



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	700.000	Custodial	3.938000	Salaries	\$4,305,614	94.99%
Weighted	823.846	Exempt	0.000000	Supplies, Equip., Services	\$227,315	05.01%
Regular	700	Support	7.314400			
		Teacher	<u>31.415000</u>			
Year Opened		Total	42.667400	Total	\$4,532,929	100.00%

School Philosophy

Thelma Chalifoux was a determined, courageous, responsible, dedicated, hard working and helpful retired Senator and Métis activist who worked tirelessly on a variety of issues that affected Indigenous Peoples and women. The Cree term, otipemisiwak, which means “being your own boss” had significant meaning to Senator Chalifoux and aligns with our [Division’s 2022 - 2026 Strategic Plan](#) and vision of *Enhancing Pathways for Student Success*. The updated [Division Strategic Plan](#) puts emphasis on areas such as outstanding learning opportunities, anti-racism and reconciliation, and mental health and well-being.

With the Division’s core values of accountability, collaboration, equity, and integrity as the foundation of our work, it is our responsibility to create a learning environment at Thelma Chalifoux School that promotes competencies to empower our Senators to meet the needs of a changing society, workforce and climate.

At Thelma Chalifoux, we strive to create a culture of excellence through student-centered and engaging learning experiences which build a student’s confidence in support of their growth and potential to experience success beyond schooling. We work collaboratively with our school community, community agencies, and partnerships in support of outstanding learning opportunities for our Senators through a culture of belonging, inclusivity and positive relationships.

Community Profile

Our school is named after Thelma Chalifoux, a retired senator and Métis activist who worked tirelessly on a variety of issues that affected indigenous people and women.

We are located in the Larkspur community and offer regular programming, Interactions programming for students with Autism Spectrum Disorder, and offer the Division’s Science, Technology, Engineering, and Mathematics (STEM) Alternative Program. Thelma Chalifoux School welcomes students from our direct feeder schools - Jackson Heights, Julia Kiniski, and Velma E. Baker - as well as students from across the city of Edmonton. Our staff celebrate the individual strengths within the TCS community in buidling a culture of belonging and inclusivity through our relationships and commitment to the development of well-rounded students.

Programs and Organization

Thelma Chalifoux School is a vibrant 21st Century Learning Environment. Our flexible spaces for students and staff encourage collaboration, creativity, innovation, and self-discovery. In addition to our Regular Program and specialized Interactions Program for students with Autism Spectrum Disorder, Thelma Chalifoux is proud to offer a STEM alternative program to support student learning through the lens of Design Thinking and interdisciplinary learning.

Students at our school receive strong academic programming, are actively involved in their own learning and are encouraged and supported as responsible citizens within the community. Students will have a variety of opportunities for extracurricular involvement including intramurals, interschool athletics, Fine Arts and involvement in citizenship and student/community leadership initiatives. Thelma Chalifoux school is also pleased to share an Indigenous Cultural Liaison with three other EPSB junior high schools. Our cultural liaison not only helps provide support to the Indigenous learners but also creates a greater awareness and understanding of Indigenous culture in our school community.

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 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).

Through our cornerstone values of accountability, collaboration, equity and integrity, staff in the McNally Catchment will focus on student competency and capacity in literacy and numeracy. By June 2023, students at Thelma Chalifoux School will demonstrate growth in the areas of reading and mathematics as we meet the complex needs of our diverse school community. This work will be addressed through professional learning in faculty meetings, team meetings, and our collaborative learning networks. Through a lens of equity and rigor, teams will:

- connect, inquire, and reflect on student success and collaboratively plan for students' learning needs in reading and mathematics with continue support for writing
- reflect on multiple pieces of student data to design meaningful learning opportunities so students are successful in meeting their learning outcomes
- enhance and refine teaching practices that address reading and mathematics while still supporting students' writing
- provide differentiated support for all learners via the Academic Support (AS) block that positively effects student growth in reading, writing, and mathematics
- develop/build out the STEM program and the STEM Learner Profile in the context of Design Thinking, Project Based Learning and pedagogy with an interdisciplinary perspective

To evaluate the success of our work and positive student learning outcomes, we will seek qualitative and quantitative data from a variety of internal and external sources.

