

Profile



Enrolment		Staff FTE		Budget		
Normalized	631.500	Custodial	2.938000	Salaries	\$4,367,074	96.08%
Weighted	726.470	Exempt	0.000000	Supplies, Equip., Services	\$178,334	03.92%
Regular	678	Support	10.390000			
		Teacher	29.126000			
Year Opened	1962	Total		42.454000	Total \$4,545,408	100.00%

School Philosophy

At Glengarry School we believe that all students can be successful and we are committed to unlocking each student's potential to maximize performance, self-esteem and dignity. We believe in the uniqueness and worth of each individual, the ability of every child to learn and succeed, a collaborative approach to teaching and learning and the importance of a caring, nurturing and supportive environment for learning. Glengarry School promotes high standards of personal achievement and growth through a collaborative model that includes students, parents, staff and community. We believe teaching and learning are the most important activities that take place in our school, accomplished through the partnership of child, school, parent and community.

Community Profile

Glengarry School is located in North-Central Edmonton. Our students reside primarily in North-Central and North-East Edmonton as Glengarry School serves as the district site for the Arabic Bilingual program for students in North Edmonton. We have an active parent council, with long standing positive relationships and partnerships with the Canadian Arab Friendship Association and the World Lebanese Cultural Union. Other partnerships include those with the Mennonite Center for Newcomers, the Rotary Club of Edmonton Northeast and working partnerships with Killarney Junior High School and Queen Elizabeth High School. Glengarry School continues to be an active site for community use after hours.

Programs and Organization

Glengarry School provides kindergarten to grade 6 programming, with a strong emphasis on literacy learning for students in all grades. Reading Recovery, Leveled Literacy, Middle Years Literacy Intervention and Balanced Literacy are some of the interventions and teaching practices that support our efforts to improve literacy learning for our students. As a single track Arabic Bilingual school, 35% of programming is taught in Arabic (Arabic Language Arts, Health, Physical Education, Art and Music) and the remaining 65% of programming is taught in English (English Language Arts, Social Studies, Science and Mathematics) in grades 1 to 6. Our special education students are integrated into age appropriate classes where program support is provided. Glengarry works in professional partnership with the North Central Catchment Schools on focused staff professional development to support enhanced student learning opportunities and successful transitions. As UNESCO Candidate School we seek opportunities for students to be involved in the promotion of the four pillars of learning and the themese of study as set out by the UNESCO International Organization

School Community Relationships

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

Canadian Arab Friendship Association, World Lebanese Cultural Union

### 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, students at Glengarry will demonstrate growth in literacy in both Arabic and English. Achievement of this goal will be supported by:

- Building staff capacity through the Literacy Achievement Project.
- Targeted interventions.
- A collaborative response model to enable teachers to develop plans to support students in literacy.

### Results Achieved:

**Teaching staff leveraged collaborative structures to support professional learning and capacity building in the following areas:**

- Implementation of Literacy Achievement Project classroom strategies, such as using growth charts and literacy maps.
- Small group literacy instruction (Literacy Centers, Guided Reading, Shared Reading/Writing, Structured Word Inquiry)
- Anita Archer - explicit vocabulary instruction.
- Literacy subscriptions in English (Reading Eggs and RAZ-Kids) and Arabic (Nahla Wa Nahel)
- Creation of Arabic booklets that were differentiated and supported connections in Arabic phonics.

**Results indicate that the collaborative professional learning structures have had a positive impact on student achievement in literacy.**

