

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	614.000	Custodial	4.000000	Salaries	\$4,572,898	94.95%
Weighted	801.138	Exempt	1.000000	Supplies, Equip., Services	\$243,259	05.05%
Regular	620	Support	13.429000			
		Teacher	<u>29.261000</u>			
Year Opened	1955	Total 47.690000		Total	\$4,816,157	100.00%
				Internal Revenue	\$278,922	

School Philosophy

Parkview School is an inviting and inclusive school community where diversity is celebrated and valued, and where relationships are nurtured. Emphasis is placed on creating an environment where students feel capable and connected and develop the skills required to be contributing members both in our school and in the broader community. At Parkview School we believe that educating our students is a collective responsibility, shared by students and their families, school staff and also the entire community. Through a collaborative approach in working together with our partners, we will maximize the potential of all students. We are committed to providing a positive learning environment that will foster and support high academic and behavioral expectations, capitalizing on the value of strong working relationships. In an effort to ensure all students are successful, teachers use a differentiated approach to teaching. This approach includes thoughtful planning, strategic assessment of learning outcomes, and targeted, flexible instruction. Classroom teaching is a blend of whole class, group, partner, and individual instruction. Students are provided with multiple opportunities to make sense of ideas and information, practice new skills, and to demonstrate what they have learned. Communication is key at Parkview School and is a shared responsibility. Updates and information are communicated mainly through the use of Schoolzone and students, parents and guardians are asked to check Schoolzone regularly. Parents and guardians are also welcomed and encouraged to drop by the school office and introduce themselves, share feedback or concerns and ask any questions.

Community Profile

Parkview School is located in central West Edmonton and serves 623 students in Kindergarten through grade 9. The elementary community draws directly from the Parkview neighbourhood. In Junior High, less than 10% of the student population originates in the immediate neighborhood. The rest of the designated junior high area is from West Edmonton areas including Lymburn, Aldergrove, Thorncliffe, James Gibbons and Lynnwood Schools. In addition, our Chinese Bilingual Program draws students from the Bilingual programs at Meadowlark, Dovercourt and Meyonohk, while our English Language Learners program, Interactions program and Community Mental Health classrooms draw students from all over the city. We serve a highly diverse population and rely heavily on our community partners to provide supports for the whole child.

Programs and Organization

There are 7 regular homeroom classes in the elementary program and 14 in the junior high program. The elementary program is organized on a 5 day schedule which aligns with the junior high. Junior high is organized on a 6 period/5 day non-rotating schedule. Parkview School is open daily for student use from 8:00 a.m. to 4:00 p.m. and is used extensively by the community in the evenings and on the weekends. Parkview has an excellent reputation for providing a solid academic program, combined with outstanding support from the fine arts, practical arts and athletic programs. Parkview is a junior high district site for Academic Enrichment, Mandarin Bilingual, Interactions programming for junior high aged students with Autism Spectrum Disorder, as well as the Community Mental Health program.

School Community Relationships

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

Alberta Health Services Andy's IGA Confucius Institute in Edmonton Edmonton Chinese Bilingual Education Association Edmonton Immigrant Services Association Study Buddy The Family Centre

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, all students at Parkview School will demonstrate measurable growth in the areas of literacy and numeracy.

This will be achieved by:

- a focus first on creating a safe, caring, welcoming school culture where students feel connected, capable and cared for.
- a focus on concept based teaching and learning
- consistent implementation of Readers Workshop method across all K-6 classrooms
- use of the "Building Thinking Classrooms in Math" framework
- intervention support for struggling learners, English Language Learners and students in need of specialized supports

This will be measured by:

- A variety of internal and external data, both qualitative and quantitative, will be used to measure success - including but not limited to PATs, HLATs, MIPI, LENS, reading levels, CAT4 results, Alberta Education Assurance Measures etc

Results Achieved:

- **HLATs**
 - 66.1% writing at or above grade level
- **Reading levels**
 - 73.8% reading at or above grade level
- **CAT4**
 - Reading - percentage of students achieving a stanine of 4 or above went from 75.7% to 79.1% from the fall to spring assessments - an increase of 3.4%
 - Total Math - percentage of students achieving a stanine of 4 or above went from 77.6% to 80.2% from the fall to spring assessments - an increase of 5.6%
- **Alberta Education Assurance Measures:**
 - **Grade 6 PATs**
 - Math - 83.3% achieved the acceptable standard, 6.7% achieved the standard of excellence
 - Reading - 83.3% achieved the acceptable standard, 50% achieved the standard of excellence
 - Writing - 72.4% achieved the acceptable standard, 27.6% achieved the standard of excellence
 - **Grade 9 PATs**
 - Math - 57.7% achieved the acceptable standard, 20.4% achieved the standard of excellence
 - Reading - 67.9% achieved the acceptable standard, 16.1% achieved the standard of excellence
 - Writing - 78.1% achieved the acceptable standard, 17.5% achieved the standard of excellence
- **Division Feedback Survey:**
 - "At school I have the opportunity to be successful in my learning" - 89% of students who responded said they agree or strongly agree
 - "School staff have high expectations for me to be successful in my learning" - 81% of students who responded said they agree or strongly agree
 - "I know how to get help with my learning in school" - 84% of students who responded said they agree or strongly agree
 - "I think I am getting better at math this year" - 72% of students who responded said they agree or strongly agree
 - "I think I am getting better at reading this year" - 78% of students who responded said they agree or strongly agree
 - "I think I am getting better at writing this year" - 76% of students who responded said they agree or strongly agree

By June 2023, Parkview School will advance action towards anti-racism and reconciliation.

