

LLoyd Garrison School

Annual Education Results Report

2024-2025

www.lloydgarrisonschool.ca

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MESSAGE FROM THE PRINCIPAL



The **Annual Education Results Report for the 2024-2025** school year for Lloyd Garrison School was prepared in accordance with the Education Act and the Fiscal Planning and Transparency Act.

At Lloyd Garrison School we believe that all students can learn and be successful. We provide opportunities for learning that foster growth and success for each individual learner. I especially love when students stop me in the hall to show or tell me what they have learned and seeing their excitement. I get excited seeing the progress they have made from the beginning of the year until now.

Having open communication between home and school increases this success! I am always looking to improve by welcoming parents to contact myself, our teachers and/or the school office if there are any questions or concerns.

Helen Wevik

Helen Wevik, Principal

ABOUT LLOYD GARRISON SCHOOL

As our mission statement says, we are focused on fostering growth and success for all learners. Literacy and numeracy are a large priority in achieving this. In addition to a strong focus on literacy and numeracy, we offer other high-quality opportunities including High German instruction, fine arts and home economics. Lloyd Garrison School supports and promotes community partnerships through participation in the community garden and adult learning.

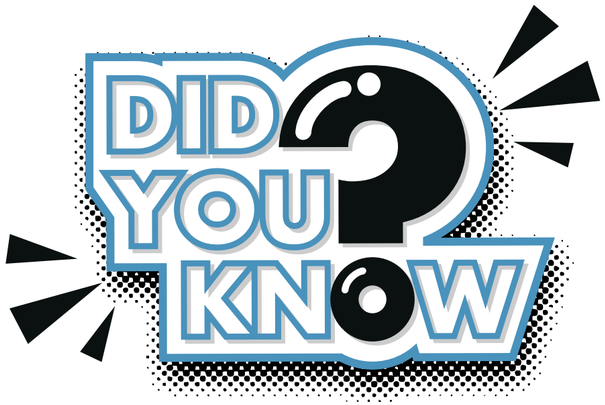
Lloyd Garrison students are leaders. They partake in activities that are both rewarding and challenging and our school places high priority on nurturing character development. Through various activities and programs, our students are experiencing character education, with a focus on values, leadership, respect and global awareness.

Every effort is made in creating a culture where all students have options, support and dedication to succeed.

OUR MISSION: Learning, Growing, Succeeding Together

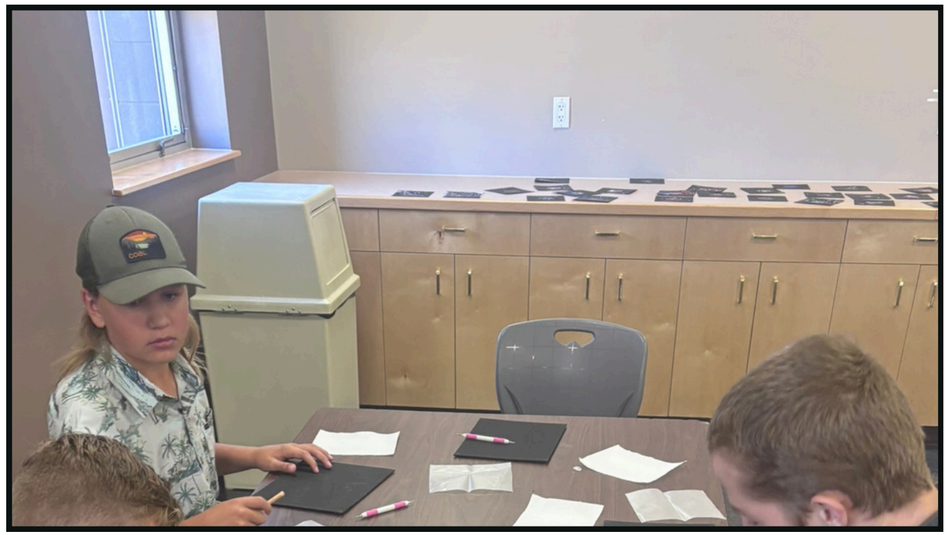
OUR VISION: At Lloyd Garrison School, we will provide opportunities for learning that fosters growth and success for each individual learner.





70+ STUDENTS

10+ TOTAL STAFF



GOAL #1
ALL STUDENTS ARE LITERATE

OUTCOME: **All students are reading and writing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Phonological Awareness Screening Test (PAST) for Grades K-1
- Random Automatized Naming (RAN) Screening Test for Grades K-1
- Letter Name-Sounds (LeNS) Test for Grades K-2
- Castles and Coltheart 3 (CC3) Screening Test for Grades 1-3
- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division
OUTCOMES & MEASURES

- Divisional Writing Assessment Tool (WAT) for Grades 1-9
- Reading Comprehension Assessment Tool (RCAT) Data for Grades 4-12
- Divisional Report Card Data for Grades 1-12
- Divisional Survey Results Regarding Literacy Achievement

Educators will also use disaggregated literacy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels or divisions within the school.

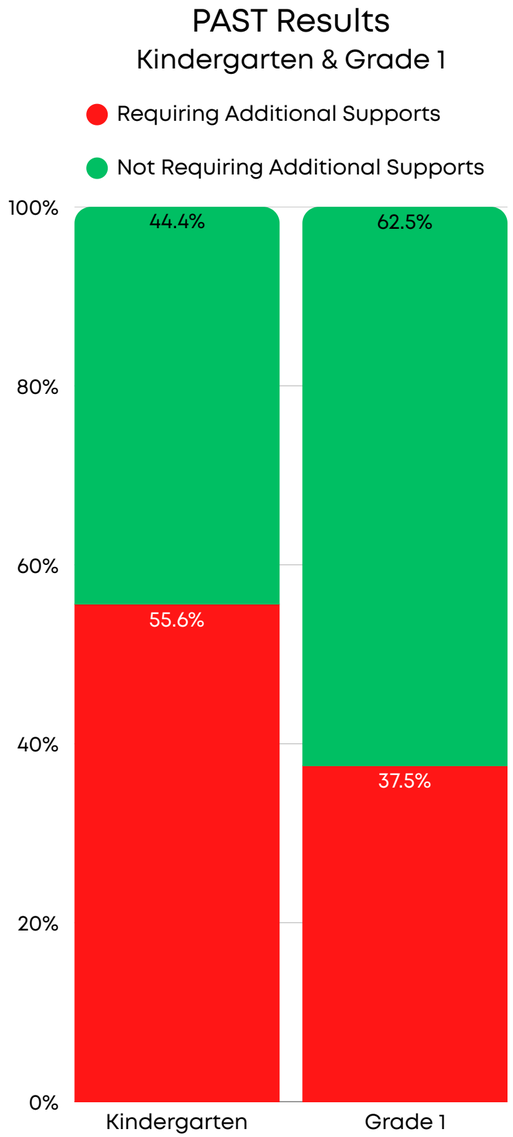
OUR STRATEGIES

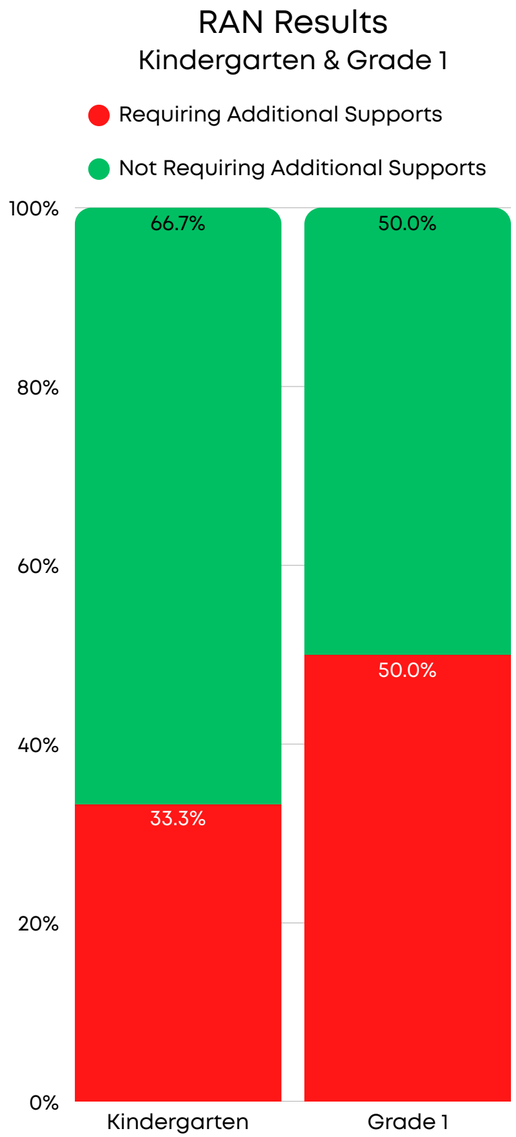
- LGS administration will continue to support teachers and support staff in fostering high quality teaching to improve literacy knowledge and skills.
- LGS administration will facilitate/provide professional development for teachers and support staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
- LGS will work with teachers and support staff to develop professional development plans that align with the division's literacy goals.
- As part of the division's Literacy Assessment Framework, LGS will provide support to teachers in administering various assessments including, RCAT, divisional writing assessment, PAST, LeNs and CC3, to inform teaching practices that best support literacy learning.
- LGS will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in English Language Arts across grade levels.
- LGS will work with school-based leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' literacy and numeracy skills.
- LGS will support teachers and supports staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.



