

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	596.000	Custodial	2.938000	Salaries	\$3,965,214	95%
Weighted	652.608	Exempt	0.000000	Supplies, Equip., Services	\$212,633	05%
Regular	642	Support	8.500000			
		Teacher	<u>28.888000</u>			
Year Opened	1962	Total	40.326000	Total	\$4,177,847	100%

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 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 NCCS students will demonstrate growth in reading, writing and mathematics as measured by shared assessment measures.

Results Achieved:

North Central Catchment Schools (NCCS) continued to focus on literacy and numeracy.

READING: Our collective response to COVID meant we were unable to consistently and effectively continue with evidence-based reading interventions. In June 2020, 50% of the catchment's students were reading at or above grade level, 48% were reading below grade level - of that 48% - 21% did improve by one year, 7% showed more than one year's growth in reading. As a catchment, we implemented 11 types of interventions which may have included Reading Recovery, LLI, MYLI, ALI, and targeted ELL support. At the high school level, the lack of diploma exam data due to COVID impacted the year's traditional growth measure, but it is significant to note that our three-year high school completion rate improved by over 10% (58.2% - 68.8%).

WRITING: Over the past 6 years, we have seen that our students struggle to meet grade-level expectations for writing as measured by the spring HLAT. Through COVID disruptions, we saw more of a dip in HLAT results with 48% of students at/above grade level and 52% writing below grade level. In 2020-2021, for our K to 9 schools in our catchment, the percentage of students overall writing below grade level ranges from 32% to 71%. Provincial Achievement Tests (PATs) were not written this year to provide data. As noted above, despite the absence of diploma exam data, the reading requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of reading.

MATH: NCCS Math Cohort work involved 25 staff (including Pre K-12 lead teachers, Catchment Coordinator, Principals, and APs) in the continued creation of Common Pre K-12 Assessment Tasks based on Number Operations & Place Value. 60% of respondents felt confident or very confident in teaching math for a variety of levels within a classroom. 68.9% of respondents explicitly teach math vocabulary. 86.4% of respondents indicated that they enjoy teaching math. MIPI results indicated that an average across our schools was that 46.1% of our grades 2-9 students were scoring at/above 60% which indicates this continues to be an area of concern. PAT's were not written. Again, despite the absence of diploma exam data, the writing requirements to complete English 30-1 or 30-2 (Alberta diploma requirements) are substantial and we see the above-noted increase in our three-year high school completion to reflect growth in the area of writing.

At Glengarry School:

71.5% of our students are reading at or above grade level in English and 77.0% are reading at or above grade level in Arabic. 60% of our students are at or above grade level in English writing as measured by the HLAT. 70 Students received Language Arts intervention 2-3 times a week.

In numeracy, 63.2% of our students are above 60% as measured by the MIPI. 45 Students received targeted numeracy interventions 3 times per week.

Literacy and numeracy will continue to be a focus for the coming year, with an emphasis on grades 1 to 3, who had their early learning years interrupted by COVID.

By June 2021, all staff will enhance their instructional practice through collaboration and job embedded professional learning as measured by internal measures and Professional Growth Plans.

Results Achieved:

The NCCS had a total of 85 Collaboration groups. Groups were formed as a result of common interests aligned to their Inquiry-Based Professional Growth Plan. We conducted our NCCS Inquiry-Based Professional Growth Plan Pilot - Year-End Survey Report (2020-21). We learned there was a 10% increase from the 2019-20 school year in the percentage of the number of respondents that either strongly agreed or agreed that the NCCS collaboration groups were effective in supporting their professional development goals. Results suggest that one of the strengths of the IBPGP, both as a collaborative framework in the NCCS and as a means to support professional growth, is its ability to adapt to a wide range of conditions faced by educators. For example, the emphasis on the mental health and wellness of students demonstrates the adaptability of the IBPGP to address emergent and pressing issues in NCCS classrooms. Survey results also indicated that collaboration groups offered support both professionally and personally in the midst of a global pandemic. During monthly collaboration meetings, staff were able to remain connected to problem solve, share ideas, and indicated they felt less isolated during these challenging times. All school leaders benefited from working with Sandra Herbst to support leading through a pandemic.

Highlights of the survey results indicated:

- 84% of staff agreed or strongly agreed that the IBPGP helped them meet their professional learning goals, an increase of 10% from results in 2019-2020
- 78% agreed that their IBPGP was a living document that evolved through the year, an increase of 15% from results in 2019-2020
- staff indicated they are more frequently measuring/reflecting on their progress towards their goals; (not measured in previous years)
- 45% of staff indicated they are reflecting on their progress monthly or more frequently 35% of staff indicated they are measuring progress towards meeting their goals monthly
- 91% of staff felt it was an important process that led to collaboration and relationship building with colleagues
- 92% of staff felt it impacted their professional learning

At Glengarry School:

Staff collaboration was impacted by cohorting, but we found efficiencies through Google Meets. Each staff member was involved in an NCCS collaboration group, focusing on action research on topics such as Technology, Assessment, Trauma Informed Practice, Literacy Instruction and Numeracy. Lead teachers collaborated with catchment colleagues in Numeracy, Literacy, and Leadership Development.

At Glengarry we will continue our work in the area of Citizenship. Based on the results of the Accountability Pillar, our particular focus will be on emphasizing kindness and treating each other with respect. Success will be measured by improved parent and student satisfaction in these areas on the Citizenship components of School, Division, and Provincial surveys.

