



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	672.000	Custodial	2.876000	Salaries	\$4,237,936	91.81%
Weighted	816.134	Exempt	0.000000	Supplies, Equip., Services	\$378,159	08.19%
Regular	672	Support	8.000000			
		Teacher	<u>31.300000</u>			
Year Opened	1992	<b>Total</b>	<b>42.176000</b>	<b>Total</b>	<b>\$4,616,095</b>	100.00%

**School Philosophy**

**"WE" ARE BRACCO**

We are committed to making a measurable difference at John D. Bracco by focusing on improving student academic achievement while building positive relationships with every student. As a school community, our staff and students have identified the Pillars of Bracco that support lasting relationships: CITIZENSHIP - COURAGE - DIGNITY - INTEGRITY - RESPECT - RESPONSIBILITY. We believe in providing a wide range of learning experiences for students to develop 21st century competencies in academics, arts, athletics, and attitudes. We value our diversity in world views, cultures, languages, and interests. Our student leadership programs and extra curricular activities nurture leadership skills and community service learning in our students.

**Community Profile**

John D. Bracco is a multi-cultural school community, serving the neighbourhoods of Bannerman, Belmont, Fraser, Homesteader, Overlanders, Sifton, along with Cannon Ridge, Kernohan, Clareview Towne Centre, Gorman, and Horse Hill. In addition, we have active partnerships with Schools as Community Hubs (REACH Edmonton), The Family Centre (Success Coach), Edmonton Public Library, Boys and Girls Clubs Big Brothers and Big Sisters of Edmonton (BGCBigS), City of Edmonton - Clareview Youth Night, University of Alberta - Science in the Classroom, Edmonton Chinese Lions Club, North East Edmonton Rotary Club, Communities United & The United Way, Specialized Learning Supports through our Division, Clareview Recreation Centre, Northeast Community Health Centre, C5 North East Hub, SACE, Elizabeth Fry Society, Bethel Community Church, Alberta Immigrant Women & Children Centre, the Edmonton Mennonite Centre for Newcomers (EMCN), Edmonton Immigrant Services Association (EISA), Centre for Resilience and Social Development (CRSD), Breakfast Clubs of Canada, Hope Mission Nutritional Program for students (lunch), Belmont Sobey's, COBS Bread donation, Food for Thought program, all which continue to support diverse learning experiences for all students.

**Programs and Organization**

Our school offers Regular and Academic Enrichment programming as well as a specialized, sheltered program for English Language Learners; and Division Site programs for students in Opportunity, and Connections/Opportunity programs.

An active student-leadership program supports the development of the competencies of our learners. Our Physical Education program supports healthy living for every student. International language instruction in French and Spanish enhance cognitive development. A weekly breakfast program, along with a weekly daily lunch program along with after-school opportunities addresses the academic and social needs of the youth at our school and supports our families following our Pillars of Bracco. Student choices for option classes include; Active Living, Art, Computers (programming, etc), Foods and Music which support our students with opportunities to develop their skills, abilities and knowledge in a variety of competencies. John D. Bracco offers students the opportunity to be involved in two Sport Institute Programs; one with a focus on Soccer, the other Basketball. Our Bruins Soccer Institute - students remain in the same cohort at each grade level to focus on academics and join together to develop skills, knowledge and attitude within an enhanced soccer institute, coached by soccer performance coaches who are also teachers in our school. Our Bruins Basketball Institute - students remain in the same cohort at each grade level to focus on academics and join together to develop skills, knowledge and attitude within an enhanced basketball institute, coached by basketball performance coaches who are also teachers in our school. All our students have strong connections with their homeroom teachers who teach their homeroom students daily to ensure each student is connected with a mentoring adult who supports their success in school.

**School Community Relationships**

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

C5 North East Hub Canadian Friends of Somalia Chinese Lions Club Clareview Youth Night Edmonton Immigrant Services Association Edmonton Police Service REACH REACH Edmonton Schools as Community Hubs Somali Canadian Womens Association The Family Centre United Communities YOUNCAN Youth Services

**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: Recognize and support the diverse learning needs of all of our students.**

By June 2023, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practices including those identified through the Equity Achievement Project as well as other targeted literacy and numeracy intervention practices. Where possible, teachers will tie literacy and numeracy activities to Indigenous ways of knowing (OECD, 2017, p.104). Progress will be measured by a variety of assessments such as PATs, Diploma Exams, HLATS, Literacy/Numeracy Screeners, and teacher professional judgment in order to recognize and support diverse learners in becoming competent, contributing community members.

**At JDB**

We have returned to our weekly, targeted Literacy and Numeracy Intervention blocks; with all teachers teaching an intervention block each FLEX Thursday. These weekly instructional groups will be based on identified needs and provide targeted intervention strategies and data. The instructional blocks are designed by our LEAD Literacy and Numeracy teachers. These weekly intervention blocks will support continuous improvement for each JDB student.

