

Profile



Enrolment		Staff FTE		Budget		
Normalized	317.500	Custodial	1.889000	Salaries	\$2,777,246	96.65%
Weighted	444.671	Exempt	0.000000	Supplies, Equip., Services	\$96,123	03.35%
Regular	342	Support	7.555000			
		Teacher	18.847000			
Year Opened	1951	Total 28.291000			Total \$2,873,369	100.00%

School Philosophy

Parkallen Vision Statement

Fostering engaged, lifelong learners who will have a positive impact on the world.

Parkallen School's Mission

Empowering all students by meeting individual needs to cultivate academic and social growth. To accomplish this, we will provide leadership, collaboration and meaningful learning opportunities in a dynamic school community.

Community Profile

Parkallen School is situated in the southwest area of the city in close proximity to the university. It is the receiving school for elementary students in Kindergarten to Grade 6 for the Allendale and Parkallen communities. Many of our students come from the immediate community and others from a number of surrounding communities. Parkallen School is a Division Site for the Opportunity Program and the Interactions program. Parkallen School is also a site for the Chinese Bilingual Program (Mandarin), with programming for Kindergarten to Grade 6. The school values and encourages the involvement of families and community members. We share our building with the YMCA daycare/after school program and the Green Circle Pre-school. The on-site presence of the YMCA and Green Circle is very helpful for families with younger children and those requiring childcare before and after school. We have an active School Council and Parkallen Parents' Association. Families are very supportive and involved in the school in many ways: supporting struggling readers, chaperones on field trips, volunteering in classrooms and for special events and participating in School Council and Parkallen Parents Association.

Programs and Organization

In addition to our regular program for students in our community, Parkallen is a division site for Opportunity students, grades 1-6, and Interactions, grades 1-3. The Chinese (Mandarin) Bilingual Program is also offered for students in Kindergarten to Grade 6. All students receive 93 minutes per week of instruction in Music (30 for Kindergarten). Our "Parkallen Style" Behavioural Expectation and Support Plan is implemented school-wide. Intervention for students in Literacy and Numeracy is offered through a variety of means, including Leveled Literacy Intervention and our Book Club model. We also have a school-wide student leadership focus. Early implementation of FSL begins in Grade 4 for students in the regular. We have a strong focus on technology, specifically using iPads, Chromebooks, Smartboards, Robotics, MakerSpace and a variety of other technologies.

School Community Relationships

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

Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association, Edmonton Public Library (EPL), Edmonton YMCA Parkallen Child Care, Edmonton's Food Bank, Green Circle Preschool, Ji Hong Wushu & Tai Chi College, MacEwan University - Mathematical and Statistical

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 goals that were established for 2023-2024, 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).

By June 2024, we will see continuous improvement in the number of Parkallen students reading and writing at grade level (or making one year's growth for students in our division site classrooms). Students reading at grade level will increase to 79.9% (an increase of 1.5%) and students writing at grade level will increase to 78.7% (an increase of 1.5%). In our division site programs, we will see one quarter of students achieving one year's growth or greater in reading and writing (an increase of 1.5%). To achieve this, all classes will engage in small group guided reading and all grade 1-6 students (including those students in our division site programs) will have access to Intervention through our school-wide Book Club model. We will also offer pull-out small group targeted intervention for those students at the greatest risk. Teachers will continue to refine their literacy practices through PD day sessions and monthly grade level collaboration related to the new programs of study.

Results Achieved:

Parkallen is very proud of the growth we have achieved related to our Priority 1 goal over the 2023-2024 school year!

In reading, according to teacher-reported reading level, we saw an increase of 0.5% of students school-wide who are reading at or above grade level, to 78.9%. In our Chinese (Mandarin) Bilingual program, 92.3% of students are reading at or above grade level in English and 72.3% of students are reading at or above grade level in Chinese.

Our CAT4 reading results indicated 83.9% of division 2 students school-wide are reading at stanine 4 or above. This is a significant increase from our Fall 2024 results (+8.8%).

When we reviewed our provincial screening data for reading (CC-3 and LeNS), we saw a 41% decrease in the number of students at risk in division 1 over the course of the school year.

In writing, our results were stable, with a small increase of 0.2% to 77.4% of students school-wide writing at or above grade level according to our spring HLAT results.

In Opportunity, by spring of 2024, 6/15 (40%) of our students made at least one year's growth in reading and 9/15 (60%) of our students made at least one year's growth in writing.

Book Club continues to be a successful model for providing targeted support to all students who are reading and/or writing below grade level. In addition to Book Club, intensive small group Intervention was provided to 12 students for 30 minutes daily in 8 week intervention blocks.

By June 2024, staff and students will demonstrate improved mental health and well-being. To achieve this, staff will engage in professional development activities, including a catchment wellness PD day, professional book study related to inclusion and community building, and the addition of mindfulness activities to the school day. Additionally, we will implement initiatives such as regular check-ins for staff and students, mental health awareness activities, and collaboration with our SLS team to create a supportive and healthy learning environment, fostering a sense of belonging, resilience, and well-being among staff and students.

