



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	193.000	Custodial	1.938000	Salaries	\$2,238,112	95.82%
Weighted	356.505	Exempt	0.000000	Supplies, Equip., Services	\$97,537	04.18%
Regular	209	Support	9.000000			
		Teacher	<u>13.235000</u>			
Year Opened	1971	Total	24.173000	Total	\$2,335,649	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 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).

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

By June 2023, 80% of students in grades one through six will demonstrate one year's growth in reading and writing.

This will be accomplished by building on professional development to increase implementation of literacy practices, gathering data about student's literacy needs/strengths through the use of Fountas & Pinnell benchmarking, ELL benchmarking, HLAT, CAT-4, LeNs and CC3 data and a range of products, conversations and observations. Regular small group intervention blocks will be scheduled weekly to support literacy learning. We will work with our parent fundraising society to expand upon our classroom libraries and literature collections. We will continue to engage families in our literacy journey through our Home Reading program and opportunities for parents to read to children at home throughout the year.

Results Achieved:

- 40% of students in grades one through six were reading at grade level based on teacher reported reading achievement.
- 64% of students in grades one through five who had been in attendance since September 2022 demonstrated one years growth in reading achievement.
- On the Provincial Achievement exams, 82% of grade six students who wrote met the acceptable standard and 27% met the standard of excellence.
- 48% of students were writing at grade level according to Division's HLAT results.
- PAC funds helped to purchase approximately \$6000 in classroom and school library books.

APORI Results:

Parents:

- The literacy skills your child is learning at school are useful - 88%
- The numeracy skills your child is learning at school are useful - 88%
- How satisfied are you with the quality of education/teaching your child is receiving at school - 88%
- Your child is encouraged at school to try their best - 88%
- When your child needs it, teachers at your child's school are available to help them - 75%

Students:

- 92% of students say their teachers are good or very good.
- When you need it, are teachers at your school available to help you - 82%
- At school can you get the help you need with reading and writing - 80%

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

By June 2023, 100% of students registered in the Pre-Kindergarten and Interactions programs will meet the goals set out in their Individual Program Plans.

By June 2023, 25% 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:

- 31% (8 out of 26) Pre-Kindergarten students without a physical/medical diagnosis transitioning to kindergarten had gained sufficient skills to no longer require Program Unit Funding.

- Due to the nature of an IPP as a working document, it was difficult to track students meeting their IPP goals. Goals in an IPP should be written to be attainable within the school year. If a student met an IPP goal earlier than expected, the goal was modified. Staff in the Interactions and Pre-Kindergarten program will examine alternate methods in order to track student progress towards their IPP goals throughout the year.
- As part of our catchment cohort work, staff in the Interactions program met five times throughout the year with staff in the Interactions program at Keheewin school. As the year progressed, this cohort was expanded to include staff from the Greenfield Interactions program. SLS staff were also accessed in order to deliver sessions for staff on communication, regulation and behaviour management. This year, the Interactions staff at McKee school have joined this community of practice.
- Staff in the Pre-Kindergarten program met monthly with our SLP, OT and PT staff to collaborate around meeting student needs and IPP goals. During program and family engagement days, staff at Duggan, Hazeldean and Hillview Pre-Kindergarten programs met and shared best practices.

Goal 3: 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

As part of our work in the Harry Ainlay Catchment, staff will indicate increased competency in anti-racism, equity, inclusion, and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey, Division survey, and our Harry Ainlay Catchment Year End Survey.

By June 2023, 100% of school staff will participate in school based, as well as catchment wide, professional learning focused on anti-racism and diversity. We will continue to build our library collection with a diverse range of materials representative of our school community. We will recognize and celebrate multicultural events and holidays through daily announcements, classroom activities and school wide events. Students will work in buddy classrooms within the school to rebuild the sense of community and connection loss during the previous two years.

Results Achieved:

As part of our Creating Schools That Listen Catchment work, all staff participated in two common catchment PD days where they came together with staff from across the catchment to share perspectives on antiracism and diversity. Administrative and teacher leader participated in monthly Creating Schools that Listen professional learning sessions with leadership teams from across the catchment. Our school's diversity was recognized through acknowledgement of different cultural and religious events during daily announcements. We expanded on our library collection to include more books representative of the diverse cultures in our school.

APORI Results:

Parents:

- Your child is treated fairly by adults at school - 100%
- Your child's school is a welcoming place to be - 100%
- Teachers care about your child - 88%

Students:

- At school, do you feel like you belong - 75%
- Do you feel welcome at school - 82%
- Do your teachers care about you - 92%

What were the biggest challenges encountered in 2022-2023?

