

Boyle School



Education Plan

2018-2020

Accountability Statement

Boyle School's education plan for the three years commencing **August 29, 2018** was prepared under the direction of the board in accordance with responsibilities under the School Act and the Government Accountability Act. The school is committed to achieving the results laid out in this education plan. The data and strategies that form the foundation of this plan will be provided to the parent council and will be posted on Boyle School's website.

Foundation Statements

School Mission

We exist to provide the best possible education for all students to learn, grow and become responsible, independent members of society

Boyle School is committed to:

- 🐾 Developing excellent, competent, well-trained and innovative staff that hold high expectations for student achievement.
- 🐾 Participating in a school-wide professional development program that focuses on outcomes-based instructional practices.
- 🐾 Learning literacy strategies that are based on credible research.
- 🐾 Meeting the needs of all children through inclusive practices.
- 🐾 Utilizing technology to expand and enhance program offerings and services to students.
- 🐾 Informing and developing working relationships with parents and other stakeholders.
- 🐾 Endeavoring to maintain programming while government funding changes occur
- 🐾 Ensuring the availability of trained staff to support diverse programming.
- 🐾 Fostering partnerships with local businesses and industry; particularly for the Registered Apprenticeship Program (RAP) and Work Experience.
- 🐾 Developing partnerships with post-secondary institutions.
- 🐾 Expanding learning opportunities through Virtual School, ADLC, and locally developed courses
- 🐾 Developing and encouraging relationships with various inter-agency personnel.
- 🐾 Adapting to changing demographics.
- 🐾 Maintaining a safe and caring learning environment.
- 🐾 Refining the High School Redesign programming.
- 🐾 Striving to create a viable and visible culture based on the standards approach to education.

Student Enrolment
As of Sept 28, 2018

Pre-Kindergarten	19
Kindergarten	25
Grade 1	28
Grade 2	13
Grade 3	18
Grade 4	18
Grade 5	20
Grade 6	18
Grade 7	13
Grade 8	10
Grade 9	14
Grade 10	16
Grade 11	16
Grade 12	24

Total	252
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Staff

Teachers	19
Office Staff	2
Librarian	1
Educational Assistants	12

Administrative Team

Sharen Kucey – Principal
Larry Irla – Assistant Principal

Programs

Boyle School is a K-12 school that offers a full range of programming options including:

- 🐾 a diverse Career & Technology (CTS) program
- 🐾 a vibrant sports program
- 🐾 leveled literacy interventions for Grades 1 - 9
- 🐾 reading and writing workshops for Grades 1 – 6
- 🐾 an in-house Great Beginnings program
- 🐾 fine arts programming
- 🐾 a student's union that initiates school projects with community and global focus

BOYLE SCHOOL – AERR Results Comparison

2016

2017

2018

Measure Category	Measure	Measure Evaluation			Measure Evaluation			Measure Evaluation		
		Achievement	Improvement	Overall	Achievement	Improvement	Overall	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	Intermediate	Maintained	Acceptable	Very High	Improved	Excellent	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	Very Low	Maintained	Concern	Low	Maintained	Issue	Intermediate	Improved	Good
	Education Quality	Very Low	Declined	Concern	High	Improved Significantly	Good	High	Improved	Good
	Drop Out Rate	Intermediate	Declined	Issue	High	Maintained	Good	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	Low	Maintained	Issue	Intermediate	Maintained	Acceptable	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	Very Low	Maintained	Concern	Very Low	Maintained	Concern	Intermediate	Improved	Good
	PAT: Excellence	Very Low	Maintained	Concern	Very Low	Maintained	Concern	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	Very Low	Maintained	Concern	Very Low	Maintained	Concern	Very Low	Maintained	Concern
	Diploma: Excellence	Low	Maintained	Issue	Very Low	Maintained	Concern	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	Very Low	Maintained	Concern	Very Low	Maintained	Concern	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	Improved Significantly	n/a	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	High	Maintained	Good	Very High	Maintained	Excellent	Very Low	Declined Significantly	Concern
	Work Preparation	Low	Maintained	Issue	Very High	Improved	Excellent	High	Maintained	Good
	Citizenship	Low	Maintained	Issue	Very High	Improved Significantly	Excellent	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	Very Low	Maintained	Concern	Very High	Improved	Excellent	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	Very Low	Improved	Issue	Very High	Improved Significantly	Excellent	Very High	Improved Significantly	Excellent