Results Achieved:

That we were able to improve our results in areas like Safe and Caring Schools and Citizenship speaks volumes to the confidence families had in our division's COVID safety protocols. As measured by the Assurance Survey:

- 91% of parents say students at Glengarry follow the rules (+51%)
- 82% of parents say that students at Glengarry respect each other. (+32%)
- 75% of students say students help each other at Glengarry (+0%),
- 75% of students say students follow the rules at Glengarry (+13%)
- 76% of students say students respect each other at Glengarry (+9%)
- 84% of students feel safe at school (+3%)
- 70% of students say other students treat them well (+2%)
- 53% of students say most students at Glengarry care about each other and 45% say students at Glengarry respect each other
- 100% of parents say their child is safe at school. (+0%)
- 100% of parents say their child is safe on the way to and from school. (+25%)
- 73% of parents say students treat each other well at school (+10%)

The cohort model required by COVID protocols may have had a positive effect on these survey results, in that recess was more structured and staggered, with students interacting almost exclusively with students in their own cohorts. Teachers used circles in their individual classes to contribute to positive classroom culture.

We created kindness activities during literacy periods, posted reminders on daily announcements, and participated in Orange Shirt Day and Pink Shirt Day.

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

What were the biggest challenges encountered in 2020/21?

It is important to note because of COVID protocols the year started very cautiously. Such interventions as Leveled Literacy and Guided Reading looked different and supported smaller numbers of students.

Other challenges encountered included:

- COVID-19 protocols like lines, staggered entry, hand washing, hand sanitizing and so on, cut into learning time.
- supporting positive mental health outcomes for staff during the pandemic
- consistent attendance and participation during emergent remote learning
- pivoting quickly to online learning multiple times throughout the year
- Lack of face to face collaboration
- lack of available staff due to illness and isolation requirements
- Keeping track of and connecting with 150 students who were online for most of the year, and their teachers from across the division.

Staff math survey: Of note, out of the 192 NCCS responses, while not unique but still seen as a challenge, 36.1% of our teachers have less than 5 years experience teaching math. One of the biggest challenges that teachers indicated in the survey was the need to program for multiple levels and the range of learners in a classroom.

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

At Glengarry School:

- CAT-4 data will be used to inform instruction
- Ability to allocate federal funds to provide additional supports are unavailable this year
- Government of Alberta "Learning Loss Program" will support interventions in Division I
- Common data collection among NCCS schools will assist with collaboration and response to intervention
- Resilience work with Dr. Michael Unger will help us support children with their mental health and well-being
- We will focus on Literacy and Numeracy using our IBPGP, collaboration time, and committee structure
- Many of last year's protocols were instrumental in ensuring that students felt safe at school. We will continue things like staggered recess, frequent hand sanitizing and washing, masking, etc.
- We are re-emphasizing grade partner meetings for teachers as they work to support their common students

In NCCS

- Equity Achievement Project for 6 of our NCCS schools will help support catchment work using best practices
- OECD recommendations for purposeful work moving forward in support of our First Nations, Metis and Inuit population
- Division-wide re-entry plan that addressed specifics as well as our individual school plans will contribute to students feeling safe at school
- We will strive to build our catchment knowledge and awareness of how to end systemic racism in our schools

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Glengarry School (7184)



Assurance Domain	Measure	Glengarry School (7184)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	82.5	78.8	80.8	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	70.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.8	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	92.3	93.3	92.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	87.2	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	78.3	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	78.3	80.5	84.0	Intermediate	Maintained	Acceptable

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.

By June 2022, all NCCS students will demonstrate growth in reading, writing, and mathematics as measured by regular monitoring of each child's progress and shared assessment measures. In recognition of our population of students who are English Language Learners, and those with Special Needs, we will look to the OCED Promising Practices report as a guiding document to frame our work with all students.

Priority 1

By June 2022, collaboration and job-embedded professional learning will enhance high-quality teaching and learning practices as measured by internal measures and Inquiry-Based Professional Growth Plans. Areas of emphasis include Arabic Language Literacy, English Language Literacy, Diversity, Assessment, Leadership, Mental Health, and Numeracy.

Priority 2

By June 2022, 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, and engaged citizenship initiatives that focus on local and national issues.

Priority 3

	2021-22 Spring Proposed		2021-22 Fall Revised	
Resources		4,148,390		4,177,847
Internal Revenue		0		0
REVENUE TOTAL		4,148,390		4,177,847
Classroom	26.582000	2,733,480	26.888000	2,764,946
Leadership	2.000000	268,809	2.000000	268,330
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	108,000	.000000	108,000
TOTAL TEACHER	28.582001	3,110,289	28.888000	3,141,276
(% of Budget)		74.98%		75.19%
Exempt (Hourly/OT)	.000000	97,411	.000000	97,411
Support	8.500000	501,883	8.500000	496,947
Support (Supply/OT)	.000000	19,000	.000000	19,000
Custodial	2.938000	191,580	2.938000	191,580
Custodial (Supply/OT)	.000000	19,000	.000000	19,000
TOTAL NON-TEACHER	11.438000	828,874	11.438000	823,938
(% of Budget)		19.98%		19.72%
TOTAL STAFF	40.020000	3,939,163	40.326000	3,965,214
(% of Budget)		94.96%		94.91%
SUPPLIES, EQUIPMENT AND SERVICES		129,950		135,883
INTERNAL SERVICES		79,277		76,750
TOTAL SES		209,227		212,633
(% of Budget)		5.04%		5.09%
TOTAL AMOUNT BUDGETED		4,148,390		4,177,847
Carry Forward Included		0		0
Carry Forward to Future		0		0