

**Profile**



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	228.000	Custodial	2.000000	Salaries	\$2,770,114	95.30%
Weighted	433.594	Exempt	0.000000	Supplies, Equip., Services	\$136,651	04.70%
Regular	240	Support	12.000000			
		Teacher	<u>15.709000</u>			
Year Opened	1972	<b>Total 29.709000</b>		<b>Total \$2,906,765</b>		100.00%

**School Philosophy**

At Thorncliffe School, we are committed to providing outstanding, relevant and engaging learning experiences for all students. We promote opportunities that strengthen relationships, develop empathy and instill a desire to learn and succeed. We maintain an environment that facilitates teamwork, a sense of belonging and academic growth, while supporting the diverse learning needs of all students.

**Community Profile**

Thorncliffe School serves approximately 240 students from kindergarten to grade six who primarily reside in the area bounded by three major arteries; 170 Street, Whitemud Freeway, and West Edmonton Mall. The neighborhood is made up of two distinct communities, one being high density housing characterized by diverse socioeconomic backgrounds and the second, a number of single family households where residents have moderate to middle incomes and most of whose children no longer attend elementary school. We also serve a piece of the Edgemont and Rosenthal communities. These students are bussed to our school using yellow bus service. We have a daily morning meal funded by the School Nutrition Program and an afterschool sports program from FreePlay.

**Programs and Organization**

In addition to our regular kindergarten to grade six program, Thorncliffe has Division Sites for the Literacy program in division 2, the Connections program in divisions 1 and 2, and the Interactions program in divisions 1 and 2. We are part of the Equity Achievement project and therefore have the support of a literacy lead teacher who works along side consultants supporting our teachers. As a school we focus on taking steps towards anti-racism and reconciliation and developing a sense of belonging for all our students. We work to develop resiliency in our school population through our participation in the R2 Resilience Program.

**School Community Relationships**

We would like to acknowledge the following community members who have helped to foster the growth and success of our students:

E4C, Health Active Community Kids (HACK), Hope International, Indigo Chapters

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

Based on the goals that were established for 2023-2024, report on the results you achieved (with evidence, including referencing the school's Assurance Measures results, if applicable) and describe how achievement of the goal supports the above Division's Priorities (reference the priority number in your response).

By June 2024, Thorncliffe students will demonstrate measurable growth and improved achievement in literacy as measured by the following data:

- On our reading level results there will be an increase in the number of students reading at or above grade level.
- There will be an increase in the number of students writing at or above grade level on our Highest Level of Achievement Test (HLAT).
- Using our school collected reading data, there will be an increase in the number of students who make one year's growth.

Achievement of this goal will be supported by:

- Thorncliffe is part of the Division Equity Achievement Project and will be supported by a literacy coach to target high-quality literacy instruction and research based best practices.
- Build upon and engage in professional learning and collaborative work around emergent literacy in our division site programs
- Data from our leveled reading and HLAT writing will be traced and analyzed throughout the year identifying areas of focus to guide collaborative planning.

**Results Achieved:**

Thorncliffe School continues to be part of the Equity Achievement Project. This helped to provide the support of a 0.2 FTE Literacy coach. Our literacy coach participated in a variety of Equity Achievement Project professional learning opportunities and practiced the research based best practices in her learning classroom. She then shared successes and strategies with the rest of the staff. Our coach held one professional development session for staff, focussing on informational writing, and went into most classrooms, modeling a writing strategy for teachers. To help our beginning learners build the foundational skills necessary for reading, our grades 1 and 2 classes began working with UFLI Foundations, an explicit program that helps teach these skills. Teacher feedback and collection of student samples showed that 100% of student in our grade 2 class who received this instruction made gains in the areas of decoding and encoding. Some other targeted interventions such as small group pull out, buddy readers and English as an Additional Language reading groups were used to support our most vulnerable students and those identified by the government Early Years Assessments. Throughout the year, we collaborated with another school on various professional learning opportunities and a session on accurately assessing the Highest Level of Achievement Test (HLAT). The schools then came together to mark our HLAT writing tasks. Overall, the number of students reading at or above grade level has decreased by 4% from last year. Although most grades demonstrated a decrease, our grade 3 students who were part of the Equity Achievement project learning classroom, increased the number of students reading at or above grade level by 8.3% and our grade 5 students showed an increase of 22%. The number of students writing at or above grade level as measured by the HLAT writing assessment, decreased by 8.6%. According to our school collected reading and writing data, 42% of our students made one year's growth in reading and 28% made one year's growth in writing. When looking at grades individually, 70% of our grade 4 and 5 students made one year's growth in reading from September to June. Our CAT 4 data shows an increase of 7.5% from Fall to Spring in the number of students who were at or above stanine 4 in reading.

