



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	118.000	Custodial	1.500000	Salaries	\$1,050,118	94%
Weighted	133.637	Exempt	0.000000	Supplies, Equip., Services	\$69,324	06%
Regular	125	Support	2.320000			
		Teacher	<u>7.256000</u>			
Year Opened	1980	Total	11.076000	Total	\$1,119,442	100%

School Philosophy

Growing Together - Connecting Community - Inspiring Minds

Hillview School's vision is for all students and children to reach their full potential and build strong citizenship skills within a welcoming, safe and caring community. Working as a collaborative team, Hillview staff share expertise to provide supports for the academic and social/emotional growth of all children. This is accomplished through the combined efforts of students, staff, parents and community members. We believe in growing together as a community of inspired learners.

Community Profile

Hillview is situated in the Woodvale Community of Mill Woods. The immediate area includes single family dwellings, a multi family housing development, rental apartments, and some condominiums. Hillview has a wonderfully diverse student population, with a variety of ethnic and cultural backgrounds and differing socio-economic standards. During the evenings the school building and gymnasium are commonly used by local community groups.

The Hillview Pre-Kindergarten Program supports children from a variety of southeast Edmonton communities. Many of our program children are bussed in from these southeast communities.

Programs and Organization

Hillview School staff work as a strong collaborative team to accommodate all student needs. Our elementary classroom programming is supported through literacy interventions. All grades are supported with a range of technology. Hillview School offers a comprehensive Health and Wellness program through the APPLE School project. Community service is an area of focus in building strong citizenship skills through working collectively with all members of both our area and school community.

The Hillview Pre-Kindergarten Program provides children with severe special needs an individualized play-based program that creates a safe and appropriate environment for early childhood development. We believe this type of child-centered and developmentally appropriate programming fosters active learning, socialization and independence in our program's children. Our children and their families are provided the supports necessary to gain a sense of pride and self-confidence as they successfully develop functional life skills necessary for further learning.

School Community Relationships

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

APPLE Schools, Churchill Manor, Co-op Food Store (Town Centre), Hillview Baptist Church, Rainbow Daycare, Sobey's Hollick Kenyon Landing, Woodvale Community League, Woodvale Husky and Pizza 38

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.

By June 2021, all students will demonstrate growth in achievement in the areas of literacy, communication skills and numeracy. Summative and formative assessment strategies will be used to measure and report this growth. Assessments such as PAT's, HLAT writing, Reading Achievement Assessment Reports, Fountas and Pinnell, MIPI Therapists formal year end assessments and teacher professional judgment (informed by observation conversation and student's products) will guide instruction.

Results Achieved:**Elementary Results:**

- As of June, 2021, 63% of elementary students were reading at or above grade level.
- As measured by the Spring Highest Level of Achievement (HLAT) writing assessment, 52% of elementary students were writing and achieving at grade level.
- In Division I, 7 Grade 1 students were supported with Leveled Literacy Intervention (LLI) from February to June. All 7 students achieved an end of grade one reading level at the completion of the program.

Pre-Kindergarten Results:

- 100 of 106 children received Program Unit Funding (PUF) for the 2020/21 school year.
- 23% of the 4 year old children in the program moved from the severe delay range in their speech and language skills to the moderate delay range.
- 5% of the 4 year old children in the program moved from the severe delay range in their speech and language skills to the mild delay range.
- 3% of the 3 year old children in the program demonstrated such significant growth that they met appropriate developmental milestones and were not eligible to continue for a second year in Pre-Kindergarten.

By June 2021, all staff will enhance their instructional practice through engagement in collaborative and job embedded professional learning. Topics addressed will include online supported learning as well as relationship building and trauma. Other topics may include school based writing program, math instruction, play based learning, numeracy embedded practices, First Nation, Metis and Inuit teachings and learnings, as well as leadership development. These will be measured by staff participation and satisfaction in collaborative work and individual professional development opportunities as measured by the Accountability Pillar and staff reflections.

Results Achieved:

- Hillview staff participated in professional learning with a focus on wellness with sessions led by Dr. Jodi Carrington and retired principal Sandra Woitas, as well as team building sessions devoted to enhancing personal health and physical literacy.
- Other topics explored included First Nations, Metis and Inuit teachings and learnings, using documentation in Pre-Kindergarten to assess and guide programming, embedding different types of play into early years programming and developing targeted mathematics interventions.
- Staff reported that the opportunity to participate in self-directed PD was both personally and professionally rewarding.
- 100% of staff in the Pre-Kindergarten program participated in collaborative work with a cohort of their professional peers (Teachers, Educational Assistants, Exempt Staff, Speech and Language Assistants).
- 92.6% of staff reported on the Alberta Education Assurance Measure that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- 87% of staff reported on the Division Survey that they felt supported in their work.
- 81% of staff reported on the Division Survey that they had adequate access to the resources needed to complete their work.