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Boyle School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	90.7	89.1	84.2	89.0	89.5	89.4	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	74.6	68.2	66.5	81.8	81.9	81.7	Intermediate	Improved	Good
	Education Quality	88.1	88.7	80.4	90.0	90.1	89.9	High	Improved	Good
	Drop Out Rate	1.6	3.4	2.8	2.3	3.0	3.3	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.1	73.3	61.0	78.0	78.0	77.0	Very High	Improved Significantly	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	73.2	57.3	55.3	73.6	73.4	73.3	Intermediate	Improved	Good
	PAT: Excellence	15.2	9.4	7.8	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	61.8	68.9	70.8	83.7	83.0	83.0	Very Low	Maintained	Concern
	Diploma: Excellence	2.9	6.8	10.2	24.2	22.2	21.7	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	41.8	30.9	27.7	55.7	54.9	54.7	Low	Improved	Acceptable
	Rutherford Scholarship Eligibility Rate	56.0	66.7	45.2	63.4	62.3	61.5	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	26.8	69.9	60.5	58.7	57.9	59.0	Very Low	Declined Significantly	Concern
	Work Preparation	82.1	90.0	75.1	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	86.0	85.9	77.2	83.0	83.7	83.7	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	82.9	85.3	78.6	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.6	83.1	68.0	80.3	81.4	80.7	Very High	Improved Significantly	Excellent

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	61.1	51.4	57.1	57.3	73.2	60	Intermediate	Improved	Good	73	74	75
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.6	6.8	7.1	9.4	15.2	9.5	Intermediate	Maintained	Acceptable	11	13	15

Comment on Results:

- Different teacher for Grade 9 classes in LA and SS
- Both the Grade 6 and 9 classes were small; 13 and 16 students respectively
- Students were quite studious throughout their school career, but the current years' students may not reach the high levels of achievement.
- Students were given a longer time to write the PATs.
- Students on IPPs were given accommodations
- An extra teacher was employed for 20 mornings to team teach with the Grade 6 and 9 teachers. The students were divided into low/medium/high abilities and instruction was focused on both academics and exam writing skills
- The last quarter of Semester 2 is designed as PAT prep for Grade 9 students

Strategies:

- ✓ We need to start where the students are at by understanding their learning needs. ...knowing and identifying barriers to learning. This was the commitment with the extra PAT teacher.
- ✓ Staff must commit to developing positive individual relationships with the students and expressing belief in all students' ability to succeed.
- ✓ Emphasis placed on achievement for PATs. Fuller utilization of student learning improvement intervention strategies including Assessment for Learning, Differentiated Instruction, Numeracy and Student Engagement, Fontas and Pinnel benchmarking. LLI at the Junior high level.
- ✓ Practice throughout the year using the technology that is available during PAT exams (pre-recorded reader, writing exams on computers)
- ✓ Provide flexible learning environments/schedules for students and teachers
- ✓ Ensure that students are in the appropriate program through evidence in assessment and professional judgment. A K&E program at the Grade 9 level is in place.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	60.9	70.7	72.9	68.9	61.8	70.0	Very Low	Maintained	Concern	72.0	74.0	76.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	1.4	12.1	11.9	6.8	2.9	7.5	Very Low	Maintained	Concern	8.5	9.5	10.5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	78.5	50.7	58.8	73.3	87.1	75.0	Very High	Improved Significantly	Excellent	80.0	82.0	84.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	1.9	0.0	5.1	3.4	1.6	3.0	Very High	Maintained	Excellent	3.0	2.0	1.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.9	44.5	67.0	69.9	26.8	72.0	Very Low	Declined Significantly	Concern	73.0	74.0	75.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	23.8	66.7	56.0	68.0	n/a	Maintained	n/a	60.0	60.0	62.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	37.7	27.0	25.2	30.9	41.8	35.0	Low	Improved	Acceptable	40.0	45.0	50.0

Comment on Results:

- Many of last year's students were non-academic which may account for the low performance measures.
- Some students were put into a high academic Math 30-1 because of the lack of a 30-2 course
- Boyle school did not have a Sr. High K&E program
- This group of students have never had Interventions in reading/ writing or numeracy.
- Boyle statistics will fluctuate due to a small population in each class. Different groups of students yield immediately different results.
- I believe the majority of last years' graduating students had written at least four diploma exams. I don't understand this statistic???
- There was an emphasis on career counseling and diligent monitoring student progress.
- Homework strategies still need to be considered
- Parental involvement and communication to parents must be improved upon.