This will be achieved by:

- establishment of the Diversity Speaks student club
- opportunities for staff to deepen their foundational knowledge related to First Nations, Metis and Inuit peoples
- development of social justice programs, presentations and activities
- intentional support for Canadian newcomers, displaced students and refugees
- inclusion and celebration of events informed by the Division's multi-faith calendar
 - provision of space for prayer (by student request)
 - recognition of diverse religious holidays on Schoolzone News, Schoolzone calendar, daily announcements (Panther News)

This will be measured by:

A variety of internal and external data, both qualitative and quantitative, will be used to measure success - including but not limited to Division Feedback Survey, Resiliency Survey, Student Demographic Survey, Alberta Education Assurance Measures etc

Results Achieved:

• **Establishment of the Diversity Speaks student club**

- The Diversity Speaks student club is a teacher supervised, student club that meets weekly to "promote harmony and respect for ethnic and cultural differences in a space where student can connect and bond with one another." In May 2023 the club hosted its "A Taste of Parkview" event, an opportunity for our Parkview students to share their culture/heritage and celebrate the unique culinary delights our community has to offer. In a "Heritage Days" style event. A Taste of Parkview offered delicious samplings of food, music and dancing to celebrate our school's incredible diversity and we had over 35 countries/cultures represented at this year's event. We were also entertained and inspired by this year's special guest, local Indigenous dancer, Notorious Cree! Food ticket sales raised money for "Shelter Box" which supports families around the world providing emergency shelter or important aid.

• **Opportunities for staff to deepen their foundational knowledge related to First Nations, Metis and Inuit peoples**

- The entire teaching staff participated in the Indigenous Peoples Experience Educators Workshop during the April 2023 professional development day

• **Development of social justice programs, presentations and activities**

- The entire Parkview staff participated in Holocaust education presentations from the Jewish Federation of Edmonton during the March 2023 professional development day

• **Intentional support for Canadian newcomers, displaced students and refugees:**

- hosting of newcomers meet and greet events throughout the year increased students' feelings of connectedness and belonging
- pairing of newcomers with same first language peers for welcome events, in homeroom classes
- Extra English language classes - all coded ELL students received 3 blocks per week of extra English support

• **Inclusion and celebration of events informed by the Division's multi-faith calendar:**

- provision of space for prayer (by student request)
- recognition of diverse religious holidays on SchoolZone News, SchoolZone calendar, daily announcements (Panther News)
- Intentional activities marking Islamic History month, Latin American Heritage month, Asian Heritage month, Jewish Heritage month, Black History month, PRIDE month

• **Division Feedback Survey:**

- "My school is a place where all students feel like they belong" - 61% of students who responded said they agree or strongly agree
- "I feel like I can be myself at my school" - 67% of students who responded said they agree or strongly agree
- "Many diverse cultures are represented in the books and materials at my school" - 84% of students who responded said they agree or strongly agree
- "My school takes actions that support truth and reconciliation" - 90% of students who responded said they agree or strongly agree
- "At my school, I have opportunities to be involved in activities that support my sense of belonging" - 79% of students who responded said they agree or strongly agree

• **Assurance Measures:**

- 81.7% of teachers, parents and students are satisfied that students model the characteristics of active citizenship - an increase of 1.0% from the previous year

June 2023, students and staff will have increased skills, developed strategies and improved relationships that contribute to positive mental health.

This will be achieved by:

- continued intentional focus on positive, supportive relationships: student-student, student-staff, staff-staff, school-home, school-community
- students have access to a full time mental health therapist on site
- ongoing full year school culture program related to Building Belonging and "How to be a Panther"
- focus on professional learning time that is collaborative, flexible and timely for staff
- for both staff and students - build in time for fun, team building activities that emphasize well-being and caretaking

This will be measured by:

- A variety of internal and external data, both qualitative and quantitative, will be used to measure success - including but not limited to Division Feedback Survey, Resiliency Survey, Alberta Education Assurance Measures etc

Results Achieved:

• **Division Feedback Survey:**

- "My school helps me develop skills that support my wellness" - 70% of students who responded said they agree or strongly agree
- "I feel safe at school" - 75% of students who responded said they agree or strongly agree
- "I feel like I belong at my school" - 70% of students who responded said they agree or strongly agree
- "I have at least one adult in my school who I would go to for help if I need it" - 80% of students who responded said they agree or strongly agree
- "I feel the adults at my school care about me" - 69% of students who responded said they agree or strongly agree

• **Alberta Education Assurance Measures:**

- 85.7% of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe - an increase of 1.0% from the previous year
- 74.8% of teachers, parents and students agree that students have access to the appropriate supports and services at school - an increase of 0.9% from the previous year

- 68.6% of teachers and parents are satisfied with parental involvement in decisions about their child's education - an increase of 10.2% from the previous year

What were the biggest challenges encountered in 2022-2023?

