School: Talmud Torah [0231]
Address: 6320 - 172 Street

2021-2022 Revised Budget
Profile

Principal: Sandra Marianicz
Ward Trustee: Dawn Hancock

Enrolment		Staff FTE		Budget		
Normalized	120.000	Custodial	1.625000	Salaries	$1,166,967	95%
Weighted	134.685	Exempt	0.000000	Supplies, Equip., Services	$63,101	05%
Regular	133	Support	3.000000			
		Teacher	7.875000			
Year Opened	1998	**Total**	**12.500000**	**Total**	**$1,230,068**	100%

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 to build a strong foundation and better understanding of their Jewish culture, language, traditions and religion as well as fostering student leadership, service learning, cultural and global citizenship, academic excellence and high standards of student conduct. Our relationships between stakeholders and 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 his or her potential.

Community Profile

Talmud Torah School provides Judaic Studies and Hebrew bilingual programming for students from kindergarten to grade six in a Hebrew bilingual setting. Parents, organized through the Talmud Torah Society, 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 faculty continue to work in partnership to support student success as well as Judaic and secular studies.

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.

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

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2020-2021 Results Review
Results and Implications

Principal: Sandra Marianicz
Ward Trustee: Ken Gibson

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 2020-2021, report on the results you achieved (with evidence, including referencing the school's Alberta Education Assurance Measure results (formerly the Accountability Pillar results) and describe how achievement of the goal supports the above Division Priorities that were in effect when the goal was set.

By June 2021, will improve student growth and success in writing achievement as measured by teacher-generated assessments and HLATs. Faculty will engage in data analysis to discern strengths and challenges in regards to student achievement in writing as measured by teacher-generated assessments, HLATs and the Accountability Pillar. Measures such as HLAT writing and teacher professional judgment (informed by conversations, observations and student products) will be used to identify and implement instructional and assessment strategies, standards and practices to address targeted areas. Universal supports will be identified and provided in all classrooms to support writing development and achievement. Evidence-based targeted interventions will be provided for students, as needed. Teachers will participate in professional learning opportunities and collaborative work to identify best practices, approaches and resources in terms of writing programming, instruction, standards and assessment.
By June 2021, will improve student growth and success in mathematics as measured by teacher-generated assessments. Faculty will engage in data analysis to discern strengths and challenges in regards to student achievement in writing as measured by teacher-generated assessments and the Accountability Pillar. Measures such as MIPI and teacher professional judgment (informed by conversations, observations and student products) will be used to identify and implement instructional and assessment strategies, standards and practices to address targeted areas. Universal supports will be provided in all classrooms and evidence-based targeted interventions will be provided for students, as needed. Teachers will participate in professional learning opportunities and collaborative work to identify best practices, approaches and resources in terms of mathematics programming, instruction, standards and assessment.

Results Achieved: Special Note: Due to COVID-19 pandemic, students did not write Provincial Achievement Tests. Overall, 88% of students in grades two-six are reading at either at or above grade level, supporting the old adage: read, read, read, write, write, write. On the Assurance Survey, we maintained in terms of Education Quality and Student Learning Engagement. Some of the factors contributing to improved student growth and success in writing achievement as measured by teacher-generated assessments included: focusing on research-based best practices related to writing, including assessment as well as identifying high level, sustainable supports (both Tier I and II) specific to diverse learner needs; feedback on student work both written and oral; use of writing exemplars; modelling of writing process prior to independent student work; consultation/collaboration with colleagues to benchmark/assess student writing against writing continuum; teacher participation in data analysis during professional learning days and ongoing throughout the year; teacher participation in professional development such as Literacy Foundations, Writing Workshop, etc. Students participated in co-constructing criteria for a variety of purposes with a variety of their teachers and many of the teachers in grades two-six utilized the writing continuum they collaborated on and co-created with the teachers at Centennial. Writing Workshop is being used as one of the approaches to support writing development in grades one-six as well as supporting writing engagement, process, voice and choice, rigor, stamina, accountability, ownership and enjoyment. Targeted intervention supports, both push in and pull out models, were implemented for foundational skills of writing development in the areas of: content, organization, vocabulary, sentence structure, and conventions. Throughout the year, students wrote/experienced different forms of writing, wrote for different purposes and wrote across the disciplines/cross-curricular.
96% of our students in grades two-six scored 60% or higher on the MIPI. Support in numeracy took the following forms: targeted intervention support both individual and/or small group; enrichment activities to extend learning; work sent home to remediate and practice skills; use of JUMP Math and Mathletics in divisions I and II; consistency in use of resources being used across the grades; emphasis on developing mental math skills; parents were significant partners in their child's learning process and progress; daily and weekly communication with students via Google Classroom; ie, sharing lessons, assignments, unit reviews prior to quizzes; weekly communication with parents; weekly homework and feedback provided to students; etc. Moving forward in the 2021-2022 school year with inservicing and utilization of First Steps in Math to provide intervention support to students in math.

