



Boyle School Education Plan 2024-2027



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Principal's Message

Foundational Statements

Vision: Aspen View Public Schools is committed to preparing our students to achieve success and reach their unique potential through the provision of meaningful learning opportunities.

Mission: Engage Learning. Ignite Potential. Inspire Success.

Commitments:

Student Learning: Inspire to engage in relevant learning experiences in an inclusive environment that leads to academic student success.

Staff Learning: Support staff members to be reflective, life-long learners, continually striving to improve their practice.

Communication: Engage in open, active, ongoing and honest communication with students, staff, parents and community.

Culture and Climate: Promote teamwork and model welcoming, caring, respectful, safe and inclusive schools that demonstrate diversity.

Social Emotional Needs: Encourage all students to develop self awareness and decision-making skills to achieve personal and interpersonal fulfillment.

Physical Needs: Promote and model active and healthy lifestyle choices.

Entrepreneurial Spirit: Equip students with skills in areas of innovation, technology, literacy and numeracy enabling them to adapt and thrive in an ever-changing world



Planning and Priorities

The Aspen View Public Schools Education Plan is based on three key priorities:

- **Student Success and Completion**
- **Wellness**
- **Engagement**

Schools will develop their own plans that align and are consistent with Divisional and Provincial priorities. As part of the planning process, school councils are involved in the planning process as required under Section 13 of the School Council Regulations (Alberta Regulation 113/2007).

Principal's Message

Our Context

Boyle School

Address: 5032 Taylor Road
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Boyle, AB T0A 0M0

Phone: (780) 689-3647

Fax: (780) 689-2061

Website: <https://boyle.aspenview.ab.ca/>

School Administration:
Principal: Jason Mestinsek
Assistant Principal:



Alberta Education Assurance Measures

Overall Summary Fall 2023

Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	89.1	85.2	85.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	79.5	83.2	87.2	80.3	81.4	82.3	High	Declined	Acceptable
	3-year High School Completion	53.8	66.2	80.8	80.7	83.2	82.3	Very Low	Declined	Concern
	5-year High School Completion	93.8	89.4	86.6	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable	83.1	71.6	n/a	63.3	64.3	n/a	Very High	n/a	n/a
	PAT: Excellence	16.9	8.0	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable	69.6	54.5	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	15.2	0.0	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	88.7	91.7	91.4	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.4	88.2	88.2	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	82.4	82.3	82.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	80.5	83.4	85.5	79.1	78.8	80.3	High	Maintained	Good

Alberta Education Assurance Measures: 5-Year Data

Assurance Domain	Measure	Boyle					Alberta				
		2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Student Growth and Achievement	Student Learning Engagement	na	na	87.3	83	89.1	na	na	85.6	85.1	84.4
	Citizenship	90.7	91.2	86.1	83.2	79.5	82.9	83.3	83.2	81.4	80.3
	3-year high School Completion	69.4	82.5	93.8	66.2	53.8	79.7	80.3	83.4	83.2	80.7
	5-year high School Completion	79.9	89.8	80.6	89.4	93.8	85.2	85.3	86.2	87.1	88.6
	PAT: Acceptable	na	na	na	71.6	83.1	71.1	na	na	64.3	63.3
	PAT: Excellent	na	na	na	8.0	16.9	20.8	na	na	17.7	16.0
	Diploma: Acceptable	na	na	na	54.5	69.6	83.6	na	na	75.2	80.3
	Diploma: Excellent	na	na	na	0.0	15.2	24.0	na	na	18.2	21.2
Teaching & Leading	Education Quality	93.7	91.1	89.9	91.7	88.7	90.2	90.3	89.6	89.0	88.1
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	na	na	90	88.2	84.4	na	na	87.8	86.1	84.7
	Access to Supports and Services	na	na	85.8	82.3	82.4	na	na	82.6	81.6	80.6
Governance	Parental Involvement	92.9	87.6	68.5	93.4	80.5	81.3	81.8	79.5	78.8	79.1



Reflection on Results

Achievement results on PATs and Diploma Exams are relatively strong.

PAT achievement data is also very strong. Boyle students achieved above or just under provincial averages on the Acceptable standard and standard of Excellence in almost every area.

Diploma exam results are below Alberta average in all subjects except Science 30. There is also a significant discrepancy between School Awarded marks and Diploma Exam marks in many cases. School awarded marks are significantly higher than student achievement on the Diploma exams. While some variation is expected, more investigation is needed into the causes of these differences.

High school math scores are a concern. Just under 56% of Boyle students achieved the acceptable standard on the Math 30-2 Diploma exam, compared to 71% provincially. Teachers are participating in a high school math PS session, and will have opportunities to reflect on additional actions. Also, efforts are underway to improve math achievement across the school. Students are participating in math intervention groups in lower and upper elementary grades. Work is also being done with teachers to increase their capacity in analyzing and responding to student's difficulties with math (math interviews in grade 6).

Teachers will meet over the next several months to discuss the Diploma exam results, and to evaluate course plans to ensure that assignments and assessments are aligned to Provincial curricular outcomes. This work will occur over Professional Development days and teacher meetings throughout the remainder of the 2023-2024 academic year.

In January, teachers will be exploring ways to efficiently level and provide support for students who might still be struggling with reading in the higher grades (students in the humanities saw the greatest discrepancies). This also aligns with our school reading goal.



