

Thorncliffe School

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Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, and Inuit students in Alberta are successful.
- Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy.
- Alberta's K-12 education system and workforce are well-managed.

CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

CBE 2024-27 Education Plan



Learning Excellence

Strong student achievement for lifelong learning and success

Well-Being

Students and employees thrive in a culture of well-being

Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

School Development Planning

Introduction

Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

[School Improvement Results Report 2024-25](#)





School Development Plan – Year 2 of 3

School Goal

Student Achievement in Literacy and Mathematics will improve.

Outcome:

Student achievement in Literacy and Mathematics will improve through assessment informed learning cycles.

Outcome Measures

- Report Card Data – ELAL Reading
- Report Card Data – Mathematics: Numeracy Stem
- Provincial Achievement Test ELAL and Mathematics
- Assurance Survey “Student engagement in their learning at school”

Data for Monitoring Progress

- LeNS – Pre-Test/Post-Test
- CC3 – Pre-Test/Post-Test
- Provincial Numeracy – Pre-Test/Post Test
- PLC Learning Cycles – Student Assessment Data
- School Created Student Perception Survey – Student Engagement

Learning Excellence Actions

- Utilize consistent, specific, and timely formative assessment practices to move student learning forward
- Consistently use data informed flexible groupings for targeted instruction
- Utilize CBE New Curriculum System Rubrics and calibration protocols to calibrate student work

Well-Being Actions

- Intentional and explicit instruction of social emotional learning strategies
- Provide Feedback that informs next steps in learning
- Responsive and intentionally designed learning spaces that are welcoming, accessible and reflective of the interests and backgrounds, languages and cultures of the students

Truth & Reconciliation, Diversity and Inclusion Actions

- Intentional task design that is culturally responsive and deeply embedded in building inclusive learning environments
- Intentionally embedding tasks and strategies from the Holistic Lifelong learning framework into student environments and tasks

Professional Learning

- CBE calibration process professional learning
- CBE Combined Grades Pedagogy Professional Learning
- School Created Professional Learning: *SEL From the Start* Book Study

Structures and Processes

- Professional Learning Committee established to plan and deliver PL connected to the SDP
- PLC
- Collaborative Team Planning
- Collaborative Response Meetings

Resources

- *SEL From the Start: Building Skills in K-5* By Sara E. Rimm-Kaufman
- CBE Calibration Process and New Curriculum System Rubrics
- CBE Combined Grades Pedagogy Resources
- *Embedding Formative Assessment* By Dylan Wiliam and Siobhan Leahy



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Student achievement in literacy and mathematics will improve.

Outcome one: Students' written communication will improve through culturally responsive task design.

Celebrations

- Students achieving grade level report card indicators in writing at all grade levels has improved by 9% overall
- Students achieving the Acceptable Standard on the Grade 6 Provincial Achievement Test - English Language Arts and Literature is 12% higher than the provincial average
- Students who have an understanding of the beliefs, values, attitudes, and behaviours of those from other cultures according to the OurSCHOOL survey has improved by 12% overall from Fall 2024 to Fall 2025

Areas for Growth

- Supporting students that are EAL and SPED to move from Requiring Additional Support to Not Requiring Additional Support in literacy and numeracy
- Assessment practices address student need and align with provincial standards
- Student engagement in literacy and numeracy tasks
- Create opportunities for enrichment and extension

Next Steps

- 6 week learning cycles for all students using the CBE K-6 rubrics and calibration tools to create flexible groupings to support student learning in literacy and numeracy
- Using formative assessment techniques embedded in learning cycles to support continuous improvement for students throughout the learning cycle
- Continue using culturally responsive task design to support student engagement in their learning
- Provide meaningful collaborative time for teams to assess and calibrate student work, then create learning cycles to address student learning needs