Strategies:

- ✓ Conscious placement of EA support at the Sr. High level.
- ✓ Development of a Sr. K&E program
- ✓ Implementation of a Math 30-2 course
- ✓ Emphasize the use of My Blueprint and access to career counselling
- ✓ Expand the use of assistive technology
- ✓ Conscientiously provide supports to "at risk" students at all grade levels
- ✓ Continue to foster student connections to community based educational opportunities.
- ✓ Extend student opportunities Virtually, ADLC, or Outreach. Ensure there is an established, supportive relationship with the virtual teachers from the Cave for students taking virtual courses
- ✓ Expand LLI into high school
- ✓ Review progress with each high school student several times per year

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	68.3	76.1	69.6	85.9	86.0	87.00	Very High	Improved	Excellent	88.0	89.0	90.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	85.7	66.9	68.5	90.0	82.1	91.00	High	Maintained	Good	92.0	93.0	94.0

Comment on Results:

- Higher accountability and consequences for students. Teaching students to 'own' their behaviors. Teaching active citizenship with regards to meeting deadlines, preparedness and punctuality and raising resiliency.
- More citizenship activities incorporated into the school led by the Leadership group/mentors
- Teachers modeled the characteristics they wish their students to portray. Actively monitoring student behavior and the relationships they have with each other.
- Relationship building between the teachers, students, and parents..
- Inclusive education for all the students
- Parents were encouraged to respond to the survey

Strategies:

- ✓ Offer a practical course to grade 12 students that will be based on "Being an Adult".
- ✓ School wide insistence and enforcement of proper conduct. Refer to Student Handbook.
- ✓ Emphasis on a clearer understanding of the goals of character education. Implementation of The Zones of Regulation for students and staff. Promotion of Kindness and Friendship through FCSS programming
- ✓ Start a Student's Union
- ✓ Encourage parents and community to join the school in the celebration of student learning through showcasing program results through an Awards Night.
- ✓ Continue collaboration with community users of school facilities in school activities and fundraising ventures, and expand community presence and offerings during the annual *Meet the Teacher Night* to feature more community group offerings such as Multicultural Day.
- ✓ Provide students with leadership opportunities within and outside of school.
- ✓ Provide Family Orientated Programming (FOPs) on various topics: study habits, literacy expectations
- ✓ Encourage students to maintain regular attendance.
- ✓ Continue with "Land-based Learning" to expose students to different cultures and environments
- ✓ Enable students to access available courses (Ex. financial management, HCS3000, ...)
- ✓ Students use the MyBlueprint program to focus on post-secondary planning. Need to reintroduce in Grades 11 and 12
- ✓ Increase exposure to colleges and universities.
- ✓ Encourage Dual Credit programs with Portage College, Northern Lakes, etc...
- ✓ Increase involvement of admin in administering survey to students

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	47.5	51.6	43.8	28.1	71.4	30.0	Intermediate	Improved	Good	32.0	40.0	45.0
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	3.8	1.6	12.5	0.0	14.3	2.0	Intermediate	Maintained	Acceptable	4.0	6.0	7.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	41.2	*	70.6	68.2	76.5	72.0	Low	Maintained	Issue	74.0	76.0	78.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	*	5.9	0.0	0.0	4.0	Very Low	Maintained	Concern	6.0	8.0	10.0

Comment on Results:

- Overall, the PAT results were good for all students in Grade 6 and 9. The Grade 6 students have had intense reading workshops over the past two years which may have improved their results
- Grade 9 students had PAT intervention in the second quarter of the second semester
- 20% (5 students) of the graduating class last year was FNMI. Four of these students did not think that they would graduate. One student did not get her diploma
- This class had no interventions throughout their school career and major efforts on the part of their teachers, admin., and counsellor provided the resources and encouragement
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data

Strategies:

