

School Education Plan

Bev Facey Community High

2025-26



School Education Plan for the 2025-26 School Year

Bev Facey Community High

SCHOOL GOAL 1

Bev Facey will foster a dynamic, inclusive learning environment that motivates all students to pursue academic, personal, and social success through high-quality engaging instruction and strong teacher-student relationships.

Related Division Goals

- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 1: Enhance High-Quality Learning and Working Environments; A Culture of Excellence and Accountability.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

Strategy

School Education Plan for the 2025-26 School Year





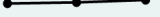

Bev Facey Community High

- ? Strengthen cross-curricular collaboration with ELA/Social coordinators and literacy consultants to align writing practices, assessments, and scope/sequence from junior to senior high.
- ? Expand access to Advanced Placement through flexible scheduling and tools like the Blue Book digital assessment platform.
- ? Use online platforms to support student review, reflection, and re-engagement in learning.
- ? Increase Off-Campus Education and career pathway opportunities through a dedicated Off-Campus Coordinator.
- ? Provide targeted instructional coaching based on diploma and common exam data in core subject areas.
- ? Facilitate department collaboration focused on high-impact, engaging instructional strategies.
- ? Offer academic coaching on Opportunity Wednesdays for personalized student support.
- ? Implement Collaborative Response Teams to guide students through a continuum of academic and wellness supports.
- ? Use EIPS Common Exam and diploma exam data to inform and refine instructional practice.
- ? Evolve GOALS programming to strengthen social and community connections, life skills development, and building capacity for personal responsibility and independence.
- ? Promote personalized learning based on student interests, strengths, and future goals.

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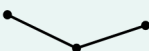
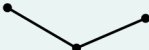
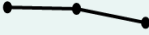
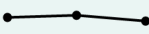


Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M19	The high school completion rate within three years and five years of entering Grade 10.	95.00%	92.90%	93.60%	
P1	G2	M20	The annual dropout rate of students aged 14 to 18.	1.50%	1.70%	1.00%	
P1	G2	M21	The percentage of Grade 12 students eligible for a Rutherford Scholarship.	85.00%	83.40%	79.40%	
P1	G2	M23	The percentage of senior high students who transition to post-secondary education, including apprenticeships, within six years of entering Grade 10.	67.00%	66.90%	68.90%	
P1	G2	M24	The high school completion rate for self-identified students—within three and five years of entering Grade 10.	89.60%	90.60%	92.70%	
P1	G2	M25	The annual dropout rate for self-identified students, aged 14 to 18.	4.90%	2.30%	2.80%	

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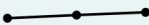




Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M26	The percentage of self-identified senior high students who transition to post-secondary, including apprenticeships, within six years of entering Grade 10.	75.30%	45.80%	65.90%	
P1	G2	M27	The percentage of self-identified Grade 12 students eligible for a Rutherford Scholarship.	84.60%	48.10%	75.00%	
P1	G2	M28	The percentage of teachers, families and students satisfied with the opportunity for learners to receive a broad program of study, including fine arts, careers, technology, health, and physical education.	89.70%	88.70%	79.20%	
P1	G2	M29	The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.	82.60%	84.50%	79.40%	
P1	G2	M30	The percentage of EIPS stakeholders who agree students individual learning needs are met.	76.50%	79.61%	79.56%	
P1	G2	M34	The percentage of students who achieve the standard of excellence in: English 30-1 diploma examinations.	13.40%	13.80%	No Result	

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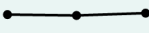
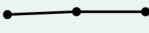
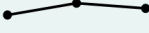
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M35	The percentage of students who achieve the standard of excellence in: English 30-2 diploma examinations.	16.30%	14.70%	No Result	
P1	G2	M38	The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.	64.29%	67.11%	69.61%	
P1	G2	M41	The percentage of students who achieve the standard of excellence in: Math 30-1 diploma examinations.	32.90%	33.90%	No Result	
P1	G2	M42	The percentage of students who achieve the standard of excellence in: Math 30-2 diploma examinations.	21.90%	16.00%	No Result	
P1	G2	M46	The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.	69.27%	74.01%	74.75%	
P1	G2	M52	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.	74.70%	81.30%	76.50%	

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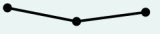
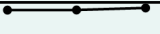
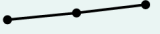
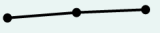
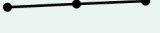
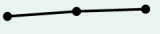
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	53.56%	61.64%	58.97%	
P1	G2	M56	The percentage of families who agree learners find schoolwork interesting.	68.40%	84.00%	72.00%	
P1	G2	M57	The percentage of parents and caregivers who agree their child's learning what they need to know.	69.60%	80.00%	76.90%	
P1	G2	M58	The percentage of teachers, families and students who agree learners are engaged in their learning.	79.30%	78.50%	80.60%	
P1	G2	M59	The percentage of EIPS stakeholders who agree students are encouraged to do their best.	79.31%	81.91%	81.86%	
P1	G2	M60	The percentage of students, grades 9 and 12, who agree they're engaged in their learning, and the schoolwork's interesting.	51.30%	61.71%	57.14%	

