

Profile



<u>Enrolment</u>		<u>Staff FTE</u>		<u>Budget</u>		
Normalized	711.000	Custodial	4.876000	Salaries	\$4,561,090	92.08%
Weighted	880.334	Exempt	0.000000	Supplies, Equip., Services	\$392,265	07.92%
Regular	711	Support	7.000000			
		Teacher	<u>33.300000</u>			
Year Opened	1992	Total	45.176000	Total	\$4,953,355	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. 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 (BGCBig), 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, 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, Leadership 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, YOUCAN 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 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).

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.

Results Achieved:

87% of staff surveyed agreed/strongly agreed that the catchment COPs impacted teaching practices.

Fall 2023-Spring 2024 CAT4 data: Division results: reading (+4.33%) math (+2.9%) computation (+5%), Eastglen results: reading (+7.89%) math (+7.5%) computation (+9%)

On average, more students in each school are reading at or above Grade Level (+1%)

Increase in students reported to be writing at Grade Level (+6%)

PAT data - on average, more kids achieving 50% or higher on the Science and Social exams

3-year high school completion rate increased by 2.9% and the 5-year completion increased by 1.9%

Majority of schools part of the Equity Achievement Project, all these schools chose to continue the project

Through Jordan's Principle, 7 schools accessed cultural support, including 3 teachers and 3 cultural advisors: support for connections with families, attendance, transition, and academic support.

At JDB

- Weekly Literacy & Numeracy Intervention blocks along INTERVENTION needs & levels, supported students with targeted strategies in literacy and numeracy - designed by LEAD teachers.
- We continue to focus on our Grade 9 students and their ability to be successful writing their PAT assessments. This year our percentage of students writing these increased as did our percentage of students achieving acceptable standard in 3 out of 4 PAT's, and we believe that our weekly intervention blocks supported the increase in percentage of students in the acceptable standard as well as the standard of excellence. But our PAT results continue to identify that our weekly intervention blocks are vital to continue growth, particularly in Math.
- 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's results revealed that 55% of our students are writing at grade level, while our Reading Data shows 75% of our students are reading at grade level.
- Our MIPI reveals that we have only 50% of our students reaching a 60% or better.

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 academic learning goals, create active learning experiences, and most importantly build students' confidence.

Results Achieved:

- Student attendance rate remained stable at 85% in 2023/24
- 74% of high school students who were in a dash two, dash one or AP stream graduated within 3 years.
- An increase in after-school opportunities for students and families provided by community organizations such as AYP, City of Edmonton, C5, and Boys and Girls Club, Tegler Center.
- Chromebooks for Kids - 107 Chromebooks were distributed in Eastglen Catchment in 2023-2024
- Division Feedback Survey (DFS): Successful in my Learning (88%), High Expectations for Learning (81%), Supported when Learning is Hard (76%), Know How to get Help (85%), Staff know me as a person (70%), I feel like I can be myself at school (65%), Diverse Cultures Supported (75%), School Supports Truth and Reconciliation (65%), Aware of the anti-racism and Belonging Work in School (82%), Learn about contributions (91%), perspectives (89%), treaties and agreements (91%), residential school experiences (89%) of First Nations Peoples. Learn skills to support wellness (74%), Feel Safe at School (69%)

At JDB

- We collectively explore perspectives on diversity and anti-racism to increase our understanding of our schools' diverse population. Through our monthly "Culture" building program during our FLEX Thursday afternoons we use "The See Different" Toolkit program and all staff and students work through monthly lessons and topics.
- 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.
- This year the JDB teacher/staff team (Anti-Oppression) refined our School Anti-racism statement visible in all classrooms and part of our daily work in classrooms and enhanced our Culture Building program.
- Staff continue to be involved in targeted book studies, conversations and dialogue supported by work in conflict resolution, empowerment and restorative justice practices.

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 practices 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 schools 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.

