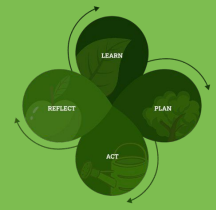


**Alberta Education Results Report**  
**for Timberlea Public School**  
**Nazia Hiscock, Principal**  
**Fall 2024**



# TIMBERLEA PUBLIC SCHOOL CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



Timberlea Public School is a great place to grow and learn. As a safe and caring community striving for excellence in learning, we are dedicated to supporting every child in becoming a successful and responsible citizen. We will achieve this by motivating students to achieve academic excellence, promoting healthy eating and active living, nurturing creativity and imagination, encouraging critical thinking, honouring student diversity, and promoting respect and care for the natural world.

We are growing as a school community and have made tremendous gains at improving school culture, engaging our stakeholders, and having a successful year with our unique programming initiatives: MicroSociety, Loose Parts Play and Apple Schools. In MicroSociety, students dream bigger, and are inspired and confident enough to take the risks to see their dreams come to life through establishing student-led ventures, electing their own local government, and taking on real life jobs like Manager, Banker, Police Officer, Operations & Maintenance, and many more! They learn what it means to become global citizens with the skills needed for their future – and are super passionate about learning. Loose Parts allows students the opportunity to build resilience and explore their world using their five senses, creativity and deepening their understanding of outdoor environments. Apple Schools is the foundation for healthy students creating a school that cares about their emotional, mental and physical well-being.

Timberlea Public School is made up of 31 engaged and enthusiastic staff members that include one administrator, two office admin assistants/librarians, one half-time Learning Assistance Centre Teacher, one half-time Guidance Counsellor, 11 classroom teachers, 11 educational assistants and four custodians. We all strive to serve the diverse needs of our 25% of Early Childhood Learners, 16% First Nations, Métis and Inuit students, 21% Neurodivergent students with Severe Disabilities and 7% of English as Additional Language learners.

Our Professional Learning Plan has focused on building school-community partnerships and supporting staff implementation of restorative practice, regulated classrooms, implementation of literacy and numeracy frameworks, and improving student mental health. At Timberlea, staff, students and parents love the small school environment coupled with making a big impact.

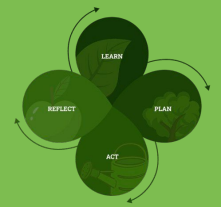


Doing  
What's  
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For Kids



# TIMBERLEA PUBLIC SCHOOL CONTINUOUS IMPROVEMENT CYCLE

*Doing What's Best for Kids*



## FMPSD GOALS

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

## CONTINUOUS IMPROVEMENT CYCLE

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

## CURRENT STATE

### STRENGTHS

At Timberlea, students continue to see their learning environment as welcoming, caring, respectful and safe. As a result of MicroSociety, 78% of teachers and parents agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

### AREAS FOR GROWTH

Student anxiety remains high with 54% of Timberlea's Grades 4-6 students reporting as having moderate to high anxiety, compared to 29% as the Canadian norm. 56.6% of teachers, parents and students agree that programs for children at risk are easy to access and timely, compared to 81.2% provincially.

## LOCAL CONTEXT

Students have been giving back to their local and national communities through a variety of fundraisers this year - Terry Fox Foundation, Wood Buffalo Food Bank Association, Salvation Army's Angel Tree Campaign, and Jump Rope for Heart. Our First Nations, Métis and Inuit students have been supported by our Elder Keepers, Dr. Trudy Cardinal of Braiding Stories to Live By and former Chief Mosum Robert Cree of Fort McMurray First Nations and the Indigenous Kinship Club who held three successful Indigenous Family Gatherings.

## STRATEGIES FOR MOVING FORWARD

### 1. PROFESSIONAL LEARNING

- Continued work on Restorative Practice to support gains made for safe and caring schools and learning how to support students with a variety of Mental Health needs.
- Growth in literacy and numeracy pedagogy and use of manipulatives, hands on learning and targeted in-class interventions.