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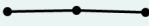
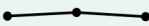



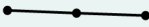
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G1	M67	The percentage of EIPS staff who agree they've had opportunities to grow at work in the last year.	80.88%	68.57%	76.92%	
P2	G1	M69	The percentage of EIPS staff who agree my colleagues are committed to doing quality work.	94.20%	94.29%	96.15%	
P2	G1	M70	The percentage of EIPS staff who agree I receive recognition or praise for doing good work.	71.01%	77.14%	84.62%	
P2	G1	M71	The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.	74.25%	79.00%	81.55%	
P2	G1	M72	The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.	71.46%	74.42%	77.06%	
P2	G1	M73	The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.	64.43%	68.89%	70.91%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G1	M74	The percentage of teachers, families and students satisfied with the overall quality of basic education.	84.70%	85.80%	84.00%	
P2	G1	M75	The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.	75.00%	78.20%	74.50%	
P2	G1	M76	The percentage of parents and caregivers satisfied with the overall quality of basic education.	83.30%	89.10%	78.90%	
P2	G1	M77	The percentage of families satisfied with the quality of teaching at their child's school.	92.90%	98.00%	76.90%	
P2	G2	M82	The percentage of EIPS staff who agree, I have the materials and equipment I need to do my work.	82.61%	88.57%	92.31%	
P2	G2	M83	The percentage of EIPS staff who agree they are satisfied with their school or department as a place to work.	85.29%	82.86%	80.77%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P3	G1	M125	The percentage of EIPS parents and caregivers who agree the Division is committed to ongoing advocacy for public education.	50.78%	53.13%	No Result	
P3	G1	M126	The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.	66.67%	67.35%	68.86%	
P3	G1	M127	The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.	72.43%	74.74%	75.13%	
P1	G2	M179	The percentage of teachers who agree learners find schoolwork interesting.	81.60%	75.00%	82.00%	
P1	G2	M195	The percentage of students who achieve the acceptable standard in: English 30-1 diploma examinations.	94.30%	95.40%	No Result	
P1	G2	M196	The percentage of students who achieve the acceptable standard in: English 30-2 diploma examinations.	95.30%	97.20%	No Result	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M198	The percentage of students who achieve the acceptable standard in: Math 30-1 diploma examinations.	80.80%	82.70%	No Result	
P1	G2	M199	The percentage of students who achieve the acceptable standard in: Math 30-2 diploma examinations.	80.20%	86.00%	No Result	

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Other Measures

- increase in enrollment of Advanced Placement Participation rates in comparison to the previous year (by 10%)
- increase in students taking Advanced Placement Exams in comparison to the previous year (by 10%)
- increase in the Standard of Excellence by 2% in the Physics 30 Diploma in comparison to 2025 results
- increase in the Standard of Excellence by 4% in the Social Studies 30-2 Diploma in comparison to 2025 results
- increase in the Standard of Excellence by 4% in the English 30-2 Diploma in comparison to 2023 June results
- increase in student completion of CTS 30 level programming by 5%.
- increase in student completion of CWB accreditation by 20%.
- increased student participation in R.A.P. programming by 10%.
- Increased student engagement as measured by attendance and feedback surveys around school life and learning experience
- increased attendance in academic coaching sessions
- establish a post-secondary admissions rate through a grad survey (grad rehearsal target date).
- qualitative data derived from student voice monthly meetings and school council meetings.

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SCHOOL GOAL 2

Bev Facey will foster a safe, inclusive, and nurturing environment that promotes belonging, equity, and community, empowering all members to contribute to a culture where every individual is valued and respected.

Related Division Goals

- Priority 1, Goal 2: Promote Growth and Success for All Students; Success for Every Student.
- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
- Priority 3, Goal 2: Enhance Public Education Through Effective Engagement; Engaged and effective Governance.