Results Achieved:

- We were able to program all homeroom teachers teaching their homeroom class; one core subject. This enhanced student and family connection to a key teacher
- Partnerships with outside agencies continued and increased. EISA ran a weekly homework help club for our new students; we accessed weekly online tutoring through university students, our WELLNESS Day and CAREER Day events grew, and our Taste of Bracco and Bracco's Got Talent were a huge success.
- We were able to maintain a full-time Success Coach through the Family Centre; which was a key to providing mental health support to our students and their families.
- According to the assurance survey, citizenships results and parental involvement increased and we maintained our good results in education quality. Most importantly in our Division Survey results 90% of our students "feel my teachers know how I learn best", 85% stated "I can get help from someone at school, and I feel safe in my school".

- Our focused and planned FLEX Thursday intervention blocks program last year certainly have enhanced our students' literacy skills as all students enhanced their reading skills by 1 grade of growth (particularly our Grade 7 cohort who are all at grade level) Numeracy skills were also enhanced particularly with in an increase in percentage of students at grade level, with at more than a grade level growth in computation & estimation skills (CAT4 results).

What were the biggest challenges encountered in 2023-2024?

Continued growth in student population. By the end of the school year, we had grown by 60 students even though we were full and closed. We continued to welcome new students and family to our community and full classes and were creative with teacher push in support and integrating students into full classes and programs.

As our size continues to grow, and all students have less access to space, not only classroom space but also access to bathrooms and water fountains at "break" time causing students to be continuously out of class during instructional time.

We are still focused on academic 'catch-up' from the pandemic, and social-emotional skills continue to lag as well. In fact, social issues often create more issues than being academically behind as students stop attending school due to anxiety caused by social media overuse. Snapchat is purposely designed for bullies and bullying. More students are involved in VAPING, which is extremely hard to monitor.

We spent a lot of time supporting students and families who are unable to resolve conflict without escalating issues and conflict escalates too fast online. As a result, all staff spent more time engaging in conflict resolution with students and families.

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

We continued to schedule and plan that each of our Homeroom teachers, teach a core subject to their homeroom class. This provides strong connections for students, teachers and parents/family. At JDB Homeroom teachers teach their cohort a core class and are the key contacts for students and their family.

We now have 8 portables outside the school. The extra 2 classes have helped to ease space requirements, but once again we are full and closed and out of space.

We are steadfast in our FLEX Thursday programming to continue to provide each student with weekly targeted intervention, along with monthly programming for Health & Well Being and Culture Building that are making a difference in our community.

Students are engaged in CHOICE blocks more than ever before; and all our staff are involved in these opportunities as we continue to build community with all students.

Our results from the Resilience Survey continue to grow and students skills are strengthening, particularly in engagements skills are strengthening, particularly in engagement, connection to teachers, sense of belonging and well being and we will continue to enhance our feelings regarding our culture of equity.

Required Alberta Education Assurance Measures - Overall Summary

Fall 2024

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	80.2	84.3	86.4	83.7	84.4	84.8	n/a	Declined	n/a
	Citizenship	72.2	74.2	77.2	79.4	80.3	80.9	Intermediate	Declined	Issue
	3-year High School Completion	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	n/a	n/a	n/a	68.5	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	19.8	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	44.8	41.6	41.6	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	4.0	4.3	4.3	15.4	15.5	15.5	Very Low	Maintained	Concern
	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	85.7	84.8	85.9	87.6	88.1	88.6	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.3	78.8	82.0	84.0	84.7	85.4	n/a	Declined	n/a
	Access to Supports and Services	78.7	83.7	85.9	79.9	80.6	81.1	n/a	Declined Significantly	n/a
Governance	Parental Involvement	70.8	75.4	78.6	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**Building on Outstanding Learning Opportunities**

By June 2025, schools within Eastglen Catchment will provide high quality learning opportunities to students to realize their full potential. Staff will embrace best practices to enhance student learning. This will be achieved through:

- Collective efficacy in evidence based professional learning to build knowledge and confidence to work with students who are not yet achieving at grade level
- Monitoring students for growth and the provision of targeted support or interventions
- Alternative pathways for earning credits to increase student graduation rates
- Tying learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104), where possible

At JDB

- It is our collective purpose to support our ability to meet the complexities of our diverse communities, staff growth and student success - together.
- Weekly intervention through FLEX Thursday programming; designed by a TEAM of lead teachers that all teachers are involved in instructing all students in targeted small groups in Literacy and Numeracy skills
- Each month through FLEX afternoons students are able to participate in a variety of alternative activities designed by teachers to enhance interest in a variety of opportunities, which include musical theatre, debate, cooking, physical activities like skating, shinny hockey, swimming, river walk, and many more.