LITERACY ACHIEVEMENT RESULTS

Phonological Awareness Screening Test (PAST) Results, Random Automatized Naming (RAN) Screening Test Results & Letter Name Sounds (LeNS) Results





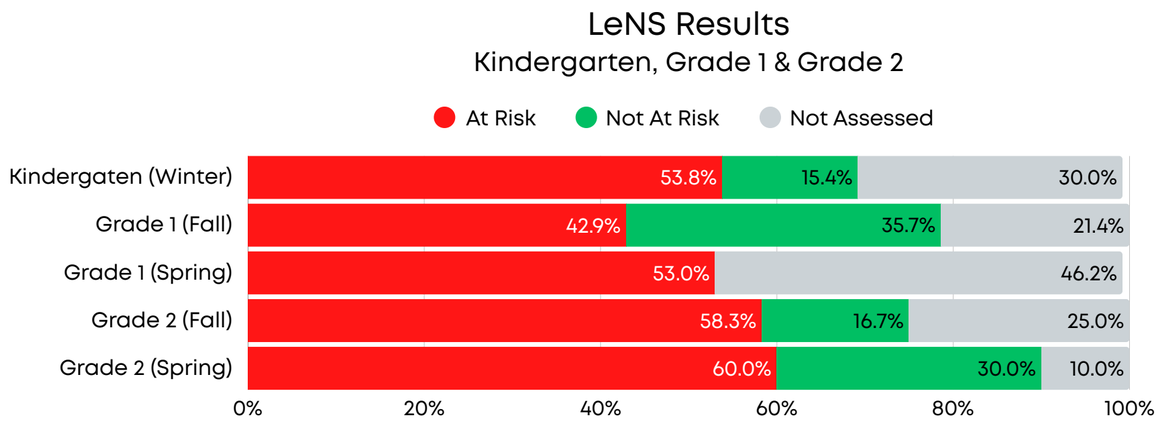
Summary

The Phonological Awareness Screening Test (PAST) is a measure of a child's phonemic awareness. Phonemic awareness is the ability to identify and manipulate the sounds in oral language. This foundational skill is a strong predictor of future reading success.

Rapid Automatized Naming (RAN) is the ability to quickly name highly familiar visual stimuli, such as letters, digits, colors or objects. This assessment is a predictor of reading fluency.

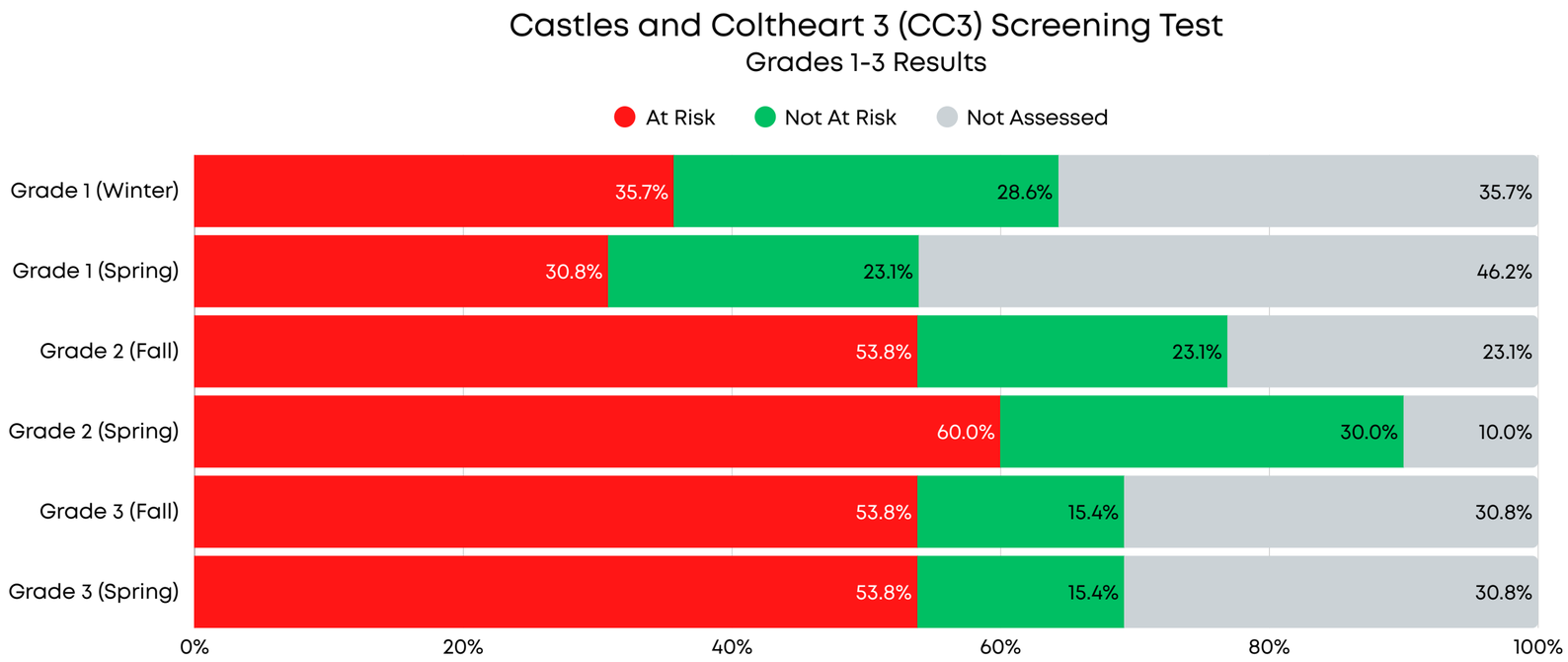
We know that children become accurate and fluent readers when they are successful with these skills. These assessments, along with the Letter Name Sounds (LeNS) assessment, allow educators to predict which children are at high risk for reading difficulties and to provide targeted interventions to prevent reading difficulties from happening or becoming more severe.

Approximately 44.5% of our students in Kindergarten, and 43.8% in Grade 1, were in need of additional literacy support based on the criteria in both the PAST and RAN assessments.



LITERACY ACHIEVEMENT RESULTS

Castles & Coltheart 3 (CC3) Screening Test Results



Summary

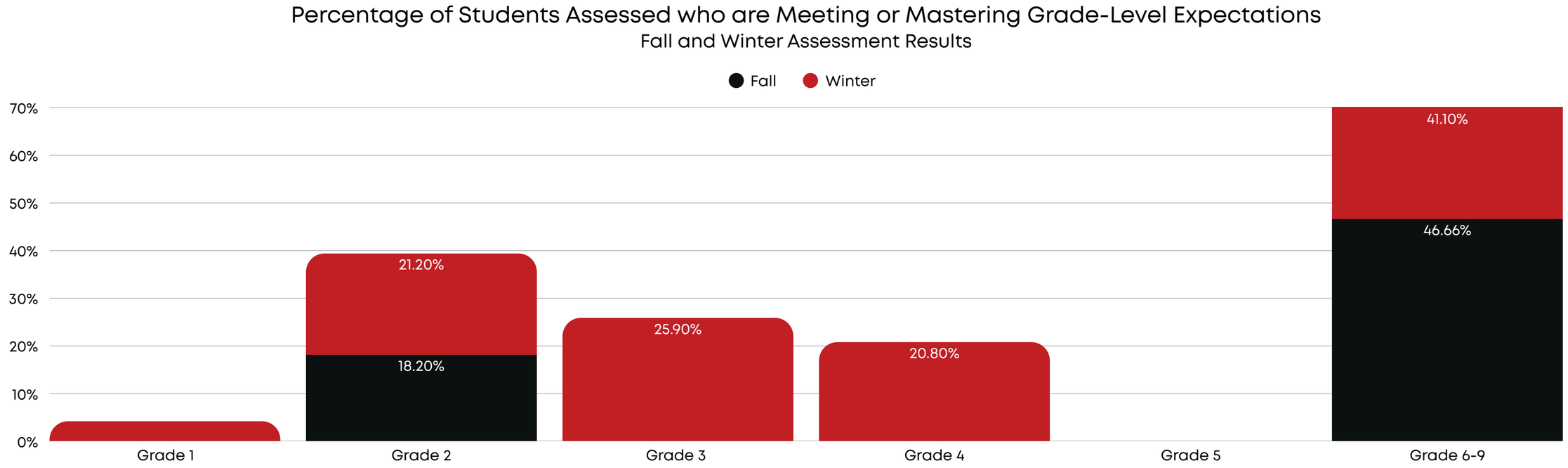
The CC3 tests the functioning of the key processes in single-word, reading–phonological, decoding and whole-word recognition. The CC3 is designed to identify the nature of a child's reading difficulties and provide directions for instruction and intervention.