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


Strategy

- Strengthen cycles of engagement and relationship-building through the Collaborative Response Model.
- Promote student voice by gathering regular input through monthly feedback each semester.
- Enhance staff capacity through professional development focused on equity, inclusion, bias awareness, and trauma-informed practices.
- Celebrate diversity and belonging through cultural events, family nights, and inclusive school-wide initiatives.
- Increase visibility and accessibility of student supports, including mental health services and culturally responsive programming.
- Provide leadership, community service, and off-campus learning opportunities to foster student engagement and personal growth.
- Recognize and celebrate students who embody the values of the Facey Way.
- Facilitate collaborative vision-building and team bonding activities that strengthen staff and student connection to school culture.
- Encourage group learning that values diverse perspectives and fosters peer-to-peer inclusivity.
- Integrate real-world relevance into instruction through community projects, service learning, and guest speakers.
- Engage community members and post-secondary partners to support students in preparing for life beyond high school through partnerships.
- Implement Collaborative Response Teams to ensure timely academic and wellness interventions.
- Use survey and feedback data to guide continuous school climate improvements.

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M14	The number of students who self-identify as First Nations, Métis or Inuit, as of June 30.	No Result	6.75%	6.97%	
P1	G2	M17	The percentage of EIPS stakeholders who agree students have an understanding of First Nations, Métis and Inuit culture and history.	68.66%	70.30%	68.97%	
P1	G2	M19	The high school completion rate within three years and five years of entering Grade 10.	95.00%	92.90%	93.60%	
P1	G2	M20	The annual dropout rate of students aged 14 to 18.	1.50%	1.70%	1.00%	
P1	G2	M24	The high school completion rate for self-identified students—within three and five years of entering Grade 10.	89.60%	90.60%	92.70%	
P1	G2	M25	The annual dropout rate for self-identified students, aged 14 to 18.	4.90%	2.30%	2.80%	

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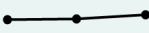
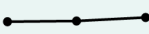
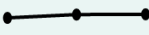

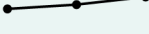
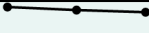
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M29	The percentage of teachers, families and students who agree learners have access to the appropriate supports and services at school.	82.60%	84.50%	79.40%	
P1	G2	M52	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.	74.70%	81.30%	76.50%	
P1	G2	M53	The percentage of EIPS stakeholders who agree students at their school are taught the knowledge, skills and attitudes necessary to be successful in life.	53.56%	61.64%	58.97%	
P1	G2	M54	The percentage of students, grades 9 and 12, who agree their school supports them in preparing for life beyond high school.	56.71%	63.22%	63.36%	
P2	G1	M73	The percentage of EIPS stakeholders satisfied with the leadership at their/their child's school.	64.43%	68.89%	70.91%	
P2	G1	M75	The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.	75.00%	78.20%	74.50%	

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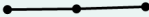
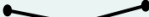
Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M78	The percentage of teachers, families and students who agree students at their school model of active citizenship.	72.40%	73.10%	76.80%	
P2	G2	M79	The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.	73.95%	74.58%	77.75%	
P2	G2	M84	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.	85.70%	88.00%	88.20%	
P2	G2	M85	The percentage of parents and caregivers who agree teachers care about their child.	82.50%	94.00%	88.50%	
P2	G2	M86	The percentage of students who agree their teachers care about them.	64.90%	68.90%	76.00%	
P2	G2	M87	The percentage of EIPS staff who agree someone at work cares about me as a person.	97.10%	94.29%	92.31%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M88	The percentage of EIPS stakeholders who agree staff care about students at their school.	75.81%	75.00%	78.75%	
P2	G2	M91	The percentage of EIPS stakeholders who agree their/their child's school handles discipline fairly and reasonably.	52.42%	50.22%	63.82%	
P2	G2	M92	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.	77.29%	76.16%	75.22%	
P2	G2	M93	The percentage of students who agree they are safe at school.	87.10%	82.80%	89.70%	
P2	G2	M94	The percentage of EIPS stakeholders who agree their school is safe.	80.89%	81.54%	83.50%	
P2	G2	M95	The percentage of teachers, families and students satisfied with the accessibility, effectiveness and efficiency of programs and services offered for students in their community.	75.50%	66.00%	78.83%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P2	G2	M96	The percentage of parents and caregivers satisfied with the special support their child receives at school.	90.00%	100.00%	80.00%	

Other Measures

- Collect and analyze Student Voice feedback twice per semester to assess student perspectives.
- Reduce recorded incidents of unsafe behaviours by 10% compared to the previous school year.
- Increase the number of student-led leadership events by 10% year-over-year.
- Increase celebrations of student diversity, achievement, and success (DAS) by 10%.
- Monitor growth in student participation in clubs, athletics, fine arts, and leadership as indicators of school connectedness.
- Track attendance at school events (e.g., workshops, cultural nights, parent engagement sessions) to assess community involvement.
- Measure improved attendance rates among students previously identified as disengaged or marginalized students.
- Track increased extracurricular participation as a measure of student engagement and belonging.
- Disaggregate academic achievement data by demographic indicators to identify and address equity gaps.
- Monitor disciplinary data to ensure equitable application across all student groups.

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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 community and events.

