

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	595.000	Custodial	4.000000	Salaries	\$4,769,663	96.63%
Weighted	804.447	Exempt	1.000000	Supplies, Equip., Services	\$166,255	03.37%
Regular	603	Support	14.600000			
		Teacher	<u>30.440000</u>			
Year Opened	1955	<b>Total</b>	<b>50.040000</b>	<b>Total</b>	<b>\$4,935,918</b>	100.00%
				Internal Revenue	\$145,330	

### 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:

Confucius Institute in Edmonton, Edmonton Chinese Bilingual Education Association, Edmonton Immigrant Services Association

### 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, 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

### **Results Achieved:**

**Reading Achievement (teacher reported AT, ABOVE, BELOW):**

- 74.5% of students were reading at or above grade level in the 2023-2024 school year - this is an increase of 0.7% from the previous year.

**HLAT Writing:**

- 65.6% of students were achieving at or above grade level in the 2023-2024 school year - this is a decrease of 4.1% from the previous year.

**CAT 4 Results:**

Reading - the percentage of students achieving a stanine of 4 or above remained the same between fall and spring assessments, at 79.1%

Total Math - the percentage of students achieving a stanine of 4 or above went from 83.6% to 84.2% from the fall to spring assessments, an increase of 0.6%

**Provincial Achievement Test Results:**

**Grade 6 PAT Results:**

85.2% of students achieved the acceptable standard in both Social Studies and Science

25.9% of students achieved the standard of excellence in Science.

**Grade 9 PAT Results:**

83.9% of students achieved the acceptable standard in English Language Arts

58.8% of students achieved the acceptable standard in Math

63.8% of students achieved the acceptable standard in Social Studies

72.3% of students achieved the acceptable standard in Science

**Alberta Education Assurance Measures:**

82.9% of teachers, parents and students agree that students have access to the appropriate supports and services at school. This is an increase of 8.1% from the previous year.

**Division Feedback Survey:**

- 67 % of students feel like they are getting better at math. - This is an increase of 9.3% compared to the previous year.
- 76 % of students feel like they are getting better at reading. - This is an increase of 8.1% compared to the previous year.
- 80 % of students feel like they are getting better at writing. - This is an increase of 1.9% compared to the previous year.

**Strategies Used:**

- establishment of inclusion teacher role and intervention support blocks for struggling students
- school wide professional learning focus on executive function and supporting English Language Learners
- consistent implementation of Readers Workshop Method across all K-6 classrooms
- Continued implementation of the "Building Thinking Classrooms in Math" framework in grades 7-9 Math classrooms

**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

**Results Achieved:**

- **Division Feedback Survey (DFS):**
  - 65% of students feel like "My school is a place where all students feel like they belong."
  - 79% of students feel like "At my school, I have opportunities to be involved in activities that support my sense of belonging."
  - 88% of students feel like "My school takes actions that support truth and reconciliation."
  - 85% of students feel like "Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school."
- **Youth Resilience Survey (YRS):**
  - 64.5% of students identified as "High Engagement" and "Above Average" in the 'Overall Engagement' measurement.
  - 60.1% of students identified as "High Engagement" and "Above Average" in the 'Connections to Teachers' subset measurement
  - 66.1% of students identified as "High Engagement" and "Above Average" in the 'Student Connectedness' subset measurement.
- **Alberta Education Assurance Measures (AEAM):**
  - 79.6% of students, 96.2% of teachers and 88.9% of parents agree that their learning environments are welcoming, caring, respectful and safe.
  - 80.4% of students, 96.8% of teachers and 89.7% of parents agree that: students are safe at school, learning the importance of caring for others, are learning respect for others, and are treated fairly in school.

**Strategies Used:**

- intentional embedding of "Building Belonging" themes throughout the school year
- focus on adding resources to our school library
- intentional academic and mental health support for Canadian newcomers, displaced students and refugees
- inclusion and celebration of events informed by the Division's multi-faith calendar

**What were the biggest challenges encountered in 2023-2024?**

- Ensuring that appropriate supports and resources are available for all students is becoming increasingly challenging within our current provincial funding structure. Chronic provincial funding shortages have resulted in ongoing staffing and resource shortages.
- Supporting student and staff mental health with limited resources remains a priority and continues to be a significant challenge.
- Scheduling for and financially supporting multiple programs - Junior high students having access to both Chinese Bilingual and Academic Enrichment programming has put constraints on the timetable and budget that are not sustainable.
- Class sizes were high and we had a significant number of students with complex learning needs and who learning English as an additional language. We also served a growing number of students experiencing childhood anxiety, trauma and a other complex mental health challenges.

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

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 that includes a high percentage of English language learners and students who are working below grade level.
- Continue to provide an additional layer of intervention support for all special education coded students by giving them access to our inclusion teacher/curriculum coordinator for support blocks throughout the week as well as offering a Study Skills & Learning Strategies Option alongside the second language timeslot.
- 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 supporting teachers in their work around best practices in teaching reading and math.

