

## Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	0.000	Custodial	4.250000	Salaries	\$3,899,958	95%
Weighted	0.000	Exempt	0.000000	Supplies, Equip., Services	\$183,811	05%
Regular	0	Support	12.528000			
		Teacher	<u>27.492000</u>			
Year Opened	1955	<b>Total</b>	<b>44.270000</b>	<b>Total</b>	<b>\$4,083,769</b>	<b>100%</b>

### 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. 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 Mandarin 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 13 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 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 Pre- Advanced Placement, Mandarin Bilingual, Interactions programming for junior high aged students with Autism Spectrum Disorder, as well as the Community Mental Health program which consists of one elementary and one junior high classroom.

### 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 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 2019-2020, report on the results you achieved (with evidence, including referencing the School's Accountability Pillar results, if applicable) and describe how achievement of the goal supports the above Division's Priorities that were in effect when the goal was set.

By June 2020, student achievement results in the areas of literacy and numeracy will meet or exceed our previous three-year average as stated on the school's Accountability Pillar. To achieve this, and in preparation for the new provincial curriculum, our teachers will engage in collaborative work around teaching and learning for conceptual understanding, designed to improve the teaching and learning of literacy and numeracy

#### Results Achieved:

##### Accountability Pillar Results:

In relation to the Accountability Pillar, Parkview School continues to achieve a "Very High" rating in Overall Educational Quality (93.4%) and School Improvement (84.5%) while maintaining an overall rating of "Excellent" in both areas.

Staff met monthly in their grade level/subject teams with Crestwood and Laurier Heights staff looking at High Impact Instructional Approaches and then those strategies were brought back to the classrooms to support student learning and understanding.

MIPI Results: 66.7% of students achieved at or above grade level. This is a 1.1% decrease from the previous year.

Reading Levels: 75% of students achieved at or above grade level. This is a 6.5% increase from the previous year.

By June 2020, Parkview staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Catchment, cohort and school level professional learning will focus on teaching and learning for conceptual understanding.

#### Results Achieved:

- Catchment level professional learning opportunities:
  - Focus on Connection and Collaboration - Half day PD with Dr. Jody Carrington and then ongoing professional learning with online course work and book study
- Cohort:
  - Learning and Development Site (LADS) - Catchment cohort work with Parkview/Crestwood/Laurier Heights - lead teachers attended monthly sessions and brought back their learning to share at monthly meetings of the grade/subject cohorts when the three schools met together
- Self-directed professional learning opportunities

Parkview's enrollment is at a 5 year high which speaks to the welcoming, high quality learning environment and positive culture we have co-created. Parkview School staff demonstrated high levels of connection and collaboration throughout the school year but particularly during the time of Covid when in person classes were canceled.

By June 2020, Parkview staff will grow and enhance our rich and diverse school culture by using multiple and varied strategies to engage parents as partners and providing supports for the whole child. A focus on continuing to build on the well established school culture (Pride of Parkview) with staff, students and parents will guide our work throughout this school year.

**Results Achieved:**

**Accountability Pillar Results:**

Safe and Caring Schools: **94.9%** of teachers, students and parents are in agreement 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. This exceeds the previous three year average of 91.5% and is an overall rating of **Excellent**.

Citizenship: **91.6%** of teachers, students and parents are satisfied that students model the characteristics of active citizenship. This exceeds the previous three year average of 88.0% and is an overall rating of **Excellent**.

Parental Involvement: 78.4% of teachers and parents are satisfied with parental involvement in decisions about their child's education. This is a decrease in the previous three year average of 83.3% and is an overall rating of Acceptable.

Additionally, Parkview School averaged:

- 55 parents at our monthly Parkview Pride elementary assemblies
- 10 parents at our monthly Parent Advisory council meetings
- 80 people reached per post on our social media posts

**What were the biggest challenges encountered in 2019/20?**

- meeting the needs of at risk students in our inclusive junior high classes
- resourcing and implementing appropriate intervention supports
- supporting the mental health and well being of our diverse population of students and their families
- keeping up with the needs of an aging building - we have many needs related to infrastructure (furniture, equipment, window coverings, outdated technology etc)
- responding to the emerging needs of staff and students during the Covid-19 crisis from March to June 2020 including the technology, teaching and learning needs as well as the significant needs to support staff and student mental health.

**What was most important for your school community as you prepared for the 2020-2021 school year?**

- In August as we prepared for re-entry, the most important things to consider were timely communication with our community and reassuring families that we were doing everything we could to provide a safe, welcoming environment for students to come back to.
- Ensuring that our Parkview School re-entry plan adhered strictly to the Division re-entry plan and AHS guidelines as well as that these documents were enacted in the school.
- Connecting with families in numerous innovative ways to ensure a welcoming environment for their return (both in school and on line) - school re-entry video, meet the teacher videos, messaging on SchoolZone and phone call out,
- Ensuring that communication with our Parkview staff team was timely and ongoing
- Prioritizing staff and student mental health and well being
- As federal funds became available, being able to uncouple large, combined classes in elementary and create smaller, straight grades

**Accountability Pillar Overall Summary**  
**3-Year Plan - May 2020**  
**School: 7531 Parkview School**



Measure Category	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
Safe and Caring Schools	Safe and Caring	94.9	92.0	91.5	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	89.9	90.8	88.8	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	93.4	89.8	92.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.0	0.9	1.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.7	71.7	74.6	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	28.3	27.9	28.0	20.6	19.9	19.6	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.9	92.2	82.7	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	91.6	89.1	88.0	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	78.4	84.5	83.3	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	84.5	90.0	86.8	81.5	81.0	80.9	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. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
  3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
  4. 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).
  5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  6. 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.
  7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
  8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
  9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
  10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

### 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 2020/2021 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.