By June 2021, Hillview school will increase the opportunities for parent involvement, and engagement of community partners in providing support for students and families. Measures may include the number of parents attending school events/activities, parental communications, community partnerships and initiatives and our results from the Accountability Pillar in the area of parental involvement. This will involve new approaches for parent engagement that reflects working within COVID-19 safety parameters.

Results Achieved:

- A variety of virtual opportunities to connect parents with the school community were provided throughout the year including our beautiful online Remembrance Day Assembly, classroom-led assemblies, our first ever Virtual Christmas Concert, DancED Finale Assembly, National Indigenous Peoples Day, our Year-End Talent Show and the Grade 6 Virtual Farewell.
- Alberta Education Assurance Survey results indicated 95.3% satisfaction with parent involvement. This is an increase of 11.5% from the previous school year.
- Parent participation in virtual parent/teacher meetings and student-led conferences was maintained at an average of 75%.
- Community relationships with Woodvale Community League, Hillview Baptist Church and Churchill Manor Seniors Home continued to flourish, despite COVID-19 limitations.
- Community service opportunities for students continued to be enhanced with the United Way Make Your Mark on Poverty grant.
- The Daily Breakfast Cart, funded by the Hillview Parents Association and Woodvale Community League, continued to provide morning nutrition for students, COVID style, with individually packaged items available in the classroom.
- School Council initiatives such as Tooth Fairy Pillows, Grade 6 Yearbooks and Reading Rewards continued despite COVID-19 limitations.
- Kindness notes and handwritten notes of appreciation were distributed to every family in the school to thank them for their partnership. This was expanded to include community members including Essential Workers and the Churchill Manor Seniors Home.

What were the biggest challenges encountered in 2020/21?

- A significant challenge for Hillview continued to be that of meeting the complex learning needs of our diverse student population, particularly students transitioning between in-person and online learning at multiple times throughout the year.
- Building relationships and maintaining a sense of family throughout the school and parent community was particularly difficult with the need to remain physically distant, wear masks and cohort.
- This challenge in meeting complex learning needs was especially true for Kindergarten and Grade 1 students, who had not had consistent access to learning supports due to the COVID-19 learning interruption in the spring of 2020.
- Another major challenge faced was the ongoing staff shortages created by COVID isolation requirements and staff absences and illness.
- The significant decrease in government funding for Program Unit Funded (PUF) children continued to have a major impact on the Pre-Kindergarten program. A significant number of staff reported feeling under-supported in their work due to the reduction in staff numbers. In addition, the number of children able to benefit from the impact of early learning supports in the Pre-Kindergarten program has reduced by almost 2/3.
- Staff, particularly those in the Pre-Kindergarten program, reported a negative impact on mental health with fewer human resources to support complex children and job security threatened by funding changes.

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

- Continued focus on enhancing relationships with staff, students, families and the surrounding community.
- Continued focus on caring for the mental health of staff, students and families.
- Exploring best practices to support complex learners and provide high-impact interventions given the decrease in staff resources.
- Enhancing the welcoming, caring school environment and ensuring we provide engaging activities within the parameters of our COVID protocols.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Hillview School (7255)



Assurance Domain	Measure	Hillview School (7255)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	86.5	n/a	n/a	n/a	n/a	n/a
	Citizenship	90.0	82.9	85.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	87.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	11.2	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	96.7	91.4	95.2	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.6	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	94.4	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	95.3	83.8	88.7	Very High	Maintained	Excellent

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.

Goal: Success for every student

By June, 2022, all children will demonstrate growth in achievement in the areas of literacy, communications skills and numeracy. We will demonstrate an increase in the number of students achieving at or above grade level in the areas of reading and writing by 5% by applying literacy best practices at each grade level, by providing universal supports in all classrooms to support literacy and by providing targeted literacy interventions for students as needed. Growth in literacy and communication achievement will be measured by analysis of teacher awarded marks and therapist year end assessments, CAT4's, PAT's, HLAT writing, Fountas and Pinnell and teacher professional judgement. Growth in numeracy achievement will be measured by analysis of teacher awarded marks, CAT4's and PAT's. Catchment structures to share expertise and resources will continue to be explored including professional development and collaboration opportunities in the areas of literacy, communication and mathematics.

Priority 1

Goal: A focus on well-being and student citizenship

Welcoming, inclusive, safe and healthy learning environments for all students, staff and families is an area of focus at Hillview School. Enhanced staff capacity to identify and understand our commitment to promoting anti-racism and inclusion will be supported through resources from our Division. We will target maintaining an achievement evaluation of "Very High" in WCRSLE (Welcoming, Caring, Respectful and Safe Learning Environments) and in the area of Citizenship on the Alberta Education Assurance Measure. Catchment structures to share expertise and resources will continue to be explored including catchment collaboration and professional development conversations, First Nations, Metis and Inuit teachings and learnings, relationship building and trauma-informed practice, as well as resiliency work with Dr. Ungar.

