



School Education Plan 2022-23

Timberlea Public School



Principal's Message - April 2022

Our school growth plan is built on input from staff, students and parents, and on data drawn from provincial sources and from teacher assessments. Timberlea Public School serves 220 students and their families with 9 FTE teachers and 6.5 full-time CUPE employees. The building has been shared with Fort McMurray Christian School since 2017-18. We continue to strengthen a collaborative relationship with our colleagues at FMCS, and have recently begun a new "Natural Learning Spaces" project to enhance learning opportunities for both schools and the surrounding community.

COVID-19 continued to affect teaching and learning throughout the 2021-22 school year. High student absentee rates at different times, coupled with staff absenteeism throughout the year made for a highly unpredictable in-school learning environment. This contributed to inconsistency in the quality of learning opportunities available to students. Although restrictions have recently eased and we have begun returning to "normal" school programming, the full impact of the pandemic and related restrictions on the growth of students and staff is still largely unknown.

We continue our focus on school vision and mission goals, and a greater emphasis on indigenous education activities. MicroSociety continues to be very popular among students, staff and parents.

Timberlea School Vision and Mission

Vision

Timberlea Public School is a safe and caring community striving for excellence in learning

Mission

We are dedicated to supporting every child in becoming a successful and responsible citizen. We will achieve this by:

1. motivating students to achieve academic excellence
2. promoting healthy eating and active living
3. nurturing creativity and imagination
4. encouraging critical thinking
5. honouring student diversity
6. promoting respect and care for the natural world

By striving toward these goals, we aim to nurture in students a love of learning, and to provide opportunities for all students to achieve their goals within the FMPSD framework of Instruction, Leadership, and Learning Supports. This can only be achieved with the engagement and support of all stakeholders placing learning and student wellness as our number one priority.

MicroSociety Education Model

We are into our third year of the *MicroSociety* education model. Soon after beginning this journey, the pandemic presented many challenges that forced the citizens of *Wolf Land* to find new ways to maintain a parliamentary system of government, and a functional economy where citizens could buy and sell handmade merchandise in an online marketplace. Students took the lead in all aspects of their society and like the world outside, found new ways to keep *Wolf Land* moving forward.

With the removal of restrictions and cohorting, we plan to engage our parent community and other community members to participate in the continued success of *Wolf Land* and its citizens. In person training sessions with MicroSociety Canada personnel restarted in April 2022, with more coming in the new year to help us strengthen the connections with core subject curricula.

Waleed Najmeddine
Principal



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

Education Quality; Welcoming, Caring, Respectful and Safe Learning Environments; Student Learning Engagement
Sense of student belonging, positive relationships and behaviour at school, and advocacy at school (OurSchool Surveys)

AREAS FOR GROWTH

Numeracy - Number Fact Fluency; **Literacy** - Making Connections with Text; **Mental health** - Anxiety, Feeling Safe at School

LOCAL CONTEXT

Timberlea School shares the building with Fort McMurray Christian School. Our MicroSociety education model distinguishes Timberlea School from others in Fort McMurray and continues to be a very engaging model for students, staff and parents. The Collaborative Response Model is embedded in our professional learning activities as we improve our ability to support all students in the school. We continue to grow as educators in our ability to provide indigenous themed learning activities. With COVID restrictions falling away, we look forward to a return to a wider range of extra-curricular events and activities that welcome the participation of parents and special visitors.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING PLAN

[Timberlea School PLF Cycle 2021-22](#); 2022-23 PLF plan pending

2. PHYSICAL RESOURCES

Expanding connections between MicroSociety and core subject learning activities.
Reading Eggs accounts for Div 1; Reading Eggspress accounts for Div 2.