#### Literacy:

- **Student Reading Achievement:** There was a notable improvement in student reading levels in English and Arabic. In English, 75.8% of our students are reading at or above grade level. An increase of 5.6% from 2023 (70.2% at or above grade level). In Arabic, 67.9% of our students are reading at or above grade level. An increase of 5.8% from 2023 (62.1% at or above grade level).
- **HLAT Results:** While HLAT results had a slight decrease, the improvements in student reading achievement suggest that the teaching staff's efforts should show positive impact in the future. 49.7% of students were writing at or above grade level in 2023 as compared to 41.2% in 2024. The results did show positive increases from 2023 to 2024 in grades 3 (6.3% increase in writing at or above grade level) and in grades 4 (2.8% increase in writing at or above grade level)
- **CAT4 Reading Assessment:** According to the CAT4 Reading assessment, administered to Grades 4 to 6 students, we went from 51% of our students at stanine 4 or above in the Fall, to 67.3% in the Spring. This is a notable increase of 16.3% from the start of the year till the end.
- **Student Literacy Self-Assessment:** On the division feedback survey question "I think I am getting better at reading this year", 94.7% of students responded with either strongly agree or agree. 89.6% of students agreed or strongly agreed with "I am getting better at writing this year" on the same survey.
- **Grades 1-3 Literacy Screeners** - There was a great improvement to the amount of students who were identified as at-risk on the literacy screeners from the baseline assessment to the final assessment in June.
  - Letter Name-sounds (LeNS) assessment & Castles and Coltheart 3 (CC3) assessment
    - Grade 1- 56% (54 total ) students were at-risk in January. This decreased to 35% (35 total) students at-risk in June.
    - Grade 2- 67% (65 total) students were at-risk in September. This decreased to 32% (32 total) students at-risk in June.
    - Grade 3- 28% (27 total) students were at-risk in September. This decreased to 23% (22 total) students at-risk in June.

By June 2024, Glengarry students will demonstrate growth in the areas of Safe and Caring Schools, Citizenship, and sense of belonging. Achievement of this goal will be supported by:

- Collaborative work related to anti-racism, reconciliation, resilience, and mental health.
- A whole school approach to leadership and character education that will include participation in the LEAD Recess Program, the UNESCO 4 Pillars, the Resiliency Pilot Project, and periodic citizenship initiatives that focus on local and national, and international issues.

### Results Achieved:

**Results indicate a positive trend in fostering a sense of belonging, safety and citizenship among students related to the implementation of initiatives focused on building resiliency, leadership and character education in students at Glengarry School.**

**Staff engaged in collaborative professional learning related to child and youth resilience with Dr. Unger's R2 Resiliency project. Through this collaborative**

**work teachers implemented classroom learning activities and staff participated in school-wide initiatives such as monthly resilience assemblies and guest speakers. There was an increase in grade collaboration, to build and support student relationships. LEADS Recess program built leadership capacity in students and fostered a cooperative learning environment for all students. The UNESCO student group organized and led various initiatives to build citizenship connections outside of the school.**

**Improved Sense of Self-belonging-** The percentage of students agreeing or strongly agreeing that they feel like they belong at school increased from 75.1% in 2023 to 79.4% in 2024. This is a positive improvement and aligns with the school's efforts to create a more inclusive environment.

**Positive Trend in Opportunities to Be Involved -** When responding to “at my school, I have opportunities to be involved in activities that support my sense of belonging”, 83.9% of students either agreed or strongly agreed. This is an increase from 2023 when 78% of students responded similarly to the same question.

**Increased Student Safety-** There was a slight increase in students' perception of safety at school, from 75.5% in 2022 to 77.2% in 2024

The increased percentage of students who feel they belong and are safe at school are encouraging. The data from both surveys provides indication of the school's efforts to create a supportive and inclusive learning environment.

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

**We continued to rely on strong staff collaboration and connectedness of the learning community to face the following challenges:**

- student levels of emotional regulation, mental wellness, and personal home circumstances affected our students' readiness to learn,
- increased complexities of learning needs in our school's student population,
- increasing class sizes related to enrolment growth,
- finding time to efficiently collaborate among grade levels. Implementing, maintaining and vetting of grade level resources,
- availability of targeted interventions due to budget constraints,
- diversity of student learning achievement requires considerable differentiation of classroom instruction.

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

**Literacy -** There is opportunity for improvement across all literacy levels. Our staff will continue to engage with whole class literacy support and instruction. Targeted interventions will also be used to support students that are below reading and writing levels.