Based on the students who were assessed, LGS saw a decline in Grade 1 students at risk in the spring, an increase in Grade 2 students at risk and maintained the same amount of students at risk in Grade 3.

When analyzing the following data it is worth noting that there were several students who moved out of the school and others who moved in between testing periods.







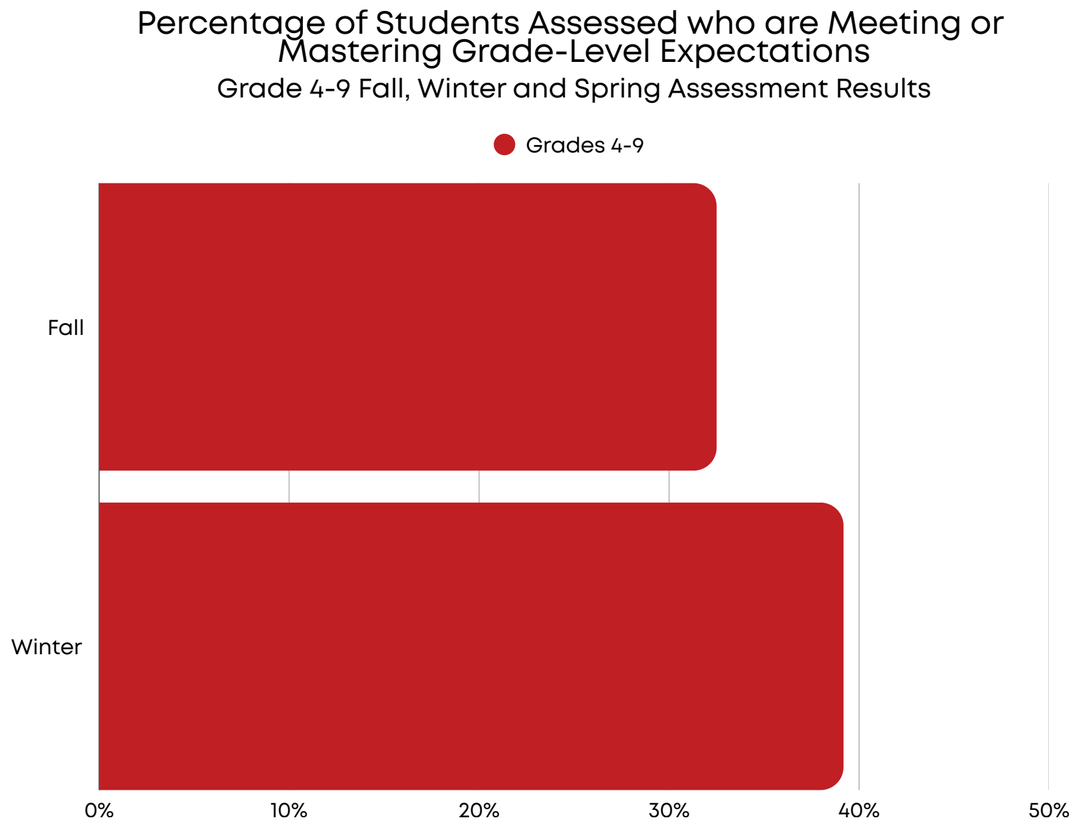
Summary

The Division Writing Assessment Tool (WAT) is an internally developed assessment that measures proficiency in organization, mechanics and content of student writing and is administered to Grades 1 to 9 students. WAT data are primarily used to inform instruction throughout the year. The Fall data is based on curricular outcomes from the previous grade level and the Winter data is based on current grade-level outcomes. As such, any increase in writing performance from the Fall to the Winter represents significant growth.

LGS saw significant growth in student writing skills in Grades 1-4. Where there are no results reported for the Fall term, that is because there were no students meeting or mastering Grade-Level expectations at the time the Fall assessments were administered. As such, any improvement in the Winter represents a significant improvement in student success. The largest growth was seen in Grade 3 and 4. There was a slight decrease in students meeting grade level in Grades 6-9. When looking at the overall data, students are continually building writing skills in which they are able to bring with them into junior high.

LITERACY ACHIEVEMENT RESULTS

Reading Comprehension Assessment Tool (RCAT): Grade 4-9





Summary

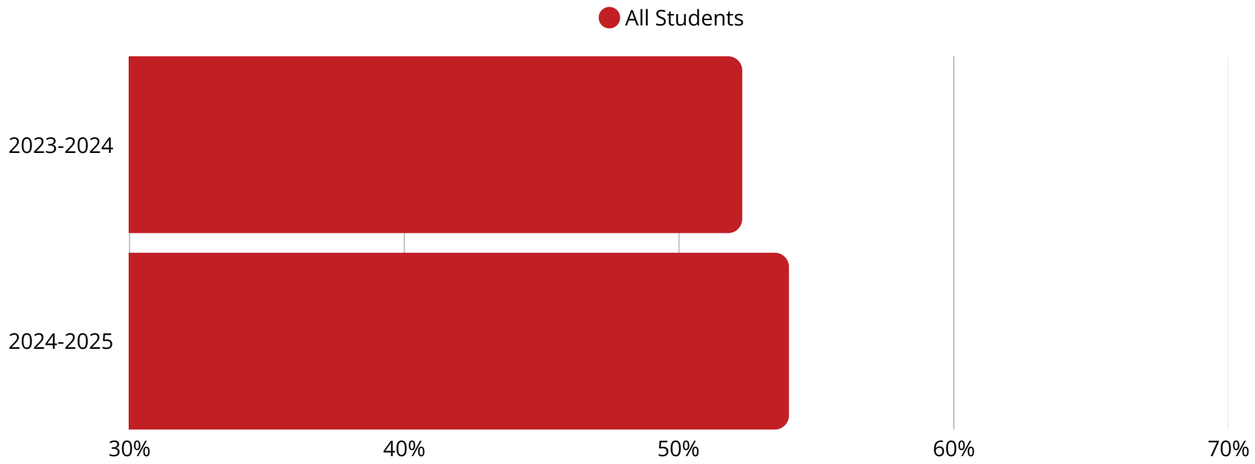
The RCAT is an on-line assessment tool that provides grade-level reading passages from narrative, informational, and poetic readings to assess students' comprehension abilities in the five major skills required for reading comprehension. This assessment was administered to Grades 4 to 12 students across the division. LGS saw a 7% increase in students meeting or mastering grade level expectations.

LITERACY ACHIEVEMENT RESULTS

DIvision Report Card Data as Reported by Teachers

Percentage of Students Meeting or Mastering Expectations in Term 3

Grade 1-6: Year-Over-Year Comparison

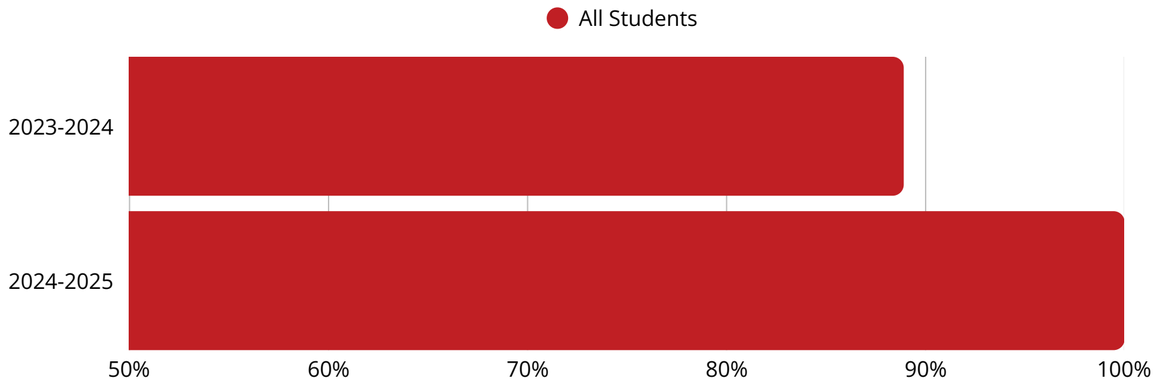


Summary

Based on the Report Card Data Reported by Teachers we see an increase in students meeting or mastering expectations across all grade levels from the 2023-2024 to the 2024-2025 school year.

