



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	116.000	Custodial	1.625000	Salaries	\$1,291,717	95.36%
Weighted	121.850	Exempt	0.000000	Supplies, Equip., Services	\$62,824	04.64%
Regular	126	Support	3.000000			
		Teacher	<u>8.487000</u>			
Year Opened	1998	Total	13.112000	Total	\$1,354,541	100.00%

School Philosophy

Talmud Torah offers an integrated program of Judaic and secular studies in a Hebrew Bilingual setting. Talmud Torah offers learning opportunities that challenge, engage and inspire all students to learn and grow as individuals. This builds a strong foundation and better understanding of their Jewish culture, language, traditions and religion as well as fostering student leadership, community service learning, cultural and global citizenship, academic excellence and high standards of student conduct. Our relationship with community partners, predicated on high levels of trust and open communication, ensures that each student is supported in experiencing success, developing their citizenship and leadership skills, taking responsibility for their learning and developing to their own potential.

Community Profile

Talmud Torah School provides Judaic Studies and Hebrew bilingual programming for students from Kindergarten to Grade 6 in a Hebrew bilingual setting. Parents, organized through the Talmud Torah Society and School Council are actively involved in the life and fabric of the school. School programs are supported and enriched through the Talmud Torah Society and Talmud Torah School Council as well as partnerships with community and service agencies. Parents and staff continue to work in partnership to support student success.

Programs and Organization

All students are part of the Hebrew Bilingual program. K-6 students learn the curriculum of Hebrew Language Arts, Art and Music in Hebrew and their remaining courses in English. All students take a Judaic Studies course.

School Community Relationships

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

Talmud Torah Society

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).

At Talmud Torah School we will support student growth in literacy (ELAL and HLA) and numeracy using high-quality instruction, as measured by triangulated evidence including CAT 4, LeNS, CC3, PATs, diplomas, HLATS, and reading levels. At Talmud Torah School we will achieve this goal by:

- increasing collaboration between teachers and accessing Division teams to share promising and best practices
- working alongside the Talmud Torah Society's education committee to implement new Hebrew resources, best practices, and create a revised assessment tool.
- applying literacy practices including guided reading, writing workshop approach, and word work
- investing in an approved phonics and phonemic awareness program for K-3 to support curriculum implementation
- incorporating mathematics practices including sharing learning goals with students, guided practice, independent practice, and building math vocabulary
- building a strong foundational understanding of number sense
- providing literacy intervention and Hebrew support to students below grade level
- sharing monthly literacy tips with parents on SchoolZone
- creating a revised school-wide data system to support planning and transitions

During the 2022-2023 school year, we:

- had our Gr. 1- 6 English Language Arts teachers work in collaboration to build skills in teaching phonological awareness
- collected baseline data for our students regarding their reading ability to support programming
- demonstrated high levels of collaboration between the TTS committee and our teaching staff leading to a revised implementation guide for Kindergarten to Grade 2
- purchased new resources and used them to support literacy learning for Div I and Div II
- experienced strong engagement in our school-wide open-ended math tasks
- provided 30 students with English literacy intervention
- supported 12 students with Hebrew intervention
- implemented two additional school-wide writing prompts and collaborated with another school for assessment
- used the Division math vocabulary resources to support student understanding

Our Provincial Achievement Results showed:

- 90% of our students achieved the acceptable standard, and 40% of those students demonstrated the standard of excellence in English Language Arts
- 90% of our students achieved the acceptable standard, and 60% of those students demonstrated a standard of excellence in Mathematics

Our **Highest Level of Achievement Test** (HLAT) indicated that 85% of our students are writing at or above grade level.

Our **CAT4 Results** indicated growth in reading and math for all Gr. 4-6 students except for a decline in Gr. 5 that mirrored the Division and Catchment results.