PRIORITY ONE: Student Success and Completion

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

Related Alberta Assurance Domains: Student Growth and Achievement & Teaching and Leading

Outcomes, Strategies and Measures for 2024-2027:

Outcome	Teachers employ quality assessment practices to achieve high levels of student success
Strategies	<ul style="list-style-type: none">• Teachers collaboratively establish subject-specific criteria that is in alignment with Division standards for Basic, Proficient and Excellent levels of achievement• Teachers collaboratively develop common assessments that reflect essential learning outcomes and Division standards for Basic, Proficient and Excellent levels of achievement• Teachers critically analyze results from common assessments• Teachers share strategies to address gaps and misconceptions revealed in common pre- and summative assessments• School administrators and teachers periodically analyze and discuss assessment tasks and results
Measures	<ul style="list-style-type: none">• Creation of clear assessment criteria for Basic, Proficient and Excellent levels of achievement• Creation of common assessments• Participation in collaborative inquiry• Reliability in teacher-awarded grades and standardized test results• The quality, variety and frequency of assessment tasks is in alignment with Administrative Procedure 360



Outcome	Students are able to read fluently for meaning and enjoyment.
Strategies	<ul style="list-style-type: none"> ● Comprehensive literacy approach that involves a variety of components such as read-alouds, shared reading, and independent reading ● Small group instruction that occurs regularly during classroom instruction as well as pull-out intervention programming ● Structured literacy approach that provides explicit instruction in phonological awareness, phonics, word study, vocabulary, fluency, and comprehension strategies ● Use the Reading Comprehension Assessment Test (RCAT) and work with facilitator from Edu-Best to support explicit instruction in reading comprehension skills categories
Measures	<ul style="list-style-type: none"> ● Fountas and Pinnell reading levels ● RCAT screening and progress monitoring ● Phonological Awareness screening and progress monitoring tools ● Phonics screening and progress monitoring tools ● Kindergarten Literacy Assessment ● Grades 6 & 9 Provincial Assessment Test Part B results in English Language Arts ● Grade 12 English Part B Diploma Exam results ● Assurance measure results in the area of student engagement and interest in Language Arts ● School administrator observations and evidence in teacher planning of comprehensive literacy, structured literacy and small group instructional practices ● LeNS and CC3 results



PRIORITY TWO: Wellness

Learning and working environments are inclusive, safe, welcoming and healthy.

Related Alberta Assurance Domains: Teaching and Leading & Learning Supports

Outcomes, Strategies and Measures for 2024-2027:

Outcome	Students and staff are well regulated, able to resolve conflicts in a healthy manner.
Strategies	<ul style="list-style-type: none"> Plan to access the “Dragonfly” organization to speak to all age groups on a variety of topics such as: Healthy Friendships, Health Relationships, and Restorative Justice for Classrooms. Regular staff meetings (monthly). *about what* Restorative justice for discipline, using conflict as context to teach skills. Build staff capacity in healthy conflict resolution.
Measures	<ul style="list-style-type: none"> Number of collaborative meetings Number of students accessing support from school counselor, FCSS counselor & Together Talk counselor. Staff wellness survey (using scales & specific questions). Numbers of suspensions and office referrals. Student survey.

PRIORITY THREE: Engagement

Students are interested and engaged in their learning, feel connected to their school, and have opportunities to pursue their passions.

Related Alberta Assurance Domains: Student Growth and Achievement, Learning Supports, Governance & Local and Societal Context

Outcomes, Strategies and Measures for 2024-2027:



Outcome	Staff, students and parents have a sense of belonging at Boyle School which encourages student engagement.
Strategies	<ul style="list-style-type: none"> ● Acquire appropriate resources. ● Provide flexible schedules & learning environments. ● Junior high and senior options program. ● Regular monthly staff meetings. ● Students have access to a variety of extra-curricular programs and complementary courses. ● School participation in SKILLS Alberta. ● Addition of choir for grades 5 and 6 students. ● Strategic use of CAVE and Virtual Room to support students needing online courses.
Measures	<ul style="list-style-type: none"> ● Assurance Measure Survey on Parent Involvement and Engagement. ● Parent engagement in communication and school events. ● Data from Boyle School Parent Survey (conducted in March 2024).





Strategic Priority: First Nations, Métis and Inuit Student Success

Outcome	First Nations, Métis and Inuit students experience learning that supports reclamation of cultural identity
Strategies	<ul style="list-style-type: none"> ● Indigenous students have the opportunity to learn about traditions and engage in cultural practices at school. ● Regular Elder visits with Division Elder Clifford Cardinal ● Teepee teachings. ● Alliance with Buffalo Lake Metis Settlement. ● Monthly assemblies with indigenous themes and topics. ● Addition of 0.5 FNMI Lead (Mrs. Marshall).
Measures	<ul style="list-style-type: none"> ● First Nations, Métis and Inuit students attend school regularly. ● First Nations, Métis and Inuit students high school completion rates. ● Alberta Education Assurance Survey data. ● Increase in FNMI student achievement. ● Staff report increased confidence in addressing the curricular outcomes related to First Nations, Métis and Inuit history, knowledge and cultural practices.



Stakeholder Engagement

Decision-making and assurance are based on a commitment to ongoing engagement, efficiencies and communication	
Opportunities for Engagement	<ul style="list-style-type: none"> ● Creation of a Boyle School Communications Plan with School Council. ● Monthly “Email from the Principal”. ● Regular communication from classroom teachers to parents. ● Review of school policies and procedures with School Council. ● The Student’s Union continues to provide suggestions and ideas throughout the school year. ● Students Union publishes a monthly newsletter. ● Launched Boyle School Staff Hub (Google Site) for staff.
What We Heard	<ul style="list-style-type: none"> ● We have heard and observed an increase in mental health needs for students, staff and parents. ● Need to continue to improve communication.

