

School: Johnny Bright [1455]
Address: 1331 Rutherford Road S.W.



Enrolment		Staff FTE		Budget		
Normalized	776.500	Custodial	3.938000	Salaries	\$4,858,464	96.37%
Weighted	853.234	Exempt	0.000000	Supplies, Equip., Services	\$182,893	03.63%
Regular	821	Support	8.063000			
		Teacher	35.222000			
Year Opened	2010	Total 47.223000			Total \$5,041,357	100.00%

School Philosophy

Johnny Bright staff is committed to supporting all students learning at high levels. Teachers are focused on building a collaborative, interdependent environment centered on essential learning outcomes, intentional teaching and meeting the needs of all learners. Project based and innovative, authentic learning opportunities assist in creating a setting where students demonstrate 21st Century skills and competencies. We value all stakeholders and believe we share a collective responsibility in building a safe, secure and caring environment.

Community Profile

Johnny Bright is located in the Rutherford neighborhood in Southwest Edmonton. We provide core and complementary programming for Kindergarten to Grade 9 students. Our school population are mostly from within Rutherford. In an engaged and rich learning environment, staff provide students, and parents with a variety of opportunities to communicate learning and experiences. Our School Council and Parent Society are involved and committed to supporting our school.

Programs and Organization

Johnny Bright staff have built a school environment with the mantra, "These are all our students". The staff regularly collaborate in grade level or cross-curricular teams with a focus on improving the teaching and learning at all levels. Our school wide intervention schedule supports students who need more time and support in the areas of literacy and numeracy. We aspire to excellence in learning opportunities through our Three Pillars: Academics, Athletics and Activity for learning, and excellence in citizenship and community involvement.

School Community Relationships

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

Alberta Motor Association (AMA) S.H.A.P.E.

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).

By June 2023, Johnny Bright students will demonstrate growth in reading, writing and mathematics as measured through HLATs, teacher awarded marks, CAT 4, PATs and school based assessments.

- Division, Catchment and School professional learning opportunities in new curriculum, assessment, literacy and numeracy will be coordinated
- A common reading and phonics program from K-3 will be explored
- Reading Screeners will continue to be used in grade 4-9
- Data analysis will be used to create Intervention Plans for 'at risk' students
- Implement promising practices identified in OECD's Promising Practices document

Results Achieved:

- Teachers met in catchment grade level collaborative groups*
- Teachers in K-3 explored and committed to the use of a common phonics program*
- Data from reading screeners was used to provide intervention to students*
- K-9 grade level groups were provided push in support of Educational Assistants and pull out support in grade 1- 4 of a certificated teacher for Covid Disruption support*
- CAT 4 scores indicate 82% of students are reading at or above grade level*
- teacher reported reading achievement indicates 83% of students are reading at or above grade level*
- HLAT Writing scores indicate that 83% of students are writing at or above grade level*
- PAT Language Arts 6 indicates 98% of students achieve at the acceptable level and 48% achieve at the standard of excellence which is a 24% increase*
- PAT Language Arts 9 indicates 94% of students achieve at the acceptable level and 20% achieve at the standard of excellence*
- CAT 4 math scores indicate 88% of students are achieving at or above grade level*
- PAT Mathematics 6 indicates 88% of students achieve at the acceptable level and 34% achieve at the standard of excellence which is a 7% increase*
- PAT Mathematics 9 indicates 83% of students achieve at the acceptable level and 50% achieve at the standard of excellence which is a 10% increase*
- Overall 96% of parents are satisfied with the quality of their child's education, a 15% increase*

By June 2023, staff will demonstrate increased understanding of anti-racism, diversity and reconciliation practices as measured by the safe & caring and citizenship pillars in the Assurance Survey and school based surveys.

- Mental Health resources will be made available to staff, students and parents
- Host Parent Learning Sessions on topics of interest
- Diversity professional learning
- Ensure professional and student resources are available
- Common language and vocabulary
- Connect with community agencies for support to students, staff and parents.

Results Achieved:

- 96% of our student feel that they have learned about the contributions of Indigenous Peoples; 93% feel that they have learned about Indigenous perspectives; 95% feel that they have learned about treaties and agreements with First Nations and 93% feel that they have learned about residential schools and their legacy.**
- 85% of staff feel that the Division is taking actions that support truth and reconciliation; 85% of staff feel that diverse cultures are represented in the books and materials at our school; 95% of staff are aware of the work Edmonton Public Schools is doing to support anti-racism and equity in schools.**
- School Wellness Coach was utilized. All teachers participated in all sessions available. Parents were made aware of content that was being delivered so that at home follow up was encouraged**
- School Council hosted a catchment wide parent session on Cyber Safety. This session was well attended and inspired other parent sessions within the catchment.**
- Library resources were culled. New resources were added that highlight diversity.**
- All staff attended Dr. Anne Anderson Professional Learning Days which focused on anti-racism, reconciliation and diversity.**
- YMCA Alternative Suspension program was used for our suspended students**