### 2. MATERIAL RESOURCES

- Restorative Practice Handbook guiding modules for teacher and EA self assessments
- Literacy and Numeracy manipulatives purchased by division coordinators
- UFLI teacher resource and materials for phonetic awareness

### 3. HUMAN RESOURCES

- Literacy and Numeracy Teachers/Coordinators supporting students through sprints
- Mental Health Therapists referrals alongside effective Learning Assistant Centre Teachers and School Counselors focused on supporting students and parents.

## INDICATORS OF SUCCESS

### MOVING TO DESIRED OUTCOME

Students engage in active citizenship as a way to reduce student anxiety

Students, parents and teachers feel supported through improved access to supports and services

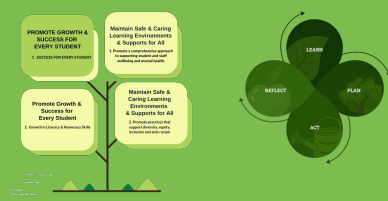
Staff are supported in created safe, caring, welcoming learning environments



# TIMBERLEA PUBLIC SCHOOL

## DESIRED OUTCOME PLANNING

*Doing What's Best for Kids*



### Priority 1 Promote Growth and Success for All Students

**DESIRED OUTCOME:** Increase Numeracy achievement such that 75% of students are at or above grade level.

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>39.2% of Grade 4, 16.7% of Grade 5 and 15.4% of Grade 6 Students at risk as determined by the Elk Island Catholic Math Assessment.</p> <p>26% of Grade 1, 26% of Grade 2 and 33% of Grade 3 Students at risk as determined by Alberta Education Numeracy Screeners</p> <p>71.4% of Timberlea students meet the PAT acceptable standard compared to 63.3% of Alberta students.</p> <p>17.9% of Timberlea students receive PAT excellence above the 16.0% provincial average.</p>	<p>Fact Fluency in Computation, Estimation and Mental Math are areas of growth.</p> <p>Comparing numbers and number facts addition based on Grade 2-3 screeners demonstrated largest student gaps.</p>	<p>Building teacher capacity in emotional regulation and differentiation of scope, breadth and scaffolding of programming and numeracy instruction.</p> <p>Continuing learning and benefit of small group pull outs and students working in Centers.</p> <p>Making Math class fun with manipulatives and hands on learning.</p> <p>Engaging staff in using research-based numeracy pedagogy.</p>	<p>Continued use of Mathseeds in Kindergarten and implementation of Mathology and Guided Math to be used in centers and small group Instruction.</p> <p>Division-provided Numeracy Teacher Sprints for targeted small group pull outs.</p> <p>Engage cross-curricular programming connections to MicroSociety business ventures and government.</p>	<p>Microsociety facilitators will note growth in student ability to display number fact fluency.</p> <p>Continued success from Our School Survey data and AERR results regarding success at school.</p> <p>On the Elk Island Numeracy Screener, students moving from at risk to not at risk.</p>	<p>Fall Numeracy Data, PATs, and Teacher Math Assessments will demonstrate:</p> <p>-75% of students meeting grade level expectations</p> <p>- 75% of students at risk will move to not at risk</p>



