

School Education Plan and Results Report

2018-22

Year 2



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.

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

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

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

RESPECT: Treat yourself and others with dignity and humility.



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 1025.
- BFH students are served by 54 certificated and 30 classified staff.
- The school budget is \$7.4 million. Staffing costs account for 93.38% 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 exceptional and interested students.
- Drama, concert band, musical theatre, technical theatre, Spanish, French, creative music, singer-songwriting, rock & pop, audio engineering, jazz band, art, and photography are popular ways for students to develop their creative talents.
- Our Career and Technology courses are designed around student interest; cosmetology, digital design, Facey productions, construction, computer science, mechanics, horticulture, welding, fabrication, personal fitness, sports medicine, foods, computer works & networking, robotics, 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, archery and track and field.
- Additional extracurricular activities include: athletic leadership, Facey Leadership Initiative, student voice forum, student 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 , CyberPatriot club, Wee Readers, Falcons of Distinction, and The Table Christian fellowship; 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 agriculture 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 (2018-19)

What were the greatest successes/challenges faced in 2018-2019?

There are many successes to highlight from 2018-2019. With our High School Redesign focus on flexible and personalized learning connected to relationship building, staff were able to provide many unique learning opportunities for students. These varied from early completion and diploma writing opportunities for ELA 30-2 and 30-1AP students, to creation of the Student Voice forum consisting of students from grade 10-12 providing feedback on student perspective.

Additionally, we conducted a comprehensive review of our Advanced Placement program to gather feedback and to determine required enhancements. This involved expanding AP course offerings, increased professional development for staff, additional resources for students, exploring changes to the master timetable, providing clear information via Advanced Placement parent and student information sessions, consistent AP information sent to the greater community, and increasing exam participation rates.

As part of our relationship building efforts, we expanded student leadership opportunities via the Facey Leadership Initiative, Athletic Leadership, Internship, and High-Performance Advisory programs. Subsequently, the creation of Grad Student and Parent Councils focused on gathering input for graduation and were central to our relationship building efforts. This was completed in conjunction with the advancement of student clubs and opportunities such as: CrossFit, Model United Nations, Cyber Defence, Robotics, Astronomy, Wee Readers, Archery, Falcons Of Distinction, GSA Spectrum, & Carpentry.

High quality CTS option opportunities, including success at Skills Canada representation, brought about 'Bring Your Parent to CTS Day' and Meet the Teacher parent opportunities. These occasions were focused on relationship building, parents as partners, and facilitating connections with families. These connections also led to the creation of a Cultural heritage room celebrating First Nations Metis and Inuit teachings.

Math and Science department staff started using Microsoft Surface Pro tablets for instructional use, allowing for greater interaction and mobility in class. As such, these devices have been leveraged to refine instructional practice to better engage students and help limit the anxiety of asking questions in class. Furthermore, the replacement of traditional desks original to the school to individual table and chair units also created more opportunity for collaboration in the classroom.

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.

How, and to what degree, did those successes/challenges impact planning for 2019-2020?

Our main priority continues to be relationship building on a school wide level and with all stakeholders. This involves improving staff morale via collaborative opportunities and supporting their work. More importantly it involves acknowledging their contributions to 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 five positive phone calls each month and emailing home routinely with course updates. Additionally, students are receiving thank you cards mailed home for demonstrating positive behaviors, receiving lunch coupons, and positive attendance letters and emails.

The second school priority is focusing on best Instructional Practice. As part of our Student Voice feedback, one in three students indicated they did not feel comfortable asking questions in class. As a result of this feedback, staff have looked at specific strategies that may increase the number of students engaging in class. Specifically, environmental layouts and organization of desks have been modified in many classrooms to better allow for students to collaborate during instructional time.

Additionally, Math and Science teachers are using Surface Pro tablets as a teaching tool to allow for greater engagement and mobility in the classroom. We believe this mobility allows for teachers to engage more students in each class by removing themselves from the front of the class and instead teaching alongside students who feel more empowered. It is our school wide instructional goal to expand this opportunity to other departments including ELA and CTS. Furthermore, we are exploring action research data around questioning techniques, movement patterns, classroom set up, assessment, and student collaboration relative to the new Teacher Quality Standard.

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.

The third priority is improving our Accountability Pillar results around Preparation for Lifelong Learning, World of Work, Citizenship. Our Work Preparation measure of 70.1% was an increase over the previous year but is significantly below Provincial result. As such, we are examining specific strategies in order to see continued improvement. This involves our Take Your Parent To Option Day each semester to bring stakeholders into the school to reinforce the skills students are acquiring. This also involves a greater focus on financial literacy, public speaking and interviewing skills that have been identified by parents and employers as areas of priority.

Furthermore, our social media and other school communiqués will be harnessed to keep families informed of this ongoing work. Our third priority is also linked to our OCE (Off Campus Education) program enrichments. OCE is an area that requires significant promotion and energy to provide opportunities to meet a wide range of student needs. This will continue to involve parent information evenings, presentations for students and working collaboratively with community to build our work experience, registered apprenticeship program, and green certificate involvement.

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 and Independent Study support centers provide growing student opportunities for learning.
5. Teacher collaborative work focusing on innovative and engaging learning environments through the effective use of technological integration and best instructional practice.
6. Mental Health supports, along with Family Community Social Service partners and community stakeholders, provide classroom, career, and student wellness and mentorship support programs.