3. BUDGET

- Student/staff accounts for Reading A-Z, ReadingEggs/Eggspress, MathSeeds and Mathology
- Restart of in-person staff/student training sessions with MicroSociety Canada
- Concerted fundraising efforts to support MicroSociety activities

INDICATORS OF SUCCESS

SHORT TERM

Measured student growth evident through

- Math assessment data and participation in MicroSociety activities
- Literacy assessments fall 2022
- Assessments of division 2 student anxiety and feeling safe at school (OurSchool)

MOVING TO - DESIRED STATE

- Measured growth in student number fact fluency and making connections with text
- Measured impact of MicroSociety activities on academic achievement
- All students participate in "soft starts" to school day, regular mental health activities and check-ins.
- Students are making up for their mistakes rather than simply paying for them (Restorative justice)
- Diminished need for targeted counselling programs for individual students and student groups



GROWTH AREA: TIMBERLEA SCHOOL 2022-23 - NUMERACY → **Number Fact Fluency (computation, estimation, mental math)** means that students can flexibly apply what they already know, finding facts they cannot recall by using the facts they already have memorized (e.g. doubling 2's facts to get 4's facts). They see how multiplication facts are related to one another, and also how to efficiently use the relationships between addition, subtraction, multiplication and division.

ACTION FOR IMPROVEMENT: NUMERACY - IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their instructional practices in Number Fact Fluency 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 instructional practices in Number Fact Fluency, THEN we would expect to see increased instances of students with experience and knowledge in flexibly applying what they already know to find facts they cannot recall and see how facts are related when performing number operations of addition, subtraction, multiplication and division.



Moving From... <i>Current State</i>	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</i> "Audacious" 1-year goal
A significant percentage of students at each grade level continue to display difficulty with number fact fluency.	Based on Fall 2021 MIPI and spring 2022 teacher assessments, approximately 36% of Div 1 students and 35% of Div 2 students require support in computation skills.	Two years of COVID-19 infections and related restrictions on school activities created significant gaps in student learning.	As a result of chronic student absences, pandemic restrictions and increased stress levels, teachers were significantly hindered in their ability to assess and track student learning throughout the school year. Serving student needs for both at-home and in-person learning was also a factor.	<ul style="list-style-type: none"> - Continued use of <i>MathSeeds</i> for Kindergarten - Building stronger connections between core curriculum and MicroSociety activities (Fall 2022 training) - Fall 2022 and Spring 2023 computation assessments gr. 2-6, and greater use of <i>Mathology</i> resources. - Apply "spaced learning" strategies to enhance skill retention (Ebbinghaus' "Forgetting Curve") 	<p>Student achievement is evident through analysis of Fall 2022 MIPI data.</p> <p>Growth in student ability to display fact fluency in MicroSociety activities.</p>	<ul style="list-style-type: none"> - Regular assessment and tracking of student learning are core teaching practices. Teachers provide meaningful feedback on a regular basis, and keep parents informed of student progress. - Teachers can provide evidence of student learning using a variety of assessment data, and adjust teaching and learning activities as needed. - Every student can identify growth in their learning targets.



GROWTH AREA: TIMBERLEA SCHOOL 2022-23 - LITERACY → **Making Connections with Text** is a critical reading comprehension strategy that helps students make meaning of what they are reading. When students make connections to the texts they are reading, it helps them to make sense of what they read, retain the information better, and engage more with the text itself. Students make connections between the text and themselves, the text and another text, and the text and the world around them.

ACTION FOR IMPROVEMENT: LITERACY: IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their instructional practices in Making Connections 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 instructional practices in Making Connections, THEN we would expect to see increased instances of students with the ability to apply knowledge and experiences in various contexts.