Results Achieved:

Thelma Chalifoux School opened its doors in September 2020 to 248 students and 9 teachers where 50% of the student population chose to learn virtually and teachers delivered programming synchronously and asynchronously. In September 2021, 445 students and 17 teachers were welcomed into the "still new" school and up until February 2022, approximately 50% of the student population continued to learn virtually through synchronous and asynchronous means. For September 2022, 540 students and 23 teachers continued to build a school that championed its namesake and embodied the Cree term, otipemisiwak, which means "be your own boss."

TCS is in the midst of creating an emerging data set, so in many instances, we used real-time data based on specific learner outcomes that informed immediate targeted intervention. CAT 4 data results from Fall 2022 to Spring 2023 highlighted significant growth at all three grade levels in mathematics and computation given that Fall scores for these three grades were atypical and a reflection of the past years' learning in a pandemic. Based on the CAT data for all three grade levels, reading comprehension is an area of growth for us which aligns with PAT 9 ELA Reading data and reading's subsequent impact on other curricular areas (problem solving in Mathematics, Social Studies).

Given the challenges TCS has faced over these past three years as one of the Division's fastest growing new schools, there are celebrations in relation to our students' achievement gains. It is worth noting that the number of Grade 9 students writing the PAT approximately doubled as compared to the previous school year:

- 79.5% of our students met the Acceptable Standard in Science with 26.1% of our students achieving the Standard of Excellence in Science total test which is better than the province on both standards. Of statistical significance is the increase in the number of students achieving at the Acceptable Standard in the skills of Science (a gain of 8.9%) and the overall number of students achieving the Standard of Excellence on total test, both in knowledge and skills.
- In ELA 9, Thelma Chalifoux students continued to excel in writing in both standards with more than double the students achieving the Standard of Excellence. In comparison to the province, we are statistically similar in total test, reading and writing.
- In reading comprehension, our Grade 9 students showed growth of over 5% more meeting the Acceptable Standard and over 8% more meeting the Standard of Excellence.
- Our students' performance in Mathematics was similar to the province on total test and Part A but below the province on Part B. However, double the number of students showed growth at the Standard of Excellence in all areas being assessed in Mathematics as compared to the previous year. The strands of patterns, relations, and exponents were all areas of celebration.
- Although over double the number of students showed growth at the Standard of Excellence in Social Studies, we did not see the same gains in this subject area as in the other subject areas (nor did the Province).

The STEM program is the newest and fastest growing alternative program in the Division. With this demand and expectation, TCS was charged with building the new STEM Program at TCS to meet the programming needs within public education. We are proud of the accomplishments made by our STEM team in the inaugural year of the program. Teachers engaged in high levels of collaboration to develop a full scope and sequence of learning, developed course materials, created STEM challenges, and designed projects and core enrichment. The development of a STEM Learner Profile supported STEM-specific lessons and the design of student STEM timetables for the 2023/2024 school year.

In the second year of the Assurance Survey, our school community reported Very High Achievement in the areas of Work Preparation, Program of Studies, and Lifelong Learning. We maintained High Achievement in Education Quality and improved in Access to Supports and Services.

Through our cornerstone values of accountability, collaboration, equity and integrity, staff in the McNally Catchment will advance action toward anti-racism and reconciliation. By June 2023, we will demonstrate evidence of action in support of the educational experiences and achievements of Indigenous learners. Using the guidance, support and wisdom of our Indigenous Liaison and First Nation, Métis and Inuit learners, we will build capacity guided by the OECD Promising Practices report. Further, increased student achievement relative to the each Indigenous learner will be supported through:

- supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit
- supporting each individual's achievement by engaging in a collaborative, whole school approach to capacity building such as family engagement, individual monitoring of student progress, and high quality teaching practices and leadership

Qualitative and quantitative data will be collected from internal and external sources with anecdotal feedback gathered from Indigenous learners and their families.