What were the biggest challenges encountered in 2022-2023?
- new curriculum implementation
- decreased ability to have supply teachers impacted staff wellness and the ability to meet student needs at times
-meeting the needs of our diverse student population

What are the opportunities for improvement from 2022-2023 that will inform your plan for 2023-2024?
- increasing opportunities for student leadership
- continue teacher work regarding new curriculum implementation and accessing the division resources available
- enhancing teacher efficacy regarding teaching and learning best practices through school wide collaborative meetings and use of Division created resources
- continue to develop a welcoming, caring, respectful and safe learning environment within our school community

Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1455 Johnny Bright School

Assurance Domain	Measure	Johnny Bright 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	87.3	83.3	83.3	84.4	85.1	85.1	n/a	Improved	n/a
	Citizenship	83.6	82.0	84.1	80.3	81.4	82.3	Very High	Maintained	Excellent
	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	84.6	88.8*	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	33.4	41.7*	n/a	16.0	17.7	n/a	Very High	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	89.7	86.8	88.8	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.2	85.1	85.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	75.4	72.2	72.2	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	74.5	72.1	77.7	79.1	78.8	80.3	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 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

By June 2024, Johnny Bright students will demonstrate growth in reading, writing and mathematics.

Achievement of this goal will be supported by:

- monitoring of student levels will be done in grade level teams and targeted literacy and mathematics supports will be provided
- development of staff feeling of efficacy in providing support through team collaboration and professional development
- vertical alignment meetings with a focus on strategies that impact student learning across grade levels
- use of Division created resources

What data will you use to track continuous improvement?

Provincial Screeners, HLAT writing, Fountas and Pinnell Benchmark Assessment System (BAS), CAT 4 data, PAT marks and teacher intervention data

Division Priority 1

By June 2023, Johnny Bright will engage in meaningful professional learning and collaboration that will demonstrate increased satisfaction, as measured in the Alberta Education Assurance Survey, Division Survey and school based surveys in the areas of well-being, diversity, and inclusivity.

Achievement of this goal will be supported by:

- providing more opportunities for increased student leadership
- continue school-wide character education program that promotes caring and respect for peers
- school-wide focus through newsletters, announcements and events that increase feelings of a welcoming, safe, respectful and learning environment
- continued opportunities for professional learning in the areas of mental well being, diversity, inclusivity
- additional resources to support classroom teachers

What data will you use to track continuous improvement?

Alberta Education Assurance Survey, Division Survey and school based surveys

By June 2024 students will indicate growth in surveys that Johnny Bright is a welcoming, caring, respectful and safe learning environment. Students will indicate that peers treat each other with increased respect and caring. Students will demonstrate growth in feeling they belong.

Achievement of this goal will be supported by:

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What data will you use to track continuous improvement?

School surveys, Division Feed Back Survey and Alberta Education Assurance Survey

	2023-24 Spring Proposed		2023-24 Fall Revised	
Resources		4,771,656		5,041,357
Internal Revenue		0		0
REVENUE TOTAL		4,771,656		5,041,357
Classroom	30.150000	3,246,340	32.222000	3,469,439
Leadership	3.000000	404,923	3.000000	407,070
Teaching - Other	.000000	0	.000000	0
Teacher Supply	.000000	80,000	.000000	118,000
TOTAL TEACHER	33.150002	3,731,263	35.222000	3,994,509
(% of Budget)		78.2%		79.23%
Exempt	.000000	0	.000000	0
Exempt (Hourly/OT)	.000000	65,000	.000000	65,000
Support	8.063000	467,537	8.063000	472,477
Support (Supply/OT)	.000000	15,000	.000000	20,000
Custodial	4.000000	294,419	3.938000	289,980
Custodial (Supply/OT)	.000000	15,000	.000000	16,500
TOTAL NON-TEACHER	12.063000	856,956	12.000999	863,957
(% of Budget)		17.96%		17.14%
TOTAL STAFF	45.213001	4,588,219	47.223000	4,858,466
(% of Budget)		96.16%		96.37%
SUPPLIES, EQUIPMENT AND SERVICES		118,437		88,300
INTERNAL SERVICES		62,400		91,850
OTHER INTEREST AND CHARGES		2,600		2,743
TOTAL SES		183,437		182,893
(% of Budget)		3.84%		3.63%
TOTAL AMOUNT BUDGETED		4,771,656		5,041,359
Carry Forward Included		0		0
Carry Forward to Future		0		0