

# School Education Plan and Results Report

## 2018-22

### Year 1



#### **Our Mission:**

To provide a supportive learning 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;

**COMMITMENT:** Make a commitment to do your best work at all times.

**RESPECT:** Treat yourself and others with dignity and respect. Respect the property of Elk Island Public Schools and your peers.

**DEDICATION:** Be serious about your education. Give yourself every opportunity to succeed. Eat well! Sleep well! Live a balanced life that will help you reach your goals.

**LOYALTY:** Represent Bev Facey as a positive ambassador, and support our Falcons in a sportsmanlike manner.

**ENTHUSIASM:** Take advantage of what school has to offer. Get involved in the many school activities. Make your learning fun.



## **SECTION ONE: Bev Facey Community High and Division Goals**

### **Bev Facey Community High School Goals:**

**GOAL 1: More students and families are connected and engaged in the school community.**

*(EIPS Priority 3, Goal 1)*

**GOAL 2: More students are engaged in their learning and achieve excellence.**

*(EIPS Priority 2, Goal 4)*

**GOAL 3: Students are empowered to become active citizens who exemplify the virtues of the Facey Way.**

*(EIPS Priority 2, Goal 1)*

### **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:** Barclay Spady

**Assistant Principals:** Cherum Orr, Matt Shudra and Trudi Williamson

**Counsellors:** Sheree Rankin and Kevin MacKinnon

### **Bev Facey Community High School Quick Facts:**

- BFH opened in 1981 and has a current student enrolment of 990.
- BFH students are served by 55 certificated and 32 classified staff.
- The school budget is \$7.3 million. Staffing costs account for 92% of total budget.
- In September 2017 BFH began the implementation of High School Redesign.

### **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 rigour, 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 several subject areas.
- Advanced Placement Program provides further academic challenge for our strong and interested students.
- Drama, band, musical theatre, Spanish, French, creative music, 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; cosmetology, communication technology, construction, computer science, mechanics, welding, fabrication, personal fitness, foods, computer works, basic business, culinary arts, legal studies, 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 a positive integration of our special education students.
- 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, cheer team, team handball, ultimate frisbee, soccer, rugby and track and field.
- Additional extracurricular activities include: athletic leadership, Facey Leadership Initiative, student voice group, grad council, Skills Alberta, Skills Canada, robotics club, gamer club, e-sports, yearbook, carpentry club, Model United Nations, Experiences Canada exchange, CrossFit club, Spectrum GSA club, Cyberdefense club, and Renew prayer club; providing a wide variety of activities for students.
- Formation of an Indigenous cultural room for students and families to celebrate their heritage.
- Students now have access to customizing their own learning through flexible learning environments, supported by independent study opportunities where students work at their own pace on course materials.
- Off Campus Education (OCE) provides opportunities for students in Green Certificate, work experience, Registered Apprentice Program (RAP), and dual credit opportunities.
- Students can access internship opportunities within passion areas to gain additional skills.

### SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-2018?

Alberta Education provided classroom improvement funds for all teachers to access. Bev Facey teachers determined that funds would be spent to support release time to collaborate on how we could take full advantage of High School Redesign opportunities. The other funds supported classroom teachers purchasing materials and devices to enhance the classroom experience for students. As such the Social Studies department incorporated iPad's and the Mathematics department chose Microsoft Surface Pros. These devices have been leveraged to refine instructional practice to better engage students.

From the Accountability Pillar survey we saw positive increases in our diploma results, program offerings, dropout rate, completion rates and transition to post-secondary education. These results are supported by the revamping of the student services department. Moreover the Resource room has been successful in supporting students who required additional supports with their learning.

An on-going challenge is updating and modernizing classroom furniture, technology, and equipment. As with any facility it is an endless process to keep up to date with technology and equipment repairs/upgrades.

Examining the Accountability Pillar data, EIPS Parent and Staff engagement surveys it became evident that communication to stakeholders was one area of growth. This challenge may have resulted from multiple school wide initiatives including: High School Redesign changes, Student-Staff Advisory program implementation, graduation activity modifications, Facey Way virtue word changes, and attendance policy alterations.

How, and to what degree, did those successes/challenges impact planning for 2018-2019?

