



SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

SCHOOL: Bev Facey Community High School

PRINCIPAL: Ken Wlos

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT:

Our Mission: To provide a supportive learning environment and a comprehensive education by developing adaptable, responsible, resilient learners, who can meet 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.

Bev Facey High (BFH) opened in 1981 and has a projected student enrolment of 1013, and a current enrolment of 983.

Programming Highlights:

- In all facets of the school, all students are valued for their contributions, and excellence is celebrated.
- BFH is well recognized as a school of academic rigor, with excellent complementary programs in fine arts, second languages, off campus education and multiple career technology studies.
- Diploma exam results have exceeded provincial averages in the past in several subject areas.

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- Advanced Placement Program provides further academic challenge for our exceptional and interested students. Course offerings include Art History, Biology, Calculus, Chemistry, Computer Science A, English Language and Composition, English Literature and Composition, European History, French Language and Culture, Physics 1, Physics 2, Statistics, AP Seminar, and AP Capstone.
- Drama, concert band, musical theatre, technical theatre, Spanish, French, General Music (creative music, singer-songwriting), audio engineering, art, and photography are popular ways for students to develop their creative talents.
- Our Career and Technology courses are designed around student interest and include cosmetology, digital design, Facey productions, construction, computer science, mechanics, horticulture, fabrication, personal fitness, sports medicine, foods, computer works & networking, robotics, culinary foods, and health & wellness.
- BFH supports Elk Island Public Schools (EIPS) system special education programs, Practical Learning and Community Education (PLACE), Generating Occupational, Academic and Life Skills (GOALS) and FOCUS. We pride ourselves on positive integration of our special education students through CTS options, Facey Friends, and Unified Interscholastic Sports.
- BFH is a 4A school and our student-athletes compete in the Edmonton Metro League. Sports include golf, cross country running, swimming, football, volleyball, basketball, badminton, curling, team handball, soccer, rugby, archery, ultimate frisbee, and track and field.
- Additional extracurricular activities include Facey Leadership Initiative, student council on race education, student grad council, High Performance Advisory, Skills Alberta, Skills Canada, robotics club, E-Sports club, yearbook, and Reach For Top Club, Model United Nations, Spectrum GSA, CyberPatriot club, Falcons of Distinction and Christian fellowship; providing a wide variety of activities for students.
- Formation of an Indigenous cultural room for students and families to celebrate their heritage.
- Off Campus Education (OCE) provides opportunities for students in agriculture Green Certificate, work experience, Registered Apprenticeship Program (RAP) and dual credit opportunities.
- Students can access internship opportunities within passion areas to gain additional skills.



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SCHOOL GOAL 1:

Student learning will be further supported and enhanced through an increase in parent engagement.

EIPS PRIORITIES AND GOALS:

Priority 3 Goal 1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

Priority 3 Goal 2 Enhance Public Education Through Effective Engagement; Engaged and Effective Governance.

STRATEGIES:

- Regular contact with home via email, positive phone calls, and through online platforms providing class progress, invites to Academic coaching on Opportunity Wednesdays, updates class and course timelines.
- Promote and advance School Council along with increased parent communication via weekly parent email newsletter (Falcons View).
- Continue relationship building with students via ongoing 6-week cycles of engagement and student voice forum.
- Student Services support centers provide growing student opportunities for learning and life after High School.
- Enhance parent engagement by reaching out to parent community to volunteer to share at two career fairs at our opportunity Wednesdays.
- Give parents an opportunity to provide input into the education of their children. A baseline information survey will be completed by parents at Student/Parent/Teacher Interviews in November 2023. A second survey will be completed in March 2024.

MEASURES:

- The percentage of teachers, families and students satisfied with the opportunity for learners to receive broad programs of study, including fine arts, careers, technology, and physical education and well-being.
- The percentage of teachers, families and students who agree students have access to the appropriate supports and services at school.
- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.
- The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.
- The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.
- The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.
- The percentage of families who agree their family is encouraged and supported in helping their child be successful in learning.

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- The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.
- The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The high school completion rate within three years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- Data regarding the number of views of our weekly newsletter.
- Meet the Teacher/Open House/Student Parent Teacher Interview data.
- Social Media Engagement data.
- School council attendance data.

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SCHOOL GOAL 2:

More students are engaged in their learning and achieve excellence by June 2024.

EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

STRATEGIES:

- Collaborative work with ELA/Social Teacher Leads to work with secondary literacy consultants to establish consistency of writing practices and authentic tasks through diploma data analysis, scope and sequencing, junior/senior high collaborative groups, vertical alignment, and common assessment practices.
- Flexible Advanced Placement opportunities and enhanced resources are formalized and available to more students.
- Utilization of online platforms that allow students to revisit, review, and reengage in their learning.
- Increased off-campus education programming opportunities.
- Targeted instructional coaching support catalyzed by formalized Math, Science, English and Social Studies diploma exam analysis.
- Teacher collaborative work within departments focusing on engaging learning strategies through a focus on best instructional practice.
- Availability of academic coaching sessions weekly on Opportunity Wednesdays for students to access.
- Implementation of Collaborative Response Teams for increased student success.
- Increased opportunities for data-driven instructional coaching.

MEASURES:

- The high school completion rate of students within three years of entering Grade 10.
- The annual dropout rate of students aged 14 to 18.
- The number of Grade 12 students eligible for a Rutherford Scholarship.
- The percentage of students writing four or more diploma examinations within three years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.
- The percentage of senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10. (First Nations, Métis and Inuit)
- The percentage of Grade 12 students eligible for a Rutherford Scholarship. (First Nations, Métis and Inuit)
- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.



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- The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-1 diploma examinations.
- The percentage of students who achieve the acceptable standard and standard of excellence in: Math 30-2 diploma examinations.
- The percentage of students who demonstrate 1 year of growth in: STAR Math.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.
- The percentage of families satisfied with the quality of teaching at their child's school.
- The percentage of teachers reporting in the past three to five years the professional learning or in-servicing received from the school authority was focused, systematic and contributes significantly to their professional learning.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.
- The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS effectively addressed professional learning needs.
- The percentage of teachers reporting in the past three years, the professional learning made available through EIPS significantly contributed to ongoing professional learning.
- The percentage of EIPS staff who agree there is someone at work who encourages my professional learning.
- The percentage of EIPS staff who agree in the last year, I've had opportunities to grow at work.
- Increase in enrollment of Advanced Placement Participation rates (10%).
- Increase in students taking Advanced Placement Exams (5%).
- Increase in Standard of Excellence by 2% in the Social Studies 30-1 Diploma in comparison to 2023 (Jan.) results.
- Increase in Standard of Excellence by 2% in the Social Studies 30-2 Diploma in comparison to 2023 (Jan.) results.
- Increase in Standard of Excellence by 2% in the Biology 30 Diploma in comparison to 2023 (Jan.) results.
- Increase in Standard of Excellence by 2% in the Chemistry 30 Diploma in comparison to 2023 (Jan.) results.
- Increase in Standard of Excellence by 2% in the Physics 30 Diploma in comparison to 2023 (Jan) results.
- Increase in Standard of Excellence by 2% in the Science 30 Diploma in comparison to 2023 (Jan) results.
- Increase in students achieving 80% or higher in CTS classes.
- Increase in retention of students through the 10, 20, 30 CTS courses.
- Evidence of one year's growth for the students within our Specialized System programs.

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SCHOOL GOAL 3:

An increase in the number of School Community members who are identified and celebrated as active citizens who exemplify the virtues of the Facey Way (Commitment, Dedication, Enthusiasm, Loyalty, Respect) by June 2024.

EIPS PRIORITIES AND GOALS:

Priority 2 Goal 1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Priority 2 Goal 3 Enhance High-Quality Learning and Working Environments; Quality Infrastructure for All.

Priority 3 Goal 2 Enhance Public Education Through Effective Engagement; Engaged and effective Governance

STRATEGIES:

- Modify the cycles of engagement and relationship building with staff and students the context of the Collaborative Response Model.
- Student Voice to gather student input monthly each semester.
- Engaging community members and post-secondary institutions to promote success after High School.
- Students are presented with opportunities for leadership, community service and out-of-school education.
- Celebrate students that demonstrate the virtues of the Facey Way.
- Recognize, appreciate, and celebrate student diversity through purposeful learning.

MEASURES:

- The percentage of EIPS stakeholders who agree students' individual needs are met.
- The percentage of teachers and families who agree students are taught attitudes and behaviours that will make them successful at work when they finish school.
- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- 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 my school.
- The percentage of families who agree teachers care about their child.
- The percentage of students who agree their teachers care about them.
- The percentage of EIPS staff who agree someone at work cares about me as a person.
- The percentage of EIPS stakeholders who agree staff care about students at their school.

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- The percentage of teachers, families and students who agree each child and youth belongs, is supported and is successful in their learning.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.
- The percentage of students, in grades 9 and 12, who agree the school expects students to behave responsibly and are dealt with fairly if not.
- The percentage of students who agree they are safe at school.
- The percentage of EIPS stakeholders who agree their school is safe.
- The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.
- The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.
- Qualitative Data collected each semester from Student Voice twice per semester.
- Incident log data decrease by 5% in comparison to the previous year's data.
- Student led leadership events increased by 10% in comparison to the previous year's data.