Results Achieved:

To track our progress towards this goal, Parkallen staff engaged in monthly check-in surveys for staff and weekly check-in conversations with students. Staff surveys indicated teacher well-being was frequently correlated with perceptions about workload and/or student behaviour. For example, anecdotal comments on surveys indicated teacher well-being was negatively impacted at times of increased workload, such as around progress report due dates, and when students were more dysregulated, for example around special days like Halloween and as the summer break approached. Staff well-being was supported by team building activities, opportunities for meaningful professional learning and by the perception that their work was appreciated by colleagues and families.

Student well-being was monitored using a "Door Check-In" where students indicated by pointing to a visual that they were "Good" (represented by a happy face), "So-So" (represented by a neutral face) or "Not Okay" (represented by a sad face). Student well-being seemed to be connected to age group. Our division one students seemed to

more frequently respond that they were “good” while our division two students were more likely to respond with “so-so” and “not okay”; although overall it was a minority of students who were “not-okay” in all grades.

On the Division Feedback Survey, 50.0% of staff and 75.2% of students indicated they were doing “Well” or “Very Well” and an additional 45.8% of staff and 22.2% of students said they were “So-So.” 4.2% of staff and 0.9% of students said they were “Not Well” and no staff and 1.7% of students were “Not Well At All.” This year, 91.7% of staff agreed or strongly agreed with the statement “I am aware of the range of supports for my well-being available through the Division’s benefit program,” in 2022-2023, this was 100% of staff. 82.9% of students agreed or strongly agreed with the statement “My school helps me develop skills that support my wellness.” We maintained 100% of staff agreeing or strongly agreeing that “My School takes steps to support a sense of belonging and inclusion for everyone” and 84.6% of students agreed or strongly agreed with the statement “I feel like I belong at my school.”

What were the biggest challenges encountered in 2023-2024?

One of the significant challenges encountered in the 2023-2024 school year was the introduction of the Interactions program to the Parkallen School community. The students, families and staff in this program were welcomed by our existing community members, but challenges were encountered with accessing adequate resources. Staffing, in particular EA staffing, was challenging and no supply staff were available when our EA staff had to be absent from school, putting increased pressure on the remaining staff at school and, at times, leading to safety concerns for the staff and students. As well, increasing budget challenges were encountered as the needs of the students in this program required significant human and equipment resources, reducing resources and support available for the rest of the school.

The other significant challenge was related to building staff capacity to provide targeted literacy support to at-risk students through our school-wide Book Club model. Teachers expressed appreciation for the time provided to work with small groups of struggling students under this model, but they did not always have the professional expertise required to provide effective targeted support for those students. As well, we did not have some of the resources available, such as decodable books, to support some of our at-risk students.

Ongoing implementation of new curriculum (Science in Division 1 and ELAL & Math in Division 2) continued to pose challenges. The high workload of teachers related to learning, planning, implementing and reporting on many new Programs of Studies in a short timeline continues to impact teacher efficacy and wellness.

What are the opportunities for improvement from 2023-2024 that will inform your plan for 2024-2025?

Continuous improvement in literacy and numeracy results will continue to be a high priority at Parkallen. Our professional learning plans for the 2024-2025 school year will have an increased focus on the ELAL and Math curriculum as well as built-in time each month for developing staff capacity in providing effective targeted support to at-risk learners.

Our school-wide motto: "Parkallen is a place where everyone belongs" will lead us to increased action on advancing anti-racism and reconciliation as well as a continued focus on staff and student well-being. We will use the anchor book " Medicine Wheel Workbook" to make connections between Indigenous foundational knowledge and mental health and well-being for our staff and students.

In the 2023-2024 school year, staff learned about and wrote personal land acknowledgements. An Indigenous and non-Indigenous teacher collaborated with grade 2 and 3 students to write and perform a land acknowledgement at the Spring concert. Each teacher used their respective skills and brought their unique worldview to this activity with students, laying important groundwork for ongoing work with land acknowledgements. In the coming school year, students and staff will be given the opportunity to continue to create personalized acknowledgements and welcomes and to share them during assemblies and morning announcements. More frequent opportunities for both formal and informal engagement with Indigenous students and their families will be offered.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7529 Parkallen School

Assurance Domain	Measure	Parkallen 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	80.7	88.6	87.9	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	87.0	79.3	86.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.4	80.7	82.4	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.1	88.6	87.3	n/a	n/a	n/a
	PAT6: Acceptable	73.9	70.7	70.7	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT6: Excellence	17.4	29.3	29.3	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	81.5	80.3	80.3	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.6	21.2	21.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.7	92.1	93.6	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	89.2	83.1	89.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	74.4	70.2	77.7	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	76.6	71.2	79.7	79.5	79.1	78.9	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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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

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, reflective questions have been included in the 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 2025, all students who attended Parkallen for the 2024-2025 school year, and were reading below grade level in English and/or Chinese (Mandarin), will demonstrate one year's reading growth.