As a result of last year, our focus for 2018-2019 is relationship building on a school wide level and with all stakeholders. This involves nurturing staff morale via collaborative opportunities and supporting their work. More importantly it involves acknowledging their contributions in creating a positive and productive learning environment. As we continue with High School Redesign, it is critical that strong relationships with students, families and colleagues are in place to maximize opportunities and growth. A component of this work is staff making positive phone calls and emailing home with course updates. Additionally, students are receiving thank you cards mailed home and receiving lunch coupons for demonstrating positive behaviors. As a result of the feedback, we planned a 'Meet the Teacher' opportunity for families and staff to engage and start the year on a positive note. In all facets of the school, students are valued for their contributions and excellence is celebrated.

The aforementioned strategies address the concerns from the May 2018 Accountability Pillar results as it relates to Parental Involvement at 67.4%, School Improvement at 72.1% and Citizenship at 72.9%. From the 2018 EIPS Parent Survey only 54% agreed or strongly agreed that the rights and responsibilities of citizenship are reinforced in my child's school. Moreover, only 62% of parents indicated they agreed or strongly agreed that the school staff care about my child. Lastly 45% of parents felt the quality of education your child has experienced at school has declined in the past three years.

The data above highlights the importance of having a positive communication strategy. Each week the 'Falcons View' is sent to all staff and families outlining the upcoming events for the week. Additionally, the daily bulletin is posted on all social media for stakeholders to access. Harnessing the power of social media and other school communiqués to keep families informed is ongoing work. This includes important upcoming dates that are sent home to families for the semester, as well as final exam schedules posted well in advance so families can plan their educational supports around these dates. Teachers are consistently emailing home and connecting with our families, establishing and using Google Classroom as a means to support both students and parents, and incorporating technology into practice. The Creation of Student Voice and re-designed Grad Council also fosters inclusive conversations and input from all student groups. Students are empowered by the numerous leadership opportunities which staff have provided.

Subsequently we have enhanced our independent study opportunities for students. This allows students flexibility to experience a variety of learning contexts. With increased technology available, teachers are using technology routinely in classes to enhance classroom experiences of students.

The last area of focus centers on Off Campus Education (OCE) program. The current Accountability Pillar results around Work Preparation is 67.3% which is 15.1% lower than the provincial average. OCE is an area that requires significant promotion and energy to provide opportunities to meet a wide range of student needs. This will involve parent information evenings, presentations for students and working collaboratively with community to build our work experience, registered apprenticeship program, and green certificate involvement. In addition, we have added internship opportunities for students to access to further develop their skills in passion areas.

Our staff collaborate regularly and exhibit the qualities of a dynamic and collegial team. Departments work together to develop cross-curricular learning opportunities for students. Staff are encouraged to take calculated risks with the goal of maximizing student learning. There is a focus on collegial learning during staff meeting and professional learning days and staff are challenged to do action research throughout the year to constantly strive to improve student learning.

## **SECTION FOUR: School Goals, Strategies and Performance Measures**

### **School Goal 1:**

More students and families are connected and engaged in the school community.

### **Division Outcome:**

*(Priority 3, Goal 1)* Student learning is supported and enhanced through parent engagement.

### **Strategies:**

1. Regular contact with home via email, positive phone calls, and through online platforms providing class progress, updates, and timelines.
2. Promote and advance School Council along with increased parent communication via weekly parent email newsletter (Falcons View).
3. Continue relationship building with students via ongoing 6 week cycles of engagement and student voice forum.

4. Student services support center provides greater student opportunities for learning.
5. Teacher collaborative work focusing on innovative and engaging learning environments through the effective use of technological integration.
6. Mental Health supports, along with Family Community Social Services partners and community stakeholders, provide classroom, career, and student wellness and mentorship support programs.

**Performance Measures:**

1. 5% increase in the Accountability Pillar Parent Involvement results.
2. 5% increase in the Accountability Pillar Continuous School Improvement results.
3. 2% increase in the Accountability Pillar overall Education Quality.
4. Formative feedback from students and parents via Google surveys.

**School Goal 2:**

More students are engaged in their learning and achieve excellence.

**Division Outcome:**

*(EIPS Priority 2, Goal 4)* The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

1. Flexible and personalized learning environment offered, including independent study.
2. Flexible Advanced Placement opportunities are formalized and available to more students.
3. Utilization of online platforms such as Google Classroom and Moodle to allow students to engage in their learning in a variety of locations.
4. Increased off-campus education program and alternate option intern opportunities available.
5. Standardized literacy strategies and benchmark assessments for students struggling at grade level reading.
6. Formalized English and Social Studies diploma exam analysis via EIPS consultants.