At Talmud Torah School we will engage in targeted action to advance positive change toward anti-racism and reconciliation. We will capture staff and student experiences throughout the year to measure our growth. At Talmud Torah School we will achieve this goal by:

- learning about different cultures and minority groups through literature, weekly announcements, and SchoolZone
- raising awareness of Jewish history and customs allowing students to explore their own Jewish identify
- increasing our focus on Judaic Studies students will gain a greater understanding of the many customs and traditions of Judaism
- teaching students about the cultures in our community and their role in it
- accessing supports and resources from our Division's First Nations, Métis, and Inuit education team
- designating a lead teacher in First Nations, Métis, and Inuit education
- connecting with other elementary schools to share information about Jewish culture and learn from them
- looking for ways to align field trips and presentations with meaningful ways to learn about others' experiences

Results Achieved:

Working with our Division's First Nation, Métis and Inuit consultants we provided our students with authentic and meaningful opportunities to enhance their understanding. All

students participated in the blanket exercise. This connection led to an interactive presentation from a Cree Pow Wow dancer. Our lead teachers provided follow-up lessons for our staff. Our modified calendar had us in school on June 21st. We took this opportunity to follow a lesson from Lance Cardinal to complete a school-wide project.

The Dutch community invited our older students to attend the opening of the Anne Frank memorial. They also participated in No Stone Left Alone. These were intimate and impactful experiences.

We had an exciting collaboration with Grade 4 students at Cenntennial School. They visited our school to learn about Hanukkah traditions and to share their December family traditions with our students. The visit grew into two more visits where students worked on hands-on science tasks together.

One indicator that we are on the right track was a theme that emerged from the qualitative feedback on the student survey. Students indicated that they wanted to learn more about other cultures.

When asked on the Division survey about opportunities to learn foundational knowledge 95% of our students said yes.

At Talmud Torah School we will promote opportunities for students and staff to build skills, strategies, and relationships that contribute to positive well-being and a sense of belonging. We will monitor our achievements by using the Resiliency Survey, Division Survey, Provincial Assurance Survey, and our incident notes

At Talmud Torah School we will achieve this goal by:

- engaging our whole school community in events such as school-wide literature, assemblies, conferences, information nights
- building and contributing to the Jewish community by working with community partners to enhance the Jewish value of Tikkun Olam
- working with our School Council and Talmud Torah Society partner to build enriched experiences for students
- implementing appropriate universal, targeted and specialized strategies to foster relationships to support students' sense of belonging
- collaborating with buddy classes and offering opportunities for students to develop relationships with students in different grade levels
- providing opportunities for students to extend their learning through an artist in residency program, in-school presentations, and out of school field trips
- addressing relationship conflicts using collaborative and proactive solutions
- teaching students about ways to stop bullying and how to access support if they experience it

Results Achieved:

We were thrilled to return to our traditional assemblies to recognize Jewish holidays and significant learning milestones. A few of our community events had us pulling out more chairs for our growing audiences. Our students demonstrated their learning at our assemblies as well as performed once again at Jewish community events such as the lighting of the Hanukkah at the Alberta Legislature building. Our students built connections by eating lunch together in our new lunchroom. A highlight of the year was the culmination of a week-long artist in residency. This was an exciting community event that explored Jewish values through the arts. Our School Council was in full swing enriching student learning with a cooking club to bring the flavours of different countries to our students. We had a month-long fitness focus that included inspirational workout videos from parents. We offered numerous clubs most of them student-initiated. Teachers provided clubs for students (Rubix cube, basketball, video editing). Many of the clubs ended with older students teaching their skills to younger students.

86% of our students indicated on the Division survey that they had a go-to person at the school for support.

What were the biggest challenges encountered in 2022-2023?

Implementing a new curriculum in a short amount of time was a challenge that our staff rose to. We worked collaboratively to adopt new teaching practices and implement new resources. As a small school, we have limited opportunities for teachers to collaborate with others about grade-level concepts. Teachers did make connections with catchment colleagues.

A large Grade 1 class size was a welcome challenge for our school population. Our experienced teacher worked with volunteers and refined practices to support all of her students. The Talmud Torah Society allocated additional funds to support regrouping our large class into two smaller classes for literacy and mathematics instruction for the last part of the year.

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

14.8% of our students are reading below grade level as indicated by teacher year-end reporting. We have seen a correlation with our fall screening and have put in interventions to support these students. Having an English and Hebrew lead teacher will support teachers and the alignment of resources and assessments.

Results and Implications

We need to continue to communicate with our parents about student learning. We look to see more evidence of families feeling connected to the school and their child's learning. For example, staff and students indicated a high awareness of steps we were taking to support anti-racism but 42% of families who submitted the Division survey did not feel they understood what we were doing. Staff have identified inquiry and high-leverage tasks to support student ownership of learning. We will have designated PD in this area and share best practices.