- Meeting increasingly complex student needs.
- Lack of available support supply staff meant that we were often trying to "triage" student needs ensuring safety of students was prioritized over academic success.
- Duggan school was under respiratory outbreak status for several weeks during the first few months of the school year. Following AHS recommendations made it difficult to establish connections, build a school community and sense of belonging.

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

- We have several new teaching staff across all programs at Duggan this year. This provides us the opportunity to examine and align our instructional practices between classrooms, grades and programs.
- Focusing on literacy instruction through the development of a Literacy Framework in elementary program to better meet the needs of our students.

- Examining our practices around offering a safe and caring school environment to address results on provincial and division surveys.
- 71% of students indicated that they are aware of the work the school is doing to support anti-racism and belonging in schools. We hope to improve this result by being more intentional in regards to our work in this area.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

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	75.8	86.4	86.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	71.3	83.6	87.8	80.3	81.4	82.3	Low	Declined Significantly	Concern
	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	50.0	63.2*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	14.3	15.8*	n/a	16.0	17.7	n/a	Intermediate	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	86.3	91.1	93.8	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	79.1	88.1	88.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	71.1	86.7	86.7	80.6	81.6	81.6	n/a	Declined Significantly	n/a
Governance	Parental Involvement	75.4	86.8	85.7	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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**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.

What data will you use to track continuous improvement?

Teacher Reported reading levels, HLAT, PAT, and CAT results, LeNs and CC3 screening results

Division Priority 2**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.

What data will you use to track continuous improvement?

Alberta Education Assurance Survey and Division Feedback survey results

Division Priority 1**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.

What data will you use to track continuous improvement?

Student progress towards IPP goals, Specialist assessments, Teacher administered assessments and anecdotal records

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		2,293,840		2,335,649
Internal Revenue		0		0
REVENUE TOTAL		2,293,840		2,335,649
Classroom	12.527000	1,348,820	11.735000	1,263,543
Leadership	1.000000	145,110	1.500000	207,955
Teacher Supply	.000000	33,000	.000000	30,000
TOTAL TEACHER	13.527000	1,526,930	13.235000	1,501,498
(% of Budget)		66.57%		64.29%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	27,902	.000000	27,902
Support	9.600000	577,738	9.000000	544,330
Support (Supply/OT)	.000000	27,000	.000000	26,000
Custodial	1.938000	128,382	1.938000	128,382
Custodial (Supply/OT)	.000000	10,000	.000000	10,000
TOTAL NON-TEACHER	11.538000	771,022	10.938000	736,614
(% of Budget)		33.61%		31.54%
TOTAL STAFF	25.065001	2,297,952	24.172999	2,238,112
(% of Budget)		100.18%		95.82%
SUPPLIES, EQUIPMENT AND SERVICES		48,853		62,537
INTERNAL SERVICES		32,392		35,000
TOTAL SES		81,245		97,537
(% of Budget)		3.54%		4.18%
TOTAL AMOUNT BUDGETED		2,379,197		2,335,649
Carry Forward Included		0		0
Carry Forward to Future		0		0



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	80.000	Custodial	0.000000	Salaries	\$1,340,602	97.59%
Weighted	0.000	Exempt	2.300000	Supplies, Equip., Services	\$33,087	02.41%
Regular	80	Support	10.000000			
		Teacher	<u>4.000000</u>			
Year Opened		Total	16.300000	Total	\$1,373,689	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 students 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.

Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		1,376,566		1,373,689
Internal Revenue		0		0
REVENUE TOTAL		1,376,566		1,373,689
Classroom	3.500000	376,856	3.500000	376,856
Leadership	.700000	94,090	.500000	63,126
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	20,000	.000000	20,000
TOTAL TEACHER	4.200000	490,946	4.000000	459,982
(% of Budget)		35.66%		33.49%
Exempt	2.300000	241,762	2.300000	241,762
Exempt (Hourly/OT)	.000000	5,000	.000000	5,000
Support	9.400000	570,510	10.000000	608,858
Support (Supply/OT)	.000000	35,000	.000000	25,000
TOTAL NON-TEACHER	11.700000	852,272	12.300000	880,620
(% of Budget)		61.91%		64.11%
TOTAL STAFF	15.900000	1,343,218	16.300000	1,340,602
(% of Budget)		97.58%		97.59%
SUPPLIES, EQUIPMENT AND SERVICES		23,850		23,850
INTERNAL SERVICES		9,499		9,237
TOTAL SES		33,349		33,087
(% of Budget)		2.42%		2.41%
TOTAL AMOUNT BUDGETED		1,376,567		1,373,689
Carry Forward Included		0		0
Carry Forward to Future		0		0