The other two blocks of FLEX Thursday support our students developing competencies, experiences and opportunities that have been lacking these last 2 years. Students able to select 2 blocks from a variety of FLEX options of their choosing. With all teaching staff providing, designed and instructing a variety of interesting, exciting and engaging learning experiences, known as our FLEX choice classes.

**Results Achieved:**

Our weekly Literacy & Numeracy Intervention blocks, supported students in universal strategies in literacy and numeracy - designed by LEAD teachers. School awarded marks along with first-time experience with final exams and PAT's were a new experience for many of our students and We were pleasantly surprised that the PAT results were consistent with many previous years, and are pleased that our students did as well as they did considering it was our first year after COVID. Our CAT4 results from last year showed student growth from the fall to spring and our students continue to show a full grade level increase each year across the 3 subtests; although generally we are still behind the Canadian norm. Our HLAT results revealed a decline in writing proficiency. Teachers reported a decrease in writing stamina, impacting writing achievement. Although our Reading Data shows 65% of our students are reading at grade level, teachers continue to be concerned about a lack of reading foundational skills and our MIPI reveals that we have only 50% of our students reaching a 60% or better.

We certainly have the data needed to continue our focus on academic intervention and continuous improvement!

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

By June 2023, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

**At JDB**

We continue to prioritize our Anti-Racism school statement, in all classrooms, reminding our students that we are part of our action plan which is based on the principle that our document is a living document and we revisit it regularly to ensure that we are always moving forward and responding to the needs within our school community. We agree that our school is home to a diverse community and we will collectively work against systems of oppression through education, compassion and actions.

**Results Achieved:**

At JDB we refined our Anti-Racist Statement displayed in all learning areas, classrooms and throughout the school and we continue to collectively explore perspectives on diversity and anti-racism to increase our understanding of our schools' diverse populations. We are part of the Resilience Project with Dr. Unger, looking at ways to support mental health and wellness and continue to deepen our understanding and anti-racist practices to better serve our school community. All staff continue to be involved in targeted book studies, conversations and dialogue supported by work in conflict resolution, empowerment and restorative justice practices. This year the JDB teacher/staff team (Anti-Oppression) harnessed the power of our student community and our Social Justice team (teachers & students) continued to support our focus, actions and school wide events that move us forward in reconciliation and anti-racism.

These included the following; Diversity Youth Conference, Taste of Bracco, Black History Month activities, Afro-quiz Assembly, as well as recognition of all Heritage months, among other opportunities that supported student engagement and participation. As a result of our focus, 90% of our students are aware of the work our school is doing to

support anti-racism and belonging according to our Division Feedback Survey and 81% of our students reported that they have opportunities to be involved in activities that support their sense of belonging.

**Goal 2: Support students and staff in building skills, strategies and relationships that contribute to positive mental health.**

By June 2023, All staff will deepen their understanding of high quality, evidence based practices (OECD, 2017, p. 21) through engagement in collaboration and job embedded professional learning around mental health and wellness as well as social/emotional development. Progress may be measured by qualitative and quantitative data from both internal and external sources.

**At JDB**

We continue to focus on wellness to support our academic success. We have prioritized funds to continue having a success coach on staff through the Family Centre. We continue to provide our students with key individuals, and targeted strategies to support their success both academically and emotionally, through a focus on wellness for all. Our participation in Dr. Unger's Resiliency Survey, and strategies to enhance student resiliency, along with MHC support, school-wide WELLNESS days, the WiseGuys program through SACE, along with other programs and a variety strategies that will support student and staff wellness. This will be key to our progress and success this year.

**Results Achieved:**

We continued to welcome the return of many of our partners back in our School Community. Our partnership with The Family Centre to provide our students access to a Success Coach, 3 days a week was key to supporting our students and staff with mental health and wellness support. The Family Centre remained a key partner along with SACE and the WiseGuys program. We also welcomed EISA back to JDB and provided space for a re-settlement practitioner to support our new students and their families and provide support regarding immigration issues. We are part of the Resilience Project with Dr. Unger, looking at ways to support mental health and wellness and continue to help students develop the skills they need to meet and overcome challenges.

From the accountability survey, citizenship results across the catchment remain lower than prior to the pandemic but are increasing as more opportunities to bring the community together arise. Families responded positively to the return to "school as normal". Student response to our Division Feedback Survey included 85% of our students know they have at least one adult in our school who they would go to for help if they need it.

**What were the biggest challenges encountered in 2022-2023?**

The 'return to normal' after COVID was a challenge to us all; as 'we' all did not initially realize how difficult this could or would be. The energy of our school had returned although it was quite dysregulated and at very high levels, and being at these 'higher' levels all the time, staff and students, really impacted the ability to keep up! Students were quite accustomed to using cell phones, social media and checking out (apathy) often and without our cohorts from previous years, classroom culture was slow to develop.

