



SCHOOL EDUCATION PLAN FOR THE 2024-2025 SCHOOL YEAR

SCHOOL GOAL #1

School learning will be further supported and enhanced through an increase in parent engagement and involvement in the Bev Facey school community.

STRATEGIES:

- regular contact with home via email, positive phone calls, and through online platforms providing class progress, invites to academic coaching on Opportunity Wednesdays, two week staff updates on class and course timelines.
- promote and advance School Council along with increased parent communication via weekly parent email newsletter (Falcons View)
- continue relationship building and gathering student feedback during ongoing monthly student voice forum, bi-monthly invitation to parents & students on student voice dinner meeting
- host “Meet the Teacher Night” in the format of parents moving through their student’s timetable throughout an evening to meet all 8 teachers
- student services support center provides growing student opportunities for learning and life after High School through use of competencies/passions/aptitudes parent and student survey
- enhance parent engagement by reaching out to parent community to volunteer to share at two career fairs at the opportunity Wednesdays
- give parents an opportunity to provide input into the education of their children where a baseline information survey will be completed by parents at Student/Parent/Teacher Interviews in November 2024. A second survey will be completed in March 2025.
- implementation of Bev Facey Post Secondary Plan utilizing Alberta Education competencies and Artificial Intelligence tools.

MEASURES:

- data regarding the number of views of our weekly newsletter
- Meet the Teacher/Open House/Student Parent Teacher Conferences attendance and various survey data
- Social Media Engagement data
- School Council attendance data

SCHOOL GOAL #2

More students are engaged in their learning and achieve excellence by June 2025.

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



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- 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 on Opportunity Wednesdays for students to access
- implementation of Collaborative Response Teams to enhance increased student success by accessing an outlined continuum of supports
- increased opportunities for data-driven instructional coaching
- use of EIPS Common Exam data to inform teacher practice in reference from the 2023-2024 school year to the present year

MEASURES:

Increase in:

- enrollment of Advanced Placement Participation rates in comparison to the previous year (by 10%)
- students taking Advanced Placement Exams in comparison to the previous year (by 5%)
- Standard of Excellence by 2% in the Social Studies 30-1 Diploma in comparison to 2023 June results
- Standard of Excellence by 2% in the Social Studies 30-2 Diploma in comparison to 2023 June results
- Standard of Excellence by 2% in the Biology 30 Diploma in comparison to 2023 June results
- Standard of Excellence by 2% in the Chemistry 30 Diploma in comparison to 2023 June results

SCHOOL GOAL #3

Students will experience and contribute to a nurturing and safe school environment that cultivates a strong sense of belonging and community.

STRATEGIES:

- modify the cycles of engagement and relationship building with staff and students within 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
- inclusion of our FNMI community members through inclusive events in our work with Dr. Emily Milne (Grant MacEwan)
- celebrate students that demonstrate the virtues of the Facey Way
- recognize, appreciate, and celebrate student diversity through purposeful learning

MEASURES:

- qualitative Data collected each semester from Student Voice twice per semester
- incident log data decrease unsafe behaviours by 5% in comparison to the previous year's data
- student-led leadership events increase by 10% in comparison to the previous year's data
- quantity in celebrations of student diversity, achievement, and success (DAS) by 10%