The following indicators will serve as targets to help monitor progress:

- 1% increase in the number of total students reading at or above grade level in English and/or Chinese (Mandarin), from 78.9% in 2024 to 79.9%
- Individual analysis of guided reading level throughout the year and teacher awarded reading level at year-end for students reading below grade level to assess one year's growth
- 5% increase in the number of students who think they are getting better at reading on the Division Feedback Survey, from 93.2% in 2024 to 98.2%

Achievement of this goal will be supported by:

- Teachers will review and collaborate around student reading data from our common assessment data tracker quarterly in program team meetings to identify and support the implementation of targeted strategies for literacy.
- Parkallen's "Book Club" model will provide time for teachers to provide small group targeted instruction to students reading below grade level. Teachers who have capacity will implement an intensive intervention model by attending Book Club daily for 6-8 week blocks to allow for more intensive work with students at risk.
- Staff engagement in professional learning to build knowledge and confidence related to the K-6 ELAL curriculum, evidence-based intervention strategies and resource selection for struggling readers, with a particular focus on resources that reflect the diversity of our students and families. The staff members who are already familiar and confident with intervention strategies will offer workshops where teachers can attend with questions on how to move students forward in literacy. Two staff members went to a PD session and chose some decodable books that were purchased to use in the 2024-25 school year.

What data will you use to track continuous improvement?

Provincial Literacy assessments, Canadian Achievement Test 4 (CAT4), teacher awarded reading level, teacher observations from guided reading lessons, informal reading inventories, staff perception of their capacities and student perception of their reading progress from the Division Feedback Survey.

Division Priority 2

By June 2025, students and staff will have engaged in meaningful learning activities and professional learning that will support advancing actions towards anti-racism and reconciliation. As a result of these activities, they will have an increased confidence and an enhanced sense of belonging in our school community.

The following indicators from the Division Feedback Survey will serve as targets to help monitor for progress:

- 5% increase in the number of students who say their school is a place where all students feel like they belong, from 85.5% (2024) to 90.5%
- 5% increase in the number of students who say they see their identity/culture reflected in the materials used in class, from 65% (2024) to 70%
- 5% increase in the number of teachers who say they have the knowledge and skills to program for/support students who are First Nations, Metis and Inuit, from 75% (2024) to 80%
- Maintain 100% of staff who say that their school takes steps to support a sense of belonging and inclusion for everyone
- 5% increase in the number of families who say their child feels like they belong at school, from 83.4% (2024) to 88.4%

The following indicators from the Alberta Education Assurance Measures will also serve as a target to help monitor for progress:

- 2% increase in the Citizenship measure, from 87% (2024) to 89%
- 2% increase in the Welcoming, Caring, Respectful and Safe Learning Environments measure from 89.2% (2024) to 91.2%

Achievement of this goal will be supported by:

- Our school-wide message "Parkallen is a place where everyone belongs" will be included in school events, assemblies, newsletters and other messaging within the school and school community.
- Allocating 30 minutes per week for a teacher to serve as Indigenous Foundational Knowledge lead teacher. This teacher will coordinate the use of our school-wide book (*Medicine wheel workbook: Finding your healthy balance* by Carrie, Kelly & River Armstrong) in all classrooms. They will also share professional learning from our

- catchment Learning Leaders group in order to advance actions towards anti-racism and reconciliation at Parkallen.
- Smudge will be offered for the first time on Orange Shirt Day and every Monday after that before school starts to begin the week in a good way. Students from all programs, both Indigenous and Non-Indigenous, as well as all of the adults in the school community are welcome to take part. The decision to offer regular opportunities to smudge was in response to a request made during last year’s Indigenous engagement evening. Offering smudge is a tangible way to demonstrate that we value Indigenous ways of knowing and that we are committed to building foundational knowledge.

What data will you use to track continuous improvement?

Division Feedback Survey, Alberta Education Assurance Measures, informal feedback from students, staff and families.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	2,802,243		2,873,369	
Internal Revenue		0		0
REVENUE TOTAL	2,802,243		2,873,369	
Classroom	16.177000	1,748,298	17.347000	1,874,743
Leadership	1.200000	179,869	1.500000	212,415
Teacher Supply	.000000	42,000	.000000	54,740
TOTAL TEACHER	17.377001	1,970,167	18.847000	2,141,898
(% of Budget)		70.31%		74.54%
Exempt (Hourly/OT)	.000000	30,000	.000000	30,000
Support	9.500000	576,188	7.555000	457,863
Support (Supply/OT)	.000000	9,500	.000000	9,500
Custodial	1.900000	128,063	1.889000	127,485
Custodial (Supply/OT)	.000000	10,500	.000000	10,500
TOTAL NON-TEACHER	11.400000	754,251	9.444000	635,348
(% of Budget)		26.92%		22.11%
TOTAL STAFF	28.777000	2,724,418	28.291000	2,777,246
(% of Budget)		97.22%		96.65%
SUPPLIES, EQUIPMENT AND SERVICES		41,825		42,323
INTERNAL SERVICES		34,200		52,000
OTHER INTEREST AND CHARGES		1,800		1,800
TOTAL SES		77,825		96,123
(% of Budget)		2.78%		3.35%
TOTAL AMOUNT BUDGETED		2,802,243		2,873,369