



Enrolment		Staff FTE		Budget		
Normalized	233.500	Custodial	1.938000	Salaries	\$2,561,824	96.39%
Weighted	416.064	Exempt	0.000000	Supplies, Equip., Services	\$95,941	03.61%
Regular	257	Support	11.500000			
		Teacher	14.849890			
Year Opened	1971	Total 28.287890			Total \$2,657,765	100.00%

School Philosophy

Parents, students and staff are committed as partners. This partnership is built upon accepting respective responsibilities to encourage and support the children's natural enthusiasm to learn. Community partnerships are welcomed and recognized as a contributing factor in our collective success. The goals of the school are to provide our students with the skills and opportunities to think, communicate effectively, participate positively in society, appreciate themselves, respect others and acquire effective learning strategies. Gaining independence as critical thinkers and learners are also priorities. Thoughtful planning recognizes and builds upon the value of differentiation and active engagement as a means to optimal learning. We are intentional in developing strong literacy and numeracy skills along with extending learning experiences beyond academic parameters to include: social/emotional growth, fostering positive character traits, promoting citizenship and supporting good health. We value the diversity of our learning community.

Community Profile

Duggan School is the receiving school for the Duggan, Desrochers, Heritage Valley Town Centre, and Heritage Valley East communities. Duggan School supports regular programming, and the Interactions program for students with autism. Our student population is comprised of students identified with diverse learning needs and 40% English Language Learners. We are proud of the strong school family community that is established and maintained by all stakeholders.

Programs and Organization

The elementary program is offered from Kindergarten to Grade 6. The school is a District site for Pre-Kindergarten and a District centre for Interactions. Duggan's best instructional practices include a balanced approach to literacy instruction, Guided Reading, Assessment For and Of Learning and an emphasis on literacy and numeracy instruction. Teachers are also committed to provide a variety of extracurricular programming options. Parents are an integral part of the learning team and are invited, through a variety of means, to share in their child's school learning experiences.

School Community Relationships

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

World of Kids Daycare and Duggan OSC

**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).

**Goal 1: Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes.**

By June 2024, all regular program students will demonstrate one years growth in reading and writing abilities. Duggan staff will engage in intentional work, developing effective teaching practices, modeling, mentoring and professional development focused on the implementation of a school-wide Literacy Framework to ensure consistent literacy practices are implemented across all classrooms.

**Results Achieved:**

Based on teacher reported grade levels for reading, **80% of students demonstrated one years growth** in reading ability. We saw a **12% increase** in the percentage of all students reading at grade level, and a **13% increase** in the percentage of non-special needs and EAL coded students reading at grade level. HLAT writing results demonstrated a **8% decrease** in the percentage of non-special needs coded students meeting acceptable standard for writing. Based on HLAT results, 77% of students demonstrated one years growth in writing ability.

Small group reading intervention was provided to 26 students in grades 1-3 who were reading below grade level. This intervention was done 4-5 times a week for 30 minutes per group. After 5-8 weeks of small group intervention, two thirds of these students are now reading at grade level.

Staff worked to identify common best practices in literacy instruction in the development of a common Literacy Framework to ensure consistency in literacy instruction across grade levels and between classrooms.

- 96% of parents reported they feel that their children's learning needs are supported in school (4% increase).
- 97% of students reported that, when they need it, teachers are available to help them (15% increase).
- 91% of students reported that they can get help with reading and writing at school (11% increase).
- 80% of students said they liked learning math (13% increase) and 64% said they liked learning language arts (30% increase).

**Goal 1: Work with students, staff, families and communities to update and advance the Division's Anti-racism and Equity Action Plan each year, so it serves as the catalyst for meaningful, long-term systemic change**

By June 2024, more students will demonstrate an awareness and understanding of the work that Duggan is doing to support anti-racism and belonging in school. To support this work, we will recognize and celebrate multicultural events and holidays through daily announcements, classroom activities and school wide events. We will continue to build our library collection with a diverse range of materials representative of our school community. Regular program staff will explore the use of classroom meetings as well as other means to gather student voice.

As part of our ongoing work in the Harry Ainlay Catchment to Create Schools That Listen, staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices. Teacher leaders will participate in Creating Schools That Listen monthly meetings with teacher leaders from across the catchment. School staff will take part in Catchment based professional development activities.

**Results Achieved:**

Throughout the school year, we celebrated and recognized various cultural celebrations and holidays through daily announcements and class activities. A survey was conducted of Duggan students to learn which countries their families originated from and which languages are spoken at home. Efforts were made to include this information in our daily announcements and school displays. Three school leadership and teaching staff participated in the Harry Ainlay catchment Creating Schools That Listen professional development series and brought relevant learning back to staff at the school.

- 100% of students reported that their school takes actions that support truth and reconciliation (16% increase).
- 94% of students reported that they are aware of the work their school is doing in support of anti-racism and belonging (22% increase).

