



SCHOOL EDUCATION PLAN: 2021-22

SCHOOL: Bev Facey Community High **PRINCIPAL:** Barclay Spady

ELK ISLAND PUBLIC SCHOOLS’ MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

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

STAFF FTE		BUDGET	
Certificated	47.242	Salaries	\$6,497,450
Classified	17.127	SES	\$343,833
		Total	\$6,841,283
		surplus/deficit	\$30,000

SCHOOL PROFILE AND CONTEXT

Highlights:

- BFH opened in 1981 and has a current student enrolment of 1034.
- Since 2017 BFH has been progressing through the key tenants of High School Redesign.
- 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, 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 media & design, construction, computer science, mechanics, horticulture, welding, fabrication, personal fitness, sports medicine, personal foods, computer works & networking, robotics, basic business, culinary foods, 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.



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- BFH is a 4A school and our student-athletes compete in the Edmonton Metro League. Sports include: cross country running, football, volleyball, basketball, badminton, curling, team handball, ultimate frisbee, 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, e-sports, yearbook, carpentry club, Model United Nations, Experiences Canada exchange, Student Council on Race Education, Spectrum GSA, CyberPatriot club, heavy metal music club, Wee Readers, Falcons of Distinction, and Christian fellowship and provide 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.

EIPS PRIORITY:

(Priority 3, Goal 1) Student learning is supported and enhanced by providing meaningful opportunities for parents to be involved in their child's education.

SCHOOL GOAL:

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

STRATEGIES:

1. Routine contact with home via email, monthly positive phone calls, and through online platforms providing class progress, updates and timelines.
2. Promote and advance School Council, Meet the Teacher, Parent Teacher Conferences events along with increased parent communication via weekly email newsletter (Falcons View).
3. Continue relationship building and celebration with students via ongoing 6-week engagement cycles, student support groups, Student Council on Race Education, and student voice forum.



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4. Student Services, independent study, Indigenous Culture room and learning enhancement centers provide continued student opportunities for learning.
5. Weekly teacher collaborative sessions focusing on innovative and engaging learning environments (class layouts, questioning techniques) through the effective use of technological integration, standardized assessment tools 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.

MEASURES:

1. 2% increase (77% total) in the Alberta Education Assurance Measure Parent Involvement results.
2. 2% increase (83% total) in the Alberta Education Assurance Measure Continuous School Improvement results.
3. 2% increase (88% total) in the Alberta Education Assurance Measure Overall Education Quality.
4. 85% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “How satisfied are you with the opportunities provided to be involved in your child's education?”
5. 85% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “The school keeps me informed about my child's progress and achievement.”

RESULTS: (To be added for Results Review)

EIPS PRIORITY:

(EIPS Priority 2, Goal 3) The Division uses evidence-based practices to support and enhance the quality of teaching, learning and leading.

SCHOOL GOAL:

More students are engaged in their learning and achieve excellence through standardized assessments and promoting Advanced Placement opportunities.

STRATEGIES:

1. Promotion of Advanced Placement student learning opportunities via AP Open House, parent and student AP information sessions, AP awards celebrations and school wide activities.
2. Routine Advanced Placement vertical team collaboration, celebrations, and professional development.



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3. Weekly collaborative professional development to refine standardized assessments and instructional blueprinting and design.
4. Flexible and personalized learning environment offered, including accelerated course offerings & diploma exam writing, accelerated CTS option course completion, flipped classroom configurations and independent study.
5. Advancement and utilization of Brightspace online platform to allow students to engage in their learning in a variety of locations.
6. Formalized Math, Science, English Language Arts, and Social Studies diploma exam analysis.
7. Promotion of off-campus education programs and in-house intern opportunities.
8. Continued instructional focus around; classroom seating configuration, mobile technology use to circulate classroom, vertical teaching surfaces, varied questioning techniques, interacting with students at the door and relationship building.