**Student well-being and mental health -** Supporting students well-being and sense of belonging by addressing school culture. Building teacher capacity to support students with a range of strategies and skills to improve Glengarry's classroom and school atmosphere along with student engagement and resilience.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7184 Glengarry School

Assurance Domain	Measure	Glengarry 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	85.1	88.9	87.0	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.5	81.5	75.6	79.4	80.3	80.9	High	Maintained	Good
	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	65.2	68.6	68.6	68.5	66.2	66.2	Low	Maintained	Issue
	PAT6: Excellence	6.7	5.8	5.8	19.8	18.0	18.0	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	62.5	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	15.4	15.5	15.5	n/a	n/a	n/a
	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	86.2	90.6	88.5	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.6	85.3	80.8	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	79.5	79.7	74.2	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	90.3	85.2	82.7	79.5	79.1	78.9	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. 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

**By June 2025, Glengarry School will commit to all students demonstrating growth in English and Arabic reading and writing as determined by Alberta Education and local measures.**

**Achievement of this goal will be supported by:**

- Glengarry School participation in the Literacy Achievement Project, and building teacher capacity in literacy instructional strategies.
- Literacy intervention for students that are below grade level or identified at risk according to Alberta Government Literacy Screening.
- Participation in school-wide literacy professional learning and collaboration.
- Supporting all students to insure growth and providing interventions as necessary.
- Using HLAT Writing Assessment data and other measures to target English language literacy.
- Using Bilingual Writing Assessment data and other measures to target Arabic language literacy.

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

Student Reading Level Data; HLAT Results (in English and Arabic); Provincial Screening Assessments; CAT4 Assessments; Grade 6 PAT results; Feedback from related 2024-2025 Edmonton Public School Division Feedback Survey questions; Alberta Education Assurance Survey questions; School Community feedback (Staff, Students, Families)

### Division Priority 3

**By June 2025, Glengarry staff, students, and community will collaborate in a comprehensive approach to student well-being and mental health. Students will display growth in their sense of belonging and connection to the school. Staff will support this goal by building their own capacity to create safe, positive, and welcoming classroom and school environments.**

**Achievement of this goal will be supported by:**

- Using resilience, division feedback, and assurance survey data to focus student support.
- Building capacity of staff to engage and foster positive student relationships, using professional learning and collaborative conversations.
- Promoting positive approaches to student conduct, such as restorative practices, circle, and conversations.
- Creation and promotion of leadership and collaborative opportunities for all students. (UNESCO and other leadership clubs)
- Creating opportunities for student wellness to be supported at school. (Character education program, resilience and engagement strategies, citizenship initiatives)

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

2024-2025 Edmonton Public School Division Feedback Survey; Youth Resilience Survey; Alberta Education Assurance Survey; Compiled school engagement data in reference to leadership opportunities; School Community feedback (Staff, Students, Families)

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources	4,464,881		4,545,408	
Internal Revenue		0		0
REVENUE TOTAL		4,464,881		4,545,408
Classroom	27.204000	2,940,019	26.626000	2,877,553
Leadership	2.500000	338,183	2.500000	338,790
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,065	.000000	168,195
TOTAL TEACHER	29.704000	3,388,267	29.125999	3,384,538
(% of Budget)		75.89%		74.46%
Exempt (Hourly/OT)	.000000	109,203	.000000	100,000
Support	9.500000	594,498	10.390000	648,513
Support (Supply/OT)	.000000	9,500	.000000	13,000
Custodial	2.938000	202,423	2.938000	202,423
Custodial (Supply/OT)	.000000	13,000	.000000	18,600
TOTAL NON-TEACHER	12.438000	928,624	13.328000	982,536
(% of Budget)		20.8%		21.62%
TOTAL STAFF	42.142000	4,316,891	42.454000	4,367,074
(% of Budget)		96.69%		96.08%
SUPPLIES, EQUIPMENT AND SERVICES		69,690		100,034
INTERNAL SERVICES		78,300		78,300
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		147,990		178,334
(% of Budget)		3.31%		3.92%
TOTAL AMOUNT BUDGETED		4,464,881		4,545,408