- ✓ Build relationships with FNMI community. Blanket Exercise at Buffalo Lake this year
- ✓ Monitor attendance concerns and work closely with students to identify concerns
- ✓ Make/maintain contact with parents
- ✓ Increase school activities and projects that focus on impact of FNMI perspectives in Canada.
- ✓ Monitor those teachers who have a FNMI focus in their PGP
- ✓ Utilize the PD resources on the AV website (Intranet)
- ✓ Redesign the computer lab into an art room with a FNMI focus.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	63.6	45.2	42.9	62.5	90.0	65.0	Very High	Improved	Excellent	67.0	70.0	73.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	0.0	8.6	3.2	0.0	2.0	Very High	Improved	Excellent	1.0	0.0	0.0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	67.2	17.1	69.0	Very Low	Declined	Concern	70.0	72.0	73.0
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	66.7	40.0	50	n/a	Declined	n/a	50	50	50
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	36.4	0.0	14.3	12.5	20.0	25	Very Low	Maintained	Concern	30	35	40

Comment on Results:

- The FNMI students who graduated were highly motivated to do so, but were low academically.
- Resources and flexible schedules were put into place for these students
- No students dropped out.
- All of these students wrote at least DIP exams, so I don't know what this statistic is measuring???
- Many of these students knowingly entered the workforce directly from high school.

Strategies:

- ✓ Career counseling for Grade 9-12 including the parents / guardians
- ✓ Consistent monitoring of attendance and grades
- ✓ Build relationships with FNMI community...need Joe Shelast as a resource.
- ✓ Increase choices in learning and/or using manipulatives
- ✓ Continue with Fontas and Pinnel LLI program
- ✓ Differentiate instruction using Lucy Calkins and LLI in Grades 1-9
- ✓ Increase project-based learning to allow for cultural diversity – Land-based learning
- ✓ Redesign the computer lab into an art room with a FNMI focus.
- ✓ PD for staff on FNMI cultural understanding at Buffalo Lake.
- ✓ FOPs for GB and Kindergarten parents

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	79.7	82.3	81.3	89.1	90.7	90.0	Very High	Improved	Excellent	91.0	92.0	93.0

Comment on Results:

- Administrators and teachers are focused on providing consistent implementation of "Mindfulness" and "Self-regulation".
- Boyle School is still a "non-yelling" zone.
- All bullying incidences are dealt with immediately.
- Students are educated on the consequences of Social Media
- RCMP are often teaching classes about drug and alcohol use and abuse. DARE program in place. ADAC services are used. FCSS interventions are encouraged.
- Many levels of intervention (both behavior and academic) are in place – mentorship, teacher levels, course and career guidance, communication with parents
- Strong Leadership group

Strategies:

- ✓ A Student's Union is now in place
- ✓ Identify at-risk students and plan appropriate interventions.
- ✓ Implement "Gotcha" good deeds rewards
- ✓ Practice procedures related to the Crisis Response Plan while striving to improve its effectiveness
- ✓ Promote effective and positive communication amongst staff and students
- ✓ Educate students on proper use of technology and digital citizenship
- ✓ Maintain high standards for behavior and scholastic effort
- ✓ Utilize FCSS, Alberta Health resources, and RCMP (proper use of digital technology/drugs and alcohol abuse)
- ✓ Continue communication with parents through e-mail, web page, and Facebook.
- ✓ Promote teacher collaboration
- ✓ Offer flexible programming for all students enabling student success
- ✓ Administration to foster respectful relationships with students and staff.
- ✓ Supervision of teachers by having a presence in the classroom (Formative Feedback Document)
- ✓ Evaluation of the four probationary teachers throughout the year to ensure that they are meeting the new TQS standards.
- ✓ Cross-grade activities

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	56.4	67.8	63.5	68.2	74.6	72.0	Intermediate	Improved	Good	75.0	77.0	79.0

Comment on Results:

- Improved 18.2% since 2014
- More parents answered the survey due to encouragement of the PAC to get out the word of the importance of the Parent survey. We also sent notice to the Gr. 4,7,and 10 parents via email twice.
- All teachers took the survey
- Need to promote the school in different ways.