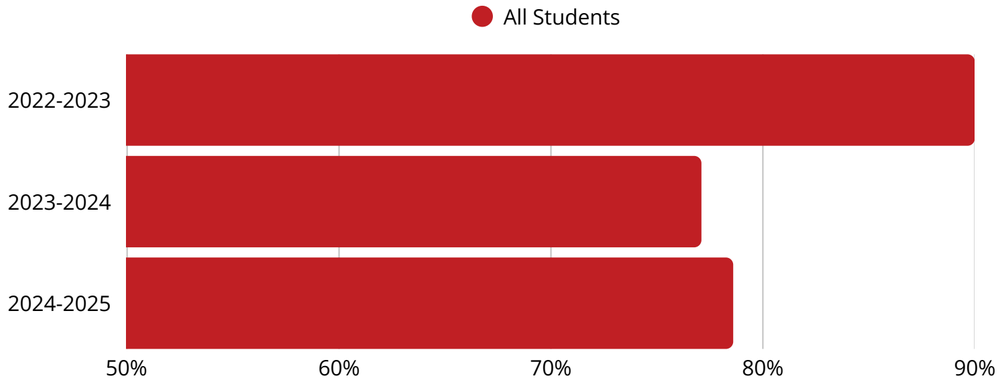
Percentage of Students Meeting or Mastering Expectations in Semester 2

Grade 7-9: Year-Over-Year Comparison

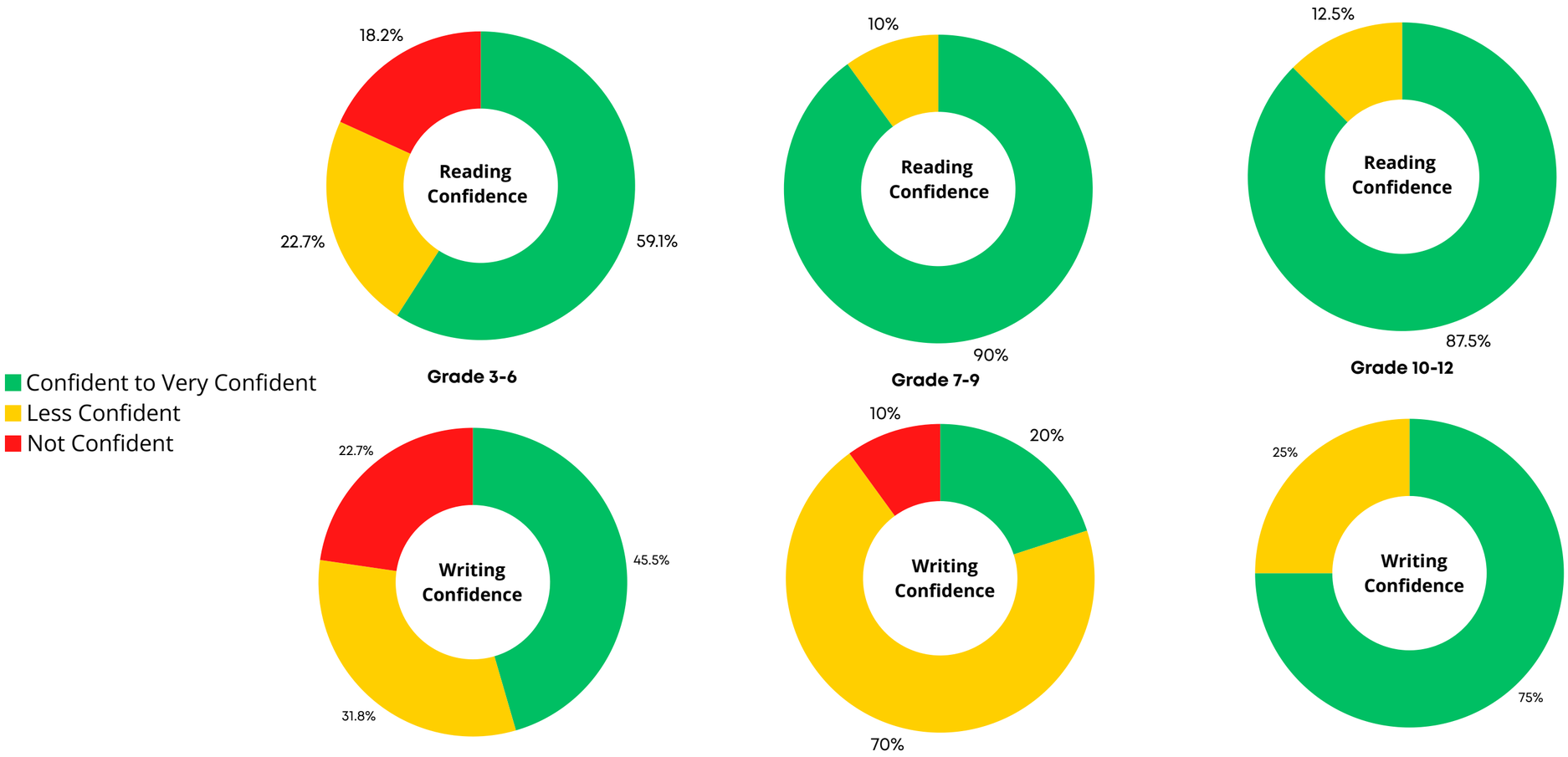


Percentage of Students Meeting or Mastering Expectations in End of Course Assessments

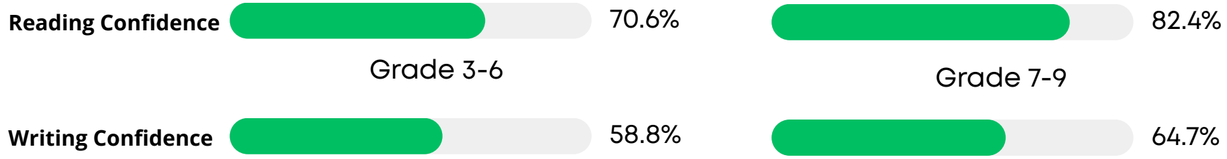
Grade 10-12: Year-Over-Year Comparison



LITERACY ACHIEVEMENT RESULTS



Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey



Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

LITERACY ACHIEVEMENT RESULTS

General Statement

LGS saw an average of 44% of students in Kindergarten, Grade 1, and Grade 2 requiring additional literacy support based on the PAST, RAN and LeNS. We also saw an average of 48% of Grade 1-3 students requiring additional phonological and word recognition support based on the CC3 results.

LGS saw a 7 % increase in reading comprehension scores in Grades 4-9. As well as a significant growth in writing across most grades.

The increase in reading skills from Kindergarten to Grade 12 is reflected in an increased number of students feeling confident in their reading abilities as they move into Jr. High.

Factors that Affected Results

- LGS has a transient population with 95% of the school population speaking English as a second language.
- The new Grade 1- 6 English Language Arts curriculum was recently implemented.
- Continued focus on Response to Intervention

Next Steps

- LGS will continue to provide small group instruction, targeted instruction and pull out intervention.
- LGS will use evidence based programs to provide the best instruction
- LGS will provide early interventions in phonemic awareness and phonics









GOAL #2
ALL STUDENTS ARE NUMERATE

OUTCOME: **All students are performing at or above grade level or meeting their individualized program goals.**

Alberta Education
OUTCOMES & MEASURES

- Provincial Numeracy Screening Assessment (PNSA) for Grades 5-9
- Provincial Achievement Tests (PATs) Results
- Diploma Exam (DIPs) Results

Peace River School Division
OUTCOMES & MEASURES

- Numeracy Common Assessment Tool (NCAT) Data for Grades 5-9
- Aggregate Academic Performance Report (Report Card Summary Data) for Grades 1-12

Educators will also use disaggregated numeracy achievement results including:

- Gaps in performance between Indigenous and non-Indigenous students.
- Gaps in performance between English and English Acquiring Language learners.
- Gaps in overall achievement between different grade levels and divisions within the school.

