOAL PLANNING

Doing What's Best for Kids



GROWTH AREA: Literacy – Increased coordination of literacy instruction and interventions to support student achievement in reading comprehension, accuracy and fluency. By June 2022, 80% of students will be at or above report card reading category targets.

ACTION FOR IMPROVEMENT: Literacy – If time and resources were made available for staff to engage in a Collaborative Response Model where they bring forward evidence of their instructional practices and the resulting impacts on student reading comprehension, fluency and accuracy and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective instructional practices THEN we would expect to see increased instances of students achieving grade level category targets in the identified areas by June 2022.

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement	Short term success indicators (October)	Moving To... (June)
<i>Current State</i>				<i>How?</i>	<i>Evidence of Improvement</i>	<i>Desired State</i> "Audacious" 1-year goal
<ul style="list-style-type: none"> At present, there are diverse tools and resources implemented across grade levels and languages to support student achievement; however, there is limited coordination in the approach to literacy instruction and tools employed. Current student achievement data indicates need for continued focus; reading comprehension, fluency and accuracy. 	<ul style="list-style-type: none"> 2020-2021 Student Report Card Indicators Feedback gathered through staff surveys, self-reporting, and in-depth discussion. Student reading level benchmarks (Fountas & Pinnell, GB+) 	<ul style="list-style-type: none"> Currently, student achievement data indicates 57% of Div. 1 and 68% of Div. 2 students are achieving grade level expectations in the identified areas. Classroom assessment and current literacy assessments corroborate this evidence. 	<ul style="list-style-type: none"> Staff have identified individual classroom instructional practices to meet student areas of need. Classroom resources are highly individualized by teacher. There is a need for increased opportunities for collaboration 	<ul style="list-style-type: none"> Continued implementation of the CRM Model with specific focus on literacy and identified areas for improvement. Designated time and processes established for joint and collaborative planning Collaborative creation of grade level specific year-long literacy plans with specific focus on strategies, resources and supports to address literacy goals 	<ul style="list-style-type: none"> All teachers will have input and construct literacy strategies All teachers will report on and share about progress in the identified areas FNMI literacy data used to implement focussed interventions Professional development plan for teacher capacity 	<ul style="list-style-type: none"> Assessment and ongoing feedback are utilized on a daily basis informing instruction Students in all classes will be provided differentiated literacy instructional strategies and interventions. Teachers will report on progress and growth using timely data and share amongst grades to support student growth



GROWTH AREA: Literacy – Continued

Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State “Audacious” 1-year goal</i>
<p><i>Current State</i></p> <ul style="list-style-type: none"> • Presently, ELL and First Nations, Métis and Inuit interventions consist of classroom interventions with added support of lexia, precision reading and other programs when staff available • Additionally, observations and achievement results indicate a need for further growth in the area of differentiated instruction to meet the needs of all learners. 	<ul style="list-style-type: none"> • Literacy benchmark for First Nations, Métis and Inuit students. • Literacy benchmarks for ELL students. 	<ul style="list-style-type: none"> • Anecdotal teacher observation and reports further support this evidence. • At present, 57% of FNMI students were not meeting grade level targets 		<ul style="list-style-type: none"> • Support from Division Coordinators. Particularly interpreting data with teachers and assisting with resources and teacher learning • Creation of Literacy Action team & FNMI Action team to explore data, identify needs and plan for PLF learning and growth 		<ul style="list-style-type: none"> • Collected results will be used to monitor and adjust interventions to further improve student achievement. • By June 2022, 70% of division one students and 80% of division two students will be at or above report card reading category targets.



GROWTH AREA: Numeracy - Increase student achievement through instruction and interventions: Mathematical fluency and comprehension. By June 2022, 70 % of division one students and 80 % of division two will be at or above report card reading category targets.

