

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	445.000	Custodial	3.250000	Salaries	\$2,870,767	95%
Weighted	505.543	Exempt	0.000000	Supplies, Equip., Services	\$147,665	05%
Regular	445	Support	6.393000			
		Teacher	<u>21.000000</u>			
Year Opened		<b>Total</b>	<b>30.643000</b>	<b>Total</b>	<b>\$3,018,432</b>	100%

### School Philosophy

At Thelma Chalifoux school, we believe it is our responsibility to create a true 21st Century learning environment that will provide students the opportunity to strive for excellence, while ensuring high levels of learning for all students. We commit to ensure a safe, positive, productive school climate and culture, where high expectations are set for academic achievement and appropriate behaviour. Our staff will work collaboratively with the school community and families to help create a culture that supports all learners. Every decision we make will be aligned with our Division's cornerstone values of:

- accountability
- collaboration
- equity
- integrity

A word that had significant meaning to Thelma Chalifoux was the Cree term, Otipemisiwak, which means "being your own boss". We are committed to ensuring students take the initiative to advocate for themselves and others in order to bring the term, Otipemisiwak to life at Thelma Chalifoux school.

### Community Profile

Thelma Chalifoux School is located in the Larkspur community and offers regular programming to students in Grades 7 to 9. Students attending the school come from a broad range of socioeconomic and cultural backgrounds. Thelma Chalifoux school is the designated receiving school for students from Velma Baker, Julia Kiniski and Jackson Heights elementary schools. 8% of our students have identified themselves as Indigenous, 25% are identified as English Language Learners and 10% of our students are identified as special needs.

### Programs and Organization

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. Our hard-working staff provides a warm, welcoming and supportive environment where all students can thrive, while achieving academic success and personal growth. Students will have a variety of opportunities for extracurricular involvement including intramurals, interschool athletics, fine arts, and involvement in citizenship and student and community leadership initiatives. Thelma Chalifoux school is also pleased to share an Indigenous Cultural Liaison staff member with three other junior high schools in the Mill Woods area. Our cultural liaison not only helps provide support to our Indigenous population but also creates a greater awareness and understanding of Indigenous culture through all of our classes and student population.

### 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 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.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student competence in literacy and numeracy. At Thelma Chalifoux School, by June 2021, all students will demonstrate growth in the areas of literacy and numeracy. Assessments such as HLAT Writing, Fountas and Pinnell, Middle Years Literacy Intervention, TOSREC/TOSCRF, MIPI, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Data from the Provincial Accountability Pillar, Division Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth. Academic growth will be demonstrated through the numbers of students achieving the acceptable standard and the standard of excellence in Grades 9 school based assessments for the 2020-21 school year.

**Results Achieved:**

- Assessments for the 2021-22 school year included: HLAT, TOSREC / TOSCRF, MIPI as well as a School generated writing screener
- School schedule was created to provide longer periods for literacy and numeracy support. (80 minute periods). This was to make up for the inability to cross cohort students based on their reading level, writing level, etc.
- HLAT Data indicates:
  - Grade 8 (last year grade 7s) - 70% (74) showed 2 or more years growth; 15% (16) showed one grade level improvement; 13.2% (14) demonstrated no change; (1 student went down 1 grade level)
  - Grade 9 (last year grade 8s) - 84.3% (53) showed 2 or more years growth; 8% (5) showed one grade level improvement; 8% (5) demonstrated no change
- Reading Levels
  - Grade 8 (last year grade 7s) - 7% Above Grade Level; 55.6% At Grade Level; 37.7% Below Grade Level
  - Grade 9 (last year grade 8s) - 12% Above Grade Level; 61% At Grade Level; 27% Below Grade Level
- Division Feedback Survey and Accountability Survey indicate very high results for Continuity of Learning (80% or higher in all categories except - "learning styles" and Education Quality - 92.4%)

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality, learning and working environments. At Thelma Chalifoux School, by June 2021, all staff will enhance their instructional practices through engagement in online catchment collaboration through networks created in previous years, and job-embedded professional learning. Topics addressed may include literacy and numeracy, mental health, Indigenous understandings, use of technology to enhance learning, differentiation, and leadership development. This will be measured by the Accountability Pillar, staff surveys, staff participation in catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

