

School Education Plan and Results Report
2015-2018
Year 3



Our Mission

To provide a supportive environment and a comprehensive education by developing adaptable, responsible learners, who are capable of meeting the opportunities of a changing world.

Motto - In Pursuit of Excellence.

The Facey Way Philosophy

Students, staff and parents of Bev Facey Community High School follow *The Facey Way*, a philosophy that guides all school activities. In keeping with the principles of the Facey Way, students, staff, and parents in our school community accept responsibility for maintaining and representing our positive school image.

The Facey Way includes the virtues of

EMPATHY: Learning to see the world through others' perspectives.

SELF-CONTROL: Cultivating the abilities to focus and delay self-gratification.

INTEGRITY: Recognize right from wrong and practice ethical behavior.

DIVERSITY: Recognizing and appreciating human differences.

GRIT: Persevering in the face of a challenge.



SECTION ONE – Bev Facey Community High School and EIPS Division Goals

Bev Facey Community High School Goals:

GOAL 1: More students and parents are engaged in the school community, value school outcomes and are supportive of student personal excellence. *(EIPS Priority 2, Goal 4)*

GOAL 2: More students are engaged in being active positive citizens who exemplify the Facey Way. *(EIPS Priority 2, Goal 1)*

GOAL 3: Students are supported in their transitions to, within and from high school. *(EIPS Priority 1, Goal 3)*

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.
Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: Bev Facey Community High School Profile

Principal: Paul Pallister

Assistant Principals: Sharon Gach, Matt Shudra, Trudi Williamson

Counsellors: Sheree Rankin, Tiffany Tattrie, Kathryn Maier

Bev Facey Community High School Quick Facts

- BFH opened in 1981 and has a current student enrolment of 1017.
- BFH students are served by 58 certificated and 30 classified staff.
- The school budget is \$7.8 million. Staffing costs account for 92% of total budget.
- In September 2017 BFH began the implementation of High School Redesign.

Programming Highlights:

- BFH is well recognized as a school of academic rigour, with excellent complementary programs in fine arts and multiple career technology studies programs offered in superior learning environments.
- Our Advanced Placement Program provides challenges to our academically motivated students.
- Opportunities such as Facey Leadership Initiative and Musical Theatre are popular ways for students to develop their talents while supporting our community.
- BFH supports EIPS system special education programs, PLACE, GOALS and FOCUS. We pride ourselves on a positive integration of our special education students.
- BFH is a 4A school and our student-athletes compete in Edmonton Metro premier conference. We are recognized as having a superior and extensive athletic program.
- BFH staff host a wide variety of extra-curricular clubs to engage students beyond academics and athletics.

SECTION THREE: School Education Results Report (2016-2017)

What were the greatest successes/challenges faced in 2016-2017 and how did this affect planning for 2017-2018?

In February, 2017 the school principal changed. This change resulted in a number of challenges for staff and students. With new leadership, relationships had to develop and understanding of processes had to be learned. While new leadership may create challenges for students, staff and parents, it also provides opportunity to look differently at school programming.

Management of attendance and student behavioral supports were outlined by staff as areas to focus attention. As a result more comprehensive attendance expectations were implemented which resulted in an increased awareness in our community of this school concern. Students were more punctual to class and attendance concerns declined. Supports for student behavior included the creation of a resource room where students were provided a positive environment to explore how they could be a more positive member of our school community. Included in this support was a greater emphasis on re-engaging the student, with their learning and developing their character.

From the Accountability Pillar survey we see positive results in our diploma results, program offerings, dropout rate, completion rates and transition to post-secondary education. The work that staff and

students are doing to complete high school and move onto post-secondary school is laudable. This is certainly one aspect of our educational responsibility that we are doing well.

The Alberta Education funding model was changed in the spring of 2017 which dramatically decreased school funding for the 2017-18 year. In addition the total student population was anticipated to be reduced by 100 students. As such, staff reductions were required in order to balance our budget. Bev Facey applied to Alberta Education in the spring of 2017 to become part of the High School Redesign initiative. We were approved and work began immediately by staff to determine our focus for the fall of 2017. This opportunity alleviated some of the budgetary concerns and provided staff with an opportunity to refocus the vision for our school.