Results Achieved:

In the context of the emerging data set we are creating at TCS, we continue to seek qualitative data and stories of celebration and success, in addition to the limited quantitative data available. Strategies, grounded in research from the OECD report and its priority recommendations, are foundational in supporting and enhancing the educational experiences and achievements of First Nation, Métis, and Inuit students at Thelma Chalifoux School.

Corey Wells, our Indigenous Liaison who is with us one full day a week, continues to be an integral part of our school as she works directly with staff, students and families to provide a continuum of support, purposefully building connections to acknowledge and honour Indigenous voices in our school. Because our school intentionally and visibly champions Indigenous culture, First Nation, Métis, and Inuit students have pride in their identity which supports them in their engagement with learning.

Corey and our TCS staff built capacity in the area of Indigenous learning through:

- Weaving Indigenous ways of knowing, histories and contemporary contributions into learning experiences
- Creating a welcoming and inclusive environment for Indigenous students through participation in Sharing Circles and inviting them to share their culture, including dance, with the greater student community. Some highlights are:
 - Discussions and conversations on Indigenous ways of knowing throughout the year
 - Indigenous presentations and teachings from Corey Wells (Métis Week, Indigenous Month, Soaring Eagle Conference, Indigenous food experiences, Moose Hide Campaign, Red Dress Day, Orange Shirt Day)
 - The STEM Scope and Sequence includes Cree names and their expressions of ways of being for students to practice with overarching Indigenous themes at each grade level
- Visual representation in the facility through art, language and displays and representation in resource choices in the subject areas. For example, ELA intentionally brought in more Indigenous texts and are previewing more literature to include more Indigenous celebration stories
- Professional learning opportunities to increase Indigenous background knowledge so that staff are able to speak to Indigenous topics appropriately
- Encouraging understanding of the school's namesake, Thelma Chalifoux, and the Seven Sacred Teachings as a means to establish school-wide norms and expectations
- emphasis on the Seven Sacred Teachings and our namesake as we continue to grow our school culture through our House Program

Through our cornerstone values of accountability, collaboration, equity and integrity, the McNally Catchment will continue to engage in a comprehensive approach to staff and student well-being. By June 2023, we will provide multiple opportunities to build a sense of belonging and a positive school culture in support of the social, emotional, and physical health of the whole school community.

- we will use the Resiliency Survey in conjunction with our school's participation in the R2 pilot to build capacity in the rugged qualities that reside in all of us and the resources that support our school community
- reflecting the rich diversity of our school, we will implement the House Program where we will create opportunities for increasing connections, the building of positive relationships, and motivation to be engaged in the school community all which are positively correlated with increased student achievement

Qualitative and quantitative data will be collected from external sources such as the Division Feedback Survey, the Assurance Survey, and internal feedback mechanisms.

Results Achieved:

In the context of the emerging data set we are creating at TCS, we continue to seek qualitative data and stories of celebration and success, in addition to the limited quantitative data available.

Through the hiring of a Curriculum Coordinator of Comprehensive School Health, we were able to:

- plan and deliver the R2 (Resiliency) Program for both students and staff in addition to an externally sourced Mental Health and Wellness student program which operated during our Division PD Days for our students

- organize and deliver a Junior High Comprehensive School Health Program in support of Priorities 2 and 3 in the Division's Strategic Plan
- plan and promote school-wide engagement initiatives that support our Junior High Comprehensive School Health Program which included assemblies, parent sessions, transition orientations and engagement opportunities with feeder schools
- Network with AHS and other internal and external agencies to provide support for students in need of specialized supports and service

Keeping connected to our namesake, Thelma Chalifoux, provides our school with many opportunities to create a culture and a school where all students belong and no one wants to leave. The House Program helped connect students to one another, to our teachers and to the school community as a whole. Through an Indigenous lens, we have four Houses that reflect the school's diversity.

