

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	603.000	Custodial	2.938000	Salaries	\$4,149,320	96.49%
Weighted	678.828	Exempt	0.000000	Supplies, Equip., Services	\$150,915	03.51%
Regular	641	Support	8.400000			
		Teacher	<u>29.170000</u>			
Year Opened	1962	Total	40.508000	Total	\$4,300,235	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 theme 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 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 Glengarry students will demonstrate growth in reading, writing and mathematics as determined by a variety of local and provincial measures.

Results Achieved:

Reading: 70.2% of our students are reading at or above grade level in English and 62.1% are reading at or above grade level in Arabic. We were able to show growth in reading through a variety of measures. The Provincial Literacy Screening Assessment, administered to students in Grades 1 to 4, showed that the percentage of students deemed At Risk in Grade 1 decreased from 56% to 47% from the first assessment to the second. In Grade 2, the percentage At Risk decreased from 50% to 34%, in Grade 3 the percentage At Risk decreased from 22% to 16% and in Grade 4 the percentage At Risk decreased from 14% to 8%. According to the CAT4 Reading assessment, administered to Grades 4 to 6 students, we went from 55.2% of our students at stanine 4 or above in the Fall, to 63.7% in the Spring. The Provincial Achievement Test in English Language Arts indicated that 91.8% of our Grade 6 students were at the acceptable standard, and 8.2% met the standard of excellence.

Writing: 48.4% of our students are at or above grade level in English writing as measured by the HLAT.

Numeracy: The Provincial Numeracy Screener, administered to Grades 1 to 3, indicated that the percentage of students At Risk in Numeracy decreased from 22% to 18% in Grade 1, from 9% to 3% in Grade 2, and decreased from 23% to 12% in Grade 3. According to the CAT4 Math assessments, administered to Grades 4 to 6 students, we went from 69.0% of our students at stanine 4 or above in the Fall, to 73.7 in the Spring. The Provincial Achievement Test in Math indicated that 67.5% of our Grade 6 students were at the acceptable standard, and 5.2% met the standard of excellence.

Through collaboration and professional learning, all Glengarry staff will enhance their knowledge and understanding in support of making authentic progress towards advancing anti-racism, equity and reconciliation.

Results Achieved:

At Glengarry School, we created an anti-racism committee to complement our existing and embedded work on Truth and Reconciliation. We used time on PL days and early Thursdays to work on these topics. Our work on Truth and Reconciliation was recognized on the Division Feedback Survey, where 76% of our students, 84% of their families, and 96% of our staff say that the school is taking actions that support Truth and Reconciliation. In addition, 88.6% of our students indicated they were aware of the work our school is doing to support anti-racism and belonging. 84% of our families indicated that the school keeps them informed about steps we are taking to support anti-racism and belonging, and 96.3% of our staff indicated that they are aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools.

By June 2023, Glengarry students will demonstrate growth in the areas of Safe and Caring Schools and Citizenship as measured by the Provincial Assurance Survey, the Division Feedback Survey, and internal school measures. A whole school approach to leadership and character education will include participation in the LEAD Recess Program, the UNESCO 4 Pillars, the Resiliency Pilot Project and periodic citizenship initiatives that focus on local, national, and international issues.

Results Achieved:

Our results indicate that we made improvement in this area, as indicated by a variety of measures.

As measured by the Assurance Survey:

- 79% of parents say students at Glengarry follow the rules, an increase of 29% over last year.
- 79% of parents say that students at Glengarry respect each other (+48%).
- 63% of students say other students follow the rules at Glengarry (+19%).

- 85% of students feel safe at school (+2%).
- 74% of students say other students treat them well (+20%).
- 64% of students say most students at Glengarry care about each other (+16%) and 55% say students at Glengarry respect each other (+12%).
- 74% of students say they feel like they belong (+5%).
- 100% of parents say their child is safe at school, which was the same as last year.
- 100% of parents say their child is safe on the way to and from school (+15%).
- 85% of parents say students treat each other well at school (+54%).