Strategies:

- ✓ Increase the diversity of programs at both the Jr. and Sr. high levels
- ✓ Promote effective and positive relationships and communication amongst staff and students
- ✓ Allow teachers to choose what they want to teach...poll students
- ✓ Students use the MyBlueprint program to identify the courses they need to graduate and for post-secondary admissions
- ✓ Increase communication with parents through e-mail, web page, and Facebook about what is being offered.
- ✓ Provide info to parents in specific categories. Ex// Here's what is happening in Fine Arts, Sports, Options, Games Club, etc... Principal's Message,
- ✓ Identify at-risk students and plan appropriate interventions.
- ✓ Offer flexible schedules and flexible learning environments to the students
- ✓ Promote PD for all staff
- ✓ Incorporate health days for all grade 1 – 9 students.
- ✓ Separate the Grade 3, 4, 5, 6 Health curriculum into a separate class
- ✓ Continue with Elementary Choir
- ✓ Teachers initiate clubs and activities for students during lunch time, especially in the winter.
- ✓ Engage community expertise to enhance student program options

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	50.9	59.6	61.4	83.1	84.6	85.0	Very High	Improved Significantly	Excellent	87.0	88.0	89.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	67.5	81.4	69.0	85.3	82.9	86	Very High	Maintained	Excellent	87.0	88.0	90.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.7	80.1	72.5	88.7	88.1	90	High	Improved	Good	91.0	92.0	93.0

Comment on Results

- The change in the timetable created new opportunities for new CTS and option courses.
- Teachers were given a choice of what they want to teach in these courses.
- Communication between teachers and parents and between Administrators/students/parents has increased significantly.
- Change in teachers' schedules has put the right people in their assignments.
- Administrators have an excellent rapport with PAC

Strategy:

- ✓ Support Professional learning for both the teachers and EAs
- ✓ Review, reaffirm and revise current evaluation processes and practices
- ✓ Review with staff their TPGPs so that they reflect on the new Quality Teaching Standards.
- ✓ Continue to meet with the Parent Advisory Council. Encourage the opportunity for the PAC to be involved in school decisions
- ✓ Continue to welcome parents through events such as tournaments, open-house, Christmas concert, Awards night..
- ✓ Advertise and communicate with stakeholders through websites, newsletter, Powerschool, and other media sources when possible.
- ✓ Provide opportunities for teachers and students to showcase what they are doing in class
- ✓ Provide orientation sessions for junior and senior students and parents regarding programming.
- ✓ Provide opportunity for cross-grade and cross-curricular programs
- ✓ Train students how to use the MyBlueprint program to identify the courses they need to graduate and for post-secondary admissions
- ✓ Work with the SLP, OT, Inclusive Ed Coordinator and teachers
- ✓ Build the capacity within the staff. Ex// Training EAs to teach speech and OT, training the staff on new ICan technology, increasing the use of robotics, creating a new classroom for GB and developing a new art room.

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Boyle School							Alberta			
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	5	*	11	84.4	30,393	87.5	29,349	86.6
	Standard of Excellence	*	*	*	5	*	11	2.4	30,393	13.2	29,349	11.3
English Lang Arts 30-2	Acceptable Standard	Very High	Improved	Excellent	6	100.0	8	75.6	16,184	88.0	16,632	89.1
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	8	5.6	16,184	13.1	16,632	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	93.8	1,312	94.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,230	11.0	1,312	9.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	97.4	146	97.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	152	23.0	146	18.6
Mathematics 30-1	Acceptable Standard	*	*	*	5	*	8	60.4	20,148	77.8	20,605	73.3
	Standard of Excellence	*	*	*	5	*	8	21.9	20,148	35.3	20,605	29.4
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	74.2	13,516	74.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	14,362	16.4	13,516	16.1
Social Studies 30-1	Acceptable Standard	Very Low	Maintained	Concern	6	66.7	12	72.3	21,793	86.2	21,941	86.0
	Standard of Excellence	Very Low	Maintained	Concern	6	0.0	12	14.3	21,793	17.7	21,941	15.1
Social Studies 30-2	Acceptable Standard	*	*	*	3	*	10	60.1	20,391	78.8	19,847	81.0
	Standard of Excellence	*	*	*	3	*	10	4.8	20,391	12.2	19,847	12.7
Biology 30	Acceptable Standard	Very Low	Maintained	Concern	6	50.0	7	71.1	23,026	86.6	22,263	85.0
	Standard of Excellence	Low	Maintained	Issue	6	16.7	7	8.9	23,026	36.6	22,263	32.6
Chemistry 30	Acceptable Standard	*	*	*	3	*	11	73.5	18,770	83.6	19,031	82.3
	Standard of Excellence	*	*	*	3	*	11	15.0	18,770	38.3	19,031	35.8
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	86.2	10,276	85.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,679	43.6	10,276	39.1
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	85.4	8,651	84.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,426	31.5	8,651	27.6

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.