Related Division Goals

- Priority 2, Goal 2: Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.
- Priority 3, Goal 1: Enhance Public Education Through Effective Engagement; Parent and Caregiver Engagement.
- Priority 3, Goal 2: Enhance Public Education Through Effective Engagement; Engaged and effective Governance.


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Strategy

- Maintain consistent communication with families through email updates, positive phone calls, digital platforms, and biweekly staff updates on course progress and timelines.
- Increase parent engagement through weekly newsletters (Falcons View) and active promotion of School Council participation.
- Strengthen relationships and gather feedback via monthly Student Voice forums and bi-monthly student-parent dinner meetings.
- Host a “Meet the Teacher Night” using a schedule-based format allowing parents to follow their child’s timetable and meet each teacher.
- Expand student access to post-secondary and career resources through Student Services, including interest and aptitude surveys, presentations, and scholarship newsletters.
- Enhance parent involvement by inviting community members to participate in Opportunity Wednesday career fairs.
- Collect parent input on student learning through surveys administered during November and March Student-Parent-Teacher Interviews.
- Implement the Bev Facey Post-Secondary Plan, integrating Alberta Education competencies, AI tools, MyBlueprint integration within PowerSchool to support future planning.

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M30	The percentage of EIPS stakeholders who agree students individual learning needs are met.	76.50%	79.61%	79.56%	

School Education Plan for the 2025-26 School Year

Bev Facey Community High



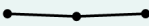
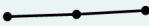

Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P1	G2	M57	The percentage of parents and caregivers who agree their child's learning what they need to know.	69.60%	80.00%	76.90%	
P2	G1	M76	The percentage of parents and caregivers satisfied with the overall quality of basic education.	83.30%	89.10%	78.90%	
P2	G1	M77	The percentage of families satisfied with the quality of teaching at their child's school.	92.90%	98.00%	76.90%	
P3	G1	M125	The percentage of EIPS parents and caregivers who agree the Division is committed to ongoing advocacy for public education.	50.78%	53.13%	No Result	
P3	G1	M126	The percentage of EIPS stakeholders who agree there is open and honest communication within their/their child's school.	66.67%	67.35%	68.86%	
P3	G1	M127	The percentage of EIPS stakeholders who agree students and families are kept informed about students' progress and achievement.	72.43%	74.74%	75.13%	

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Measure Results

Priority	Goal	Measure	Description	2022-23	2023-24	2024-25	Trendline
P3	G1	M128	The percentage of teachers, families satisfied with parental involvement in decisions about their child's education.	78.80%	76.90%	71.80%	
P3	G1	M129	The percentage of parents and caregivers who agree their family's encouraged and supported in helping their child be successful in learning.	75.90%	81.10%	68.20%	
P3	G1	M130	The percentage of EIPS stakeholders satisfied with the opportunities provided to parents and caregivers to be involved in their child's education.	68.22%	65.86%	68.27%	
P3	G2	M140	The percentage of parents and caregivers satisfied with the Division's commitment to engaging families in matters that affect public education.	54.26%	56.25%	59.69%	
P3	G2	M141	The percentage of parents and caregivers satisfied with the Division's commitment to advocating for public education.	50.78%	53.13%	No Result	

Other Measures

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- Track viewership of the Falcons View and Smore school event newsletters.
- Monitor participation in Meet the Teacher Night, Open House, and Student-Parent-Teacher Conferences, supported by survey data.
- Analyze interaction metrics across social media platforms to assess reach and engagement.
- Track attendance and engagement in School Council meetings and initiatives, including staff appreciation efforts.
- Maintain consistent communication through email, positive calls with data from Collaborative Response Meetings, Media (Google) Classroom updates, and biweekly course summaries to keep parents informed and engaged.
- increased awareness and participation through direct invitations and newsletter promotion, positioning School Council as a key avenue for parent involvement.
- Continue monthly Student Voice sessions and host bi-monthly student-parent dinner forums to build relationships and collect meaningful feedback.
- Host “Meet the Teacher” evenings that follow student timetables to enhance parent-teacher connection and classroom transparency.
- Provide families with tools such as MyBlueprint, post-secondary presentations, aptitude surveys, and scholarship resources through Student Services.
- Invite parents and local professionals to share career insights at Opportunity Wednesday events to connect learning with real-world applications (Parent Driven Career Fair).
- Conduct surveys during fall and spring conferences to gather input and inform ongoing improvement.
- Implement the Bev Facey Post-Secondary Plan using MyBlueprint, PowerSchool, and Alberta Education competencies, enhanced by AI tools (host Parent user sessions).
- Offer flexible scheduling and virtual options for key events to accommodate diverse family needs.
- Publicly acknowledge parent volunteers and community contributors through communications (Falcons’ View) and school-wide events.