# TIMBERLEA PUBLIC SCHOOL

## DESIRED OUTCOME PLANNING

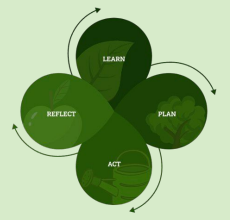
*Doing What's Best for Kids*



### Priority 2 Maintain Safe and Caring Learning Environments and Supports

**DESIRED OUTCOME:** Improve Access to Supports and Services while Engaging Students in Active Citizenship

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>56% of parents, 67.5% of students and 50% of teachers are satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. The provincial average is overall 73% between all three stakeholders.</p> <p>71.5% of stakeholders report that they are satisfied that students model the characteristics of active citizenship.</p> <p>78% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe</p> <p>Specialist Fair at Parent Teacher Interviews to inform and education parents about variety of supports.</p>	<p>Furthermore, 39% of parents agree that programs for children at risk are easy to access and timely.</p> <p>55% of Grade 4-6 students feel emotional regulated at school.</p> <p>54% Students are Reporting moderate to high anxiety on their Spring 2024 OurSchool Survey.</p>	<p>There is a disconnect between the support services provided and the perception of available support and services based on Needs Assessments.</p> <p>Building teacher capacity in emotional regulation and differentiation of scope, breadth and scaffolding of programming and curricular instruction.</p> <p>Continuing learning and benefit of small group pull outs and students working in centers.</p> <p>Restorative Practices are expected at the office, rather than embedded in the day to day practice of teaching and learning through sharing circles.</p>	<p>Teachers and EAs are continuing to learn through Professional Learning Fridays of in-class tiered interventions to support inclusivity, accommodations and differentiation.</p> <p>Focused on improving access to spaces for our neurodivergent students and those with mental health needs. Create a sensory wall to support student self-regulation, and joint collaborative project with FMCS to improve our gross motor room as a snoezelen room for calming, purchase sensory bins and support the 7 Educational Assistants.</p> <p>Professional Development of Non-Violent Crisis Intervention for EAs and Emotional Regulation training for teachers.</p> <p>Anti-bullying presentations with partnerships with Multicultural Association of Wood Buffalo.</p> <p>Cyberbullying presentations in classes and Division 2 assemblies by RCMP Community Policing.</p> <p>Presentations for staff about Executive Functioning Teacher, Behaviour specialists, EA Coordinators, Speech Pathologists, Occupational Therapists, Physical Therapists, FASD Specialists, PRIDEYMM and more during Professional Learning Fridays.</p>	<p>Stakeholders will report the depth of programming supports available for students and staff.</p> <p>School culture will continue to be positive and responsive to student needs. We will continue to have multiple ways to give back to the community as our way of supporting students' philanthropic spirit.</p> <p>Through Pink Shirt Day and kindness campaigns, we can continue to build the safe and caring school environment that is conducive towards all students following rules, feeling respected and encouraged to do their best.</p>	<p>Students will reduce their reported anxiety in the school, feel better about giving back to the community and increase feelings of safe and caring school.</p> <p>All students feel supported and ready for academic, social and emotional growth and success at Timberlea Public School.</p>



## OUR EDUCATIONAL PARTNERS - STUDENTS, STAFF & PARENTS



**260 STUDENTS**

7% English Language Learners  
25% Early Childhood Learners  
16% First Nations, Métis, Inuit  
21% Severe Disabilities



**33 STAFF**

13 ATA Employees  
22 CUPE Employees  
1 Mental Health Therapist



**23 PARENTS**

**62.1%** of parents are satisfied in their involvement in decisions about their student's education

### RESPONDENTS

71 Students    10 Teachers    23 Parents

### PARTNER FEEDBACK

100% of teachers are satisfied that students model the characteristics of active citizenship

81% of parents agree that learning environments are welcoming, caring, respectful and safe

78% of students report having access to appropriate supports and services at school.

### PROGRAM PRIORITIES

- ✓ Priority #1: Promote Growth and Success for All Students
- ✓ Priority #2: Maintain Safe and Caring Learning Environments and Supports

### IMPROVEMENT AREAS

- ⬆ Improvement #1: Increase Numeracy Achievement to support PAT performance
- ⬆ Improvement #2: Access to Supports and Services & Student's Active Citizenship

## 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 - 75.9%  
2022-2023 School Result - 71.1%  
2023-2024 Provincial Result 83.7- %

### CITIZENSHIP

2023-2024 School Result - 81.4%  
2022-2023 School Result - 71.5%  
2023-2024 Provincial Result - 79.4%

### EDUCATION QUALITY

2023-2024 School Result - 87.6%  
2022-2023 School Result - 86.9%  
2023-2024 Provincial Result - 87.6%

### PARENTAL INVOLVEMENT

2023-2024 School Result - 80%  
2022-2023 School Result - 73%  
2023-2024 Provincial Result - 79.5%

### PAT EXCELLENCE

2023-2024 School Result - 7.7%  
2022-2023 School Result - 17.9%  
2023-2024 Provincial Result - 19.8%

### ACCESS TO SUPPORT AND SERVICES

2023-2024 School Result - 72.5%  
2022-2023 School Result - 52.2%  
2023-2024 Provincial Result - 79.9%

### PAT ACCEPTABLE

2023-2024 School Result - 46.2%  
2022-2023 School Result - 71.4%  
2023-2024 Provincial Result - 68.5%