A key aspect to improving our results will come from our participation in High School Redesign initiative. The project for Facey has a number of components:

1. Immediate implementation of an improved student services. This includes the continuation of a resource room, credit recovery opportunities, a change in focus of work experience support and increased support for students moving to work after graduation. The resource room created in the second semester of 2016-17 was successful in supporting students who required an opportunity to refocus on learning. As part of High School Redesign, our student supports area is being expanded to offer various personalized opportunities.
2. Continued development of a Student- Staff Advisory program along with Personalized Development Time will require a timetable adjustment - this to begin in Semester 2. In reviewing the data in the Tell Them From Me survey, it was clear that a focus on advocacy at school is important. We determined that efforts would be focused on the development of a Student-Staff advisory program as part of the redesign pillar of meaningful relationships. Staff professional learning will be geared towards the development of advisory with planned implementation in February, 2018.
3. Research on the development of a new model for our library or learning commons.
4. We have hired a communications administration assistant to support us in all facets of internal and external information sharing.
5. Revamping the Facey Way slogan.
6. Maintaining a core expectation of attendance and punctuality.

Alberta Education provided classroom improvement funds for all teachers to access. Bev Facey teachers determined that 50% of the funds will be spent to support release time to collaborate on how we can take full advantage of the 9 pillars of High School Redesign. The other 50% of the funds will support classroom teachers in purchasing materials to enhance the classroom experience for students.

It is our collective responsibility to continue the excellent classroom work dedicated to maintaining high diploma exam results and assisting students in completing high school. Bev Facey is a safe and caring school. Our collective efforts to ensure students and parents are feeling safe and welcomed will be an additional goal.

SECTION FOUR – School Goals, Strategies and Performance Measures

School Goal 1:

More students and parents are engaged in the school community, value school outcomes and are supportive of student personal excellence.

Division Outcome:

The division uses evidenced-based practices to improve student engagement and achievement.

Strategies:

- Use data analysis to guide instructional decision making.
- Teacher collaborative work focusing on innovative and engaging learning environments through the effective use of technological integration.
- Communication both internally and externally is enhanced.
- Student support center provides greater student opportunities for learning.
- Students become active participants in student life and are supported by school clubs and programs.
- High School Redesign opportunities are explored and discussed.

Performance Measures:

- Tell Them From Me student survey measures are all above Canadian norms for high school.
- Increase in Accountability Pillar measures of quality educational and school improvement so they are improved.
- Increase in Accountability Pillar measure in parental involvement in decisions about school so that it is no longer a concern.
- Diploma exam scores remain above EIPS and provincial levels.
- Diploma participation levels remain above EIPS and provincial levels.

School Goal 2

More students are engaged in being active positive citizens who exemplify the Facey Way.

Division Outcome:

Our learning and working environments are welcoming, caring, respectful, and safe.

Strategies

- As part of High School Redesign we will create an advisory system where students are given opportunity to explore the Facey Way.
- Staff will provide students with greater opportunities to understand the characteristics of a healthy and respectful relationship.
- Students will be given increased opportunities to understand the importance of appropriate technology use, being punctual and regularly attending school.
- Students are provided with broader leadership, community service and off campus education opportunities.
- Engage students to be part of principal advisory and school council.
- Recognize, appreciate and celebrate all human differences through the development of clubs and programs – specifically: GSA, Aboriginal Studies and inclusion.

- CALM, as a classroom course, is required to be completed by the end of grade 11 year.

Performance Measures

- Increase in Accountability Pillar measures in Safe and Caring and Citizenship measures.
- Increase in Tell Them From Me scores in Advocacy in School so that we are above Canadian norms.
- We have fewer suspensions for inappropriate behavior.
- Attendance and punctuality data improve.

School Goal 3

Students are supported in their transitions to, within and from high school.

