



Enrolment		Staff FTE		Budget		
Normalized	184.000	Custodial	1.750000	Salaries	\$2,368,140	96.15%
Weighted	349.674	Exempt	0.000000	Supplies, Equip., Services	\$94,851	03.85%
Regular	193	Support	10.500000			
		Teacher	13.380000			
Year Opened	1972	Total 25.630000			Total \$2,462,991	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 198 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 and cultural 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 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 provides Literacy programming in division 2, Connections programming 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 and numeracy coach. We offer many levels of intervention supports for our students experiencing difficulty with literacy and numeracy and we program for our English as an Additional Language learner's population through immersion and small group strategies. As a school we focus on taking steps towards anti-racism and reconciliation.

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 SMART goals that were established for 2022-2023, 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).

Thorncliffe school staff will work collaboratively to build outstanding learning opportunities for all students with a strong focus on literacy and numeracy.

Priority 1 Goal 2 - By June 2023, Thorncliffe students will demonstrate measurable growth and improved achievement in the areas of literacy and numeracy through high quality instruction and diverse learning experiences. The outcome of this goal will be measured by an increasing trend on the Highest Level of Achievement test (HLAT), Division-Wide Focus on Reading results, CAT-4, and Provincial Literacy and Numeracy assessments

Results Achieved:

Thorncliffe School continues to be part of the Equity Achievement Project. This provided support to allow for 0.2 FTE literacy coach and numeracy coach. The coaches modeled best practices presented in monthly centrally provided professional learning, led professional development sessions for staff, and co-taught with teachers in a learning classroom environment. As the year progressed, we worked towards building some common teaching and assessment strategies in the areas of writing and computation. Targeted intervention such as Leveled Literacy Intervention, extra math pullout, buddy readers and English as an Additional Language reading groups were used to support our most vulnerable students and those identified on the Government Learning Loss Screeners. The number of students reading and writing at or above grade level have increased slightly. Our HLAT scores have begun to trend in an upward direction, moving up 2% to 44.7% of our students writing at or above grade level. The number of students writing below grade level dropped to 52%. In reading, the number of students reading at or above grade level increased 5% to 43.8% of our students. On the CAT-4 assessment in reading we have increased 19% since Fall 2021 in the number of students who read above Stanine 4 to 55.6% of our students. Using our school collected Fountas and Pinnell data we determined that 56% of our students in the regular and 41% of our students in division sites made a year's growth. In math, we have also begun to build momentum in an upward trend. From fall 2021 to Spring 2023 in total math we increased the number of students above stanine 4 by 29.5%. On our school wide math facts assessments, students in grades 1-3, on the addition and subtraction facts, went from 60% of them scoring below 50% to 31% scoring below 50% by the end of the year. Our grades 4-6 students, in the areas of multiplication and division, went from 72% scoring below 50% on the assessment to 35% scoring below 50%.

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 2023, students and staff will engage in meaningful learning activities and collaborative work related to anti-racism and reconciliation. The impact of this work will be measured by maintaining or increasing the Alberta Education Assurance Measures and Division Survey Measures in the areas of Welcoming, Caring, Respectful and Safe Learning Environments.

Results Achieved:

Throughout the year, staff participated in school-wide professional learning opportunities centred on anti-racism including sessions on integrated anti-racism, microaggressions, bias, being an ally and Anti Indigenous Racism. As a school, we made a conscious effort to become more inclusive in our celebrations and examine our resources ensuring our library would be reflective of our student population with culturally inclusive literature. We introduced our students to the 7 Sacred Teachings and continued to diversify songs in our music program. On the Division Feedback survey, 87% of students and 100% of parents felt like students have a sense of belonging at school and 90% of students and 88% of parents feel like many diverse cultures are represented in books and materials. Overall, 97% of our students feel like the school takes action to support Truth and Reconciliation but only 38% of parents feel they are informed of the steps we are taking towards Truth and Reconciliation. Of students surveyed, 95% feel safe going to an adult at school to ask for help if they feel something racist or discriminatory happened. On the Alberta Education Assurance Measure, 90.5% of students, parents and staff agree 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 and 89.2% of parents, teachers and students agree that their learning environments are welcoming, caring, respectful and safe.

Thorncliffe staff are committed to working with students, staff and families to promote a comprehensive approach to students and staff well being and mental health.

Priority 3 Goal 2 - By June, 2023, Thorncliffe school will promote opportunities for students and staff to build skills, develop relationships, and engage in school experiences that contribute to positive well being and a sense of belonging. This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure and Division Feedback Survey in the areas specific to Safe and Caring and General Check-in as well as the Youth Resiliency Survey.