- Teachers and staff members are assigned to one of the four Houses to encourage stronger relationships between adults and students. The four Houses are House sakāw (wolf), House nīpiy (eagle), House asiniwaciy (bear) and House paskwāw (buffalo)
- Within each House, there are Councils and House leaders and once the Houses are formed, they compete against one another for points and build a greater sense of community in the process. Every student at TCS starts the year with one piece of school supplied clothing - a House T Shirt!
- The House Program was used to encourage participation, positive behaviour, and commitment to school events/activities. The variety of activities designed for House points allowed all students to shine and feel like they could contribute to their school community
- Cross graded houses allowed for more opportunities to build social connections throughout the school in positive ways as it brought together students that wouldn't typically interact with each other. It supported our school's work in resiliency as it created a safe environment for students who needed connection. Resiliency lessons were delivered in Councils where students were able to practice skills to improve social skills and their ability to manage their world

In the second year of the Assurance Survey, our community reported Very High Achievement in Citizenship with an Excellent Overall evaluation, improvement in Access to Supports and Services, and we maintained high achievement in Welcoming, Caring, Respectful and Safe Learning Environment

What were the biggest challenges encountered in 2022-2023?

- The lagging effects from the Pandemic on the mental, physical and emotional health and wellness in staff, students, and families (stress responses, illness, anxiety, social development, family dynamics and social interactions)
- Establishing and growing exceptional student programming through the development of an emerging school culture and a sense of community in a new school defined by exponential growth in students, staff and demands on the school by the community (i.e. values, relationships, routines, expectations, processes, systems, assessment)
- The rapid growth of the Division's new STEM Alternative Program and the expansion of the Division's Interactions Program at TCS. From a STEM perspective, this included designing the programming, building the program, resourcing the program, staffing the program, and providing time for collaboration. Since 2021-2022, the school has built three Interactions classrooms which also included designing the program based on student programming needs, resourcing the program, staffing the program and ensuring our staff are safe in these complex classrooms
- Providing intervention through our academic support block as we looked for ways to make it functional, impactful, successful, efficient and valuable for both students and staff

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

Given the continued complicated, complex and dynamic context of Thelma Chalifoux School, there are a multitude of opportunities for improvement to inform our school plan for 2023 - 2024. However, we need to be strategic, methodical and balanced in relation to these opportunities as we look at a cycle of continuous improvement through the lens of making a 1% difference and the positive impact the aggregation of marginal gains can have on our students' learning experiences.

- Managing the growth of our school population in the context of the Division's Growth Control Model
- Managing the demands being placed on the school as a result of the exponential growth both in the Regular Program and the STEM Program
- Continuing to build and grow our emerging school culture which is grounded in our school's namesake, Thelma Chalifoux
- Supporting the mental health and wellness of our students and staff through high levels of student engagement, positive school culture, healthy relationships and strong interpersonal skills
- Building the STEM Alternative Program from a long term perspective and instilling capacity for STEM in all students and staff at TCS
- With a more stable population, we can develop a robust data set so we are able to be more intentional in our work to enhance our students' abilities to read, write and be mathematically literate. This will be supported through collaboration with strong assessment practices and rigorous learning experiences which includes the building of a targeted and well-structured intervention block

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 2169 Thelma Chalifoux School

Assurance Domain	Measure	Thelma Chalifoux 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	84.5	85.3	85.3	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	84.8	80.5	80.5	80.3	81.4	82.3	Very High	Improved	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	62.2	66.9*	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence	15.7	11.5*	n/a	16.0	17.7	n/a	Intermediate	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	89.4	88.4	88.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.0	84.4	84.4	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	86.9	81.4	81.4	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	77.7	79.6	79.6	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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, students at Thelma Chalifoux School will demonstrate growth in four strands of reading comprehension - ideas and details, text organization, associating meaning, and synthesizing ideas. This will be done by:

- professional learning in team meetings where staff will connect, inquire, and reflect on student success and collaboratively plan for students' learning needs, which is led by a newly hired Curriculum Coordinator of Humanities in a shared leadership model
- engaging in collaborative work during the process of ensuring vertical and horizontal curricular alignment in both Regular and STEM Programs
- leveraging our strengths and enhancing and refining practices that address the areas of challenge in Language Arts/Social Studies as identified in our data analysis

What data will you use to track continuous improvement?