What data will you use to track continuous improvement?

HLAT, Provincial Screening Assessments, teacher awarded grade, PAT/Diploma Achievement, Credits Earned, Staff Feedback about Professional Learning, Assurance Survey, Division Feedback Survey

Division Priority 3**Enhancing Mental Health and Wellbeing**

By June 2025, schools within the Eastglen Catchment will adopt best practices to promote mental health, well-being, and a strong sense of belonging. These schools will create safe, welcoming, and nurturing environments where every student feels valued and supported, and where diversity is celebrated. This will be achieved through:

- Staff engagement in evidence based professional learning to build knowledge and confidence to work with students about topics such as diversity and reconciliation.
- Opportunities to engage the school community in best practices for supporting student mental health and readiness for learning
- Development and implementation of catchment wide plans to support meaningful relationship building between staff and students in feeder schools 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.
- Tying learning activities to "Indigenous Ways of Knowing" (OECD, 2017, p. 104), where possible.

At JDB

- We continue with our FLEX Thursday program that provides ALL our students with WEEKLY targeted intervention in Literacy & Numeracy; along with monthly Health instruction, and School Culture building through the SEE DIFFERENT TOOLKIT, along with opportunities that expand students experiential learning and awareness.
- We continue to have a full time Success Coach through the Family Centre
- Through a grant from Jordan's Principle we will have access to an additional teacher to support our students' engagement, attendance and success.
- We access our Mental Health Therapist through our SLS team, along with Comprehensive School Health program and our Mental Health Capacity Building opportunities throughout the year

What data will you use to track continuous improvement?

Focus Groups through the Schools that Listen Project, Division Feedback Survey, Alberta Education Assurance Survey, Youth Resilience Survey, Graduation Rates, Attendance Data, Restorative Alternatives to Suspension and Expulsion

Division Priority 2

Advance actions towards anti-racism and reconciliation.

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.
- This year we are part of Project Saqqara which is supporting us with aspirational Africentric educational resources; supporting teachers and students alike to maximize student accomplishment by boosting aspiration by replacing stereotypes with insightful information and knowledge along with awe-inspiring content.
- Our successful grant through Jordan's Principle will support us with an additional teacher to support the development of foundational skills for reading, writing and mathematics including required interventions and a cultural advisor to support all students and school wide learnings and build relationships with students and families and support positive engagement with school.

What data will you use to track continuous improvement?

Progress will be measured through data collection using qualitative and quantitative data from both internal and external sources, which may include, school data collected around intentionally planned activities and events, formal and informal surveys including student and staff feedback about Professional Learning.

Budget Summary Report

	2024-25 Spring Proposed		2024-25 Fall Revised	
Resources		4,728,659		4,953,355
Internal Revenue		0		0
REVENUE TOTAL		4,728,659		4,953,355
Classroom	27.300000	2,950,393	29.300000	3,166,539
Leadership	4.000000	526,078	4.000000	527,399
Teacher Supply	.000000	100,000	.000000	100,000
TOTAL TEACHER	31.299999	3,576,471	33.299999	3,793,938
(% of Budget)		75.63%		76.59%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	0	.000000	0
Support	7.000000	416,756	7.000000	411,620
Support (Supply/OT)	.000000	15,377	.000000	15,377
Custodial	4.876000	324,155	4.876000	324,155
Custodial (Supply/OT)	.000000	16,000	.000000	16,000
TOTAL NON-TEACHER	11.876000	772,288	11.876000	767,152
(% of Budget)		16.33%		15.49%
TOTAL STAFF	43.176000	4,348,759	45.176000	4,561,090
(% of Budget)		91.97%		92.08%
SUPPLIES, EQUIPMENT AND SERVICES		256,650		269,015
INTERNAL SERVICES		123,250		123,250
OTHER INTEREST AND CHARGES		0		0
TOTAL SES		379,900		392,265
(% of Budget)		8.03%		7.92%
TOTAL AMOUNT BUDGETED		4,728,659		4,953,355