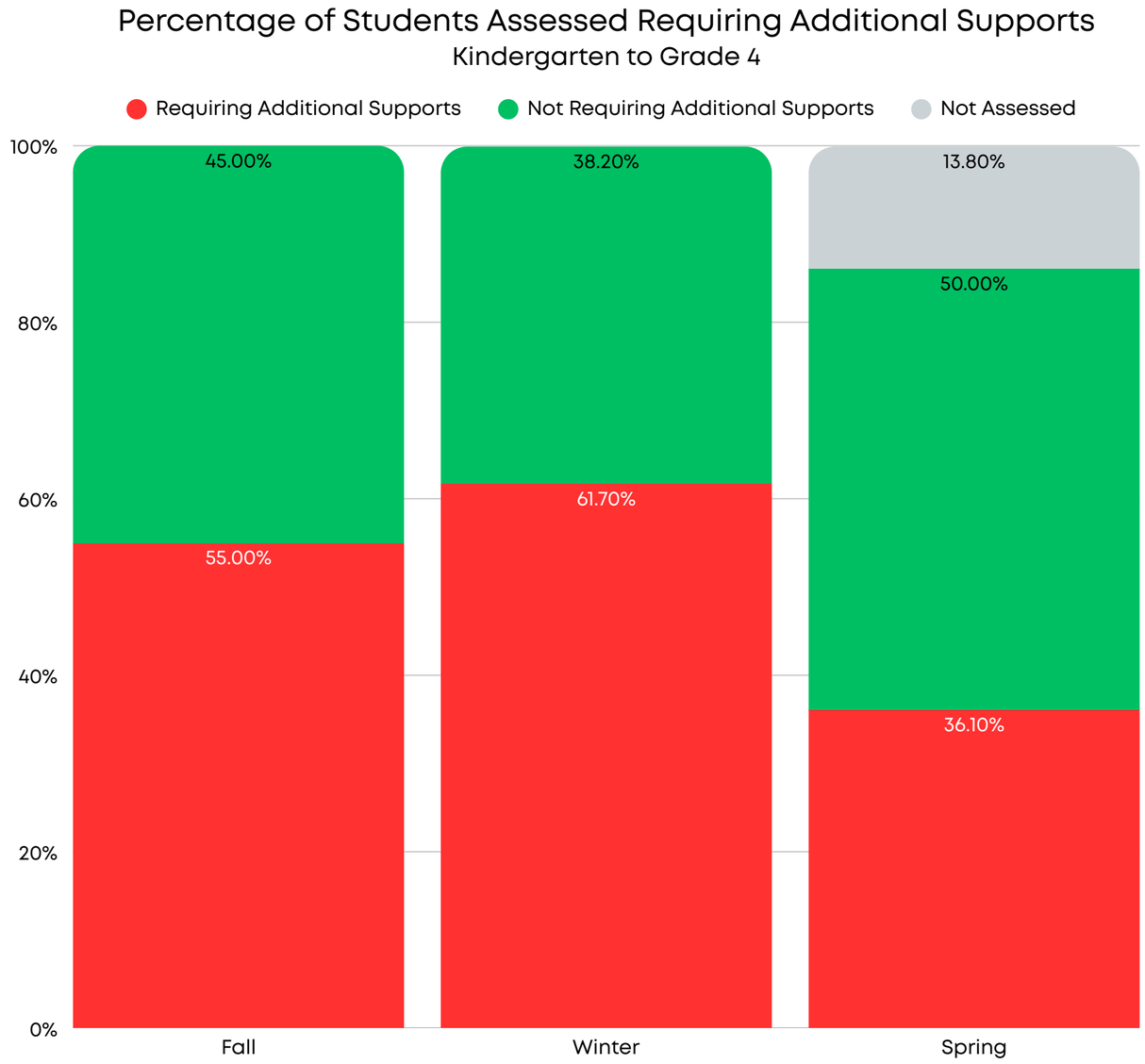
OUR STRATEGIES

- LGS administration will continue to support teacher leaders in fostering high quality teaching to improve numeracy knowledge and skills.
- LGS administration will facilitate/provide professional development for teachers and support staff in the areas of Collaborative Response, Differentiated Instruction, Differentiated Assessment (Assessment Literacy), Instructional Leadership, and effective teaching practices.
- LGS administration will work with teachers and support staff to develop professional development plans that align with the division's numeracy goals.
- As part of the division's Numeracy Assessment Framework , LGS will provide support to teachers for the implementation of the instruction and assessment schedule for Grades 1-9 mathematics.
- LGS will continue to support working committees of teachers to collaborate on instruction and assessment practices of core learner outcomes in Mathematics across grade levels.
- LGS will work with teacher leaders to respond to feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving students' numeracy skills.
- LGS will support teachers and support staff in continually seeking opportunities to naturally weave Indigenous ways of knowing, cultures, histories and languages into the classroom and school.



NUMERACY ACHIEVEMENT RESULTS

Provincial Numeracy Screening Assessment(PNSA): Grade K-4



Summary

The PNSA measures a broad range of key foundational numeracy skills in Kindergarten to Grade 4. It can be used by teachers to judge skill levels in the classroom and target the gaps in “number-sense” knowledge.

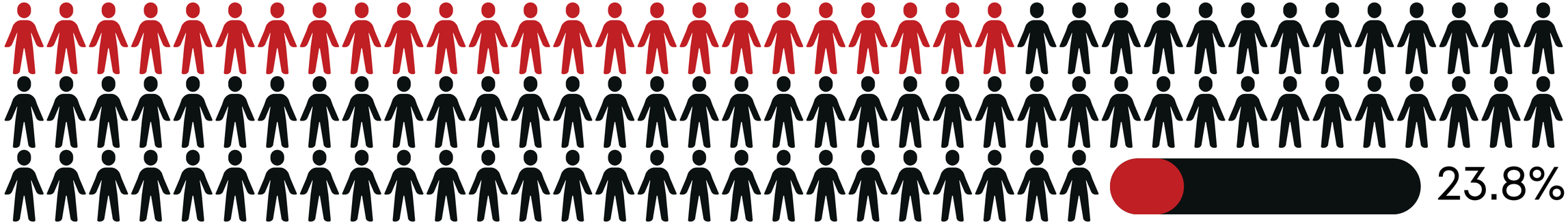
LGS saw a 6% increase in students requiring additional support between the Fall and Winter term. It is worth noting that LGS had seven more students write the assessment in the Winter term than in the Fall. We then saw a 26% decrease in students requiring additional support between Winter and Spring term.



NUMERACY ACHIEVEMENT RESULTS

Numeracy Common Assessment Tool (NCAT): Grade 5-9

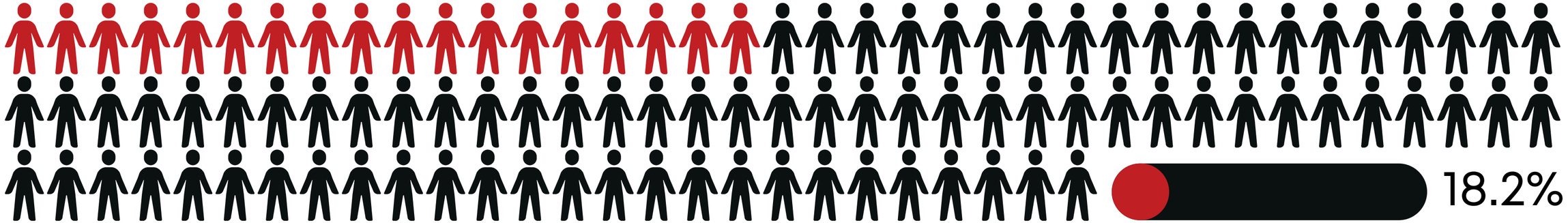
Percentage of Students Meeting or Mastering Grade Level Expectations - Winter Assessment



Summary

When looking at these results one should proceed with caution. Not all students wrote both assessments. There was several students who left before Spring assessments were administered and others who joined the school after Fall assessments were administered. These results are based on the the students who wrote the assessment at the time. Based on the results we saw a 5.6% decrease in the number of students meeting or mastering grade level expectations.