Priority 2

Goal: Partnerships supporting student success

At Hillview School families will continue to be welcomed and engaged with opportunities to be involved with their child's education such as our Meet the Teacher event, Truth and Reconciliation Day, Remembrance Day Assembly, classroom-led assemblies, parent/teacher conferences, our Spring Concert, Artist in Residence experiences and National Indigenous Peoples Day. We will continue to partner with our School Council and parent fundraising association to provide experiences to enrich curricular understandings for our students and will continue to pursue opportunities for the entire community to support student success. An increase of 5% in parent participation for both the Division Satisfaction Survey and the Alberta Education Assurance Measures will be targeted through exploring and enhancing parental opportunities to take part.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,064,623		1,119,442
Internal Revenue		0		0
REVENUE TOTAL		1,064,623		1,119,442
Classroom	6.000000	616,992	6.256000	643,317
Leadership	1.000000	144,655	1.000000	136,201
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	33,312	.000000	25,000
TOTAL TEACHER	7.000000	794,959	7.256000	804,518
(% of Budget)		74.67%		71.87%
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	1.500000	91,208	2.320000	133,914
Support (Supply/OT)	.000000	3,244	.000000	5,500
Custodial	1.500000	101,186	1.500000	101,186
Custodial (Supply/OT)	.000000	5,000	.000000	5,000
TOTAL NON-TEACHER	3.000000	200,638	3.820000	245,600
(% of Budget)		18.85%		21.94%
TOTAL STAFF	10.000000	995,597	11.076000	1,050,118
(% of Budget)		93.52%		93.81%
SUPPLIES, EQUIPMENT AND SERVICES		36,700		40,198
INTERNAL SERVICES		32,326		29,126
TOTAL SES		69,026		69,324
(% of Budget)		6.48%		6.19%
TOTAL AMOUNT BUDGETED		1,064,623		1,119,442
Carry Forward Included		0		0
Carry Forward to Future		0		0

Profile

<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	104.000	Custodial	0.000000	Salaries	\$1,927,129	96%
Weighted	0.000	Exempt	4.000000	Supplies, Equip., Services	\$81,713	04%
Regular	104	Support	10.740000			
		Teacher	<u>7.250000</u>			
Year Opened		Total	21.990000	Total	\$2,008,842	100%

School Philosophy

The Hillview Pre-Kindergarten Program provides children with severe special needs an individualized play-based program that creates a safe and appropriate environment for early childhood development. We believe this type of child-centered and developmentally appropriate programming fosters active learning, socialization and independence in our program's children. Our children and their families are provided the supports necessary to gain a sense of pride and self-confidence as they successfully develop functional life skills necessary for further learning.

Community Profile

Hillview is situated in the Woodvale Community of Mill Woods. The immediate area includes single family dwellings, a multi family housing development, rental apartments, and some condominiums. Hillview has a wonderfully diverse student population, with a variety of ethnic and cultural backgrounds with differing socio-economic standards. Our Pre-Kindergarten Program supports children from a variety of southeast Edmonton communities. Many of our program children are bussed in from these southeast communities.

Programs and Organization

The Pre-Kindergarten Program provides transdisciplinary intervention and support to pre-school children with severe developmental delays and is directly funded through Alberta Education Program Unit Funding. The children we serve range in age from 2.8 to 4.8 years who have a severe delay in their development. Each class has a team of professionals who work with children on speech, mobility and everyday tasks such as communicating and exploring through play. Children attend five half days of programming each week and most are bussed to the school.

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.

Budget Summary Report

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		1,869,663		2,008,842
Internal Revenue		0		0
REVENUE TOTAL		1,869,663		2,008,842
Classroom	5.000000	514,160	6.250000	642,700
Leadership	1.000000	123,744	1.000000	119,517
Teacher Supply	.000000	27,760	.000000	28,000
TOTAL TEACHER	6.000000	665,664	7.250000	790,217
(% of Budget)		35.6%		39.34%
Exempt	3.800000	389,796	4.000000	410,312
Exempt (Hourly/OT)	.000000	2,000	.000000	2,000
Support	10.500000	657,143	10.740000	656,329
Support (Supply/OT)	.000000	55,697	.000000	68,272
TOTAL NON-TEACHER	14.300000	1,104,636	14.740000	1,136,913
(% of Budget)		59.08%		56.6%
TOTAL STAFF	20.300000	1,770,300	21.990000	1,927,130
(% of Budget)		94.69%		95.93%
SUPPLIES, EQUIPMENT AND SERVICES		74,500		64,549
INTERNAL SERVICES		24,864		17,164
TOTAL SES		99,364		81,713
(% of Budget)		5.31%		4.07%
TOTAL AMOUNT BUDGETED		1,869,664		2,008,843
Carry Forward Included		0		0
Carry Forward to Future		0		0