



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	1.875000	Salaries	\$1,755,601	94%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$116,748	06%
Regular	0	Support	6.000000			
		Teacher	<u>11.866000</u>			
Year Opened	1972	Total	19.741000	Total	\$1,872,349	100%

School Philosophy

Vision Statement At Thorncliffe School, we recognize that students thrive in an environment filled with wonder, hope and affirmation. We are building habits that strengthen relationships, cultivate integrity and instill a desire to succeed. Thorncliffe provides creative and innovative learning opportunities that are relevant and engaging. We maintain an environment that facilitates teamwork, respect and academic diligence.

Mission Statement Thorncliffe School emphasizes a warm community and sense of belonging. In realizing our vision, we are committed to strengthening literacy and numeracy; work from high support to independence; provide current and engaging resources; emphasize process over product; engage in professional development to learn trauma sensitive approaches and effective teaching practices; connect kids with their community and their world through field trips, leadership opportunities and extra curricular activities; and value a collective approach to educating and relating with our students.

Community Profile

Thorncliffe School serves approximately 200 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 high 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.

Programs and Organization

In addition to our regular Kindergarten to grade six program, Thorncliffe provides Literacy Programming in Division 2 and Behavior Learning Assistance programming in Divisions 1 and 2. We also differentiate our practice to support our included students. We offer many levels of intervention supports for our students experiencing difficulty with literacy and numeracy and we program for our ELL population through immersion and small group pull out strategies.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

Based on the three SMART goals that were established for 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

Thorncliffe school will increase the number of students achieving at or above grade level in reading and writing by:

- **Applying literacy best practices such as guided reading, individual and class writing goals/sprints**
- **Providing universal supports in all classrooms to support literacy; and,**
- **Provide evidenced-based targeted interventions for students, as needed**

This will be measured by data analysis of results of teacher reporting reading and writing at, above or below grade level based on teacher-generated assessments, HLAT writing, PATs, diagnostic tools and teacher professional judgment (informed by conversation, observation, and student products)

This will be achieved by catchment structures to share expertise and resources:

- **Identification and implementation of instructional and assessment strategies to address targeted areas**
- **District and Catchment PD opportunities**
- **Communities of Practice in Literacy**
- **Interventions, such as LLI**

Results Achieved:

Our goal to increase the number of students achieving at or above grade level in reading was not realized, as only 42.2% of students were at or above, a decrease of 10.3%. The move to emergency online learning was a contributing factor to these results. 18% of our students are coded with special needs and 14% with ELL and these learners may experience a year's growth but still be below grade level. Our EYE-TA data demonstrates that over 50% of our Kindergarten students experienced Some or Significant Difficulty with Language and nearly 90% have Some or Significant Difficulty in the Cognitive area. While these students experience growth, they may still not be entirely caught up with their grade typical peers. Our caring and dedicated team of staff has achieved success as revealed by other measurements. The Accountability Pillar data reveals that the percentage of parents, students and teachers satisfied with the overall quality of basic education at Thorncliffe School has increased 6% to 96.5%. This measure exceeds the province by 6%. 96% of students think Thorncliffe School is good or very good, a result maintained for the last 3 years. 100% of parents agree or strongly agree that their child finds school work interesting and is learning what he or she needs to know. 100% of parents are satisfied or very satisfied with the quality of teaching at Thorncliffe, an increase of 25% from 2019. 88.5% of students agreed that they can get help with school work if they need it and that their teachers are available to help. Classroom and individual intervention support remain vital to Thorncliffe students. All students not believed to be at grade level were tested using the new BAS assessment and intervention support was planned accordingly. Teachers used daily guided reading to individualize reading instruction and assess reading levels on a regular basis. They also set learning sprint goals twice in the year to target instruction and learning around small writing goals to increase student achievement. The winter administration of a practice HLAT demonstrated that 60% of students had achieved their class writing sprint goal. 30 students received pull-out reading interventions support (LLI). Additional resources were directed to LLI, enabling a second staff member to administer LLI for .2. The average growth achieved by students receiving LLI support was .6 of a year. Students who made little progress (.2 of a year or less), were referred for academic/psych assessments and given additional support through specialized programs such as our dedicated Literacy program. Numerous volunteers from wee Reads and the community practiced reading and literacy activities with our at risk students on a regular basis. Numerous students received one-on-one online support in reading instruction during school closure from April - June from our LLI reading coaches, educational assistants and volunteers. Ongoing professional development played an essential role in preparing staff for their challenging work. Staff were coached with weekly professional development in pedagogy using methods from Teach Like A Champion and division and catchment professional development such as the Division Curriculum Day and Catchment World Cafes on topics of teachers' choice assisted them in attaining their PD goals.