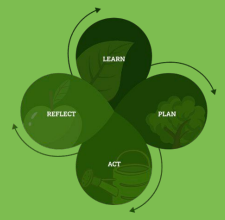
### WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS

2023-2024 School Result - 85.4%  
2022-2023 School Result - 77.9%  
2023-2024 Provincial Result - 84%



# TIMBERLEA PUBLIC SCHOOL NARRATIVE OF THE RESULTS

*Doing What's Best for Kids*



## What data did we look at?

- Alberta Education Assurance Measures Results for Timberlea Public School, Fall 2024.
- Timberlea Public School Our School Survey, October 2024.
- Literacy & Numeracy Data
  - Alberta Education Numeracy Assessment, September 2024
  - CC3/LeNS Literacy Assessment, September 2024
  - Elk Island Numeracy Assessment, September 2024
  - DIBELS Literacy Assessment, September 2024

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

### STRENGTHS

- AEA: Student's Active Citizenship is higher than the provincial average and from the previous year
- AEA: Education Quality is equal to the provincial average and higher than the previous year
- AEA: WCRSLE is higher than the provincial average and from the previous year
- AEA: Parental Involvement is higher than the provincial average and the previous year
- AEA Supplemental Data: Program of Studies is higher than the provincial average and from the previous year
- AEA Supplemental Data: Safe and Caring is higher than the provincial average and from the previous year
- AEA Supplemental Data: In Service Jurisdiction Needs are higher than the provincial average and from the previous year
- AEA Supplemental Data: School Improvement and Workplace Preparation are higher than the provincial average and from the previous year
- Our School Survey - 19% increase in Sense of Belonging, 15% increase in Self-Regulation, 12% increase in Positive Relationship, 7% increase in Feeling Safe At School
- Our School Survey - 13% decrease in students reporting moderate to high Anxiety

### AREAS FOR GROWTH

- Fall Assessment Data for Literacy and Numeracy is quite concerning
  - i. Our students at risk in Numeracy Division Two is very high - with Grade 5s reporting 50% of students at risk.
  - ii. Our students at risk in Literacy in Division Two is also quite high - with Grade 4s reporting 45% of students at risk
- Our PAT data based on Grade 6 Social Studies exam for students achieving excellent and acceptable standards was quite low - 46.2% of students meeting and only 7.7% of students achieve excellence. This is an area of concern.
- AEA Supplemental Data shows that the Program of Studies for At Risk Students has improved by 16.3% than the previous year, but still below the provincial average by 7.7%. This will continue to be an area of growth for our PLF plan to ensure staff are providing differentiated instruction and have high expectations for our neurodivergent students.

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

- Students reported increased social-emotional outcomes on the Our School Survey demonstrating the success of our Restorative Practice modules that we focused on during PLF for the 2023-2024 school year.
- We also saw the implementation of soft starts and sharing circles, modelled in our PLF, throughout the school from K-6 really impact the lessened anxiety in the building.
- Teacher capacity in programming for neurodivergent students and those who are on specialized program codes (IPP, BSP, LSP, EAL, FNMI, etc.) based on experts and partnerships with nonprofit organizations.

## Provincial expectation for schools to look at:

### ENGLISH AS AN ADDITIONAL LANGUAGE

- We plan on having our Multicultural Night and Potluck this Spring to ensure students who are foreign born and those with parents who are foreign born have the opportunity to connect and share their culture with the school community.
- Creating spaces in schools ensures students of all backgrounds have an opportunity to feel safe, welcome and cared for.

### FIRST NATIONS, MÉTIS, INUIT

- Continue Indigenous Kinship Gatherings in collaboration with Walter & Gladys Hill Public School four times a year to show efforts in Truth and Reconciliation
- New First Nations, Métis and Inuit Liaison - Ms. Hiebert has taken on this new role, attending meetings, building capacity and developing strong relationships with our Indigenous students and their families at Timberlea and doing literacy pull outs with our Indigenous students.

