



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Bev Facey Community High

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 current enrolment of 1034.

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.

-Advanced Placement Program provides further academic challenge for our exceptional and hard working 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 Research.



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- 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, and track and field.
- Additional extracurricular activities include Facey Leadership Initiative, student voice, student grad council, High Performance Advisory, Skills Alberta, Skills Canada, Robotics club, E-Sports club, yearbook, and Young Entrepreneurs, Model United Nations, Spectrum GSA, Cyber Patriot club, Falcon Yarn Club; 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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EIPS PRIORITIES AND GOALS:

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 1:

The Bev Facey school community will thrive in a nurturing, safe, and inclusive school environment that fosters a strong sense of belonging, community, and equity. All will be empowered to contribute to a supportive culture where every individual is valued.

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 First Nation Metis Inuit community members through inclusive events
- Celebrate students that demonstrate the virtues of the Facey Way
- Team bonding through collaborative building of a school vision
- Encourage collaborative group work that allows students from different backgrounds to share their knowledge and experiences
- Connect lessons to real-world issues and experiences to increase relevance and engagement (e.g., community projects, service learning)
- Invite guest speakers or take virtual field trips to expose students to diverse perspectives and applications of their learning
- Provide professional development for teachers on how to address bias, promote allyship, and create equitable learning opportunities
- Host cultural events, family nights, and workshops that celebrate diverse cultures and perspectives



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MEASURES:

The percentage of EIPS stakeholders who agree students individual learning needs are met.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and 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 parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.

The number of students who self-identify as First Nations, Métis or Inuit, as of June 30.

The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.

The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.

The percentage of teachers, families and students who agree students at their school model of active citizenship.

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

The 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 parents and caregivers who agree teachers care about their child.

The percentage of students who agree their teachers care about them.

The percentage of EIPS stakeholders who agree staff care about students at their school.

The percentage of EIPS staff who agree someone at work cares about me as a person.

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.



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The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.

The percentage of parents and caregivers satisfied with the special support their child receives at school.

OTHER MEASURES:

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



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

P2G1 Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 2:

More students are engaged in a dynamic and inclusive learning environment that motivates all students to actively participate in striving for academic, personal, and social success.

STRATEGIES:

- Collaborative work with ELA/Social Teacher coordinators 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 (incorporation of the digital assessment program Blue Book)
- Utilization of online platforms that allow students to revisit, review, and re-engage 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 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
- Promote and develop student access to career pathways initiatives through implementation of an Off Campus Coordinator
- Use of EIPS Common Exam data to inform teacher practice in reference from the 2023-2024 school year to the present year
- Transformation of GOALS programming to include social and personal life connections
- Personalized learning experience guided by student passions, strengths and future aspirations



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MEASURES:

The high school completion rate within three years and five 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 senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.

The high school completion rate for self-identified students—within three and five years of entering Grade 10.

The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.

The percentage of students who achieve the acceptable standard and standard of excellence in: English 30-1 diploma examinations.

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 one 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 one 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 EIPS stakeholders satisfied with the quality of teaching at their/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 contributed significantly to their professional growth.

The percentage of teachers reporting in the past three years, the professional learning opportunities made available through EIPS focused on the Division's priorities.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

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 they've had opportunities to grow at work in the last year.

OTHER MEASURES:

- Increase in enrollment of Advanced Placement Participation rates in comparison to the previous year (increase by 10%).
- Increase in students taking Advanced Placement Exams in comparison to the previous year. (increase in 5%).
- Increase in Standard of Excellence by 2% in the Social Studies 30-1 Diploma in comparison to 2023 (June) results.
- Increase in Standard of Excellence by 2% in the Social Studies 30-2 Diploma in comparison to 2023 (June) results.
- Increase in Standard of Excellence by 2% in the Biology 30 Diploma in comparison to 2023 (June) results.
- Increase in Standard of Excellence by 2% in the Chemistry 30 Diploma in comparison to 2023 (June) results.
- Increase in Standard of Excellence by 2% in the Physics 30 Diploma in comparison to 2023 (June) results.
- Increase in Standard of Excellence by 2% in the Science 30 Diploma in comparison to 2023 (June) results.
- Increase in students achieving 80% or higher in CTS classes in comparison to 2023 measures.
- Increase in retention of students through the 10, 20, 30 CTS courses in comparison to 2023 measures.
- Evidence of one year's growth for the students within our Specialized System programs.
- Comparison of Common Exam data with standards of excellence set within the division.



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

EIPS PRIORITIES AND GOALS:

P3G1 Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.

P3G2 Enhance Public Education Through Effective Engagement; Engaged and Effective Governance.

SCHOOL GOAL 3:

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

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 First Nation Metis Inuit 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:

The percentage of EIPS stakeholders who agree students individual learning needs are met.

The percentage of teachers and families who agree students are taught the attitudes and behaviours to be successful at work and when they finish school.

The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.

The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.

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 high school completion rate within three years and five years of entering Grade 10.



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The number of Grade 12 students eligible for a Rutherford Scholarship.

The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.

The high school completion rate for self-identified students—within three and five years of entering Grade 10.

The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.

The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.

The percentage of teachers, families and students satisfied with the opportunity for learners to receive a broad program of studies, including fine arts, careers, technology, health and physical education.

The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.

The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their 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 EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.

The percentage of parents and caregivers satisfied with the Division's commitment to engaging families in matters that affect public education.

OTHER MEASURES:

- Qualitative Data collected each semester from Student Voice twice per semester.
- Incident log data decrease unsafe behaviors 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.
- Increase 10% in quantity in celebrations of student diversity, achievement, and success (DAS).