Moving From... <i>Current State</i>	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>
A significant percentage of students at each grade level display difficulty with texts (i.e. relating to experiences they haven't had yet), reading a word and being able to write it correctly, and using words in various contexts.	Based primarily on classroom assessments and teacher observations, approximately 35% of Div 1 students and 19% of Div 2 students continue to require reading interventions.	Two years of COVID-19 infections and related restrictions on school activities created significant gaps in student learning.	As a result of chronic student absences, pandemic restrictions and increased stress levels, teachers were significantly hindered in their ability to assess and track student learning throughout the school year. Serving student needs for both at-home and in-person learning was also a factor.	<ul style="list-style-type: none"> - Weekly use of Reading Eggs (Div 1) and Reading Eggspress (Div 2) for reading comprehension. - Engaging students in daily read-alouds and book talks to model thinking about text and enhancing comprehension. - Daily read-alouds & book talks - Fall & Spring writing samples (division) - Track F&P comprehension data 	Student growth evident through ongoing results of Fall writing samples, analysis of Reading Eggs/Eggspress and F&P data.	<ul style="list-style-type: none"> - Regular assessment and tracking of student learning are core teaching practices. Teachers provide meaningful feedback on a regular basis, and keep parents informed of student progress. - Teachers can provide evidence of student learning using a variety of assessment data, and adjust teaching and learning activities as needed. - Every student can identify growth in their learning targets.



GROWTH AREA: TIMBERLEA SCHOOL 2022-23 - MENTAL HEALTH is a key to success in all aspects of life, whether at home or at school. When students and staff are able to effectively manage stress and anxiety, they will be better able to feel safe and cared for, and to enjoy participating in school activities. Students need to feel connected to adults at school, and feel that they have someone they can go to for assistance.

ACTION FOR IMPROVEMENT: MENTAL HEALTH: IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their Mental Health practices and the resulting impacts on student learning, and IF the school leadership team is also actively engaged in exploring and building capacity in support of the mental health of students and staff, THEN we would expect to see increased number of students and staff with the ability to effectively manage stress and anxiety.



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>Very high levels of anxiety among Div 2 students</p> <p>Low levels of students feeling safe attending school</p>	<p>Div 2 <i>OurSchool</i> surveys (Fall 2021 and Feb. 2022).</p> <ul style="list-style-type: none"> - 63% of Girls and 31% of Boys reported moderate to high anxiety - Canadian norms: Girls - 26% Boys - 18% - 51% of Girls and 59% of Boys felt safe attending school - Canadian norms: Girls - 66% Boys - 64% 	<p>Two years of COVID-19 infections, isolations and related restrictions on school activities (cohorting, masking, etc.) created significant stresses on the mental health of students, parents and staff alike.</p>	<p>All staff require training in restorative classroom and school administration practices in dealing with negative student behaviours</p> <p>Providing more opportunities for students to share their thoughts and feelings on a routine basis, and feeling safe to do so.</p>	<ul style="list-style-type: none"> - Continue <i>OurSchool</i> surveys Nov. 2022 and Feb. 2023 - Continue "soft starts", DPA, mental health check-ins - Continue learning more about restorative justice, and implementing strategies on a daily basis - Continue targeted counselling programs for student groups - Regular mental health check-ins or mindfulness breaks in each classroom. 	<p>Division 2 students reporting lower anxiety levels on Nov. 2021 <i>OurSchool</i> survey.</p> <p>Reduction in reports of bullying among students.</p>	<p>All students participate regularly in soft starts to the school day, mental health check-ins, and DPA activities..</p> <p>Students report feeling that peers have made up for their mistakes rather than simply being isolated from the group..</p> <p>Diminished need for targeted counselling programs for individual students and student groups</p>



Spring 2021 School Results Summary

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Timberlea Public School			Alberta			Measure Evaluation		
		Current Result	Prev Yr Result	Prev 3 Yr. Avg	Current Result	Prev Yr Result	Prev 3 Yr. Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	77.2	79.2	82.2	83.2	83.3	83.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	82.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.7	n/a	n/a	20.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	92.9	92.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	83.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	67.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.9	89.3	88.9	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