**Performance Measures:**

1. Increase in the number of students achieving the Standard of Excellence and Acceptable on diplomas by 2%.
2. Improve 3 year high school completion rate.
3. Improve grade level reading for identified students via STAR literacy assessment.
4. Diploma participation levels remain above EIPS and provincial levels.

**School Goal 3:**

Students are empowered to become active citizens who exemplify the virtues of the Facey Way.

**Division Outcome:**

*(EIPS Priority 2, Goal 1)* Our learning and working environments are welcoming, caring, respectful, and safe.

**Strategies:**

1. Foster 6 week cycles of engagement and relationship building with staff and students.
2. Implementation of student voice forum to gather student input.
3. Students are provided with broader leadership, community service and off campus education opportunities with feeder school framework and with other stakeholders.

4. Establish positive role model initiative and celebrate virtues of the Facey Way.
5. Recognize, appreciate and celebrate student differences through the development of variety of service clubs and programs such as; GSA, Indigenous heritage, Renew prayer club and special program inclusion.

**Performance Measures:**

1. 3% Increase in Accountability Pillar related to Safe and Caring measure.
2. 5% Increase in Accountability Pillar measure related to students modeling the characteristics of active citizenship.
3. Attendance and punctuality data improve.

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures**

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	BFH	99.5	18.7	98.4	18.7	98.2	14.3	94.5	17.4	96.5	23.9	97	22
	EIPS	92.6	11.7	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2		
	Province	87.6	11.8	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2		
English Lang Arts 30-2	BFH	96.8	25.4	99.3	22.4	98.3	25.2	97.2	19.7	98.2	14.7	98	20
	EIPS	95.6	16.7	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0		
	Province	89.8	13.1	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1		
Mathematics 30-1	BFH	80.1	29.5	82.6	26.8	70.9	19.4	76.8	33.7	83.5	31.7	85	30
	EIPS	73.6	23.1	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3		
	Province	75.1	27.9	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3		
Mathematics 30-2	BFH	82.2	17.8	93.8	17.0	86.5	18.8	75.2	14.2	82.1	16.2	85	18
	EIPS	73.0	13.3	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0		
	Province	71.3	15.0	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4		
Social Studies 30-1	BFH	90.2	17.0	91.1	15.7	92.5	18.8	89.1	21.3	94.4	25.6	95	25
	EIPS	87.9	13.3	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8		
	Province	85.6	14.2	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7		
Social Studies 30-2	BFH	88.5	10.6	96.7	14.6	86.0	8.4	89.7	10.3	87.4	11.8	90	15
	EIPS	87.6	13.0	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4		
	Province	83.9	14.8	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2		
Biology 30	BFH	87.4	27.8	87.3	30.9	82.5	27.5	82.8	31.6	88.4	35.3	90	35
	EIPS	88.5	28.8	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9		
	Province	85.2	31.8	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6		
Chemistry 30	BFH	83.1	33.1	78.9	23.0	82.1	32.1	81.8	43.6	79.6	30.9	82	35
	EIPS	80.2	28.7	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0		
	Province	81.5	35.2	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3		
Physics 30	BFH	85.9	35.9	83.7	26.9	80.7	25.3	86.1	37.7	82.4	32.4	85	35
	EIPS	84.1	34.3	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5		
	Province	83.2	34.3	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6		
Science 30	BFH	90.9	28.8	86.0	12.0	81.4	13.6	70.8	15.3	85.5	23.2	85	25
	EIPS	87.4	27.5	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3		
	Province	85.0	25.4	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5		

Notes:

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

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
3 Year Completion	87.7	82.3	85.7	84.6	85.6	81.6	79.8	82.1	81.2	84.6	75.3	76.5	76.5	77.9	78.0
4 Year Completion	89.8	90.3	86.9	89.3	91.0	84.2	86.4	84.8	86.8	86.5	79.6	79.9	81.0	81.2	82.6
5 Year Completion	91.7	91.3	91.1	87.8	90.8	85.3	86.3	87.8	86.8	88.5	81.5	82.0	82.1	83.2	83.4