On the Division survey, 69% of our students indicated they were developing skills to support their wellness. This is an indication that we can be more explicit in our instruction of strategies and include wellness in our problem solving conversations. 69% of our students felt the feedback they received was helpful and 27% did not know. This is an opportunity to have our students involved in feedback conversations and for teachers to explain possible next steps to students.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7911 Talmud Torah School

Assurance Domain	Measure	Talmud Torah 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	83.3	83.0	83.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	87.1	82.3	87.1	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	95.0	100*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	50.0	37.5*	n/a	16.0	17.7	n/a	Very High	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	82.6	84.8	86.5	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.9	84.5	84.5	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	65.0	63.3	63.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.1	71.7	73.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

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

At Talmud Torah School we will support student growth in literacy (ELAL and HLA) and numeracy using high-quality instruction. At Talmud Torah School we will achieve this goal by:

- building differentiation strategies to recognize and support all learners
- collaboratively assess (English and Hebrew) writing and use information to guide instruction
- enhancing learning opportunities by working with the Talmud Torah Society and our School Council
- inviting consultations and mentorship from the Specialized Learning Support team
- refining our bilingual programming by working with our Division's consultants
- observing colleagues' use of instructional strategies
- using small group and/or one-on-one reading instruction (Div 1 and Div II)
- providing literacy support pull out (small group/1:1) (DIV 1)
- incorporating small group and/or one-on-one writing instruction
- creating a Scope and Sequence and implementation documents for the Div II Hebrew Language Arts curriculum
- implementing Hebrew writing assessment with support from EPSB bilingual programs consultant

What data will you use to track continuous improvement?

We will use CAT4 fall and spring stanine scores, Benchmark Assessment System, P.A.T.s, fall and winter baseline writing prompts, HLATS, HLA (Hebrew) Writing Assessment, and teacher reported reading levels. Provincial screeners will support our pre and post assessment of Div I learners.

Division Priority 1

At Talmud Torah School we will promote a comprehensive approach to student and staff well-being and mental health. This goal became a united focus after the events of Oct. 7th. We will make strides toward this goal by:

- working with partners (EPSB Mental Health Consultant, Jewish Family Services)
- using student leadership and connection opportunities: running club, Purim planning, assembly coordination, JNF campaign, student-led clubs, buddy reading, kinder buddies
- enhancing our parent and community connections through communication
- connecting with other schools
- supporting all students to feel connected, capable, and able to contribute
- supporting and educating students on problem-solving and conflict-resolution strategies
- having discussions with students to build life, citizenship (in person and digital), and social etiquette (targeted staff modelling)
- using mental health check-ins for students (daily check-ins, gratitude journals)

What data will you use to track continuous improvement?

We will monitor our achievements by using information from the, Division Survey, Provincial Assurance Survey, and conversations with students and families.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,331,138		1,354,541
Internal Revenue		0		0
REVENUE TOTAL		1,331,138		1,354,541
Classroom	7.310000	787,089	7.487000	806,149
Leadership	1.000000	137,804	1.000000	137,804
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	24,000	.000000	24,262
TOTAL TEACHER	8.309999	948,893	8.487000	968,215
(% of Budget)		71.28%		71.48%
Exempt (Hourly/OT)	.000000	17,080	.000000	17,080
Support	3.000000	186,304	3.000000	186,304
Support (Supply/OT)	.000000	2,500	.000000	2,000
Custodial	1.625000	112,118	1.625000	112,118
Custodial (Supply/OT)	.000000	7,000	.000000	6,000
TOTAL NON-TEACHER	4.625000	325,002	4.625000	323,502
(% of Budget)		24.42%		23.88%
TOTAL STAFF	12.934999	1,273,895	13.112000	1,291,717
(% of Budget)		95.7%		95.36%
SUPPLIES, EQUIPMENT AND SERVICES		24,118		30,751
INTERNAL SERVICES		31,925		30,873
OTHER INTEREST AND CHARGES		1,200		1,200
TOTAL SES		57,243		62,824
(% of Budget)		4.3%		4.64%
TOTAL AMOUNT BUDGETED		1,331,138		1,354,541
Carry Forward Included		0		0
Carry Forward to Future		0		0