Performance Measures:

1. 2% increase in the Accountability Pillar Parent Involvement results.
2. 2% 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 early exam writing, course completion and independent study.
2. Flexible Advanced Placement opportunities and resources are formalized and available to more students.
3. Utilization of online platforms such as Google Classroom and Moodle that 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. Formalized Math, Science, English and Social Studies diploma exam analysis via EIPS consultants.
6. Teacher collaborative work focusing on innovative and engaging learning strategies through a focus on best instructional practice.

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 Advanced Placement exam participation rates and course offerings available.
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. Continuation of student voice forum to gather student input.
3. Elicit the help of community and post-secondary institutions, to provide information and support so students understand the attitudes and behaviours that will make them successful at work when they finish school.
4. Students are provided with broader leadership, community service and off campus education opportunities with feeder school framework and with other stakeholders.
5. Enhance positive role model initiative and celebrate virtues of the Facey Way.
6. Recognize, appreciate and celebrate student differences through the development of variety of service clubs and programs such as; GSA, First Nations Metis & Inuit, Christian fellowship and special education program inclusion.

Performance Measures:

1. 2% Increase in Accountability Pillar measure related to Safe and Caring measure.
2. 2% Increase in Accountability Pillar measure related to students modeling the characteristics of active citizenship.
3. 2% Increase in Accountability Pillar measure related Work Preparation.

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	BFH	98.4	18.7	98.2	14.3	94.5	17.4	96.5	23.9	95.8	19.0	96	20
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	BFH	99.3	22.4	98.3	25.2	97.2	19.7	98.2	14.7	90.5	12.4	92	15
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	87.1	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	95.8	10.1		
Mathematics 30-1	BFH	82.6	26.8	70.9	19.4	76.8	33.7	83.5	31.7	82.9	30.9	83	30
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	73.9	30.6		
Mathematics 30-2	BFH	93.8	17.0	86.5	18.8	75.2	14.2	82.1	16.2	76.9	16.3	80	17
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	BFH	91.1	15.7	92.5	18.8	89.1	21.3	94.4	25.6	87.1	14.2	90	15
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	BFH	96.7	14.6	86.0	8.4	89.7	10.3	87.4	11.8	83.3	8.8	85	10
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	81.0	12.7		
Biology 30	BFH	87.3	30.9	82.5	27.5	82.8	31.6	88.4	35.3	88.5	36.0	89	36
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	BFH	78.9	23.0	82.1	32.1	81.8	43.6	79.6	30.9	84.9	30.3	85	30
	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	BFH	83.7	26.9	80.7	25.3	86.1	37.7	82.4	32.4	84.0	19.8	85	20
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	BFH	86.0	12.0	81.4	13.6	70.8	15.3	85.5	23.2	90.1	29.6	90	30
	EIPS	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	82.3	85.7	84.6	85.6	89.6	79.8	82.1	81.2	84.6	83.3	76.5	76.5	77.9	78.0	79.1
4 Year Completion	90.3	86.9	89.3	91.0	91.2	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	91.3	91.1	87.8	90.8	92.8	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Drop Out Rate - annual dropout rate of students aged 14 to 18															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	1.1	1.8	1.3	0.9	1	2.5	2.2	1.9	1.1	1.7	3.5	3.2	3.0	2.3	2.6
Returning Rate	32.7	17.8	25.2	28.4	30.6	34.1	21.0	19.8	32.5	21.5	20.9	18.2	18.9	19.9	22.7

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	BFH					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	42.1	38.8	44.2	44.6	43.1	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	71.1	70.5	72.4	67.8	71.1	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	68.1	67.3	70.0	73.1	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	10.6	8.3	9.4	7.8	5.6	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	89.4	91.7	90.6	92.2	94.4	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	86.8	90.3	90.3	90.1	92.2	85.9	87.4	85.8	88.3	87.9	81.4	81.2	81.9	82.3	83.0
% Writing 3+ Exams	71.2	75.7	76.7	73.7	78.3	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	60.9	64.6	64.9	61.8	68.5	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	38.1	44.3	38.3	40.7	45.7	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	8.2	12.3	13.0	16.9	19.2	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.5	84.7	81.4	84.1	89.1	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	91.6	91.8	92.5	94.3	94.3	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	83.0	84.8	78.5	79.6	84.6	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	75.8	77.5	73.2	78.3	88.3	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	BFH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	71.4	72.4	67.7	72.9	76.4	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	88.4	85.2	87.7	96.1	96.2	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	65.9	68.4	57.3	61.3	64.8	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	60.0	63.5	58.0	61.3	68.2	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.6	65.9	68.4	67.3	70.1	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	89.8	73.0	77.2	76.8	75.5	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	57.4	58.9	59.7	57.7	64.6	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Overall School Culture Performance Measure

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	BFH					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.0	83.6	83.7	84.3	87.6	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	90.3	92.3	94.7	93.0	92.1	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	80.6	82.3	80.1	80.5	85.0	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	75.1	76.3	76.3	79.5	85.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	81.4	84.0	81.5	82.5	84.7	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	93.0	96.6	93.8	93.8	94.0	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	73.0	77.0	75.6	73.1	71.5	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	78.2	78.3	75.1	80.5	88.4	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	76.6	69.3	69.7	72.1	85.5	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	73.9	62.2	71.4	77.2	86.8	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	77.9	65.7	64.2	66.7	79.3	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	78.0	80.2	73.5	72.4	90.4	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	71.9	67.9	69.9	67.4	77.3	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	79.1	71.4	78.9	76.7	82.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	64.7	64.5	60.9	58.2	72.4	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

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.