Illness returned and hit staff, students and families hard. Absenteeism increased due to illness and overstimulation in our busy building complicated by the need to refresh.

As a Junior High it was challenging to build foundations that students may not have developed. Took time to figure out which skills were lagging. Upon reflection, we did realize that this past school year, although named a "return to normal" was far from normal.

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

Our focus continues to be creating welcoming, safe and inclusive environments for our students, parents and community. We continue to rebuild the concept of our school being a community hub where help is immediate and accessible, with an emphasis on building community partnerships to support families.

**We decided to name this school year, the year of going forward to our new normal** as we refined many of our initiatives that were successful while we were in cohorts for 2 years.

This year we intentionally planned for our Grade 7 students to only have 2 teachers; following a semi-core program.

This year we returned to our FLEX Thursday initiative from the 2019-2020 school year. This includes an intensive Literacy & Numeracy intervention program that runs each week on Thursdays, known as FLEX Thursdays. FLEX Thursdays also provide students with an opportunity to select 2 other monthly classes/program for Thursday afternoons, that are designed and supported by all teaching staff and are interesting and fun; based on their own choosing and interests to support general student well being with a variety of engaging, interesting and fun opportunities.

# Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 7573 John D Bracco School

Assurance Domain	Measure	John D Bracco 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	84.3	88.5	88.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	74.2	80.2	80.1	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	*	*	n/a	80.7	83.2	82.3	*	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	41.6	44.2*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	4.3	6.1*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	84.8	87.0	87.8	88.1	89.0	89.7	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	78.8	85.1	85.1	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	83.7	88.0	88.0	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	75.4	81.9	71.2	79.1	78.8	80.3	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

\*Alberta Education has recalculated prior aggregate PAT results (2019 & 2022) due to new curriculum implementation/piloting in 2022–23. This involves excluding Grade 6 subjects (e.g., English Language Arts, Français, etc.) that were optionally implemented/piloted from aggregate results.

- For elementary schools, the aggregate PAT data now solely represents Grade 6 Social Studies.
- For K–9, 4–9, and K–12 schools, the aggregate data incorporates both Grade 6 Social Studies and Grade 9 results across all PAT subject areas.

**Division Priorities 2022-2026**

1. Build on outstanding learning opportunities for all students.
2. Advance actions towards anti-racism and reconciliation.
3. Promote a comprehensive approach to student and staff well-being and mental health.

In reflecting on our work towards continuous improvement as a Division, five reflective questions have been included in the Budget Planning Guide as a resource to help inform goal setting: Goals must align with 2022-2026 Division Priorities. All schools are to set two goals with one being in support of Priority 1. Schools also have the flexibility of setting an optional third goal. All Central DU's are to set two or three goals and indicate the priority area each goal supports.

**Division Priority 1****Focus on literacy and numeracy so students demonstrate growth and achieve learning outcomes**

- By June 2024, schools within Eastglen Catchment will provide high quality learning opportunities to students to realize their full potential. Staff will embrace best practises to enhance student learning. This will be achieved through:
- Staff engagement in evidence based professional learning (Numeracy intervention & Literacy intervention, Catchment Communities of Practise) to build knowledge and confidence to work with students who are not yet achieving at grade level.
- Monitoring students for growth and provision of targeted support (guided reading and writing groups, skill based numeracy intervention groups) and interventions.
- Where possible teachers will tie literacy, numeracy and learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p.104) possibly including Elders, Knowledge Keepers and Land Based Learning.

**At JDB**

By June 2024, all students will demonstrate growth in literacy and numeracy through participation in and implementation of research based best practises. We continue to provide ALL students with weekly, targeted Literacy and Numeracy Intervention blocks; with all teachers teaching intervention blocks each FLEX Thursday. These weekly instructional groups will be based on identified needs and provide targeted intervention strategies based on data. The instructional blocks are designed by our LEAD Literacy and Numeracy teachers. Using protocol with staff and students to collect evidence to go forward, and responding when students aren't. These weekly intervention blocks will support continuous improvement for each JDB student.

The other two blocks of FLEX Thursday support our students developing competencies, experiences and opportunities that have been lacking these last 2 years. Students are able to select 2 blocks from a variety of FLEX options of their choosing. With all teaching staff providing, designing and instructing a variety of interesting, exciting and engaging learning experiences, known as our FLEX choice classes. Our intention is to improve results for all kids/students by supporting collaborative work.

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

Monthly Literacy & Numeracy Intervention data and results will be compiled monthly and used by teachers to plan next steps in intervention. Staff will look at data and practice and assess both; including 5 Pillars of Literacy, CAT4. MIPI, HLAT, PAT, teacher awarded grades, staff feedback regarding our intervention process as we support our diverse learners in becoming competent community members.