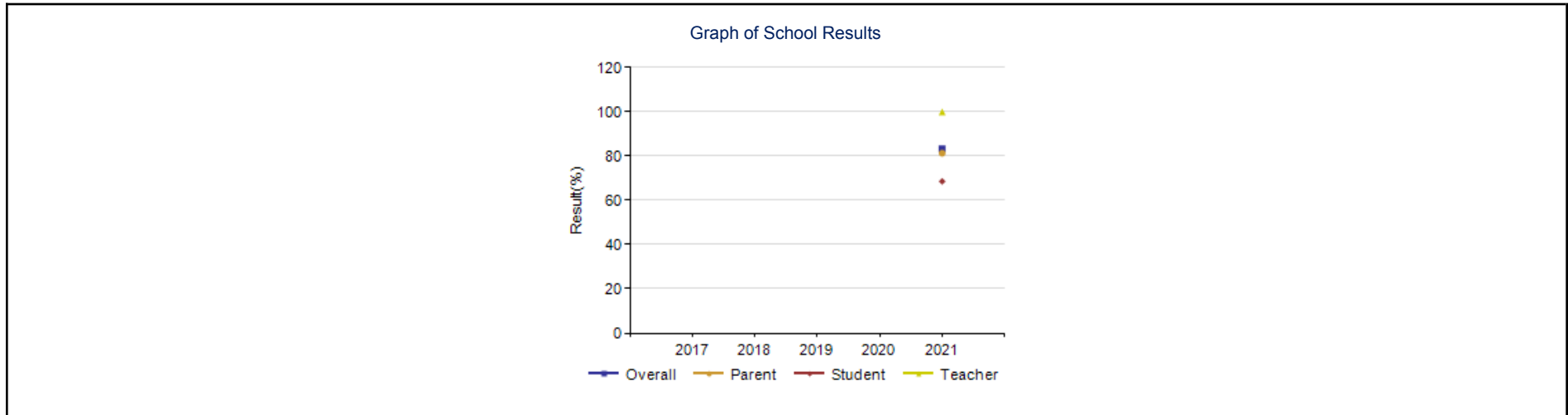
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. The "N/A" placeholder for the "Current Result" for PAT measures are included until results can be updated in the Fall.
4. 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 6, Mathematics 6, Science 6, Social Studies 6.
5. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation			Authority										Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,579	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	335	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	68.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,930	83.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	97.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



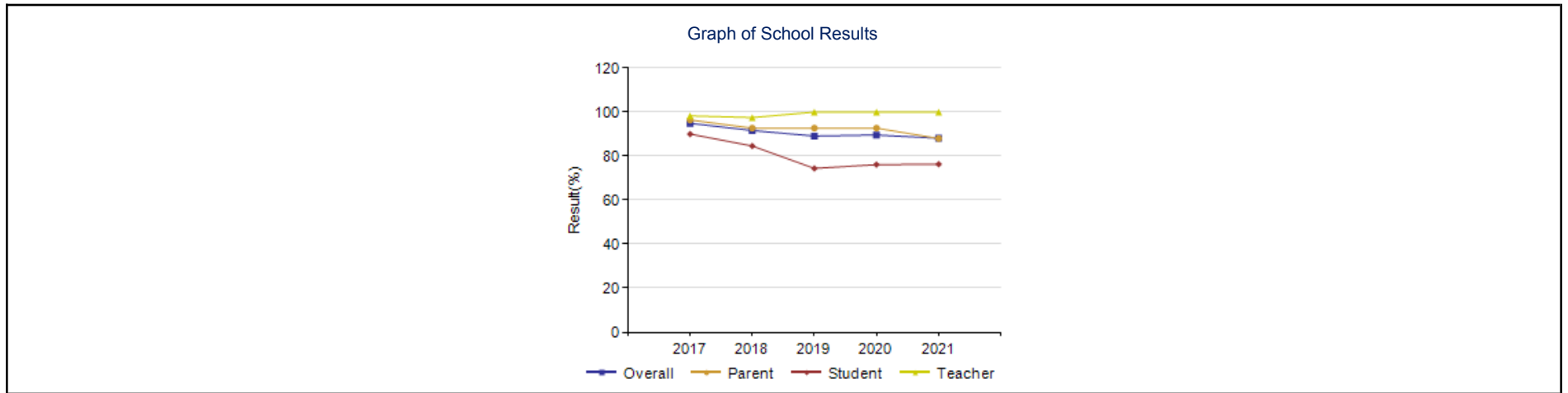
Notes:

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.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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.