- 91% of students reported that their school is a place where all students feel like they belong (30% increase).
- 94% of students reported that they have opportunities to be involved in activities that support their sense of belonging (20% increase).
- 94% of students reported that they would feel safe going to an adult in the school if something racist or discriminatory happened (24% increase).
- 93% of students reported that they feel like they belong at school (18% increase).
- 100% of parents reported that their child is treated fairly by adults at school.
- 95% of parents reported that their child feels like they belong at school (28% increase).
- 80% of parents reported that the school keeps them informed of the steps they are taking to support anti-racism and belonging (5% increase).
- 87% of parents reported that the school keeps them informed of the steps we are taking to support truth and reconciliation (4% increase).

## Goal 2: Recognize and support the diverse learning needs of all students.

By June 2024, 100% of students registered in the Pre-Kindergarten and Interactions programs will meet the goals set out in their Individual Program Plans.

By June 2024, 30% of our Pre-Kindergarten children without a physical/medical diagnosis, transitioning to the next year of programming, will have gained sufficient skills to no longer require Program Unit Funding (PUF) or a severe delay entering kindergarten.

Staff in these programs will collaborate regularly both within their program and across Division centres around best practices related to meeting the needs of students in all goal areas including self-help, literacy, numeracy, communication and social skills. Staff will further develop their knowledge of assisted communication devices.

## Results Achieved:

Working with the Interactions sites in the Harry Ainlay catchment, we established a Harry Ainlay Catchment Community of Practice for our Interactions staff. Teachers and EAs from the four sites, met 5 times throughout the year with consultants from Students Learning Services to share best practices, and learn new strategies and techniques to consider when programming for children with Autism.

Staff from our Pre-Kindergarten, met with the staff from two other Pre-Kindergarten sites throughout the year to collaborate and share best practices related to early learning programming. Specialists from the six Pre-Kindergarten sites in the Division met to create a Pyramid of Intervention for the Pre-Kindergarten program in the areas of speech and language acquisition, as well as occupational and physical therapy. This Pyramid of Intervention will be shared with teacher and educational assistant staff during the 2024-2025 school year and will form the foundation for our professional development throughout the school year.

Due to the nature of the IPP format during the 2023-2024 school year, data on the percentage of students achieving their IPP goals is not available. This will be remedied with the updated IPP format for the 2024-2025 school year.

41%, or 17 of 41 students in the Pre-Kindergarten Program, without a physical, medical or autism diagnosis, no longer met the criteria for severe diagnosis and were either age appropriate or mild/moderate. 15 of 24 of students, or 79%, who were coded with severe speech and language delay (47) went on to kindergarten no longer meeting criteria for a severe diagnosis.

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

- We continue to see the impacts of a gap in learning created during the COVID 19 pandemic.
- Staffing shortages, particularly educational assistants, continues to present a challenge when programming for the increasing number of students with complex needs who require specialized supports.

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

- While we saw a 12% increase in the percentage of students reading at grade level, we still have more work to do in this area. We will work with new teaching staff in the school to ensure they are aware of our Framework for Literacy in order to ensure consistent literacy practices in all classrooms.
- HLAT data for the past few years demonstrates a downward trend. We will work with staff to analyze our writing results and develop a plan to address this area.
- While we are seeing excellent growth in our Priority 2 results, data indicates that we can do a better job of informing our parents of our work in this area.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

School: 7218 Duggan School

Assurance Domain	Measure	Duggan 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	86.5	75.8	81.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	81.4	71.3	77.4	79.4	80.3	80.9	Very High	Maintained	Excellent
	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	75.9	50.0	50.0	68.5	66.2	66.2	Intermediate	Improved Significantly	Good
	PAT6: Excellence	24.1	14.3	14.3	19.8	18.0	18.0	High	Maintained	Good
	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	85.8	86.3	88.7	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	88.7	79.1	83.6	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	82.4	71.1	78.9	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	73.8	75.4	81.1	79.5	79.1	78.9	Low	Maintained	Issue

## 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, all students will demonstrate measurable growth in the area of literacy, including reading and writing.

In the **Elementary program**, staff will continue to engage in intentional work, developing effective teaching practices, focused on the implementation of a school-wide Literacy Framework to ensure consistent literacy practices are implemented across all classrooms. All classes will engage students in Guided Reading instruction and/or Book Clubs. Provincial literacy screening, CAT4 assessments and teacher reported reading levels will help identify students who require intervention support. Regular small group intervention blocks will be scheduled weekly to support literacy learning. In addition, there will be small group pullout intervention provided to students in grades 1-4 identified as requiring intervention support.

In **Pre-Kindergarten and Interactions**, this will be achieved by implementing daily practices with early and emergent literacy, using core vocabulary boards and visuals, supporting augmentative and alternative communication, providing education opportunities for parents to support literacy at home, and differentiating instruction. Specialists from Pre-Kindergarten and Specialized Learning Supports will collaborate with classroom teams to enhance their ability to implement universal and targeted strategies. This will be supported by tracking growth through Individualized Program Plans, ongoing data collection of targeted individualized strategies, documentation of children's learning and progress, and case-conferencing about student needs.