- Continue and expand our work on Building Thinking Classrooms, particularly in Math. Junior High Math team will be engaging in year long professional learning on this topic.
- 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.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	83.8	84.1	83.4	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	85.7	81.7	81.2	79.4	80.3	80.9	Very High	Improved	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	85.2	80.0	80.0	68.5	66.2	66.2	Very High	Maintained	Excellent
	PAT6: Excellence	18.5	30.0	30.0	19.8	18.0	18.0	Intermediate	Declined	Issue
	PAT9: Acceptable	67.8	60.8	60.8	62.5	62.6	62.6	Intermediate	Improved	Good
	PAT9: Excellence	25.0	16.1	16.1	15.4	15.5	15.5	Very High	Improved	Excellent
	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	87.8	87.0	86.4	87.6	88.1	88.6	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.2	85.7	85.2	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.9	74.8	74.3	79.9	80.6	81.1	n/a	Improved Significantly	n/a
Governance	Parental Involvement	81.6	68.6	63.5	79.5	79.1	78.9	High	Improved Significantly	Good

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

##### **Priority 1: Build on outstanding learning opportunities for all students**

**Goal 2: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.**

**By June 2025, all Parkview students will demonstrate measurable growth in their reading and math. Specifically, students will improve their reading and math achievement by 3%, and 5% more students will be reading at or above grade level than the previous year.**

This will be measured by:

##### **Reading Achievement (teacher reported AT, ABOVE, BELOW):**

- 3% increase in the percentage of students reading at or above grade level compared to the previous year

##### **CAT 4 Results:**

- Reading - the percentage of students achieving a stanine of 4 or above on the spring administration will improve by 3% compared to the previous year
- Total Math - the percentage of students achieving a stanine of 4 or above on the spring administration will improve by 3% compared to the previous year

##### **Provincial Achievement Test Results:**

Grade 6 PAT Results: there will be a 3% increase in the percentage of students achieving the acceptable standard in Math and English

Grade 9 PAT Results: there will be a 3% increase in the percentage of students achieving the acceptable standard in Math and English

##### **Alberta Education Assurance Measures:**

- 3% increase in the number of students who agree that "that students have access to the appropriate supports and services at school" compared to the previous year

##### **Division Feedback Survey:**

- 3% increase in the number of students who feel like they are getting better at math compared to the previous year.
- 3% increase in the number of students who feel like they are getting better at reading compared to the previous year.

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

Reading achievement, teacher awarded marks, CAT 4 fall and spring marks, PAT results, AEAM Measures, Division Feedback Survey, other qualitative and quantitative data

#### Division Priority 3

##### **Priority 3: Promote a comprehensive approach to student and staff well-being and mental health.**

**Goal 2: Support students and staff so they experience a greater sense of belonging and social, emotional and physical well-being.**

**By June 2025, students at Parkview School will demonstrate measurable growth in feeling more connected and a greater sense of belonging to the school community.**

##### **Division Feedback Survey (DFS):**

- 3% increase in the number of students who feel like "My school is a place where all students feel like they belong."
- 3% increase in the number of students who feel like "At my school, I have opportunities to be involved in activities that support my sense of belonging."
- 3% increase in the number of students who feel like "My school takes actions that support truth and reconciliation."
- 3% increase in the number of students who feel like "Many diverse cultures (i.e., languages, traditions, worldviews, histories, current realities) are represented in the books and materials at my school."

##### **Youth Resilience Survey (YRS):**

- 3% increase in the combined percentage of students identifying as "High Engagement" and "Above Average" in the Overall Engagement measurement.
- 3% increase in the combined percentage of students identifying as "High Engagement" and "Above Average" in the Student Connectedness subset measurement.

# Plans

- 3% increase in the combined percentage of students identifying as “High Engagement” and “Above Average” in the 'Connections to Teachers' subset measurement
- **Alberta Education Assurance Measures**
- 3% increase in the number of students who agree that their learning environments are welcoming, caring, respectful and safe as reported in the Welcoming, Caring, Respectful and Safe Learning Environment (WCRSLE) measure of the AEAM.

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

Division feedback survey, Youth resiliency survey, Alberta Education Assurance Measures, Other Qualitative and Quantitative survey results and/or observational data signalling an improvement in student's sense of belonging: Year-over-year increase in attendance. Year over year decrease in student suspensions.

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,901,396		4,790,588
Internal Revenue		128,665		145,330
<b>REVENUE TOTAL</b>		<b>5,030,061</b>		<b>4,935,918</b>
Classroom	27.680000	2,991,461	27.761000	3,000,215
Leadership	3.000000	397,253	2.679000	360,673
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	85,000	.000000	60,000
<b>TOTAL TEACHER</b>	<b>30.680000</b>	<b>3,473,714</b>	<b>30.440001</b>	<b>3,420,888</b>
<b>(% of Budget)</b>		<b>69.06%</b>		<b>69.31%</b>
Exempt	1.000000	128,665	1.000000	128,665
Exempt (Hourly/OT)	.000000	12,018	.000000	12,018
Support	15.600000	961,738	14.600000	901,047
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	4.000000	278,045	4.000000	278,045
Custodial (Supply/OT)	.000000	17,000	.000000	17,000
<b>TOTAL NON-TEACHER</b>	<b>20.600000</b>	<b>1,409,466</b>	<b>19.600000</b>	<b>1,348,775</b>
<b>(% of Budget)</b>		<b>28.02%</b>		<b>27.33%</b>
<b>TOTAL STAFF</b>	<b>51.280001</b>	<b>4,883,180</b>	<b>50.040001</b>	<b>4,769,663</b>
<b>(% of Budget)</b>		<b>97.08%</b>		<b>96.63%</b>
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		82,852		96,660
INTERNAL SERVICES		64,029		69,595
OTHER INTEREST AND CHARGES		0		0
<b>TOTAL SES</b>		<b>146,881</b>		<b>166,255</b>
<b>(% of Budget)</b>		<b>2.92%</b>		<b>3.37%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>5,030,061</b>		<b>4,935,918</b>