**Results Achieved:**

- High Quality learning and working environments was a focus at Thelma Chalifoux School last year. Staff participated in division pd sessions related to integration of technology in the classroom (concurrent synchronous teaching and learning)
- Staff participated in a catchment pd session with Jody Carrington
- Catchment Literacy Sessions for lead teachers helped provide some catchment consistency within junior high Language Arts
- School Inquiry based PGP on integration of technology within the classroom (conc. synch., third party apps such as: Desmos, WeVideo, Kami, Mote, Quizzlet, Flipgrid, Jamboard, Classkick, Read Theory Nearpod Peardeck, Flocabulary, Edwin through Nelson, etc.)
- Whole School PD sessions (staff and students) conducted by Corey Wells (TCS Indigenous Cultural Liaison) as well as Sharon & Josh Morin (daughter and grandson to Thelma Chalifoux) on Senator Chalifoux and her impact on her community and influence at a provincial and federal level
- School Blessing by Corey Wells and a full school teaching on the importance of Indigenous practices such as smudging and sharing circle
- Lance Cardinal was commissioned to do an Indigenous Art Piece for the school to incorporate the 4 themes throughout the school (Water, Mountains, Trees and Prairies) as well as the 7 sacred teachings.

- Division Feedback Survey and Accountability Survey indicate very high results for Learning Supports Domain (Welcoming, Caring, Respectful and Safe environment - 89.6% as well as Access to Supports and Services - 87.8%) - both above catchment average.

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders. At Thelma Chalifoux School, by June 2021, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families. Measurements may include the number of opportunities to participate in virtual school events/activities, ongoing communication and feedback between staff and families (i.e school surveys), community partnerships and initiatives, and our results from the Accountability Pillar and Division Feedback Survey in the areas of parental engagement and involvement.

#### Results Achieved:

- As indicated by our Accountability Pillar results as well as our Division Survey, parental involvement was very high (91.1%).
- Virtual school council meetings were held monthly with strong participation
- Virtual Parent-Teacher Conferences were held twice throughout the year with very strong participation (250 - 350 conferences booked). Student enrolment was 248.
- Virtual Open House was a very good success - strong feedback from parents, future staff and our feeder elementary schools
- Formed a partnership at the end of 2021-21 school year with T.D.Baker, Dan Knott and Kate Chegwin for Mental Health Therapist support for 2021-22 as well as a student mentorship coach through Big Brothers Big Sisters.

#### What were the biggest challenges encountered in 2020/21?

- Opening brand new school in the middle of a pandemic
- First Quarter our online students were assigned to teachers from across the Division
- Decided to move to concurrent synchronous for Q2 to Q4 so we could teach our own students and get to know them
- Technology challenges with concurrent synchronous - Wi-Fi issues, bluetooth connectivity issues, staff learning curve
- Trying to build a school culture without really knowing any of our students
- School Council - trying to meet our parent community through the virtual world (didn't get to know our parents on a personal level but attendance was much higher than usual)
- One single grade 9 class - challenge with student engagement, behaviour and focus on learning - didn't have resources to meet their mental health needs during last year's pandemic year
- Challenges addressing learning gaps for students - not being able to cross cohort at reading levels, etc. limited our ability to provide specific targeted intervention they way we would have liked.

#### What are the implications from 2020/21 that will impact your current year plan?

- Emphasis on writing across all grade levels
- Now that the majority of students are learning in person, implementing more effective literacy and numeracy daily interventions will be a targeted focus
- Protocols for CTF options and Fine and Performing Arts
- School Council meetings will continue to be done through Google Meets (participation is much higher than normal)
- Parent - Teacher conferences have much higher engagement through online meets - this will continue
- Student mental health / anxiety - opportunity to hire a school counselor this year to help coordinate overall school health and wellness as well as personal counseling for students
- 4 way share with Dan Knott, T. D. Baker and Kate Chegwin for a Mental Health Therapist until March of 2022 for additional support for students
- Increased student enrolment (doubled in size) so larger staff to help provide structured meaningful daily intervention for literacy and numeracy

Staff are committed to building professional capacity for interventions for student learning in reading, writing, math and computation (literacy / numeracy) through regular collaboration and daily intervention time. Staff will continue to gain increased understanding of Indigenous foundational knowledge, anti-racism strategies, addressing mental health well-being, and using technology to support learning.

# Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Thelma Chalifoux School (2169)



Assurance Domain	Measure	Thelma Chalifoux School (2169)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	89.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	86.7	n/a	n/a	Very High	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.4	n/a	n/a	Very High	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	89.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	87.8	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	91.1	n/a	n/a	Very High	n/a	n/a

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.

**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.

Through our cornerstone values, staff in the McNally Catchment will focus on student interventions and differentiation to improve student competence in literacy and numeracy.

By June 2022, all Thelma Chalifoux students will demonstrate growth in the areas of literacy and numeracy. Tailored support for learning will be based on baseline assessments and staff will review and respond to learning needs through ongoing assessment while delivering targeted intervention daily through Academic Support block.

Assessments such as CAT4, PATs, HLAT Writing, Fountas and Pinnell, Guided Reading, TOSREC/TOSCRF, and teacher professional judgment (informed by observation, conversation, and student products) will guide instruction through the provision of tailored supports. Data from the Provincial Assurance Survey, Division Feedback Survey, and regular monitoring of other relevant sources of data will be used to measure and report this growth. Academic results will demonstrate improvement in the numbers of students achieving the acceptable standard and the standard of excellence in Grades 9 provincial assessments.

**Priority 1**

Through our cornerstone values, staff in the McNally Catchment will provide welcoming, high-quality, learning and working environments.

By June 2022, Thelma Chalifoux staff will enhance their professional capacity, understandings and instructional practices.

- Engagement in school based and catchment collaboration and job-embedded professional learning.
- Monthly staff meetings and conversations to build whole-school approaches and capacity building in literacy and numeracy strategies and address TQS #5 (Indigenous education) to support growth for all students.
- Topics addressed may include literacy and numeracy, mental health, Indigenous understandings, use of technology to enhance learning, differentiation, and leadership development.

This goal will be measured by the Provincial Assurance Survey, staff surveys, staff participation in catchment and individual professional development opportunities, and teacher reflective feedback based on self-identified goals.

**Priority 2**

Through our cornerstone values, staff in the McNally Catchment will meaningfully engage parents and stakeholders.

By June 2022, at Thelma Chalifoux School, we will increase the opportunities for parental involvement and engagement of community partners in providing support for students and families.

- Effectively share information about student growth and school events through SchoolZone, Google Classroom and other direct forms of communication
- Provide multiple opportunities for families and caregivers to be actively involved in their child's learning and virtual events to connect school happenings
- Provide culturally appropriate and meaningful opportunities for caregivers as partners in education to support student learning, focusing on Indigenous families and families for whom English is not their first language.

Measurements may include the number of opportunities to participate in virtual school events/activities, ongoing communication and feedback between staff and families, community partnerships and initiatives, and our results from the Provincial Assurance Survey and Division Feedback Survey in the areas of parental engagement and involvement.

**Priority 3**

## Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		3,069,871		3,018,432
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>3,069,871</b>		<b>3,018,432</b>
Classroom	16.000000	1,645,312	17.700000	1,820,126
Leadership	3.000000	375,951	2.650000	338,495
Teaching - Other	1.000000	102,832	.650000	66,841
Teacher Supply	.000000	75,000	.000000	35,000
<b>TOTAL TEACHER</b>	<b>20.000000</b>	<b>2,199,095</b>	<b>21.000000</b>	<b>2,260,462</b>
<b>(% of Budget)</b>		<b>71.63%</b>		<b>74.89%</b>
Support	6.643000	407,916	6.393000	375,869
Support (Supply/OT)	.000000	6,500	.000000	2,500
Custodial	3.000000	213,495	3.250000	225,937
Custodial (Supply/OT)	.000000	12,000	.000000	6,000
<b>TOTAL NON-TEACHER</b>	<b>9.643000</b>	<b>639,911</b>	<b>9.643000</b>	<b>610,306</b>
<b>(% of Budget)</b>		<b>20.84%</b>		<b>20.22%</b>
<b>TOTAL STAFF</b>	<b>29.643000</b>	<b>2,839,006</b>	<b>30.643000</b>	<b>2,870,768</b>
<b>(% of Budget)</b>		<b>92.48%</b>		<b>95.11%</b>
SUPPLIES, EQUIPMENT AND SERVICES		153,167		80,465
INTERNAL SERVICES		77,700		67,200
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>230,867</b>		<b>147,665</b>
<b>(% of Budget)</b>		<b>7.52%</b>		<b>4.89%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>3,069,873</b>		<b>3,018,433</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0