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

Teacher Reported reading levels, HLAT, PAT, and CAT results, LeNs and CC3 screening results, achievement of IPP goals, classroom and specialist assessments

**Division Priority 2**

By June 2025, more parents will demonstrate an awareness and understanding of the work that Duggan School is doing to support anti-racism and belonging in school. To support this work, we will continue to recognize and celebrate multicultural events and holidays through daily announcements, classroom activities and school wide events. We will continue to build our library collection with a diverse range of materials representative of our school community. We will engage our parent community more meaningfully in school events supporting anti-racism, reconciliation and equity, and endeavour to communicate our efforts in this area to parents and families.

As part of our ongoing work in the Harry Ainlay Catchment, staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices. Teacher leaders will participate in Responsive School Networks meetings with teacher leaders from across the catchment. School staff will take part in Catchment based professional development activities. As a school, we will engage our Division Consultants to provide professional development to staff in the areas of anti-racism, equity, inclusion and reconciliation practices in order to increase staff competence and confidence in these areas.

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

Alberta Education Assurance Survey and Division Feedback survey results

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		2,438,445		2,657,765
Internal Revenue		0		0
REVENUE TOTAL		2,438,445		2,657,765
Classroom	12.300000	1,329,298	13.849890	1,496,800
Leadership	1.000000	146,017	1.000000	146,897
Teacher Supply	.000000	33,000	.000000	40,000
TOTAL TEACHER	13.300000	1,508,315	14.849890	1,683,697
(% of Budget)		61.86%		63.35%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	21,000	.000000	15,000
Support	11.000000	675,285	11.500000	703,063
Support (Supply/OT)	.000000	17,832	.000000	20,000
Custodial	1.938000	130,064	1.938000	130,064
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	12.938000	854,181	13.438000	878,127
(% of Budget)		35.03%		33.04%
TOTAL STAFF	26.238000	2,362,496	28.287889	2,561,824
(% of Budget)		96.89%		96.39%
SUPPLIES, EQUIPMENT AND SERVICES		45,802		52,941
INTERNAL SERVICES		30,147		43,000
TOTAL SES		75,949		95,941
(% of Budget)		3.11%		3.61%
TOTAL AMOUNT BUDGETED		2,438,445		2,657,765



Enrolment		Staff FTE		Budget		
Normalized	0.000	Custodial	0.000000	Salaries	\$1,353,724	97.30%
Weighted	0.000	Exempt	2.300000	Supplies, Equip., Services	\$37,495	02.70%
Regular	81	Support	9.000000			
		Teacher	4.500000			
Year Opened		Total	15.800000	Total	\$1,391,219	100.00%

School Philosophy

We believe that all children have the potential to be successful learners and staff, students and parents have specific responsibilities related to the learning process. We also believe that the learning environment and available resources are critical factors in maximizing student growth. Our primary goal is to provide a supportive, warm and open climate in which students and staff individually and collectively grow intellectually, physically, socially and culturally. Cooperation between the school, home and community is encouraged in order to maximize student achievement.

Community Profile

Duggan School is the receiving school for the Desrochers, Heritage Valley Town Centre, Heritage Valley East, and Duggan communities. Duggan School supports regular programming, 3 Interactions Program classes for students with Autism and a Pre-Kindergarten program. Our student population is comprised of students identified with diverse learning needs and 35% English Language Learners. Duggan is used extensively by the community( Day Care, Before/After School Care, and community gym use). We are proud of the strong school family community that is established and maintained by all stakeholders.

Programs and Organization

The elementary program is offered to 6 core classrooms ranging from Kindergarten to Grade 6. The school is a District site for Pre-Kindergarten as well as an Interactions program site for sudents with autism in grades one through four. Duggan's best instructional practices include a balanced approach to literacy instruction, Guided Reading, Assessment For, and Of Learning and an emphasis on literacy and numeracy instruction. Excellence in Guided Reading instruction is fundamental to supporting individual student literacy needs. Teachers are also committed to provide a variety of extracurricular programming options. Parents are an integral part of the learning team and are invited, through a variety of means, to share in their child's school learning experiences.

School Community Relationships

Community supports play an important role in the success of our students. At this time our school does not have partnerships we are able to share publicly.



	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		1,419,722		1,391,219
Internal Revenue		0		0
REVENUE TOTAL		1,419,722		1,391,219
Classroom	3.500000	378,256	3.500000	378,256
Leadership	1.000000	127,045	1.000000	127,485
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	10,000	.000000	15,000
TOTAL TEACHER	4.500000	515,301	4.500000	520,741
(% of Budget)		36.3%		37.43%
Exempt	2.300000	246,944	2.300000	246,944
Exempt (Hourly/OT)	.000000	10,000	.000000	7,000
Support	9.500000	589,384	9.000000	559,039
Support (Supply/OT)	.000000	20,000	.000000	20,000
TOTAL NON-TEACHER	11.800000	866,328	11.300000	832,983
(% of Budget)		61.02%		59.87%
TOTAL STAFF	16.300000	1,381,629	15.800000	1,353,724
(% of Budget)		97.32%		97.3%
SUPPLIES, EQUIPMENT AND SERVICES		18,100		26,800
INTERNAL SERVICES		19,993		10,695
TOTAL SES		38,093		37,495
(% of Budget)		2.68%		2.7%
TOTAL AMOUNT BUDGETED		1,419,722		1,391,219