By June 2021, opportunities will be provided to build capacity, expertise and leadership through a culture of collaboration, job-embedded professional learning and distributed leadership in order to develop high quality teaching and instructional practices. Collaborative work, action research and professional learning will include the following areas of focus: literacy and numeracy, supports that will impact diverse learner needs, mental health, bilingual education, Indigenous education, youth engagement, citizenship, technology, leadership development and the Teaching Quality Standard. Our progression towards this goal will be tracked through meeting minutes, Accountability Pillar data, School/District Feedback Surveys, anecdotal evidence, faculty participation at catchment, professional development opportunities, Youth Engagement Focus Group feedback and faculty reflective feedback. Each teacher will create an inquiry-based professional growth plan that is self-directed, collaborative and aligns with the Teaching Quality Standard, as well as classroom, catchment and/or Division data.

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Results Achieved: During the past year, Talmud Torah faculty met regularly after school on Thursdays to participate in professional learning, collaborative work and reflective practice in relation to various school, division and/or provincial focus areas; ie, formative and summative assessments, Teaching Quality Standard, analysis of data, research-based practices in relation to literacy, numeracy and supporting diverse learner needs, reporting of student achievement and growth, HLA/JS programming, Gifted & Talented programming, etc. Professional learning sessions were led by either guest speakers from Central Office, Specialized Learning Supports team, school leadership team or teachers on faculty. Teachers participated in professional learning and reflective practice that aligned with school, catchment, division and/or provincial initiatives as well as their personal inquiry-based professional growth goals and interests through either school-based professional learning, Jasper Place Catchment Communities of Practice and/or professional learning offered by the division. Teachers developed or deepened their understanding of various approaches to teaching and learning; ie, guided reading, levelled literacy, writers' workshop, project-based learning, inquiry-based learning, play-based instruction, integration of technology, online teaching and learning, etc. Coaching and mentoring of faculty occurred both internally, formally and informally, as well as externally; ie, consultants from Curriculum and Resource Support, SLS Team, catchment colleagues, etc. Through our continued participation in Partnership 2Gether (P2G), we deepened our relationships and understanding of Judaic education with colleagues and students in our sister schools in Israel. Teachers enhanced leadership capacity through their participation in committee work at the school, catchment and/or division levels, taking on the role of teacher advisor for student leadership opportunities as well as taking on the role of lead teacher for First Nations, Metis and Inuit education and comprehensive school health. Teachers worked collaboratively in order to showcase student learning in planning school-wide and/or classroom virtual assemblies, celebrations, ceremonies, community events, initiatives, etc. Because all celebrations and ceremonies were virtual, family and community members from across Canada and the world were able to participate. School based measures indicate that teachers are using reflective practice to guide professional learning and accessing professional learning to develop leadership skills.

By June 2021, we will continue to engage and foster positive relationships with parents and partners in the education of our students. We will continue to explore new ways to improve parent and partner engagement through engagement initiatives (establishing a School Council, working with Talmud Torah Society and Board as well as exploring opportunities for partnerships) and communicating general information (SchoolZone, phone outs, school website, newsletters; in addition to school-wide events) and student-specific information (including weekly and/or monthly classroom updates/newsletters, student agendas, communicating of student progress and achievement, Google classroom, bulletin board displays, parent-teacher-student conferences, interim progress reports, progress reports, IPPs and ESL Proficiency Assessments). Our progression towards this goal will be tracked through ongoing Accountability Pillar data, school tracking systems, school communications, School/District Feedback Survey results, parent and student focus group feedback and parents attending school events/activities.

