



Boyle School Education Plan 2021-2024





Boyle School

Address: 5032 Taylor Road
PO Box 180
Boyle, AB T0A 0M0

School Administration:
Principal: Sharen Kucey
Assistant Principal: Larry Irla

Phone: (780) 689-3647

Fax: (780) 689-2061

Website: <https://boyle.aspenview.org/>

School Profile:

Boyle School is located in the village of Boyle, Alberta (150 km northeast of Edmonton) and has students enrolled in Great Beginnings (pre-school) to Grade 12. Our school has a strong academic focus while ensuring there are other activities for students to take part in.

Student Enrolment: 256 (Great Beginnings to Grade 12)

Staff Profile:

- 18 teachers
- 11 educational assistants
- 3 support staff

Vision, Mission, Beliefs

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



Opportunities and challenges:

Our school has put an emphasis on literacy, numeracy and STEM (Science, Technology, Engineering, and Math). All classes are single-graded. The school uses the Lucy Calkins Reading and Writing Workshops, and we have levelled literacy interventions for Grades 1 to 8.

Boyle School is committed to acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of students, staff, and our local community. We strive to have a positive relationship with the Buffalo Lake Métis Settlement and we are proud to have students attending that reside in the Settlement.

Our school has a diverse Career and Technology Studies (CTS) program that includes Foods, Carpentry, and Cosmetology. Our Carpentry and Cosmetology classes are taught by Certified Journeypersons.

Our school is committed to comprehensive school health, which includes physical and mental health. Students in Grades 1 to 6 have access to a daily nutritional morning snack.

Boyle School has a vibrant sports program and has won numerous Zone and Provincial competitions. Sports include cross-country running, golf, volleyball, basketball, curling, archery, badminton, and track and field.

Our school is fortunate to have an active Parent Council and Parent Advisory Committee that meets with school administrators on a regular basis.



School Education Plan Development and Communication:

The Boyle School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 12 of the School Councils Regulation. The Boyle School Education Plan is available at the school and is posted on our website at boyle.aspenview.org.

Alberta Education: School Accountability Pillar Results:

Combined May 2020 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	96.4	93.4	91.1	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	74.4	74.8	72.5	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.1	93.7	90.2	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	3.2	2.2	2.4	2.7	2.6	2.7	High	n/a	n/a
	High School Completion Rate (3 yr)	82.4	63.4	74.6	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	72.1	67.5	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.0	11.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	74.6	68.4	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	6.8	5.5	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	50.7	44.4	39.0	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	54.5	66.7	63.1	66.6	64.8	63.5	Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.1	40.0	45.6	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	88.9	78.8	83.6	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	91.2	90.7	87.5	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	87.6	92.9	87.1	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.7	90.9	86.2	81.5	81.0	80.9	Very High	Maintained	Excellent



BOYLE SCHOOL – AERR Results Comparison

2018

2019

2020

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



Outcomes, Strategies, and Performance Measures

PRIORITY ONE: STUDENT SUCCESS & COMPLETION

Students are successful from the time they enter school until high school completion, and beyond.

Goals for 2021-2022

Goal One: Student Success

Outcome: Literacy & Numeracy rates will continue to improve

Strategies:

- Strong writing and reading strategies (Lucy Calkins reading and writing workshop)
- Greater emphasis on writing processes and product (HLAT)
- Divisional and school-based numeracy strategies such as grade group meetings, classroom and teacher resources, training and collaboration in conceptual understanding
- Grouping junior high students in ability groups for Language Arts and Mathematics
- Improved formative and summative assessment practices to improve student achievement in both literacy and numeracy
- Focus on student learning styles (visual, auditory, kinesthetic) to teach mathematical connection ability
- Data-informed planning and instruction
- Levelled literacy and math intervention for Grades 1-9

Performance Measures:

External:

- Achievement Test and Diploma exam results

Internal:

- Improvements in Reading and Writing as measured by Fountas and Pinnell and/or the Highest Level of Achievement Tests (HLATs)



- Improvements in numeracy as measured by the Math Intervention/Programming Instrument (MIPI) and Mathletics data
- Comprehensive Test of Phonological Processing (CTOPP) test data

Outcome: More students complete high school and are connected to career pathways for future success

Strategies:

- Land-based learning
- Trades training camps
- Fine arts
- Coding and robotics
- Targeted attendance 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 in our school.
- Identify at-risk students and plan appropriate interventions.
- Offer flexible schedules and flexible learning environments to the students
- Teachers initiate clubs and activities for students during lunch time, especially in the winter.
- Engage community expertise to enhance student program options
- Addition of STEM activities for K-9 students with a cohort of teachers working together



Performance Measures:

External:

- Alberta Education Assurance Survey data (high school completion rate, high school to post-secondary transition rate)

Internal:

- Attendance data
 - MyBlueprint usage rate
 - Student and teacher survey RE: STEM once students have reached high school
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Outcome: Increased First Nations, Metis & Inuit student success

Strategies:

- Teacher / support staff contacts
- AVPS framework to better understand First Nations, Metis and Inuit culture
- Supporting student learning
- Branching into greater areas of Indigenous learning (i.e. storytelling)
- Elementary students are being taught about the 7 Teachings by our FNMI Coordinator
- Career counseling for Grade 9-12 including the parents / guardians
- Consistent monitoring of attendance and grades
- Provincial Achievement Test / Diploma Exam analysis
- Build relationships with the FNMI community.
- Increase choices in learning and/or using manipulatives.
- Continue with Fountas and Pinnell LLI program
- Differentiate instruction using Lucy Calkins and LLI in Grades 1-9
- Increase project-based learning to allow for cultural diversity – i.e. Land-based Learning
- Use of our new art room that has a First Nations, Metis and Inuit focus.
- PD for staff on First Nations, Metis and Inuit cultural understanding (held at Buffalo Lake or Metis Crossing).

Performance Measures:

External:

- Alberta Education Assurance Survey data
- Provincial Achievement Test and Diploma Exam results
- Drop out rate, Rutherford Scholarship, and 6-year Transition rate data

Internal:

- Attendance data
- Tracking parent/guardian contacts by our First Nations, Metis, and Inuit school liason



PRIORITY TWO: WELLNESS

Success and well-being is a priority in Aspen View Public Schools. Learning and working environments are inclusive, safe, welcoming and healthy.

Goals for 2021-2022

Goal One: Comprehensive School Health

Outcome: Greater success and well-being for all

Strategies:

- Physical literacy and mental health education
- School health champions
- School and division counselors
- Sexual Orientation and Gender Identity (SOGI) Network (division and school leads)

Performance Measures:

External:

- Alberta Education Assurance Survey data (safe and caring, education quality, school improvement)

Internal:

- Staggered entry at beginning of school year
 - Family and Community Support Services (FCSS)
 - RCMP connection and resources
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Goal Two: Quality Teaching and Leading

Outcome: Provide quality instruction and learning opportunities for all students

Strategies:

- Growth mindset professional development and student instruction
- School Health Days
- Promoting active citizenship
- FTE provided for Inclusive Education Coordinator
- Providing information about mental health resources available in Aspen View
- Reinstate student-led councils
- Encourage growth mindset at all grade levels (i.e. STEM)
- Continued use of Google Classroom platform
- Provide learning supports for students (i.e. educational assistants, assistive technology)
- Applying foundational knowledge about First Nations, Metis and Inuit

Performance Measures:

External:

- Alberta Education Assurance Survey data (safe and caring, education quality, drop out rate, high school completion rate, school improvement)
- Provincial Achievement Test results
 - Acceptable
 - Excellence
- Diploma Exam results
 - Acceptable
 - Excellence

Internal:

- Utilization rates of school counselors, FCSS liaisons, mental health therapists
- Monitoring of student success (i.e. Gradebook, credits earned)
- Tracking of parent and student contacts
- Tracking professional development of staff obtaining foundational knowledge of First Nations, Metis and Inuit



Goal Three: Learning Supports

Outcome: Provide appropriate supports to ensure student success for all

Strategies:

- School and division counselors
- Ministry and agency partners
- Learning supports for students (i.e. educational assistants, assistive technology)
- Student advocacy
- Differentiated instruction / concept attainment / cultural teaching (FNMI)
- Timely formative feedback
- Increased communication with parents
- Literacy and numeracy benchmarking
- Providing professional development and/or collaboration time to staff
- Ensure that all staff have positive relationships with students
- Community engagement / projects

Performance Measures:

External:

- Alberta Education Assurance Survey data (safe and caring, education quality, drop out rate, high school completion rate, school improvement)
- Provincial Achievement Test results
 - Acceptable
 - Excellence
- Diploma Exam results
 - Acceptable
 - Excellence

Internal:

- Attendance data
 - Tracking student progress (grades, credit completion, behavior)
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PRIORITY THREE: ENGAGEMENT

Decision making and assurance are based on a commitment to ongoing engagement, efficiencies and communication.

Goals for 2021-2022

Goal One: Shared, system-wide responsibility for all children and students.

Outcome: Educational partners contribute towards student success

Strategies:

- Ensure community partnerships are maintained (Buffalo lake, ALPAC, RCMP)
- Work closely with Boyle School Parent Council on decisions regarding student success
- Seek out new community partners and dual credit colleges (Portage, Northern Lights)
- Presentations from / to community partners (i.e. RCMP, Village Council, community businesses, Buffalo Lake Metis Council)
- Offer a variety of CTS courses
- Offer RAP program
- Increase exposure to colleges and universities, especially for FNMI students
- Indigenous Youth Gathering Conference
- Review professional growth plans with all certified staff.
- Welcome parents and community services to all events (post Covid)
- Increase communication with stakeholders through email, telephone, meetings, website, PowerSchool, FaceBook and other media resources
- Work with Speech Language Pathologist, Occupational Therapist, Inclusive Ed Coordination, Division Student Services, FCSS, school therapists, Child Services, teachers and EAs.

Performance Measures

External:

- Track attendance



Internal:

- Tracking community contacts
- Tracking RAP completion

Goal Two: Fiscal Responsibility

Outcome: Resources are effectively managed to ensure learning supports, quality teaching and leading and optimum learning for all.

Strategies:

- Budget decisions based on student needs and staff capacity
- Optimal staff professional development opportunities
- Allocation of resources for Indigenous student success
- Increase staff capacity by cross training (i.e. training Educational Assistants in Speech and Occupational Therapy)
- Increasing training in STEM
- Provide opportunity for cross-graded and cross-curricular programs
- Provide orientation sessions for Junior and Senior High students and parents regarding programming
- School promotion

Performance Measures:

External:

- Aspen View budget allocations

Internal:

- Reviewing spending on a monthly basis
 - Tracking numeracy improvement (Mathletics) and literacy improvement (F&P, Words Their Way, LLI, HLAT)
 - Tracking of professional development throughout the year to determine if money spent is aligned with school priorities
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Goal Three: Excellence and Accountability

Outcome: The district is grounded in effective, transparent, equitable and evidence-based practices.

Strategies:

- Parent-Teacher Interview Practices / Acceptable format
- Solicit feedback on communication strategies (surveys, interviews, focus groups)
- School reports - School Council and Parent Council
- Parent / teacher / student input
- Posting communication multiple methods
- Stakeholder engagements

Performance Measures:

External:

- Assurance Survey (parental involvement, school improvement)

Internal:

- Surveys
 - Straw poll data (staff, parent, and student feedback)
 - School-based assurance survey data
 - School council minutes, staff meeting minutes, Occupational Health and Safety updates
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