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

- Our PAT data reflected low performance under Excellence and Acceptable - much lower than in previous years. As a result of ELA/Mathematics PATs being cancelled in addition to the Grade 6 students piloting the new Science curriculum, the only provincial exam the Timberlea students wrote was for Social Studies. This is an anomaly in our data as Timberlea is consistently high performing school who continues to demonstrate high academic achievement on our annual provincial exams. We will continue to build stamina and resilience amongst our students to improve our PAT performance.
- The students' test anxiety and mental health continues to be a priority for us as we work towards our mental health goals through giving back to the community through active citizenship.
- We will continue to work on our Numeracy goals as we have a high percentage of students (35% of Grade 4, 50% of Grade 5 and 38% of Grade 6s reporting at risk on the Elk Island Math Assessment)

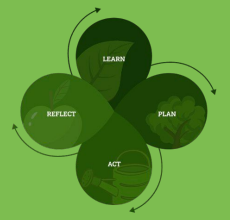






# TIMBERLEA PUBLIC SCHOOL SUPPORTING DATA

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## Supporting Data Specific to School Desired Outcomes/Goals

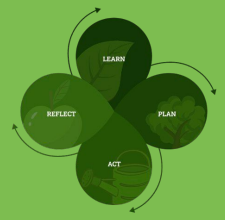
1. Required Alberta Education Assurance Measures - Overall Summary, Fall 2024
2. Supplemental Alberta Education Assurance Measures - Overall Summary, Fall 2024
3. Fall 2024 Assessment Data - At Risk Students at Timberlea Public
4. Raw Numeracy Data, Fall 2024
5. Raw Numeracy Data, Fall 2024
6. Our School Survey Data, October 2024

**Note: AB ED EAL and FNMI Data are all reporting N/A**



# TIMBERLEA PUBLIC SCHOOL SUPPORTING DATA

Doing What's Best for Kids



## Required Alberta Education Assurance Measures - Overall Summary Fall 2024

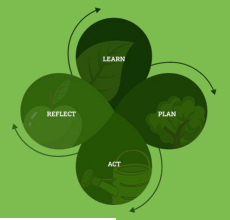
School: 1855 Timberlea Public School

Assurance Domain	Measure	Timberlea Public 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	<a href="#">Student Learning Engagement</a>	75.9	71.1	74.7	83.7	84.4	84.8	n/a	Maintained	n/a
	<a href="#">Citizenship</a>	81.4	71.5	72.7	79.4	80.3	80.9	Very High	Improved	Excellent
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	<a href="#">PAT6: Acceptable</a>	46.2	71.4	71.4	68.5	66.2	66.2	Very Low	Declined	Concern
	<a href="#">PAT6: Excellence</a>	7.7	17.9	17.9	19.8	18.0	18.0	Low	Declined	Issue
	<a href="#">PAT9: Acceptable</a>	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	<a href="#">PAT9: Excellence</a>	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	87.6	86.9	88.4	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	85.4	77.9	78.9	84.0	84.7	85.4	n/a	Improved	n/a
	<a href="#">Access to Supports and Services</a>	72.5	52.2	60.3	79.9	80.6	81.1	n/a	Improved	n/a
Governance	<a href="#">Parental Involvement</a>	80.0	73.0	74.0	79.5	79.1	78.9	High	Maintained	Good