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

By June 2024, staff will engage with colleagues, students, families and community members to take action towards advancing anti-racism and reconciliation within our schools. Progress will be measured through data collection which may include high school completion rate, Rutherford scholarship attainment, school data collected around intentionally planned activities and events, formal and informal surveys.

**At JDB**

We continue to prioritize our Anti-Racism school statement, in all classrooms, reminding our students that we are part of our action plan which is based on the principle that our document is a living document and we revisit it regularly to ensure that we are always moving forward and responding to the needs within our school community. We agree that our school is home to a diverse community and we will collectively work against systems of oppression through education, compassion and actions. With our Social Justice student club, and our guiding teachers we will work; on identifying lagging skills, key aspects of knowledge needed for instruction, increasing the relevance of these learnings, make connections with core acadmic learnign goals, create active learning experiences, and most importantly build students' confidence.

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

Focus groups with staff, students and parents. Division Feedback Survey, Alberta Education Assurance Survey, Youth Resilience Survey among other opportunities, including feedback and plans from our Community Helpers student group and Social Justice student club.

**Support students and staff in building skills, strategies and relationships that contribute to positive mental health.**

By June 2024, schools within Eastglen Catchment will implement best practises to enhance mental health, well-being and support students' embracing diversity. Schools will foster environments that are safe, welcoming, and nurturing where every student feels valued and cared for. This will be achieved through:

- Staff engagement in evidence based professional learning (Catchment PL offerings, CoPs) to build knowledge and confidence to work with students about topics such as diversity and reconciliation.
- Staff implementation of best practices for supporting student mental health and readiness for learning (direct instruction of regulation strategies, the CPS model, R@ project and Mental Health Support workers)
- Development and implementation of catchment wide plans to support meaningful relationship building between staff and students in feeder schols to increase a sense of belonging for students.
- Support transition between Catchment schools and increase High School graduation rates through work with the "Schools that Listen" project.

**At JDB**

We continue to focus on wellness strategies to support our students success and academic success. We have prioritized funds to continue having a success coach on staff through the Family Centre. We continue to provide our students with key contact individuals (most often their homeroom teacher who teaches them at least 1 core subject), and targeted strategies to support their success both academically and emotionally, through a focus on wellness for all. Our participation in Dr. Unger's Resilience Project, and strategies to enhance student resiliency, along with our MHCB Wellness Coach, school-wide WELLNESS days, WiseGuyz program through SACE, and the Community Helpers program; along with other programs and a variety strategies that will support student and staff wellness. Our intent is to develop the environment at JDB where kids thrive. This will be key to our progress and success this year.

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

Focus groups with staff, students and parents. Data from our success coach, Heroes resilience program results, Division Feedback Survey, Alberta Education Assurance Survey, Youth Resilience Survey, among other opportunities, including feedback and plans from our Community Helpers student group and Social Justice student club.

# Budget Summary Report

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,509,322		4,616,095
Internal Revenue		0		0
<b>REVENUE TOTAL</b>		<b>4,509,322</b>		<b>4,616,095</b>
Classroom	28.000000	3,014,844	27.300000	2,939,473
Leadership	3.000000	404,534	4.000000	522,202
Teacher Supply	.000000	55,000	.000000	100,000
<b>TOTAL TEACHER</b>	<b>31.000000</b>	<b>3,474,378</b>	<b>31.299999</b>	<b>3,561,675</b>
<b>(% of Budget)</b>		<b>77.05%</b>		<b>77.16%</b>
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	6.800000	405,559	8.000000	471,137
Support (Supply/OT)	.000000	12,000	.000000	12,000
Custodial	3.876000	248,717	2.876000	177,124
Custodial (Supply/OT)	.000000	6,000	.000000	16,000
<b>TOTAL NON-TEACHER</b>	<b>10.676001</b>	<b>672,276</b>	<b>10.876000</b>	<b>676,261</b>
<b>(% of Budget)</b>		<b>14.91%</b>		<b>14.65%</b>
<b>TOTAL STAFF</b>	<b>41.676001</b>	<b>4,146,654</b>	<b>42.176000</b>	<b>4,237,936</b>
<b>(% of Budget)</b>		<b>91.96%</b>		<b>91.81%</b>
SUPPLIES, EQUIPMENT AND SERVICES		246,350		258,000
INTERNAL SERVICES		115,220		119,350
OTHER INTEREST AND CHARGES		1,100		809
<b>TOTAL SES</b>		<b>362,670</b>		<b>378,159</b>
<b>(% of Budget)</b>		<b>8.04%</b>		<b>8.19%</b>
<b>TOTAL AMOUNT BUDGETED</b>		<b>4,509,324</b>		<b>4,616,095</b>
Carry Forward Included		0		0
Carry Forward to Future		0		0