Percentage of Students Meeting or Mastering Grade Level Expectations - Spring Assessment Assessment

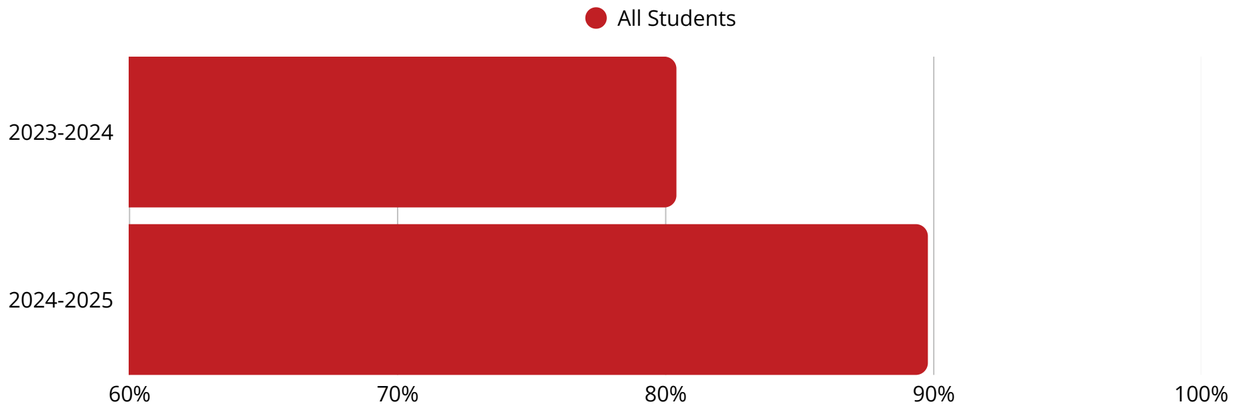


NUMERACY ACHIEVEMENT RESULTS

DIvision Report Card Data as Reported by Teachers

Percentage of Students Meeting or Mastering Expectations in Term 3

Grade 1-6: Year-Over-Year Comparison

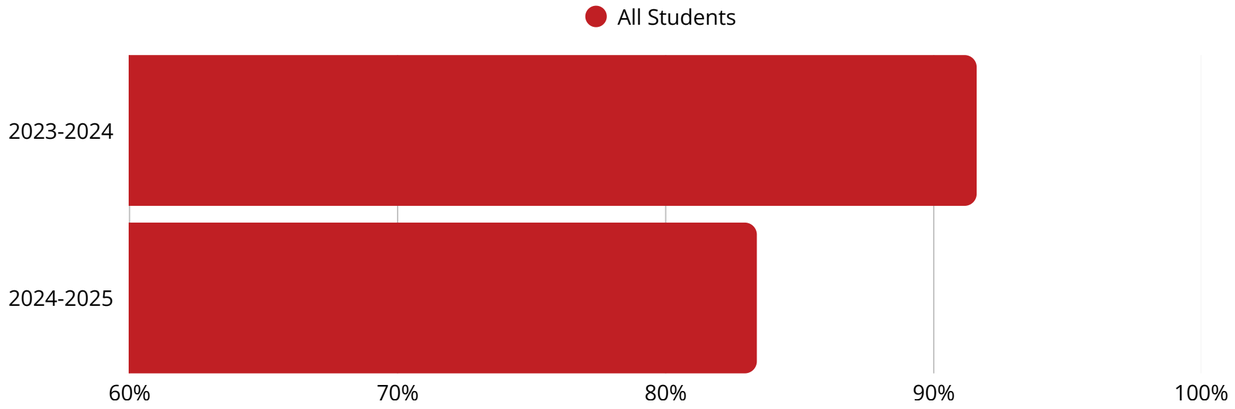


Summary

What we know based on Report Card Data as Reported by Teachers was there was an overall increase in students meeting or mastering expectations in Grades 1-6 from 2023-2024 to 2024-2025. Teachers reported a decrease in students meeting or mastering expectations in Grades 7-9 from 2023-2024 to 2024-2025 school year.

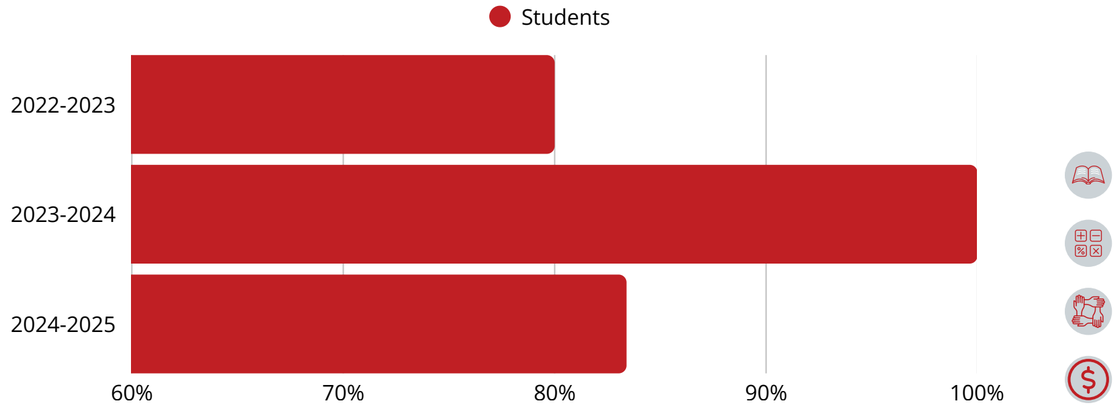
Percentage of Students Meeting or Mastering Expectations in Year-End Assessments

Grade 7-9: Year-Over-Year Comparison



Percentage of Students Meeting or Mastering Expectations in End-of-Semester Assessments

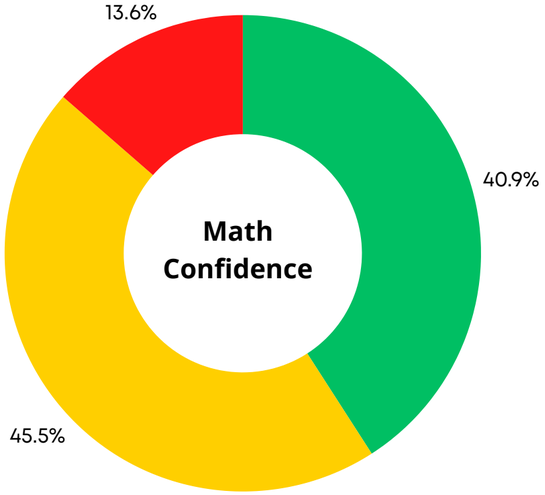
Grade 10-12: Year-Over-Year Comparison



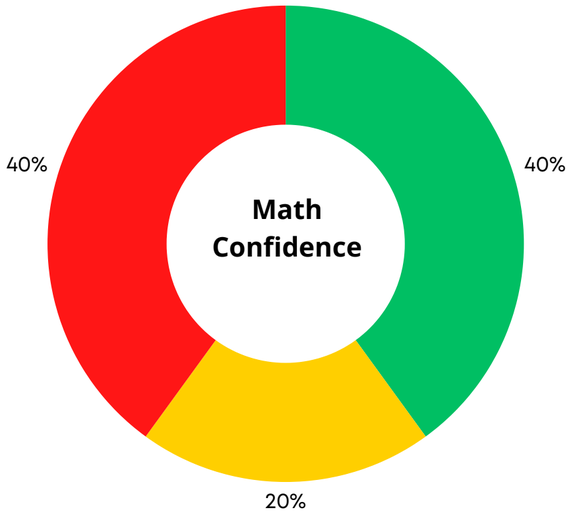
NUMERACY ACHIEVEMENT RESULTS

Confident to Very Confident
Less Confident
Not Confident

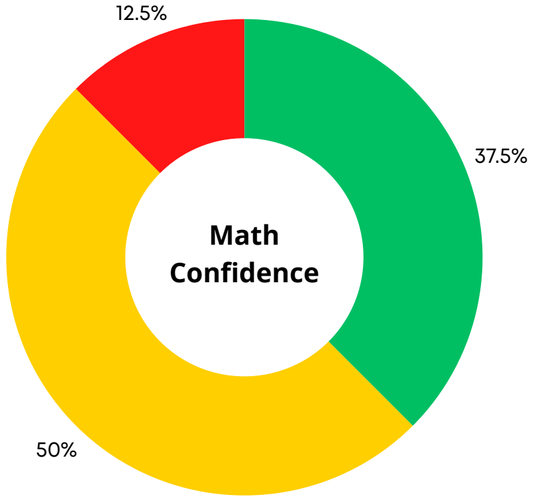
Grade 3-6



Grade 7-9



Grade 10-12



Percentage of Students who were Confident or Very Confident in Math in 2023-2024 Survey



Grade 3-6



Grade 7-9

Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

NUMERACY ACHIEVEMENT RESULTS

General Statement

LGS saw a 26% decrease in students requiring additional support on the Grades 1-4 Provincial Numeracy Screening Assessment (PNSA) between Winter and Spring. This decrease was reflected in the report card data, which showed an increased number of students meeting or mastering expectations from the 2023-2024 to the 2024-2025 school year.

There was a small increase in the number of Grade 5-9 students requiring additional math support between the Winter and Spring assessments. These results are also reflected in the report card data, which shows a small decrease in students meeting or mastering expectations year over year.