- We continue to see the fallout, both academically and in terms of mental health, from the Covid pandemic. Our students have major gaps, learning losses and, as a whole, are less resilient and under a great deal more stress than ever.
- Chronic provincial funding shortages resulting in ongoing staffing and resource shortages.
- It is a significant challenge to provide appropriate intervention and support within budget constraints.
- Supporting student and staff mental health with limited resources is challenging and exhausting.
- It is a significant challenge to appropriately support students with complex special needs, complex behaviours and complex mental health diagnoses.
- Classes sizes were high and complex needs within those classes made classroom circumstances challenging.
- 25% of our students were English Language Learners with language barriers in learning.

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

Based on last year's plans and results, there is a need for re-investing resources (times, dollars, people) in:

- Collaboration with other K-9 schools, exploring new and best practices in differentiation to support a diverse population of learners
- Opportunities for intentional collaborative work in grade and/or subject specific groups. This work needs to be within our school, in a small group of Catchment K-9 schools, as well as within the broader Ross Shep Catchment and will focus on assessment, literacy, numeracy, mental health and building belonging.
- Opportunities to be intentional with language and actions and better align the actions and initiatives at school with the language of surveys - help students and parents see the connections
- Creating meaningful opportunities for parents to be engaged as partners in their children's education.
- Piloting the addition of a new role in junior high: inclusion teacher/coach

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7531 Parkview School

Assurance Domain	Measure	Parkview 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	84.1	82.7	82.7	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.7	80.7	86.1	80.3	81.4	82.3	Very High	Declined	Good
	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	61.8	64.9 *	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	16.8	23.5 *	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	87.0	85.8	89.6	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.7	84.7	84.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	74.8	73.9	73.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	68.6	58.4	68.4	79.1	78.8	80.3	Very Low	Maintained	Concern

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, Parkview students will demonstrate growth in literacy and numeracy.

This will be achieved by:

Implementation of literacy and numeracy intervention strategies, readers and writers workshop, dedicated FTE to inclusion teacher support, pull out EAL support, targeted homework help etc

What data will you use to track continuous improvement?

This will be measured by: A variety of internal and external data, both qualitative and quantitative, including but not limited to: teacher reported reading levels, HLAT writing scores, CAT4 fall and spring data comparison, PAT results

Division Priority 1

By June 2024, Parkview School will advance action towards anti-racism and reconciliation.

This will be achieved by:

Catchment and school wide focus on research based best practices to support a focus on anti-racism, reconciliation and building belonging. These practices will include but not be limited to:

1. **Mirrors & Windows** - based around literature/books and seeing yourself represented (mirrors) and learning about others (windows)
2. **Place Pedagogy** - having your spaces be part of what you want students to learn - does your school represent your school culture, your diversity, etc.
3. **Names** - pronouncing names correctly
4. **Silencing/Hidden Curriculum** - This ties into the hidden curriculum - what are we teaching by what we're not saying? Who is excluded? What bias do we bring?
5. **Afrocentric perspectives** - who is at the centre of what we teach? Our curriculum was written from a Eurocentric perspective; how do we shift so that other perspectives (that represent the students in our classes/schools) are at the centre?
6. **Positive Greetings at the Door (PGD)** - Positive greetings at the door

What data will you use to track continuous improvement?

This will be measured by: A variety of internal and external data, both qualitative and quantitative, will be used to measure success - including but not limited to Division Feedback Survey, Resiliency Survey, Alberta Education Assurance Measures etc

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,339,765		4,537,235
Internal Revenue		258,943		278,922
REVENUE TOTAL		4,598,708		4,816,157
Classroom	27.244000	2,933,444	27.261000	2,935,274
Leadership	2.000000	275,412	2.000000	276,704
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	88,975	.000000	105,622
TOTAL TEACHER	29.243999	3,297,831	29.261000	3,317,600
(% of Budget)		71.71%		68.88%
Exempt	1.000000	125,094	1.000000	125,094
Exempt (Hourly/OT)	.000000	8,012	.000000	8,012
Support	12.100000	739,151	13.429000	813,403
Support (Supply/OT)	.000000	10,000	.000000	17,000
Custodial	4.000000	274,790	4.000000	274,790
Custodial (Supply/OT)	.000000	12,000	.000000	17,000
TOTAL NON-TEACHER	17.100000	1,169,047	18.429001	1,255,299
(% of Budget)		25.42%		26.06%
TOTAL STAFF	46.344000	4,466,878	47.690001	4,572,899
(% of Budget)		97.13%		94.95%
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		59,010		133,789
INTERNAL SERVICES		72,820		109,470
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		131,830		243,259
(% of Budget)		2.87%		5.05%
TOTAL AMOUNT BUDGETED		4,598,708		4,816,158
Carry Forward Included		0		0
Carry Forward to Future		0		0