## Supplemental Alberta Education Assurance Measures - Overall Summary Fall 2024

School: 1855 Timberlea Public School

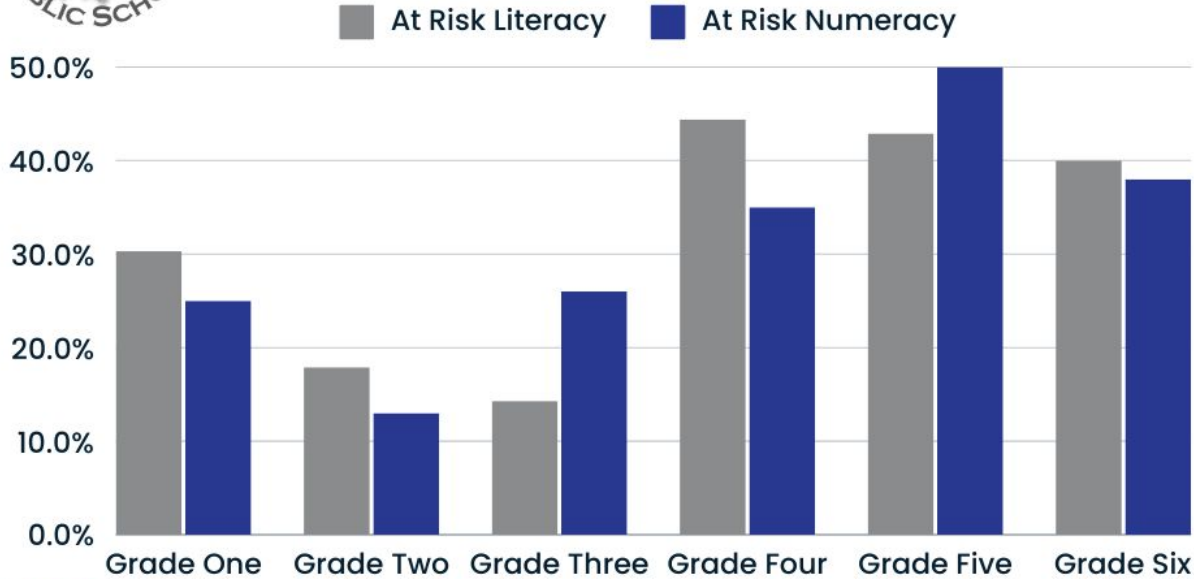
Measure	Timberlea Public School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	52.7	3.5	n/a	n/a	n/a	n/a
<a href="#">Drop Out Rate</a>	n/a	n/a	n/a	2.5	2.5	2.4	n/a	n/a	n/a
<a href="#">In-Service Jurisdiction Needs</a>	90.0	75.0	82.7	81.1	82.2	83.0	High	Maintained	Good
<a href="#">Lifelong Learning</a>	69.5	67.9	67.3	79.9	80.4	80.7	Intermediate	Maintained	Acceptable
<a href="#">Program of Studies</a>	83.1	72.9	72.3	82.8	82.9	82.9	Very High	Improved	Excellent
<a href="#">Program of Studies - At Risk Students</a>	72.9	56.6	64.2	80.6	81.2	81.5	Very Low	Improved	Issue
<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	70.7	71.9	70.0	n/a	n/a	n/a
<a href="#">Safe and Caring</a>	88.2	82.1	83.1	87.1	87.5	88.1	Very High	Improved	Excellent
<a href="#">Satisfaction with Program Access</a>	67.1	57.8	59.4	71.9	72.9	72.7	Low	Improved	Acceptable
<a href="#">School Improvement</a>	79.6	70.5	75.1	75.8	75.2	74.7	High	Maintained	Good
<a href="#">Transition Rate (6 yr)</a>	n/a	n/a	n/a	60.1	59.7	60.0	n/a	n/a	n/a
<a href="#">Work Preparation</a>	83.3	78.0	77.1	82.8	83.1	84.0	High	Maintained	Good



# FALL 2024 ASSESSMENT DATA



At Risk Literacy (AB Assessment) & Numeracy (AB Assessment & Elk Island) Data  
at Timberlea Public School



Numeracy Data September 2024					
Total Assessed	Grade 1 At-Risk	Total Assessed	Grade 2 At-Risk	Total Assessed	Grade 3 At-Risk
32	25%	39	13%	35	26%

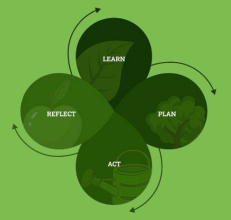
September 2024 - Elk Island Math Assessment					
Total Grade 4 Students	Grade 4 At-Risk Percentage	Total Grade 5 Students	Grade 5 At-Risk Percentage	Total Grade 6 Students	Grade 6 At-Risk Percentage
26	35%	28	50%	21	38%

Grade	Assessment Name	Fall 2024		
		Total Assessed	Total At Risk	Percentage At Risk
K	LeNS	-	-	-
1	LeNS	33	10	30.3%
2	CC3	39	7	17.9%
3	CC3	35	5	14.3%
4	Comprehension Maze	36	16	44.4%
5	Comprehension Maze	28	12	42.9%
6	Comprehension Maze	20	8	40.0%