Division Outcome:

More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies

- Student advisory program will support students transitioning from grade 9 and throughout high school years.
- Increased collaborative work with feeder schools and community agencies.
- Counsellors will engage with parents and students in grade 9 to support the registration process.
- Counsellors and advisors will support students in planning for life after high school.
- Off Campus Education will be supported by CTS subject area specialists.
- Encourage diversity of student choice in complementary classes.

Performance Measures

- Accountability Pillar measures of High School Completion and Transition rates remain above EIPS and provincial measures.
- Accountability Pillar measures of Work Preparation improves.
- Accountability Pillar measure of Program of Studies remain above EIPS and provincial measures.
- Tell Them From Me results show an increase above Canadian norms for Advocacy at School, Relevance and Valuing School Outcomes.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	BFH	98.5	15.0	99.5	18.7	98.4	18.7	98.2	14.3	94.5	17.4	98	20
	EIPS	89.5	10.4	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1		
	Province	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7		
English Lang Arts 30-2	BFH	100.0	21.5	96.8	25.4	99.3	22.4	98.3	25.2	97.2	19.7	98	20
	EIPS	94.7	13.3	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8		
	Province	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4		
Mathematics 30-1	BFH	84.3	41.0	80.1	29.5	82.6	26.8	70.9	19.4	76.8	33.7	80	25
	EIPS	79.4	31.3	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0		
	Province	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7		
Mathematics 30-2	BFH	87.6	13.2	82.2	17.8	93.8	17.0	86.5	18.8	75.2	14.2	85	20
	EIPS	75.5	9.9	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7		
	Province	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9		
Social Studies 30-1	BFH	92.3	19.4	90.2	17.0	91.1	15.7	92.5	18.8	89.1	21.3	90	20
	EIPS	86.4	15.0	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2		
	Province	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8		
Social Studies 30-2	BFH	90.2	23.2	88.5	10.6	96.7	14.6	86.0	8.4	89.7	10.3	90	20
	EIPS	88.7	14.3	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4		
	Province	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6		
Biology 30	BFH	88.3	31.3	87.4	27.8	87.3	30.9	82.5	27.5	82.8	31.6	90	35
	EIPS	84.7	29.8	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5		
	Province	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3		
Chemistry 30	BFH	76.1	27.9	83.1	33.1	78.9	23.0	82.1	32.1	81.8	43.6	85	35
	EIPS	76.6	27.3	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0		
	Province	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6		
Physics 30	BFH	87.3	36.4	85.9	35.9	83.7	26.9	80.7	25.3	86.1	37.7	90	35
	EIPS	81.3	34.9	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5		
	Province	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8		
Science 30	BFH	91.5	34.0	90.9	28.8	86.0	12.0	81.4	13.6	70.8	15.3	85	30
	EIPS	88.5	26.1	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1		
	Province	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4		

Notes:

1. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	BFH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
3 Year Completion	86.4	87.7	82.3	85.7	84.6	78.8	81.6	79.8	82.1	81.2	74.8	75.3	76.5	76.5	77.9
4 Year Completion	90.5	89.8	90.3	86.9	89.3	82.8	84.2	86.4	84.8	86.8	79.2	79.6	79.9	81.0	81.2
5 Year Completion	89.8	91.7	91.3	91.1	87.8	84.3	85.3	86.3	87.8	86.8	80.6	81.5	82.0	82.1	83.2

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	BFH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Drop Out Rate	1.0	1.2	1.1	1.8	1.3	3.6	1.9	2.5	2.2	1.9	3.6	3.3	3.5	3.2	3.0
Returning Rate	28.7	33.5	32.7	17.8	25.2	20.9	31.8	34.1	21.0	19.8	22.8	20.7	20.9	18.2	18.9

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	BFH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
4 Year Rate	43.1	45.1	42.1	38.8	44.2	37.8	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0
6 Year Rate	76.4	71.6	71.1	70.5	72.4	67.3	61.6	62.4	63.0	63.2	59.3	59.0	59.7	59.4	57.9

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	BFH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	68.1	67.3	n/a	n/a	n/a	62.3	60.8	n/a	n/a	n/a	60.8	62.3

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 4 or more Diploma Examinations by the end of their 3rd year of high school.