Results Achieved:

Thorncliffe students had the opportunity to participate in Freeplay and Healthy Active Community Kids (HACK) which are after school community run programs that help students build skills and develop relationships. As a staff, we created a common set of guidelines for student behaviour which allowed us to use consistent language between classes. We also examined the "9 Things All Children Need" by Dr. Ungar and transferred them to the Thorncliffe context identifying what we are already doing and where we can go next. Through the Catchment Mental Health Capacity Building we were able to offer students workshops on anxiety and worry, emotional literacy, regulation, resilience and healthy habits. We also housed a Psychology Ph.D student who worked with small groups of students on friendship skills development, managing anxiety, and social thinking. On the Division Survey, 88% of staff reported that they are aware of the range of supports for well being offered by the Division's benefit program, 88% of them feel safe and a sense of belonging at their workplace and 82% feel their workplace is respectful. From the students surveyed, 94% of them feel that the school helps them develop skills that support their wellness, 89% think the school helps them keep trying when things are hard and 92% feel that the adults in the school care about them.

What were the biggest challenges encountered in 2022-2023?

Attendance was a major challenge during the 2022-2023 school year. Thorncliffe has a high transiency rate with students moving in and out of our building throughout the year. That combined with high absenteeism made it challenging to see the full benefit of our targeted best practices, including those introduced through the Equity Achievement Project.

The 2022-2023 school year brought a brand new administration team to Thorncliffe. This meant much of the year was spent learning the routines, practices and procedures of the school. Although we continued our work towards anti racism and reconciliation, the pace was slower because of the transition. Much of the year was spent laying a foundation and collaborating with staff to set a direction for this work to continue to grow in the following years.

With staff turnover, including the loss of the school's numeracy coach, the direction and momentum of the Equity Achievement Project slowed. The focus felt too broad and therefore it was difficult to build consistency across the classrooms. Narrowing our focus and establishing new priorities have allowed us to refocus and begin a new process of collaboration.

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?

Although our reading and writing scores began to move in an upward direction, the overall growth was around 2 - 5%. In both reading and writing, less than 50% of our students are working at or above grade level. This provides us with an opportunity as an Equity Achievement Project School to narrow our focus and work collaboratively to implement school-wide targeted best practices across the grades.

On the Division Feedback survey, 97% of students feel like the school takes action to support Truth and Reconciliation but only 38% of parents surveyed feel they are informed of the steps we are taking towards Truth and Reconciliation. Communication with families will be key in order to help parents understand the work that is being done at school to support Truth and Reconciliation. It will also be important to encourage students to share their learning and the actions we take.

On the Division Feedback Survey, 85% of students feel they belong at school and only 74% can be themselves. 95% of students feel safe going to an adult at school to ask for help if they feel something racist or discriminatory has happened. In each of these categories, there is room for growth. Our work towards anti-racism and reconciliation along with the collaborative effort we put into creating a warm, welcoming and safe learning environment will help move these numbers to the ultimate goal of 100%.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	85.9	85.1	85.1	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	88.7	89.3	88.7	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	50.0	43.5*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.3	8.7*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	91.6	92.3	94.4	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	89.4	89.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.6	85.4	85.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	81.7	94.6	90.8	79.1	78.8	80.3	High	Maintained	Good

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 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 (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 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

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, five reflective questions have been included in the Budget 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 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.

What data will you use to track continuous improvement?

This will be measured by reviewing Division reading scores (at, above, below grade level); Highest Level of Achievement Tests (HLAT); teacher observations (e.g. Guided Reading); CAT-4

Division Priority 1

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.

What data will you use to track continuous improvement?

This will be measured by maintaining or increasing our positive responses in the Alberta Education Assurance Measure in the areas specific to Safe and Caring. As well as maintaining or increasing positive responses by students, parents and staff on the Division Feedback Survey in the areas of Advance Action Towards Anti Racism and Reconciliation.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,386,698		2,462,991
Internal Revenue		0		0
REVENUE TOTAL		2,386,698		2,462,991
Classroom	11.680000	1,257,621	11.680000	1,257,621
Leadership	1.500000	207,815	1.700000	229,843
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	57,000	.000000	72,442
TOTAL TEACHER	13.180000	1,522,436	13.380000	1,559,906
(% of Budget)		63.79%		63.33%
Exempt (Hourly/OT)	.000000	8,686	.000000	8,686
Support	10.000000	605,890	10.500000	633,214
Support (Supply/OT)	.000000	25,000	.000000	26,000
Custodial	1.875000	125,109	1.750000	133,335
Custodial (Supply/OT)	.000000	6,000	.000000	7,000
TOTAL NON-TEACHER	11.875000	770,685	12.250000	808,235
(% of Budget)		32.29%		32.82%
TOTAL STAFF	25.055000	2,293,121	25.630000	2,368,141
(% of Budget)		96.08%		96.15%
SUPPLIES, EQUIPMENT AND SERVICES		57,200		54,301
INTERNAL SERVICES		35,877		40,050
OTHER INTEREST AND CHARGES		500		500
TOTAL SES		93,577		94,851
(% of Budget)		3.92%		3.85%
TOTAL AMOUNT BUDGETED		2,386,698		2,462,992
Carry Forward Included		0		0
Carry Forward to Future		0		0