Results Achieved: Ongoing, regular, open, timely, responsive and thoughtful communication with students and parents occurred through SchoolZone, Google Classroom, email, student agendas, feedback on student work, school website, bulletin board displays, virtual Google Meets, phone calls, and daily, weekly or monthly classroom updates/newsletters with examples of student work and/or photos included. Posts on SchoolZone were consistent, including: School News Items, calendar updates, ESL Proficiency Assessments, IPPs and progress reports. Virtual parent-teacher-student conferences both in the fall and spring had almost all families/parents attend (close to 100% attendance). Meet the Faculty as well as school-wide or classroom virtual assemblies, celebrations, ceremonies and events were consistently well attended by students, parents, immediate family members, extended family, alumni and community members and friends of Talmud Torah. We also worked to build partnerships with local as well as various Jewish Institutions in Edmonton; ie, synagogues, Jewish Federation, Jewish National Fund, Talmud Torah Society, Talmud Torah Society Board, Ancillary Judaic Program (AJP), etc. On the Assurance Survey, Parental Involvement increased percentage wise and achievement was at Very High/Excellent. The 2020-2021 school year was also the inaugural year for our newly established School Council. The Talmud Torah School Council worked tirelessly to support and enrich the school experience for our students, staff and families. Some highlights included: Chanukah gift bags for every student and family; Grade Six Memory Books; Passover activities to support teaching and learning at school as well as ones that could be completed at home as a family; Mental Health and Fitness Challenge during the month of June; etc. Anytime an initiative was undertaken the TT School Council was very mindful of COVID-19 protocols/guidelines. The Talmud Torah School Council was a very welcome addition to our school community and has impacted school culture in very positive, supportive and collaborative ways.

What were the biggest challenges encountered in 2020/21?
- Continuing to provide high quality teaching and learning opportunities; however, appreciating that certain best practices needed to be adapted or reconceptualized in order to accommodate for safety considerations/requirements specific to COVID-19.
- Maintaining the safety and well-being of staff, students and families in the midst of the COVID-19 pandemic and the fluid nature of protocols specific to COVID-19 requirements.
- Appreciating the challenges inherent in rapidly transitioning from one mode of learning to another - in-person learning to online learning.
- Ensuring faculty new or relatively new to the profession understand school and division policies and practices and providing consistent support to them in regards to teaching, learning, assessment, reporting of student achievement, and communication with families.

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- We are a very small school with only one class at each grade level. As a result, finding sustained, relevant and meaningful collaboration and professional learning time with colleagues within the school, but also with colleagues in the catchment and greater division is at times challenging to schedule and budget for.
- The lack of supply teachers specifically in Hebrew.

What are the implications from 2020/21 that will impact your current year plan?
- Ensuring students are well prepared should we have to pivot to online learning at any point in the school year; ie, creating and utilizing Google Classroom, students are aware of their login information and are able to login to their Chromebooks, students are able to independently navigate through Google Classroom, etc.
- Mitigation of risk through safety strategies and protocols.
- Faculty will continue to engage in data analysis to discern strengths and challenges in regards to student achievement as measured by Provincial Achievement Test results, HLATs, CAT4 data and teacher judgment (informed by triangulation of evidence - conversations, observations and student products) and will address targeted areas for improvement.
- Hiring of a Literacy Intervention teacher.
- Foster social interactions within the classroom and to use restorative practices to work through social issues with students.
- Continuing to find effective ways of communicating about teaching, learning and assessment happening at the school to the parent and greater community.
- Continued teacher training and professional learning, resource acquisition and refinement of literacy and numeracy programs, strategies and/or targeted supports/interventions for all learners, including those with diverse learner needs.
- To better support students, continue learning about youth resilience and mental health and its impact on the classroom and implement research-based strategies and practices to support our students.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Talmud Torah School (7911)

Assurance Domain	Measure	Talmud Torah School (7911)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	80.7	n/a	n/a	n/a	n/a	n/a
	Citizenship	92.5	91.8	81.9	Very High	Improved	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	80.3	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.0	88.2	85.9	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	61.8	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.8	75.5	71.6	Very High	Maintained	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 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. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
5. 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).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
7. 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.

School: Talmud Torah [0231]
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2021-2022 Plans
Plans

Principal: Sandra Marianicz
Ward Trustee: Dawn Hancock

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 2021/2022 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.

By June 2022, will improve student growth and success in writing achievement as measured by teacher-generated assessments, HLATs and Provincial Achievement Tests. Faculty will engage in data analysis to discern strengths and challenges in regards to student achievement in writing as measured by teacher-generated assessments, HLATs, Provincial Achievement Test results and Assurance Survey. Measures such as Provincial Achievement Tests, HLAT writing and teacher professional judgment (informed by conversations, observations and student products) will be used to identify and implement instructional and assessment strategies, standards and practices to address targeted areas. Universal supports will be identified and provided in all classrooms to support writing development and achievement. Evidence-based targeted interventions will be provided for students, as needed. Teachers will participate in professional learning opportunities and collaborative work to identify best practices, approaches and resources in terms of writing programming, instruction, standards and assessment.