Thorncliffe School will increase the number of students achieving at or above grade level in mathematics by:

- **Applying mathematics best practices;**
- **Providing universal supports in all classrooms to support mathematics; and,**
- **Provide evidenced-based targeted interventions for students, as needed.**
- **Provide support and education to families through math evenings**

This will be measured by data analysis of results of teacher reporting mathematics at, above or below grade level. This will be achieved by catchment structures to share expertise and resources:

- **Catchment and District PD opportunities**
- **Communities of Practice in Numeracy**
- **Interventions using a variety of resources**

Results Achieved:

Unofficial results from this Fall 2020 administration of the MIPI suggest that 58% of students who wrote scored at or above 60% representing a 12% increase from the data from the Fall of 2019. These are encouraging results, particularly considering the expected negative impact of school closure and emergency online learning. The 2019 Fall administration of the MIPI indicated that 46% of students scored 60% or above. This represented a 12.7% decline in performance from the 2018 results and coupled with 2018-19 PAT Math results caused concern befitting the launch of a significant number of initiatives in Mathematics PD, instruction and interventions at the school. Four staff members participated in Catchment Math COP's, collaborating under the direction of a Division Mathematics Consultant, learning and applying intervention strategies and best practices which they applied during classroom visits and in their own classrooms. Staff meetings featured staff members from the COP's sharing their learning and modelling strategies for successful interventions. Teachers developed math centres and many moved to a guided approach to teaching math, where observations and conversations could be quickly assessed and interventions applied. Leadership students from JP High School and volunteers supported guided practice for students requiring intervention. The school hosted a family math Halloween evening, where students, parents and guardians learned skill building math games to practice at home. This event was well attended and math manipulative were gifted by the PAC. The grade 5 class attended training in developing a Math Fair at the University of Alberta and developed interactive Math Challenges for a school-wide Math Fair for their peers. Morning announcements contained math challenges related to current events/ NHL and NBA games which resulted in student engagement and positive attitudes towards mathematics in a numeracy rich environment. Thorncliffe School's Accountability Pillar results demonstrate success in this priority area with 92% of teachers and parents agreeing that students are taught attitudes and behaviors that will make them successful at work when they finish school. This is an increase of 14% and 5% higher than the Province. The parent responses on this measure were the highest in 5 years. 91.3 % of teachers, parents and students indicate that their school and schools in their jurisdiction have improved or stayed the same in the last three years. 89.4 % of teachers report that PD has contributed to their professional growth.

Thorncliffe School will increase staff capacity to identify and understand mental health concerns that will impact our socially vulnerable students by:

- **Seeking support from partners such as Alberta Health Services, Family Centre, Inclusive Learning Team, experts in Trauma Informed care**
 - **Offering professional development in areas such as Social Thinking, Trauma-Informed practices, First Nations Metis and Inuit cultural supports**
- This will be measured by increased satisfaction as reported on the Accountability Pillar in the Safe and Caring School category. This will be achieved by catchment participation in sharing expertise and resources:**
- **The World Cafe Catchment PD model**
 - **Communities of Practice such as Social Thinking, Mindfulness, Counselling, ELL**
 - **District Professional Development**

Results Achieved:

Thorncliffe staff was successful in our goal and through Division Behavioral training modules, Catchment and Division PD on Behavior, Mental Health, Social Thinking, Trauma Sensitive practices and Indigenous History increased their capacity to identify and respond to the mental health concerns experienced by our vulnerable students. The Accountability Pillar survey results reveal that 91% of parents, students and teachers agree that students are safe at school; learning the importance of caring for others; learning respect for others; and treated fairly in school. We exceed the province in this measurement category. 90.9% of teachers, parents and students agree that programs for children at risk are easy to access and timely. 88.5% of students agreed that they can get help at school with problems that are not about school work. Students were given numerous opportunities to give back to their school community by: serving as Ambassadors at Play, participating in activities to honour Canadian heroes through Remembrance Day performances; participating in the Terry Fox assembly, run and fundraiser; helping their younger reading buddies; and writing Valentines to our partners and community members. Students participated in Orange shirt day, learning about residential schools and reaffirming that every child matters. On pink shirt day they took the no bullying pledge. Students earn recognition for good citizenship daily, and monthly and annual awards for academics, citizenship and volunteering.

What were the biggest challenges encountered in 2019/20?

The population in our Behavior Learning Assistance program fluctuated more than usual throughout the year and the resources of our whole team were stretched and challenged as we learned to understand and assist with the behaviors of some new students with exceptionally severe needs. Difficulties in accommodating some included students with severe special needs also presented a significant challenges. The mental health issues and family challenges of some of our students transitioning in and out of care required our team to pull together and find ways to support one another and our students. Inconsistencies with the quality of service from our bussing provider was a constant source of disruption and added significantly to our work load.

What was most important for your school community as you prepared for the 2020-2021 school year?