Thorncliffe staff are committed to working with students, staff and families to advance action towards anti-racism and reconciliation.

**Priority 2 Goal 1** - By June 2024, students and staff will engage in meaningful learning activities and collaborative work related to anti-racism and reconciliation.

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the 7 Sacred Teachings, developing personalized land acknowledgements, updating resources, examining bias and focussing on the 9 Things Children Need by Dr. Ungar.

**Results Achieved:**

Throughout the year, staff participated in school-wide professional learning opportunities centred on Reconciliation and Anti-Racism in order to build our knowledge and understanding. We collaborated with another school, working through the Blanket Exercise followed by group reflection and sharing in order to build a better understanding of our shared history and the impact it continues to have today. As a staff we participated in professional learning around Land Acknowledgements and then took this learning into classrooms and created individualized classroom Land Acknowledgements in every class in our school. Staff also attended Catchment professional learning centred around Truth and Reconciliation. Using our Indigo Love of Reading Grant, we carefully selected books for both our school and classroom libraries that celebrate different cultures and allows all our students to see themselves in the books they read. In music class, our students learned Indigenous songs and dances with some of these being shared during our monthly Tiger Tales assemblies focusing on the 7 Sacred Teachings. Information on the different Heritage months were shared with staff in Weekly Memos and staff meetings and with students in classrooms and during announcements or Tiger Tales. We celebrate multi-cultural day where students shared artifacts and regalia from their cultures. We had parents and community members join us throughout the year sharing parts of their culture, such as making Bannock with our school community. The impact of this work is reflected in our Division Feedback Survey results. Our students responded with 92% of them stating they felt safe going to an adult for help if something racist or discriminatory happened, 95.9% had the opportunity to learn about the contributions of Indigenous peoples and 96% feel our school is doing work

to support anti-racism and belonging. Over 94% of our students felt that many diverse cultures are represented in the books and materials at school. In the Family survey, 75% of the respondents agree that many diverse cultures are represented in the events, activities and environment of my child's school but only 50% feel the school keeps them informed on the steps we are taking to support anti-racism and belonging. On the Alberta Education Assurance survey 83.7% of those surveyed agree that the learning environments at Thorncliffe are welcoming, caring, respectful and safe with 81% of students stating they feel welcome at school.

**What were the biggest challenges encountered in 2023-2024?**

Although Thorncliffe typically has a history of a high transiency rate, this past year we found our student population growing with an increase of students moving into our school and a decrease in the number of students leaving. We started the year with 193 students and ended it with 220 students, an increase of 27 students or approximately one class. This led to classes growing to large numbers throughout the year and the addition of students who had missed parts of classroom instruction or school initiatives. With a changing population, it is more challenging to see the full benefit of our targeted best practices, including those introduced through the Equity Achievement Project. It also has an impact on building a sense of community and belonging, with new students having less time in their classes.

This being the first year of using a common Literacy resource in the early grades, the full impact of this collective effort will take time to develop. As students have the opportunity to move through multiple grades, focussing on these reading foundations, the impact should continue to grow.

Due to staff turnover, our school-wide focussed work in the area of literacy began later in the year with our staff examining the 5 pillars of a strong language arts program (foundational skills, small group reading, interactive read a louds, explicit instruction in reading and writing, independent and supported reading and writing) in May. This work towards building consistency in classrooms began to get momentum towards the end of the year. This created an opportunity for us to start the new school year with a dedicated focus but limited the impact to the final months of the school year.

**What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?**

Although we saw an increase of 27% in our families who responded to the Division Feedback Survey stating that the school keeps them informed on the steps we are taking to support Truth and Reconciliation, the discrepancy between student results in this area (all above 90%) and parent results (65%) is quite large. This provides us with the opportunity to examine our communication with parents and families and look for ways to make improvements.

Overall we had a decrease in the number of students reading and writing at or above grade level. In grade 1 the number of students reading at or above grade level was 11.5% and the number of students writing at or above grade level was 25%. In grade 2 the number of students reading at or above grade level was 29.6% and writing was 44.4%. This outlines the importance of continuing to implement consistent, research based practices in all our grades, but especially in our early years. It will be important to begin this work at the start of the year and continue to collaborate and develop this consistency throughout the year.