ACTION FOR IMPROVEMENT: NUMERACY - If time and resources were made available for staff to engage in a collaborative response model where they bring forward evidence of their math fluency and math comprehension instructional practices and the resulting impacts on student learning and if the school leadership team is also actively engaged in exploring and building collective knowledge about effective math fluency and comprehension instructional practices THEN we would expect to see increased instances of students with increased results in math comprehension and fluency

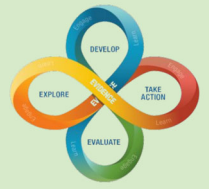
Moving From...	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement <i>How?</i>	Short term success indicators (October) <i>Evidence of Improvement</i>	Moving To... (June) <i>Desired State "Audacious" 1-year goal</i>
<i>Current State</i>						
Students have not practiced math fluency enough to create a strong foundation to fully support understanding more complex mathematical operations. Reading comprehension levels have affected mathematical comprehension.	Previous PAT Data, MIPI Data, Term reporting Teacher survey and self-reporting of student results	MIPI Data indicates 36% of students scored below 60% Classroom assessment and teacher observation supported the benchmark assessment results and areas of focus	Staff have identified areas of focus for improvement in math comprehension and fluency Explicit instruction and practice of math fluency and comprehension has had an effect on mathematical understanding and accuracy however additional time and collaboration needs to be given to this area for further improvement.	All teachers will collaboratively develop fluency strategies for students mathematical facts and operations recall Student learning will be brought forward for discussion by all teachers in collaborative response meetings.	All teachers will have collaboratively developed fluency strategies for students' mathematical facts and operations recall. All teachers will be able to recognize and bring forward evidence of fluency and comprehension impact on the learning of students. Teacher collaboration especially during PLF will provide evidence of teacher growth in being able to analyze classroom evidence.	Assessment and ongoing feedback are woven into the day-to-day fabric of teaching and learning. Students in all classes are able to provide proof of learning using a variety of assessment data and use specific criteria to monitor and adjust their learning performance. Every student knows where he/she is in relation to learning targets and knows what specifically he/she needs to do to improve.



Thickwood Heights School

Assurance Measure Results Summary

Doing What's Best for Kids



OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS



STUDENTS

1.5 % English Language Learners
20 % Early Childhood Learners
10 % First Nations, Métis, Inuit
2.9 % Severe Disabilities



STAFF

12 ATA Employees
11 CUPE Employees



PARENTS

75.8% of parents are satisfied in their involvement in decisions about their student's education

RESPONDENTS

Students 71 # Teachers 12 # Parents 20

STAKEHOLDER FEEDBACK

96.1 of stakeholders satisfied with the overall quality of basic education.

93.7% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe.

91.7 % of stakeholders are satisfied that students model the characteristics of active citizenship.

IMPROVEMENT AREAS

- ⬆ Improvement #1 Parent Involvement 75.8 (Parent)
- ⬆ Improvement #2 Student Learning Engagement 62 (Student)
- ⬆ Improvement #3 Work Preparation 84.2 (Parent)

PROGRAM PRIORITIES

- ✓ **Priority #1 Literacy** - Increase student achievement: Reading comprehension
- ✓ **Priority #2 Numeracy** - Mathematical fluency and comprehension.
- ✓ **Priority #3 FNMI**: Engage FNMI learners through participation in cultural activities

2020-2021 SCHOOL REPORT CARD

Below are the results of the NEW Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT

2020-2021 School Result - 84.7 %
2019-2020 School Result - No Data
2020-2021 Provincial Result - 85.6 %

CITIZENSHIP

2020-2021 School Result - 91.7 %
2019-2020 School Result - 90.3 %
2020-2021 Provincial Result - 83.2 %

3 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - N/A%
2018-2019 School Result - N/A%
2019-2020 Provincial Result - N/A%

5 YEAR HIGH SCHOOL COMPLETION

2019-2020 School Result - N/A%
2018-2019 School Result - N/A%
2019-2020 Provincial Result - N/A%

EDUCATION QUALITY

2020-2021 School Result - 96.1 %
2019-2020 School Result - No Data
2020-2021 Provincial Result - 89.6 %

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2020-2021 School Result - 93.7 %
2019-2020 School Result - No Data
2020-2021 Provincial Result - 87.8 %

PARENTAL INVOLVEMENT

2020-2021 School Result - 84.5 %
2019-2020 School Result - 89.3 %
2020-2021 Provincial Result - 79.5 %