

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	300.500	Custodial	1.844000	Salaries	\$2,413,056	96.58%
Weighted	374.257	Exempt	0.000000	Supplies, Equip., Services	\$85,383	03.42%
Regular	320	Support	7.500000			
		Teacher	<u>15.734000</u>			
Year Opened	1951	<b>Total</b>	<b>25.078000</b>	<b>Total</b>	<b>\$2,498,439</b>	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 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).

By June 2023, more Parkallen students will be reading and writing at grade level. Students reading at grade level will increase to 82% (an increase of 2.3%) and students writing at grade level will increase to 83% (an increase of 2.7%). To achieve this, all classes will engage in guided reading, all students will have access to daily reading and/or intervention through a school-wide "Book Club" model and small group targeted intervention will be available for the students at greatest risk. Teachers will continue to refine their literacy practices through PD day sessions and grade-level collaboration related to the new curriculum. As well, some staff are engaging in year-long literacy PL series and will be bringing back their learning to early Thursday meetings with their colleagues.

Interim measures such as guided reading level and interim writing assessments will be in place throughout the year to track student progress and ensure we are responsive to student needs. Year end success will be measured by teacher-reported reading level, HLAT results, CAT4 data and PAT results.

**Results Achieved:**

We saw positive outcomes related to this goal in support of Priority 1 over the course of the year. Parkallen students reading at or above grade level, according to teacher reported reading level, has decreased slightly this year overall (from 79.7% in 2021-22 to 78.4% in 2022-23). However, we are seeing upward trends in grades 1, 3, 5 and 6. We saw decreases in grade 2 (from 86.3% to 77.5%) and in grade 6 (from 78.6% to 64.3%). In our Mandarin bilingual program, 79.4% of students are reading at or above grade level in the target language. In our Opportunity program, 5/17 students made one year's growth or more in reading.

Our CAT4 data indicated increases in reading at or above grade level in grade 4 (75.6% in Fall to 85% in Spring) and grade 5 (82.9% in Fall to 88.1% in Spring). Grade 6 students reading at or above grade level according to CAT4 held steady at 80%. On the Provincial Literacy Assessments we had 27 grades 1-4 students identified as at-risk in literacy in the fall (January for grade 1 students). In the spring, 20 students from grades 1-4 continued to be identified as at-risk for literacy.

Parkallen students writing at the acceptable level or higher, according to HLAT results, has decreased slightly overall from 78.2% in 2022-22 to 77.2 in 2022-23. Our data shows strong upwards trends in grades 1 and 2, with decreases in results in grades 3-6. Over the last 3 years, grade 4 has consistently show the weakest results on HLAT writing at Parkallen. In our Mandarin Bilingual program, 97% of students in grades 2-6 are writing at an acceptable level or higher in the target language on the bilingual writing assessment. In our Opportunity program, 14/17 students made at least one year's growth in writing according to HLAT results.

By June 2023, teachers will deepen their understanding of the Division's Anti-Racism and Equity Action Plan to promote meaningful, long term systemic change. To achieve this staff will engage in professional learning such as catchment PD days related to anti-racism, school wide anti-racism book study and school level PD days related to developing First Nation, Metis and Inuit foundational knowledge. As well, school initiatives such as Community Circle and special events involving our community will be undertaken to build connection and understanding.

Success will be measured by the Assurance and Division surveys and school surveys of staff, students and parents.

**Results Achieved:**

Parkallen is proud of the results we have achieved this year relative to this goal in support of Priority 2. Our staff participated in a catchment PD day with keynote Marty Chan related to language and bias. We completed a staff book study of the book "This Book is Anti-Racist" by Tiffany Jewell led by a small group of staff who were passionate about moving Parkallen's anti-racism work forward. Book study sessions were collaborative and encouraged open and vulnerable conversations. One of our teachers led several professional development sessions for the staff about writing personalized land acknowledgements and writing land acknowledgements with students. One class created a land acknowledgement video that was shared at school assembly and in DLM. With the support of funds from Parkallen Parent Association, our school hosted a powwow to recognize National Indigenous People's Day followed by an afternoon of activities, art and games to continue to build foundational knowledge within our staff, students and community.

On the Division Survey, 100% of our staff indicated that professional supports they access through school level collaboration and resources enhanced their confidence in supporting the success of First Nation, Metis and Inuit students and in supporting the Division's action towards anti-racism and equity. The Assurance Survey also indicated strong results from staff related to welcoming, caring, respectful and safe learning environments (96.7% agree) and students being safe at school, learning the importance of caring for others, learning respect for others and being treated fairly in school (98.5% agree).