	BFH					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
% Writing 4+ Exams	66.2	67.1	60.9	64.6	64.9	59.4	59.7	56.4	58.3	55.7	55.9	50.1	54.4	54.6	54.9

Overall School Culture Performance Measures

		2014	2015	2016	2017
Tell Them From Me					
Survey Results					
Intellectual Engagement Composite Percentage of students who report they are intellectually engaged and find learning interesting, enjoyable, and relevant.	Bev Facey	N/A	53	57	62
	EIPS	N/A	61	64	67
	Canada	N/A	43	43	43
Effort Percentage of students who report they try hard to succeed in their learning.	Bev Facey	69	66	66	68
	EIPS*	69	70	70	72
	Canada	65	65	65	65
Students who are interested and motivated Percentage of students who report they are interested and motivated in their learning	Bev Facey	29	31	37	39
	EIPS*	36	38	40	42
	Canada	25	25	25	25
Student that value school outcomes Percentage of students who report they believe that education will benefit them personally and economically, and will have a strong bearing on their future.	Bev Facey	48	49	53	54
	EIPS*	63	64	65	67
	Canada	65	66	66	66
Relevance Students find classroom instruction relevant to their everyday lives (Scale of 1/10)	Bev Facey	5.4	5.6	5.9	5.9
	EIPS*	6	6.1	6.2	6.3
	Canada	5.6	5.6	5.6	5.6
Advocacy at School Students who report they have someone at school who consistently provides encouragement and can be turned to for advice <i>Scale of 1 to 10</i>	Bev Facey	2.1	2.1	2.4	2.2
	EIPS*	2.7	2.6	2.7	2.7
	Canada	2.5	2.5	2.5	2.5

*EIPS data is for Grades through to 12

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.4	84.8	83.5	84.7	81.4	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	81.8	93.3	91.6	91.8	92.5	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	81.4	82.7	83.0	84.8	78.5	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	72.0	78.3	75.8	77.5	73.2	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	70.0	78.4	71.4	72.4	67.7	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	80.8	95.3	88.4	85.2	87.7	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	67.9	75.4	65.9	68.4	57.3	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	61.2	64.5	60.0	63.5	58.0	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	68.4	72.7	73.6	65.9	68.4	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
Teacher	78.4	80.0	89.8	73.0	77.2	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
Parent	58.3	65.5	57.4	58.9	59.7	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	78.9	79.7	82.0	83.6	83.7	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
Teacher	81.5	92.8	90.3	92.3	94.7	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
Parent	79.6	72.2	80.6	82.3	80.1	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
Student	75.5	74.3	75.1	76.3	76.3	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	76.2	83.9	81.4	84.0	81.5	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
Teacher	78.7	95.4	93.0	96.6	93.8	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
Parent	76.9	78.6	73.0	77.0	75.6	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
Student	73.0	77.7	78.2	78.3	75.1	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	School					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	71.2	76.4	76.6	69.3	69.7	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
Teacher	65.9	76.7	73.9	62.2	71.4	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
Parent	68.1	73.2	77.9	65.7	64.2	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
Student	79.5	79.4	78.0	80.2	73.5	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	70.0	70.1	71.9	67.9	69.9	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
Teacher	69.6	77.8	79.1	71.4	78.9	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
Parent	70.4	62.5	64.7	64.5	60.9	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

The development of the third year of this three year plan incorporated review of data from both Tell Them From Me and Accountability Pillar surveys. Staff discussion and input was obtain in the spring of 2017 at staff meetings and with an interested sub-committee. School Council and students were given opportunities to provide input at various meetings. The final plan was shared at our October 2017 School Council meeting with parents, students and community members. Extensive dialogue with staff and informal discussions with parents, students and community members will continue throughout the year to gain support of our plan. The plan will be posted on our website and portions shared regularly in our newsletter in order to gain interest and respect the required involvement of stakeholders. As stated in our first goal we want more student and parents engaged in our school community. Our communications team will work to facilitate this.