To evaluate the success of our work and positive student learning outcomes in reading comprehension and other curricular areas impacted by a student's ability to read efficiently and effectively, we will seek qualitative and quantitative data from variety of emerging internal and external sources such as the RCAT, PAT, CAT, Smarter Marks and teacher professional judgement using triangulated data.

Division Priority 1

By June 2024, students at Thelma Chalifoux School will demonstrate growth in Mathematics. In addition to an emphasis on computation (automaticity), we will focus on number sense and higher order problem solving (which involves multi step thinking processes). This will be done by:

- professional learning in team meetings where staff will connect, inquire, and reflect on student success and collaboratively plan for students' learning needs, which is led by a newly hired Curriculum Coordinator of Math/Science in a shared leadership model
- engaging in collaborative work during the process of ensuring vertical and horizontal curricular alignment in both Regular and STEM Programs
- leveraging our strengths and enhancing and refining practices that address the areas of challenge in Mathematics/Science as identified in our data analysis

What data will you use to track continuous improvement?

To evaluate the success of our work and positive student learning outcomes in Mathematics and additional curricular areas impacted by a student's mathematical skills, we will seek qualitative and quantitative data from a variety of emerging internal and external sources such as Smarter Marks, PAT, CAT and teacher professional judgement using triangulated data.

By June 2024, we will celebrate with humour and humility, the individual strengths within the TCS community in building a culture of connection and inclusivity through our relationships and our commitment to the development of a well-rounded student. We will engage in a comprehensive school approach to build a sense of belonging and a positive school culture in support of the social, emotional, and physical health of the school community. We will support the achievement of this goal by:

- utilizing the rich diversity of our school culture and the continued growth of our House Program where opportunities are created for connection, belonging, the building of positive relationships, and the motivation to be engaged in the school community
- using the R2 work, embedded in a Comprehensive School Health Program led by a Curriculum Coordinator of Comprehensive School Health, to support students and staff in building skills, strategies, and relationships that contribute to positive mental health

What data will you use to track continuous improvement?

To evaluate the success of our work and positive student learning outcomes, we will seek qualitative and quantitative data from a variety of emerging internal and external sources such as the Assurance Survey, the District Feedback Survey and our own internal mechanisms to gather student voice.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,483,520		4,532,929
Internal Revenue		0		0
REVENUE TOTAL		4,483,520		4,532,929
Classroom	24.000000	2,584,152	26.840000	2,889,941
Leadership	7.000000	872,106	4.575000	620,663
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	60,000
TOTAL TEACHER	31.000000	3,541,258	31.415001	3,570,604
(% of Budget)		78.98%		78.77%
Support	8.000000	484,244	7.314400	452,442
Support (Supply/OT)	.000000	1,000	.000000	9,000
Custodial	3.938000	271,568	3.938000	271,568
Custodial (Supply/OT)	.000000	3,000	.000000	2,000
TOTAL NON-TEACHER	11.938000	759,812	11.252400	735,010
(% of Budget)		16.95%		16.21%
TOTAL STAFF	42.938000	4,301,070	42.667401	4,305,614
(% of Budget)		95.93%		94.99%
SUPPLIES, EQUIPMENT AND SERVICES		145,452		141,380
INTERNAL SERVICES		37,000		85,135
OTHER INTEREST AND CHARGES		0		800
TOTAL SES		182,452		227,315
(% of Budget)		4.07%		5.01%
TOTAL AMOUNT BUDGETED		4,483,522		4,532,929
Carry Forward Included		0		0
Carry Forward to Future		0		0