	School										Measure Evaluation			Authority										Province											
	2017		2018		2019		2020		2021		2017			2018			2019			2020			2021			2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	136	94.9	113	91.6	92	89.1	87	89.6	95	88.1	n/a	n/a	n/a	2,986	90.6	2,845	89.9	3,332	91.3	2,670	92.6	2,579	92.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0		
Parent	22	96.4	22	92.7	11	92.7	11	92.7	10	88.0	n/a	n/a	n/a	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5		
Student	102	90.0	83	84.6	71	74.4	65	76.1	76	76.3	n/a	n/a	n/a	2,438	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0		
Teacher	12	98.3	8	97.5	10	100.0	11	100.0	9	100.0	n/a	n/a	n/a	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4		



Notes:

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3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Required Alberta Education Assurance Measures - Overall

Spring 2021

School: 1855 Timberlea Public School (ESL)

Assurance Domain Spring 2021	Measure	Timberlea Public School (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg.	Current Result	Prev Year Result	Prev 3 Year Avg.	Ach.	Imprvmt.	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
	PAT: Acceptable	n/a	n/a	100.0	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	33.3	n/a	n/a	16.0	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	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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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in English Language Arts 6, Mathematics 6, Science 6, Social Studies 6
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Required Alberta Education Assurance Measures - Overall

Spring 2021

School: 1855 Timberlea Public School (FNMI)

Assurance Domain Spring 2021	Measure	Timberlea Public School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg.	Current Result	Prev Year Result	Prev 3 Year Avg.	Ach.	Imprvmt.	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
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.0	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	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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3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in English Language Arts 6, Mathematics 6, Science 6, and Social Studies 6.
4. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.



Literacy Data - Fall Instructional Levels

Timberlea Public School - 2021-2022

Elementary Instructional Levels

Level	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
A	1	0	0	0	0	0
B	5	1	0	0	0	0
C	8	2	0	0	0	0
D	8	2	0	0	0	0
E	0	3	0	0	0	0
F	2	1	1	0	0	0
G	1	3	4	0	0	0
H	0	0	1	1	0	0
I	0	1	0	0	0	0
J	1	2	1	1	0	0
K	0	6	0	0	0	0
L	1	2	2	0	0	0
M	1	2	1	0	0	0
N	0	1	2	2	0	0
O	0	0	3	3	0	0
P	0	0	3	0	3	0
Q	0	0	5	4	1	0
R	0	0	2	7	0	1
S	0	0	1	1	1	0
T	0	0	0	2	3	3
U	0	0	0	2	4	1
V	0	0	0	0	5	1
W	0	0	0	1	6	11
X	0	0	0	3	2	7
Y	0	0	0	0	0	0
Z	0	0	0	0	1	8

Not Yet Meeting Expectations
Approaching Expectations
Meeting Expectations
Exceeding Expectations

Grade	# Below Range	% Below Range	# Within Range	% Within Range
1	1/28	4%	27/28	96%
2	12/26	46%	14/26	54%
3	9/26	35%	17/26	65%
4	7/27	26%	20/27	74%
5	4/26	15%	22/26	85%
6	4/32	13%	28/32	87%



Instructional Levels
Spring 2021-22

April 2022 - Reading Levels			
Grade	% Below	% Acc. (50+)	% Exc. (80+)
2	36	64	14
3	26	74	60
4	15	85	30
5	24	76	36
6	18	82	25
Avg.	24	76	33

Below Expectations		Exceeding Expectations	
Div 1	Div 2	Div 1	Div 2
	15		30
36	24	14	36
26	18	60	25
31	19	37	30



Number Fact Fluency Spring 2021-22

April 2022 - Computation				
Grade	# Comp.	% Below	% Acc.	% Exc.
2	24	42	58	17
3	25	29	71	14
4	23	35	65	9
5	23	39	61	22
6	28	32	68	7
	Avg	35	65	14

	Below Expectations		Exceeding Expectations	
	Div 1	Div 2	Div 1	Div 2
		35		9
	42	39	17	22
	29	32	14	7
Avg	36	35	16	13