Ensuring all re-entry safety protocols were understood and followed correctly was top of mind, however as a school ranked 29th in Social Vulnerability with a 35% Mobility rate we were also concerned about losing connection with our students and families. Personally reaching out to all families to record their choice for Quarter 1 was vital. It was important to ensure that our most vulnerable families had food security over the summer, so we decided to have food hamper pick ups continue in July and August. We also were concerned about student access to technology should Scenario 3 be activated or families select online learning. With 58% of our students reading below grade level in June 2020 we were deeply concerned about learning gaps exacerbated by the lengthy break from in class instruction. As such we directed resources towards acquiring student technology and Guided Reading resources. Determined to continue best practices such as guided math within Covid guidelines staff prepared personalized student packages of math manipulatives, music resources and classroom supplies.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
School: 7216 Thorncliffe School



Measure Category	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
Safe and Caring Schools	Safe and Caring	91.2	85.3	87.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	89.0	84.9	84.3	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	96.5	90.8	91.0	90.3	90.2	90.1	Very High	Improved	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	52.4	56.9	63.9	73.8	73.6	73.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Excellence	8.9	3.1	9.1	20.6	19.9	19.6	Very Low	Maintained	Concern
	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	91.9	77.9	82.2	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	88.1	80.8	79.7	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	87.0	76.5	81.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	91.3	80.7	81.8	81.5	81.0	80.9	Very High	Improved Significantly	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - 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.
 - 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 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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 Examination 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.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Division Priorities 2018-2022

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

The following SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals have been established for the 2020/2021 school year. Select the Division Priority number that the goal supports from the drop-down box. Schools are to set one goal for each priority. Central DU's can set their goals around one or more priorities.

Thorncliffe school will increase the number of students achieving at or above grade level in reading, writing and math. This will be achieved by:

- Applying literacy and numeracy best practices such as phonemic awareness, guided reading, individual and class writing goals/sprints and guided math
- Providing universal supports in all classrooms to support mathematics such as math talks
- Selecting evidenced-based targeted interventions for students, such as LLI as needed
- Offering support and education to families, and professional development to staff through Catchment and District PD and Communities of Practice in Literacy and Numeracy. This will be measured by data analysis of results of teacher reported reading, writing and math at, above or below grade level based on teacher-generated assessments, HLAT writing, diagnostic tools and teacher professional judgment (informed by conversations, observation, and products).

Priority 1

We will continue to provide welcoming, high quality learning and working environments as indicated by High and Very High results on the Accountability Pillar Survey in the measure categories of: Education Quality, Parental Involvement, Citizenship. Through online professional development in Jody Carrington's Kids These Days staff will learn and apply strategies that support students who have experienced trauma. Good citizenship, social skills and self regulation strategies will be taught utilizing the language and approaches from trauma sensitive practice, The Leader in Me; Zones of Regulation; feeling thermometers, and Social Thinking. Students will be recognized daily and monthly for good citizenship behaviors through our You Earned Your Stripes program and annual classroom and annual school awards. Student birthdays will be celebrated. Staff will provide opportunities for student leadership via classroom jobs; LiM initiatives; student leadership roles and community service.

Priority 2

We will continue to enhance public education through communication, engagement and partnerships measured by percentages maintained in the High and Very High range on the Accountability Pillar in the measure categories of Safe and Caring Schools, Citizenship, Programs for At Risk, and Parental Involvement. We will foster and maintain our existing partnership with E4C and offer a morning meal under the direction of our School Nutrition worker. Parents will be invited to a variety of virtual events throughout the year including virtual Meet the Staff videos and Meets, Halloween, Remembrance Day and Quarter 1 and 3 parent/teacher conferences to ensure they have opportunities for input. Our partnership with Alberta Health Services will guide us in best safety practices for school reopening. We will continue to use a variety of means to inspire a love of reading in students, such as on-line Scholastic Bookfair and by hosting Canadian Children's author Eric Walters for virtual visits with all grade levels, following their reading of a variety of his books. Parent Council will continue to be encouraged to support a variety of educational endeavors at the school, such as a Mathathon.

Priority 3

Budget Summary Report

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		1,872,349		1,872,349
Internal Revenue		0		0
REVENUE TOTAL		1,872,349		1,872,349
Classroom	9.866000	1,014,136	9.866000	1,014,136
Leadership	2.000000	248,208	2.000000	248,208
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
TOTAL TEACHER	11.866000	1,292,344	11.866000	1,292,344
(% of Budget)		69.02%		69.02%
Exempt (Hourly/OT)	.000000	6,600	.000000	6,600
Support	6.000000	325,589	6.000000	325,589
Support (Supply/OT)	.000000	15,000	.000000	15,000
Custodial	1.875000	110,069	1.875000	110,069
Custodial (Supply/OT)	.000000	6,000	.000000	6,000
TOTAL NON-TEACHER	7.875000	463,258	7.875000	463,258
(% of Budget)		24.74%		24.74%
TOTAL STAFF	19.741000	1,755,602	19.741000	1,755,602
(% of Budget)		93.76%		93.76%
SUPPLIES, EQUIPMENT AND SERVICES		74,278		74,278
INTERNAL SERVICES		42,470		42,470
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		116,748		116,748
(% of Budget)		6.24%		6.24%
TOTAL AMOUNT BUDGETED		1,872,350		1,872,350
Carry Forward Included		0		0
Carry Forward to Future		0		0