Factors that Affected Results

- LGS has a transient population with 95% speaking English as a second language
- The new Grade 1-6 math curriculum was recently implemented
- continued focus on response to intervention

Next Steps

- LGS is committed to building fact fluency
- LGS will continue to use small group instruction, targeted interventions, and pull out intervention.
- LGS will use evidence based programs to provide best instruction.







GOAL #3
ALL STUDENTS ARE SUCCESSFUL THROUGH INCLUSIONARY PRACTICES

OUTCOME: **All students' academic, physical, and social-emotional needs are met within a culture of inclusion**

Alberta Education
OUTCOMES & MEASURES

- Data regarding participation in PATs
- Data regarding participation in DIPs
- Data regarding High School Completion Rates
- Alberta Assurance Survey Data - Overall Summary Results

Peace River School Division
OUTCOMES & MEASURES

- PowerSchool/Dossier attendance Data
- PRSD Student Assurance Survey Data

Educators will also use the following qualitative data:

- Implementation of: a school-wide attendance plan; a school-wide, classroom and individual Positive Behaviour Support Plans (PBSPs)
- Use of appropriate universal strategies as outlined in the Continuum of Supports
- PowerSchool log entry data including data on visitations to the office or principal
- Timely implementation of targeted supports (Tier 3 and 4) through a clear communication process

Educators may also use the following social-emotional considerations:

- Use of appropriate universal strategies as outlined in the Continuum of Supports
- Submission of referrals for social worker intervention
- Implementation of social-emotional support plans
- Creation and implementation of quality safety plans for students

OUR STRATEGIES

- LGS administration will support teachers and support staff in deepening their foundational knowledge about First Nations, Métis and Inuit by providing appropriate professional development opportunities and connecting schools with Indigenous Elders, knowledge keepers and community members who can enrich the learning of all staff and students.
- LGS will continue to support teachers in providing a broad range of learner-centered programming and supports that best meet learning needs.
- LGS administration will work with teacher leaders to act on feedback provided by students and parents during meetings of the Board's Student Engagement Committees and the Council of School Councils about improving inclusive education practices in schools.
- LGS will promote and support opportunities to improve health and wellness among students and staff.
- LGS will continue to foster community partnerships to support teachers and supports staff in effectively responding to student health and wellness needs.
- LGS will continue to provide and promote equitable access to universal social-emotional program and collaborative wrap-around services with community partners that support safe and caring schools.
- LGS will continue to support teachers and support staff in developing relationships with local Indigenous Elders, knowledge keepers, families, communities and organizations that enrich the educational experience of all students.
- LGS will promote the Division's anti-racism policy.
- LGS will facilitate professional learning for teachers and support staff on inclusionary education practices

INCLUSIVE EDUCATION PRACTICES

Behavioural Support Plans, Individual Program Plans & Attendance

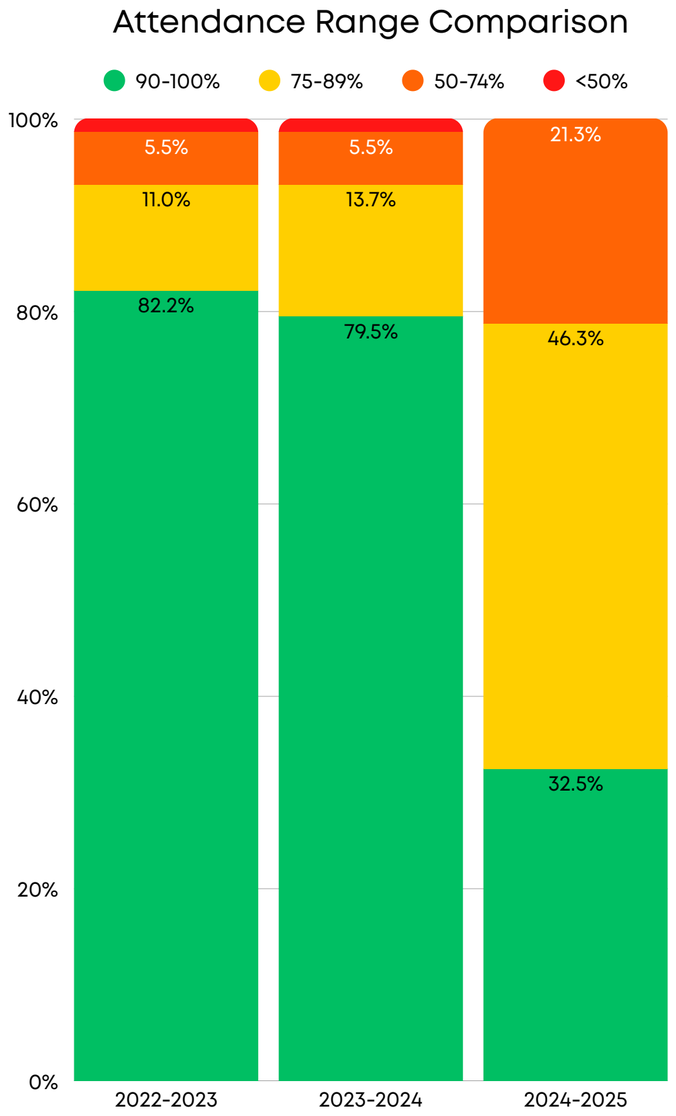
Number of BSPs Implemented

4

Number of IPPs Implemented

16

The Division prides itself on being an inclusive system and works hard to ensure the learning needs of our students are met through a variety of means, which are often captured in Behaviour Support Plans (BSPs) and Individual Program Plans (IPPs). In the 2023-2024 school year LGS implemented 1 BSP and 9 IPPs. There was a 50% increase in the 2024-2025 school year of the number of LGS students who required specialized supports.