By June 2021, our teachers will expand their ability to meet the needs of complex and diverse learners in the areas of literacy and numeracy to ensure success for every student. As a result, struggling students will show an increase in their performance levels related to literacy and numeracy on a variety of measures including MIPI, HLAT, F & P reading levels, ELL benchmark, BAS and teacher awarded marks.

**We will achieve this by:** Reviewing the needs of our learners by gathering appropriate data and identifying students in need of intervention and then investigating and implementing appropriate and feasible literacy and math interventions

**We will measure success by:**

- Accountability Pillar - Overall Educational Quality and School Improvement
- An increase in the percentage of students reading and writing at or above grade level in English and reading at or above grade level in Mandarin (grades 7-9)
- District Feedback Survey - percentage of parents who believe that teachers help their child improve their writing skills

Priority 1

By June 2021, Parkview staff will participate in and have opportunities to enhance their professional capacity and leadership skills through a culture of collaboration and distributed leadership, creating welcoming, high quality learning and working environments. Catchment, cohort and school level professional learning will focus on teaching strategies to support a range of learner needs (differentiation), best practices in assessment and student and staff mental health and wellness by building and maintaining connection in the middle of a global pandemic.

**We will achieve this by:**

Providing the opportunity for staff to attend professional learning opportunities that align to their professional growth plans, as well as school goals. Providing collaborative opportunities to share best practices through communities of practice, school structured PD and self directed PD.

Catchment - continued opportunities to participate in Emerging Leaders community of practice as well as with the ongoing Dr. Jody Carrington work in support of connection

Cohort level - continued opportunities to collaborate with Crestwood and Laurier Heights in grade level and subject area groups

School-targeted professional learning that supported by the resources "Making a Difference: Meeting diverse learning needs with differentiated instruction" and the AAC workbook "A Framework for Student Assessment"

**We will measure success by:**

- Teacher surveys measuring growth of knowledge in differentiation, assessment and mental health
- Feedback shared by staff regarding their professional learning opportunities and collaboration.
- Accountability Pillar Survey-Continuous Improvement, School Improvement, Effectiveness of Professional Development and Learning Environment will increase
- Building capacity, Leadership and Professional Growth and Development items on the District Feedback Survey, will show an improvement.

Priority 2

By June 2021, Parkview staff will grow and enhance our rich and diverse school culture by using multiple and varied strategies to engage parents as partners and providing supports for the whole child. A focus on continuing to build on the well established school culture (Pride of Parkview) with staff, students and parents will guide our work throughout this school year with consideration for how to do this work in the midst of a global pandemic.

**We will achieve this by:**

Intentional and timely communication of information and celebrations, and an opportunity for input using a variety of tools for engagement. We will work intentionally to find ways to reach out to our community to allow for connections and contributions that are supported amid the Covid-19 restrictions.

**We will measure success by:** number of parents accessing SchoolZone, completing online forms, number of parents involved in school activities and offerings, and attending our Parent Advisory Council. The relevant areas of the Accountability Pillar will be used as well including Continuous School Improvement and Safe and Caring Schools, Citizenship and Parental Involvement. District Feedback Survey - Health and Well Being, Home School Communication, Family Engagement, Involvement, and Partnerships.

Priority 3

	2020-21 Spring Proposed		2020-21 Fall Revised	
Resources		4,083,769		4,083,769
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,083,769</b>		<b>4,083,769</b>
Classroom	25.813000	2,653,345	25.813000	2,653,345
Leadership	1.679000	227,638	1.679000	227,638
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	77,800	.000000	77,800
<b>TOTAL TEACHER</b>	<b>27.492001</b>	<b>2,958,783</b>	<b>27.492001</b>	<b>2,958,783</b>
<b>(% of Budget)</b>		<b>72.45%</b>		<b>72.45%</b>
Exempt (Hourly/OT)	.000000	8,012	.000000	8,012
Support	12.528000	684,606	12.528000	684,606
Support (Supply/OT)	.000000	3,000	.000000	3,000
Custodial	4.250000	235,558	4.250000	235,558
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
<b>TOTAL NON-TEACHER</b>	<b>16.778000</b>	<b>941,176</b>	<b>16.778000</b>	<b>941,176</b>
<b>(% of Budget)</b>		<b>23.05%</b>		<b>23.05%</b>
<b>TOTAL STAFF</b>	<b>44.270000</b>	<b>3,899,959</b>	<b>44.270000</b>	<b>3,899,959</b>
<b>(% of Budget)</b>		<b>95.5%</b>		<b>95.5%</b>
TRANSFERS AND OTHER		0		0
SUPPLIES, EQUIPMENT AND SERVICES		134,311		134,311
INTERNAL SERVICES		49,000		49,000
OTHER INTEREST AND CHARGES		500		500
<b>TOTAL SES</b>		<b>183,811</b>		<b>183,811</b>
<b>(% of Budget)</b>		<b>4.5%</b>		<b>4.5%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,083,770</b>		<b>4,083,770</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0