MEASURES:

1. Increase in the number of students achieving the Standard of Excellence and Acceptable on diploma exams by 2%.
2. 85% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “My child’s encouraged to do their best.”
3. 85% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “How satisfied are you with the quality of teaching at your child’s school?”
4. 85% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “How satisfied are you with the quality of education your child's receiving at school?”
5. Increase overall Advanced Placement student course participation numbers (22%), exam participation rates and average scores.

RESULTS: (To be added for Results Review)

EIPS PRIORITY:

(EIPS Priority 2, Goal 1) The Division’s learning and working environments are welcoming, caring, respectful, and safe.

SCHOOL GOAL:

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

STRATEGIES:



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1. Continuation of regular student voice meetings, discussions and semesterly Student Voice Survey to gather student input and feedback around school operations.
2. Elicit the help of community organizations 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.
3. Students are provided with broader leadership, community service and off campus education opportunities with feeder school framework, community organizations and with other stakeholders.
4. Enhance positive role model recognitions, Facey Leadership Initiative activities and celebrate virtues of the Facey Way through internal video boards and social media.
5. Recognize, promote and celebrate student diversity through the development of a variety of service opportunities, clubs and programs such as: GSA, First Nations Métis & Inuit, Student Council on Race Education, Christian fellowship and special education program inclusion.

MEASURES:

1. 2% increase (85% total) in Alberta Education Assurance Measure related to Safe and Caring.
2. 2% increase (75% total) in Alberta Education Assurance Measure related to students modeling the characteristics of active citizenship.
3. 2% increase (70% total) in Alberta Education Assurance Measure related to Work Preparation.
4. 90% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “The school staff care about my child.”
5. 90% agreement (Strongly Agree, Agree) on EIPS Parent Survey of question related to “My child’s school encourages my child to be a responsible, respectful and engaged citizen.”

RESULTS: (To be added for Results Review)



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LEARNING GAP ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (increasing the FTE of existing teachers to enhance the support of students and classroom teachers) e.g. Lead teacher; Instructional coaching, literacy/numeracy assessment, small group student support.</p> <p>Increase 0.288 FTE - 1 literacy block (87 minutes) and 1 numeracy block (87 minutes) - every other day all year. Using STAR and MIPI data, along with teacher and family recommendations, lead teachers will support identified students within class or outside of class on specific concepts and student needs. Depending on the volume of students this may involve small group instruction or one-on-one supports. Lead teacher will connect with families as needed. Lead teacher will coordinate any ISP supports with classroom teachers and counselling team to ensure successful transition to next class or grade progression. 6 additional sub days are available for teacher collaboration and/or individualized meetings with teachers, students and families.</p>	\$29,619
	<p>Support for Professional learning (e.g. release time for teacher(s) to build capacity in reading intervention or math intervention strategies to reduce the learning gaps). Identify your plan for professional learning and how it will address learning gaps.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom (e.g. Assistive technology, books, literacy resources, numeracy materials, technology). Identify your plan for purchasing material or non-capital equipment and how it will address learning gaps.</p>	\$
		<p>Total Allocated</p> <p>\$ 29,619</p>



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SOCIAL/ EMOTIONAL SUPPORT ALLOCATION

Check all that Apply	Categories	Proposed Distribution of Funds
	<p>Hiring of additional teacher FTE (e.g. increasing the FTE of FSLW or Counsellor) to enhance the support for students.</p> <p>Increase counselling time from 1.5 FTE to 2.0 FTE. Counselling, administrative team, teachers and families have identified several students who require social/emotional support. This will also include classroom presentations on mental wellbeing, healthy relationships, communication strategies, mindfulness and navigating social situations. Further, the counselling team will ensure students with elevated social/emotional needs have strategies to transition back into classrooms and healthy relationships.</p>	\$ 29,697
	<p>Support for Professional learning (e.g. Release time for teacher(s) to build capacity in providing social/emotional support)</p> <p>Identify your plan for professional learning and how it will social/emotional needs of students.</p>	\$
	<p>Materials/resources or non-capital equipment for the classroom e.g. Wellness resources. videos, books.</p> <p>Identify your plan for purchasing material or non-capital equipment and how it will social/emotional needs of students.</p>	\$
		<p>Total Allocated</p> <p>\$ 29,697</p>



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