The Division Survey indicated that:

- 76% of students feel safe at school and 64% of parents say their child is safe at school.
- 76% of students feel like they belong at their school, and 92% of families say their child feels like they belong at school.

The Resilience Survey indicated that:

- 65% of our students have above average or high resilience (-1%).
- 59% of our students have above average or high engagement (-10%).
- 61% of our students have above average or high connection to teachers (-21%).
- 73% of our students have above average or high sense of belonging (+3%).
- 67% of our students have above average or high well being, same as last year.

We will continue to work in this area in next year's plan, with a focus on Character Education using the UNESCO 4 Pillars, the Resilience pilot project with Dr. Michael Ungar, and leadership using the LEAD recess program.

What were the biggest challenges encountered in 2022-2023?

- Learning loss is still affecting students socially and academically.
- Classroom composition is becoming more complex and resources are lagging behind the pace of this change.
- Teachers' time to collaborate together as grade groups was not consistent/structured.
- Shortage of supply teachers and educational assistants.
- Attendance is a concern for some students, particularly with families returning to Canada well after the start of the school year or leaving well before the end of the school year.

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

- The results indicate that we have work to do in the area of Literacy, specifically in writing. We have joined the Literacy Achievement Project in order to develop a cohesive set of strategies to support our students in writing in both Arabic and English.
- Numeracy and Literacy Screening assessments will be used to determine which students require targeted intervention.
- We will continue to emphasize grade group meetings for teachers as they work to support their common students through a collaborative response model.
- Ongoing staff collaboration on anti-racism, equity, and wellness is critical to advancing our work in those areas.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	88.9	85.0	85.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	81.5	69.7	74.3	80.3	81.4	82.3	Very High	Improved	Excellent
	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	68.6	60*	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	5.8	6.7*	n/a	16.0	17.7	n/a	Very Low	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	90.6	86.4	89.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	85.3	76.3	76.3	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	79.7	68.7	68.7	80.6	81.6	81.6	n/a	Improved	n/a
Governance	Parental Involvement	85.2	80.2	80.4	79.1	78.8	80.3	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 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, 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.

What data will you use to track continuous improvement?

BAS (at, above or below grade level in reading); provincial screening assessments; CAT4 assessments; HLAT in Arabic and English

Division Priority 1

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.

What data will you use to track continuous improvement?

Alberta Education Assurance Measures; the Division Feedback Survey; the Division Resilience Survey; internal tracking measures.

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,224,683		4,300,235
Internal Revenue		0		0
REVENUE TOTAL		4,224,683		4,300,235
Classroom	26.464000	2,849,459	26.875000	2,893,712
Leadership	2.250000	308,342	2.295000	313,578
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	110,000	.000000	100,065
TOTAL TEACHER	28.714001	3,267,801	29.170000	3,307,355
(% of Budget)		77.35%		76.91%
Exempt (Hourly/OT)	.000000	97,411	.000000	105,000
Support	7.800000	478,141	8.400000	516,490
Support (Supply/OT)	.000000	9,500	.000000	9,500
Custodial	2.938000	199,975	2.938000	199,975
Custodial (Supply/OT)	.000000	14,000	.000000	11,000
TOTAL NON-TEACHER	10.738000	799,027	11.337999	841,965
(% of Budget)		18.91%		19.58%
TOTAL STAFF	39.452001	4,066,828	40.507999	4,149,320
(% of Budget)		96.26%		96.49%
SUPPLIES, EQUIPMENT AND SERVICES		84,650		84,015
INTERNAL SERVICES		73,205		66,900
TOTAL SES		157,855		150,915
(% of Budget)		3.74%		3.51%
TOTAL AMOUNT BUDGETED		4,224,683		4,300,235
Carry Forward Included		0		0
Carry Forward to Future		0		0