Our students are also aware of the work we are doing together related to anti-racism, equity and reconciliation. 88.4% say they are aware of the work our school is doing to support anti-racism and belonging and 78% agree they have opportunities to be involved in activities that support their sense of belonging. On the Assurance Measures, our student results were maintained for both welcoming, caring, respectful and safe learning environments (77.2% agree) and students being safe at school, learning the importance of caring for others, learning respect for others and treated fairly in school (80.5% agree).

Our Division Survey results indicated 95% of families believe their child feels like they belong at school and 94% of families feel welcome in our school community. 82% of families agree that many diverse cultures are represented in the events, activities and environment of our school. On the Assurance Survey, however, the parents who agree our learning environments are welcoming, caring, respectful and safe declined from 100% to 75.3% and the parents who agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school declined from 100% to 80.9%.

**What were the biggest challenges encountered in 2022-2023?**

Parkallen, similar to many schools in our division, encountered challenges related to staffing in the 2022-2023 school year, particularly EA staffing to support students at-risk and working below grade level. Although we intended to hire a full-time EA to provide push-in and pull-out support for these students, we were only able to hire a 0.5FTE EA for the duration of the school year.

The simultaneous implementation of 3 new programs of study in division one was also a significant challenge this year. Sourcing new teaching and learning resources, aligning our current resources, refining teaching practice and adjusting assessment and reporting practices has been critical and challenging work that will continue as we implement additional programs of study in the upcoming school year.

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

Continuous improvement in literacy and numeracy will continue to be a priority at Parkallen. We have noticed a decrease in literacy results in division two that is consistent across programs when compared to our results from division 1. Staff are beginning to ask questions and think about interventions that could support our students to better meet the expectations of the division two ELAL program of studies when they make that transition to division 2. We will continue to offer intervention support for students who are at-risk or working below grade level through our school-wide "Book Club" model. In the second year of this model, our focus will be on refining the strategies used by classroom teachers to provide intervention.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	88.6	87.2	87.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.3	93.5	89.9	80.3	81.4	82.3	High	Declined	Acceptable
	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	70.7	70.5 *	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	29.3	25.0 *	n/a	16.0	17.7	n/a	Very High	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.1	95.1	92.5	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.1	95.3	95.3	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	70.2	85.2	85.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	71.2	88.3	87.7	79.1	78.8	80.3	Low	Declined	Issue

## Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.

- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1**

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.

**What data will you use to track continuous improvement?**

Interim measures such as guided reading level and interim writing assessments will be in place throughout the year to track student progress and ensure we are responsive to student needs. Year end success will be measured by teacher-reported reading level, HLAT results, CAT4 data and PAT results.

**Division Priority 1**

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.

**What data will you use to track continuous improvement?**

Interim measures will include monitoring office referrals related to student behavior and mental health concerns as well as the collection of anecdotal feedback through monthly staff check-in sessions. Year end success will be measured by the Assurance and Division surveys and school-created surveys of staff, students and parents.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,511,236		2,498,439
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>2,511,236</b>		<b>2,498,439</b>
Classroom	13.558000	1,459,831	14.234000	1,532,618
Leadership	2.000000	264,570	1.500000	209,100
Teacher Supply	.000000	55,682	.000000	50,300
<b>TOTAL TEACHER</b>	<b>15.558000</b>	<b>1,780,083</b>	<b>15.734000</b>	<b>1,792,018</b>
<b>(% of Budget)</b>		<b>70.88%</b>		<b>71.73%</b>
Exempt (Hourly/OT)	.000000	39,318	.000000	32,000
Support	7.500000	451,980	7.500000	447,040
Support (Supply/OT)	.000000	11,000	.000000	11,000
Custodial	1.844000	123,498	1.844000	123,498
Custodial (Supply/OT)	.000000	7,500	.000000	7,500
<b>TOTAL NON-TEACHER</b>	<b>9.344000</b>	<b>633,296</b>	<b>9.344000</b>	<b>621,038</b>
<b>(% of Budget)</b>		<b>25.22%</b>		<b>24.86%</b>
<b>TOTAL STAFF</b>	<b>24.901999</b>	<b>2,413,379</b>	<b>25.078000</b>	<b>2,413,056</b>
<b>(% of Budget)</b>		<b>96.1%</b>		<b>96.58%</b>
SUPPLIES, EQUIPMENT AND SERVICES		66,017		48,959
INTERNAL SERVICES		31,840		34,624
OTHER INTEREST AND CHARGES		0		1,800
<b>TOTAL SES</b>		<b>97,857</b>		<b>85,383</b>
<b>(% of Budget)</b>		<b>3.9%</b>		<b>3.42%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>2,511,236</b>		<b>2,498,439</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0