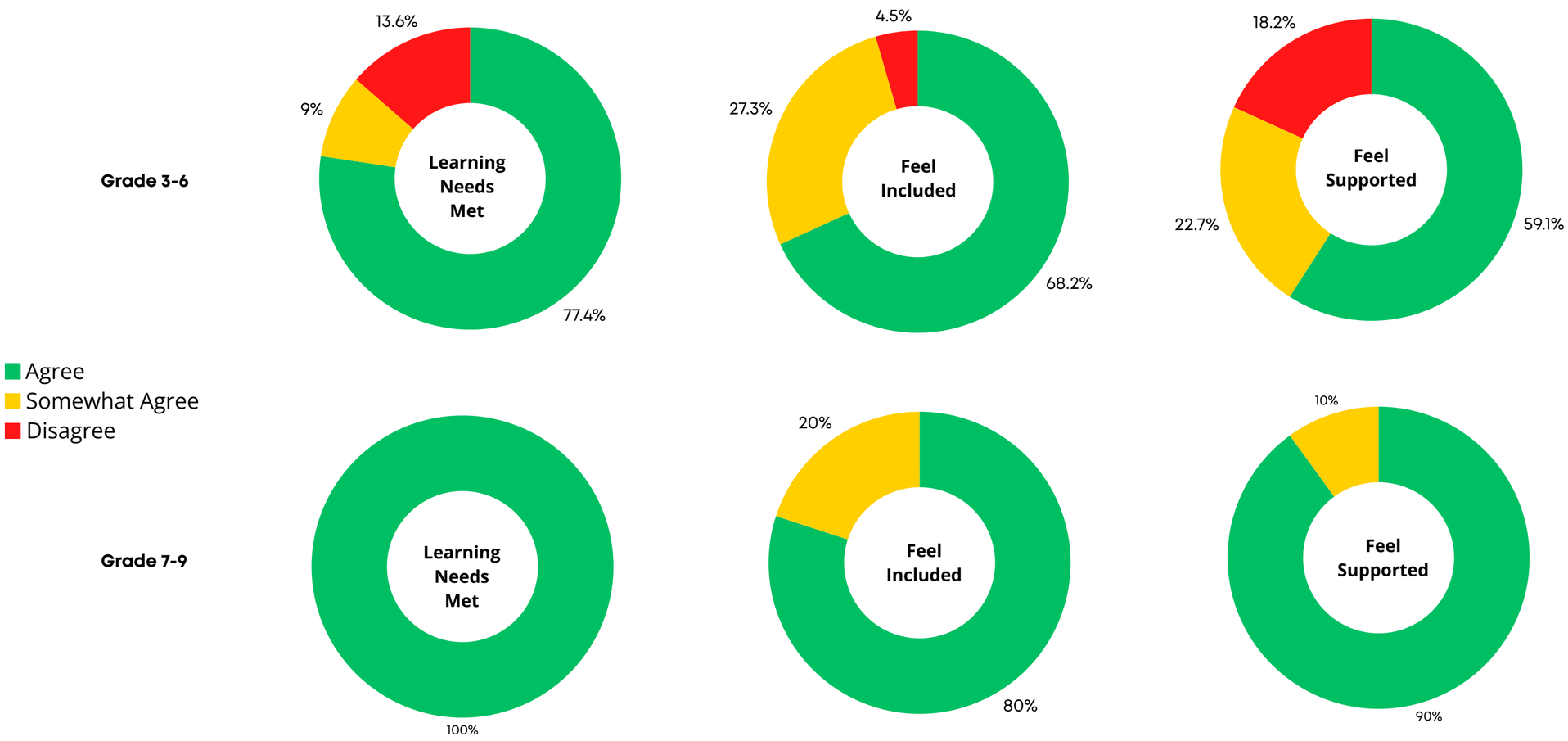


Summary

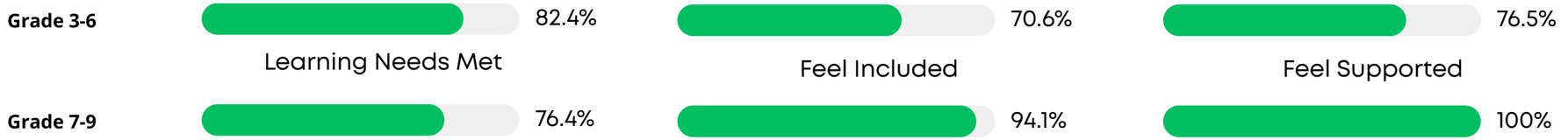
Last year LGS implemented 16 individual program plans and 4 behavioural support plans.

LGS saw a large decrease in student attendance between the 2023-2024 and 2024-2025 school year. Which previous to this, attendance records showed a high attendance record. This decrease in attendance was largely due to illness that went through the school.

INCLUSIVE EDUCATION PRACTICES



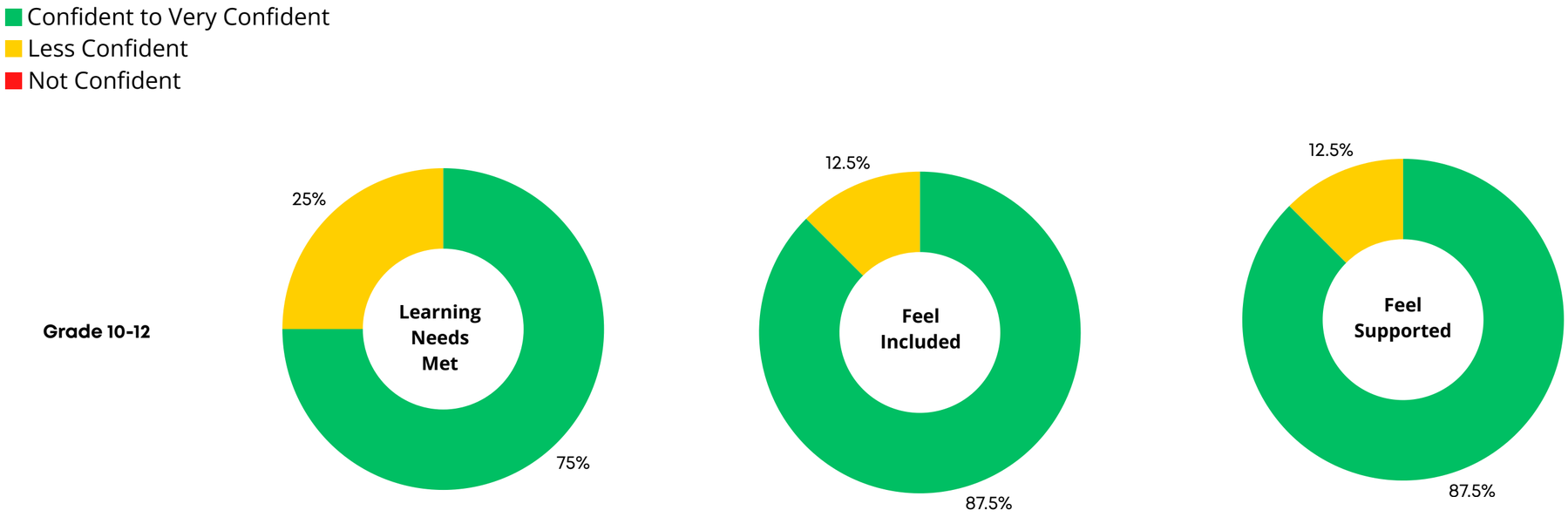
Percentage of Students who were Confident or Very Confident in Reading and Writing in 2023-2024 Survey



Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being disagree and 5 being Agree, are represented in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

INCLUSIVE EDUCATION PRACTICES



Summary

The PRSD annually surveys students in Grades 3-12 in the areas of Literacy, Numeracy and Inclusion. These results have been summarized in the following manner: Students who selected a 4 or 5 on a scale of 1-5 with 1 being not confident and 5 being very confident, are represnted in green. Students who selected a 2 or 3 are represented in yellow, and students who selected a 1 are represented in red.

All Students

High School Completion Rates - Measure History

School: 1501 Lloyd Garrison School
Province: Alberta

	Lloyd Garrison School													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	**n/a**	**n/a**	**7**	**60.5**	**3**	*	**2**	*	**3**	*	*	*	*	**46,245**	**83.4**	**47,675**	**83.2**	**48,340**	**80.7**	**49,297**	**80.4**	**51,148**	**81.4**
4 Year Completion	n/a	n/a	n/a	n/a	7	59.2	3	*	1	*	*	*	*	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**n/a**	**7**	**72.2**	**3**	*	*	*	*	**44,972**	**86.2**	**45,344**	**87.1**	**46,238**	**88.6**	**47,659**	**88.1**	**48,295**	**87.1**

All Students

Drop Out Rate

Measure History

School: 1501 Lloyd Garrison School
Province: Alberta

	Lloyd Garrison School													Alberta								
	2020		2021		2022		2023		2024		Measure Evaluation			2020		2021		2022		2023		2024	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	**8**	**0.0**	**15**	**21.2**	**9**	**40.2**	**8**	**16.0**	**9**	**10.8**	Very Low	Maintained	Concern	**186,228**	**2.6**	**189,713**	**2.3**	**191,156**	**2.5**	**195,341**	**2.5**	**206,059**	**2.4**
Returning Rate	1	*	n/a	n/a	4	*	4	*	1	*	n/a	n/a	n/a	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

General Statement

Last year LGS implemented 16 individual program plans and 4 behaviour support plans. This was an increase from the previous year. Attendance records show a sudden decrease in regular attendance compared the previous two years.

The PRSD assurance survey results show the majority of students feel their needs are being met, they feel included and feel supported in the school. Although LGS maintains a high drop out rate compared to the province, we can see a significant increase in students choosing to continue their education until Grade 12 since 2022.

Factors that Affected Results

- LGS prides themselves on creating a supportive and welcoming environment
- LGS promotes secondary education starting in Jr. High

Next Steps

- LGS is committed to continuing building relationships with families and community
- LGS will continue to provide a variety of experiences that keep our school community's culture in mind









SUMMARY OF FINANCIAL RESULTS

SCHOOL: Lloyd Garrison School

Revenue and Allocations to Budget Center

AB ED: Service & Supports	2024-2025 Spring Budget Rev 1
Funding Framework Allocation	$27,355
Total AB ED: Service & Supports	**$27,355**
% of Revenue and Allocations to Budget Center	**100%**

Total Revenue and Allocations to Budget Center	**$27,355**

Expenditures

Contracted Services	2024-2025 Spring Budget Rev 1
Pd Expenses - Certificated	$500
Pd Expenses-Uncertificated	$250
Staff & Public Relations	$400
Field Trips	$1,500
Bldg Ground Maintenance	$1,100
Total Contracted Services	**$3,750**
% of Expenditures	**14%**

Supplies	2024-2025 Spring Budget Rev 1
Supplies	$19,256
Library Supplies	$900
Furniture & Equipment	$1,069
Total Supplies	**$21,225**
% of Expenditures	**78%**

Uncertificated	2024-2025 Spring Budget Rev 1
Uncertificated Subs	$1,000
Total Uncertificated	**$1,000**
% of Expenditures	**4%**

Certificated	2024-2025 Spring Budget Rev 1
Certificated Subs	$1,380
Days of School Certified Subs	6.00 Days
Certified: Substitute Teacher: Daily Rate	$230.00
Total Certificated	**$1,380**
% of Expenditures	**5%**

Total Expenditures	**$27,355**

Summary

	2024-2025 Spring Budget Rev 1
Total Revenues and Allocations To Budget	$27,355
Total Expenditures	$27,355
Variance	**$0**



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