By June 2022, will improve student growth and success in mathematics as measured by teacher-generated assessments, Provincial Achievement Tests and CAT4. Faculty will engage in data analysis to discern strengths and challenges in regards to student achievement in mathematics as measured by Provincial Achievement Test results, CAT4 and Assurance Survey. Measures such as Provincial Achievement Tests, CAT4 and teacher professional judgment (informed by conversations, observations and student products) will be used to identify and implement instructional and assessment strategies, standards and practices to address targeted areas. Universal supports will be provided in all classrooms and evidence-based targeted interventions will be provided for students, as needed. Teachers will participate in professional learning opportunities and collaborative work to identify best practices, approaches and resources in terms of mathematics programming, instruction, standards and assessment.

Priority 1

By June 2022, opportunities will be provided to build capacity, expertise and leadership through a culture of collaboration, job-embedded professional learning and distributed leadership in order to develop high quality teaching and instructional practices. Collaborative work, action research and professional learning will include the following areas of focus: literacy and numeracy, supports that will impact diverse learner needs, mental health and well-being, youth resilience, bilingual education, Indigenous education, anti-racism, youth engagement, citizenship, technology, leadership development and the Teaching Quality Standard. Our progression towards this goal will be tracked through meeting minutes, Assurance Survey data, School/School Council/Division Feedback Surveys, anecdotal evidence, faculty participation at catchment professional development opportunities, Youth Engagement Focus Group feedback and faculty reflective feedback. Each teacher will create an inquiry-based professional growth plan that is self-directed and aligns with the Teaching Quality Standard, as well as classroom, catchment and/or Division data.

Priority 2

By June 2022, we will continue to engage and foster positive relationships with parents and partners in the education of our students. We will continue to explore new ways to improve parent and partner engagement through engagement initiatives (working with Talmud Torah School Council, Talmud Torah Society, Talmud Torah Society Board and Ancillary Judaic Program (AJP) as well as exploring opportunities for partnerships) and communicating general information (SchoolZone, phone outs, school website, newsletters/updates, in addition to school-wide events) and student-specific information (including weekly and/or monthly classroom updates/newsletters, student agendas, communicating student progress and achievement, Google Classroom, bulletin board displays, parent-teacher-student conferences, interim progress reports, progress reports, IPPs and ESL Proficiency Assessments). Our progression towards this goal will be tracked through ongoing Assurance Survey data, school tracking systems, school communications, School/School Council/Division Feedback Survey results, parent and student focus group feedback and parents attending and/or participating in school events/activities.

Priority 3

School: Talmud Torah [0231]
Address: 6320 - 172 Street

2021-2022 Revised Budget
Budget Summary Report

Principal: Sandra Marianicz
Ward Trustee: Dawn Hancock

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,188,667		1,230,068
Internal Revenue		0		0
REVENUE TOTAL		**1,188,667**		**1,230,068**
Classroom	6.472000	665,529	6.875000	706,969
Leadership	1.000000	131,249	1.000000	131,610
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	30,000	.000000	30,000
TOTAL TEACHER	**7.472000**	**826,778**	**7.875000**	**868,579**
(% of Budget)		**69.56%**		**70.61%**
Support	3.000000	177,481	3.000000	177,481
Support (Supply/OT)	.000000	5,500	.000000	5,500
Custodial	1.625000	107,407	1.625000	107,407
Custodial (Supply/OT)	.000000	8,000	.000000	8,000
TOTAL NON-TEACHER	**4.625000**	**298,388**	**4.625000**	**298,388**
(% of Budget)		**25.1%**		**24.26%**
TOTAL STAFF	**12.097000**	**1,125,166**	**12.500000**	**1,166,967**
(% of Budget)		**94.66%**		**94.87%**
SUPPLIES, EQUIPMENT AND SERVICES		37,341		36,941
INTERNAL SERVICES		26,160		26,160
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		**63,501**		**63,101**
(% of Budget)		**5.34%**		**5.13%**
TOTAL AMOUNT BUDGETED		**1,188,667**		**1,230,068**
Carry Forward Included		0		0
Carry Forward to Future		0		0