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Drop Out Rate	1.2	1.1	1.8	1.3	0.9	1.9	2.5	2.2	1.9	1.1	3.3	3.5	3.2	3.0	2.3
Returning Rate	33.5	32.7	17.8	25.2	28.4	31.8	34.1	21.0	19.8	32.5	20.7	20.9	18.2	18.9	19.9

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
4 Year Rate	45.1	42.1	38.8	44.2	44.6	40.2	39.1	35.1	39.0	39.4	39.7	38.3	37.0	37.0	39.3
6 Year Rate	71.6	71.1	70.5	72.4	67.8	61.6	62.4	63.0	63.2	60.5	59.0	59.7	59.4	57.9	58.7

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Rutherford Scholarship Eligibility Rate	n/a	n/a	68.1	67.3	70.0	n/a	n/a	62.3	60.8	62.5	n/a	n/a	60.8	62.3	63.4

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.															
	BFH					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
% Writing 0 Exams	7.3	10.6	8.3	9.4	7.8	11.1	12.1	9.6	11.6	9.6	16.6	15.7	15.7	15.0	14.8
% Writing 1+ Exams	92.7	89.4	91.7	90.6	92.2	88.9	87.9	90.4	88.4	90.4	83.4	84.3	84.3	85.0	85.2
% Writing 2+ Exams	90.5	86.8	90.3	90.3	90.1	86.5	85.9	87.4	85.8	88.3	80.3	81.4	81.2	81.9	82.3
% Writing 3+ Exams	78.4	71.2	75.7	76.7	73.7	71.5	67.7	69.3	67.5	68.9	63.3	65.0	64.7	65.2	66.1
% Writing 4+ Exams	67.1	60.9	64.6	64.9	61.8	59.7	56.4	58.3	55.7	56.4	50.1	54.4	54.6	54.9	55.7
% Writing 5+ Exams	47.8	38.1	44.3	38.3	40.7	40.5	36.8	38.8	36.1	36.9	31.5	36.3	37.1	37.5	37.8
% Writing 6+ Exams	11.5	8.2	12.3	13.0	16.9	11.7	10.9	12.1	14.0	16.1	11.4	13.1	13.8	13.6	13.9

## Student Engagement Measures

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	84.8	83.5	84.7	81.4	84.1	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	93.3	91.6	91.8	92.5	94.3	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	82.7	83.0	84.8	78.5	79.6	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	78.3	75.8	77.5	73.2	78.3	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	78.4	71.4	72.4	67.7	72.9	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	95.3	88.4	85.2	87.7	96.1	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	75.4	65.9	68.4	57.3	61.3	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	64.5	60.0	63.5	58.0	61.3	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9



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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	72.7	73.6	65.9	68.4	67.3	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
<b>Teacher</b>	80.0	89.8	73.0	77.2	76.8	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
<b>Parent</b>	65.5	57.4	58.9	59.7	57.7	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

### Overall School Culture Performance Measure

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	79.7	82.0	83.6	83.7	84.3	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
<b>Teacher</b>	92.8	90.3	92.3	94.7	93.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
<b>Parent</b>	72.2	80.6	82.3	80.1	80.5	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
<b>Student</b>	74.3	75.1	76.3	76.3	79.5	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	83.9	81.4	84.0	81.5	82.5	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
<b>Teacher</b>	95.4	93.0	96.6	93.8	93.8	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
<b>Parent</b>	78.6	73.0	77.0	75.6	73.1	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
<b>Student</b>	77.7	78.2	78.3	75.1	80.5	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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.															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	76.4	76.6	69.3	69.7	72.1	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
<b>Teacher</b>	76.7	73.9	62.2	71.4	77.2	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
<b>Parent</b>	73.2	77.9	65.7	64.2	66.7	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
<b>Student</b>	79.4	78.0	80.2	73.5	72.4	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

## 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.															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
<b>Overall</b>	70.1	71.9	67.9	69.9	67.4	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
<b>Teacher</b>	77.8	79.1	71.4	78.9	76.7	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
<b>Parent</b>	62.5	64.7	64.5	60.9	58.2	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

#### Communication of Plan:

The development of the four year plan incorporated review of data from the EIPS Parent, EIPS Staff Engagement and Accountability Pillar surveys. Extensive dialogue with staff and discussions with parents, students and community members has taken place and will continue throughout the year.

The School Education Plan will be posted on the website, communicated via the School Council meetings, in addition to being sent out in the Falcons View weekly information that provides information for families.