On both the Division Feedback Survey and the Alberta Education Assurance Survey we saw a decrease in number from both students and parents in the areas Sense of Belonging and Safety at School with 82% of families stating their child is safe at school and 73% identifying our school as welcoming. For students, 81% said they feel welcome at school and 83% stating the school is a place where all students feel like they belong. In these categories, from both students and families, there is room for growth. We will need to examine our work towards creating a warm, welcoming and safe learning environment for all students as we work towards meeting the ultimate goal of 100%

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7216 Thorncliffe School

Assurance Domain	Measure	Thorncliffe 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	78.1	85.9	85.5	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	84.4	88.7	89.0	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	34.5	50.0	50.0	68.5	66.2	66.2	Very Low	Declined	Concern
	PAT6: Excellence	3.4	8.3	8.3	19.8	18.0	18.0	Very Low	Maintained	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	87.0	91.6	91.9	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.7	89.2	89.3	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	83.1	89.6	87.5	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	82.6	81.7	88.1	79.5	79.1	78.9	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. 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.
8. 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.
9. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, reflective questions have been included in the Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

By June 2025, 100% of the students who remain at our school for the entire 2024-2025 school year (start in September and continue until June), will demonstrate one year's growth in writing.

Achievement of this goal will be supported by:

- Teachers will collaborate with our Literacy Lead Teacher, supported by the Equity Achievement Project, to develop common writing plans, strategies, and assessments. This will include regular planning sessions reviewing pre and post on demand writing samples to determine areas of growth and next steps.
- Staff will engage in evidence based literacy professional learning, supported by our Literacy Lead teacher and the Equity Achievement Project.
- Staff will work with students as partners in their learning, developing their identities as writers, co-creating criteria, and student self assessment.
- Students on non-graded curriculum will demonstrate one year's growth through achieving their literacy goals on their Individualized Program Plan.

**What data will you use to track continuous improvement?**

Highest Level of Achievement Test data; Individualized Program Plans; teacher reflection/feedback from on demand writing; informal data focusing on student writing stamina and writer identity; staff perception of their capacities and student perception of their writing progress from the Division Feedback Survey, Student Learning Engagement results from the Alberta Education Assurance Measures.

**Division Priority 2**

By June 2025, students and staff will have engaged in meaningful learning activities, collaborative work and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased connection and an enhanced sense of belonging to their school community. The following indicators will serve as targets to help monitor for progress:

Division Feedback Survey—DFS

- 10 % increase in students feeling like they belong
- 10% improvement in students seeing themselves reflected in classroom materials/resources.
- 8% improvement in staff perception of their ability to program/support EAL students and students who are First Nations, Metis and Inuit.

Alberta Education Assurance Measures—AEAMs

- The Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) results in the Assurance Measures will increase by 5%.
- The Citizenship Measure will increase by 5%

Achievement of this goal will be supported by:

- Continued staff professional learning in the areas of Anti Racism and Reconciliation followed by intentional collaboration time to reflect, share and plan.
- Intentional school-wide focus on ensuring students see themselves reflected in the resources and culture of the school. This will include the development on student clubs, the 7 Sacred Teachings, developing personalized land acknowledgements, examining bias and focussing on the work of Dr. Ungar including the R2 model and the 9 Things Children Need by Dr. Ungar.

**What data will you use to track continuous improvement?**

This will be measured by maintaining / increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Citizenship and Welcoming, Caring, Respectful and Safe Learning Environment. As well, maintaining or increasing positive responses by students, staff, families on the Division Feedback Survey in Advance Action Towards Anti Racism and Reconciliation.

# Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,585,243		2,906,765
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,585,243</b>		<b>2,906,765</b>
Classroom	12.628000	1,364,747	13.709000	1,481,574
Leadership	2.000000	264,615	2.000000	266,091
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	56,000	.000000	86,298
<b>TOTAL TEACHER</b>	<b>14.628000</b>	<b>1,685,362</b>	<b>15.709000</b>	<b>1,833,963</b>
<b>(% of Budget)</b>		<b>65.19%</b>		<b>63.09%</b>
Exempt (Hourly/OT)	.000000	13,068	.000000	13,068
Support	10.000000	619,374	12.000000	740,756
Support (Supply/OT)	.000000	26,000	.000000	35,000
Custodial	2.000000	133,327	2.000000	133,327
Custodial (Supply/OT)	.000000	10,000	.000000	14,000
<b>TOTAL NON-TEACHER</b>	<b>12.000000</b>	<b>801,769</b>	<b>14.000000</b>	<b>936,151</b>
<b>(% of Budget)</b>		<b>31.01%</b>		<b>32.21%</b>
<b>TOTAL STAFF</b>	<b>26.628000</b>	<b>2,487,131</b>	<b>29.709000</b>	<b>2,770,114</b>
<b>(% of Budget)</b>		<b>96.2%</b>		<b>95.3%</b>
SUPPLIES, EQUIPMENT AND SERVICES		45,537		71,076
INTERNAL SERVICES		52,075		65,075
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>98,112</b>		<b>136,651</b>
<b>(% of Budget)</b>		<b>3.8%</b>		<b>4.7%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,585,243</b>		<b>2,906,765</b>