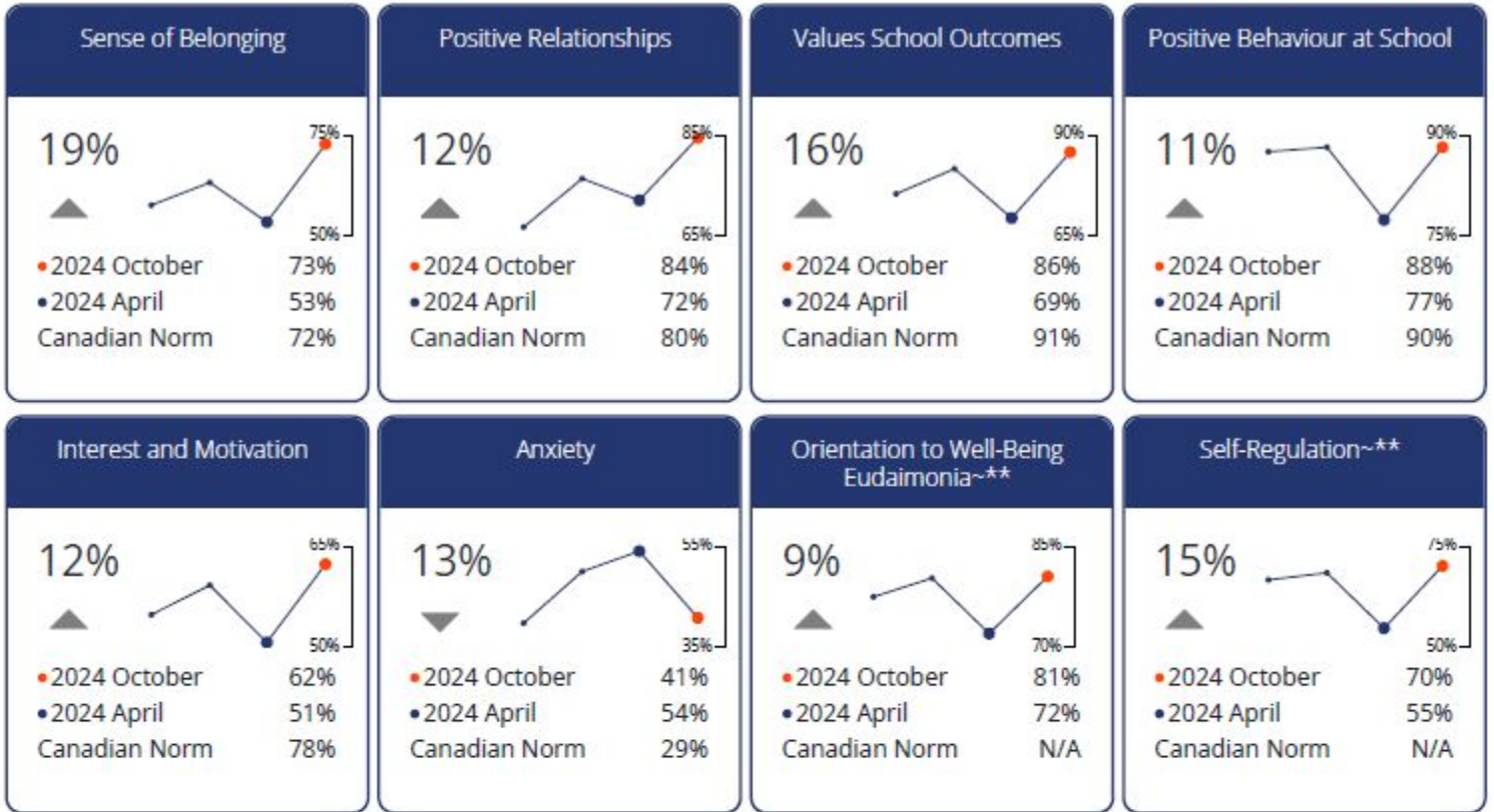


# TIMBERLEA PUBLIC SCHOOL SUPPORTING DATA

Doing What's Best for Kids



## Social-Emotional Outcomes



## DRIVERS of Student Outcomes

