



# Boyle School Education Plan 2025-2028



## **Table of Contents**

|                                                                         |    |
|-------------------------------------------------------------------------|----|
| Foundational Statements .....                                           | 3  |
| Planning and Priorities .....                                           | 4  |
| Principal’s Message .....                                               | 4  |
| Our Context .....                                                       | 5  |
| Alberta Education Assurance Measures .....                              | 6  |
| Reflection on Results.....                                              | 7  |
| PRIORITY ONE: Student Success and Completion .....                      | 8  |
| PRIORITY TWO: Wellness .....                                            | 9  |
| PRIORITY THREE: Engagement .....                                        | 11 |
| Strategic Priority: First Nations, Métis and Inuit Student Success..... | 13 |
| Stakeholder Engagement .....                                            | 14 |





## **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

I'm very happy to be the new principal of Boyle School as well as being part of this community. I believe student success heavily depends on the quality of educators in the classroom. Boyle School teachers, educational aids and office administration make up an incredible and passionate team, which will lead our students to new heights, opportunities and will hone their sense of community.

We are a rural community K-12 school which also serves the Pineview Hutterite Colony. Combined with the colony school, we house close to 300 students. Our sports teams are known locally, provincially and internationally for our excellent athletes. Our local community is very involved and has become an integral part of our school culture.

## Our Context

### Boyle School

5032 Taylor Road  
PO Box 180  
Boyle, AB T0A 0M0  
Phone: (780) 689-3647  
Fax: (780) 689-2061  
Website: <https://boyle.aspenview.org/>

School Administration:  
Principal: Samuel Dumoulin, M.Ed.  
Assistant Principal: Caitlynn Hrynyk, M.Ed.





# Alberta Education Assurance Measures

## Overall Summary Fall 2024

| 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 | <a href="#">Student Learning Engagement</a>                                           | 87.6           | 89.1             | 87.1                | 83.7           | 84.4             | 84.8                | n/a                | Maintained             | n/a        |
|                                | <a href="#">Citizenship</a>                                                           | 86.1           | 79.5             | 81.3                | 79.4           | 80.3             | 80.9                | Very High          | Maintained             | Excellent  |
|                                | <a href="#">3-year High School Completion</a>                                         | 72.2           | 53.8             | 71.3                | 80.4           | 80.7             | 82.4                | Low                | Maintained             | Issue      |
|                                | <a href="#">5-year High School Completion</a>                                         | 64.5           | 93.8             | 87.9                | 88.1           | 88.6             | 87.3                | Very Low           | Declined               | Concern    |
|                                | <a href="#">PAT6: Acceptable</a>                                                      | 60.0           | 69.2             | 69.2                | 68.5           | 66.2             | 66.2                | Low                | Maintained             | Issue      |
|                                | <a href="#">PAT6: Excellence</a>                                                      | 4.0            | 23.1             | 23.1                | 19.8           | 18.0             | 18.0                | Very Low           | Declined               | Concern    |
|                                | <a href="#">PAT9: Acceptable</a>                                                      | 38.9           | 86.5             | 86.5                | 62.5           | 62.6             | 62.6                | Very Low           | Declined Significantly | Concern    |
|                                | <a href="#">PAT9: Excellence</a>                                                      | 0.0            | 15.4             | 15.4                | 15.4           | 15.5             | 15.5                | Very Low           | Declined               | Concern    |
|                                | <a href="#">Diploma: Acceptable</a>                                                   | 82.5           | 69.6             | 69.6                | 81.5           | 80.3             | 80.3                | Intermediate       | Maintained             | Acceptable |
|                                | <a href="#">Diploma: Excellence</a>                                                   | 12.5           | 15.2             | 15.2                | 22.6           | 21.2             | 21.2                | Low                | Maintained             | Issue      |
| Teaching & Leading             | <a href="#">Education Quality</a>                                                     | 90.5           | 88.7             | 90.2                | 87.6           | 88.1             | 88.6                | Very High          | Maintained             | Excellent  |
| Learning Supports              | <a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a> | 90.8           | 84.4             | 86.3                | 84.0           | 84.7             | 85.4                | n/a                | Improved               | n/a        |
|                                | <a href="#">Access to Supports and Services</a>                                       | 76.6           | 82.4             | 82.4                | 79.9           | 80.6             | 81.1                | n/a                | Declined               | n/a        |
| Governance                     | <a href="#">Parental Involvement</a>                                                  | 77.4           | 80.5             | 82.0                | 79.5           | 79.1             | 78.9                | Intermediate       | Maintained             | Acceptable |

### 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

Upon review of the AERR, there are three main areas of concern: high school completion, provincial achievement test results and diploma level of excellence. We will be addressing these areas collectively as a school-wide team and be more proactive in pre-provincials achievement testing by front-loading students with winning strategies, essential outcomes and self reflection.

In regards to high school completion, Boyle School will review the 2025-2026 timetables to better serve the needs of students. To that effect, Mr. Dumoulin and Mrs. Hrynyk will be personally reviewing every grade 10, 11 and 12 time table to ensure students are placed properly and meet all of Alberta Education's high school diploma requirements. Mrs. Amero will be reviewing, placing and monitoring online student registration for online courses. Finally, we will be reaching out to the community for work experience placements and credits following the completion of HCS3000.

To approach and resolve the problematic surrounding the provincial achievement test scores, Boyle School is committed to a collaborative response model which will be deployed to respond to student intervention in a timely manner. This includes common assessments, the implementation of high yield learning strategies (at all grade levels) and behavioral interventions. Furthermore, Boyle School will register students in the Knowledge and Employability programs of study to ensure their success. In order to focus on diagnostics to hone in on our students literacy needs, the school will be purchasing Renaissance Reading and Early Literacy. We will also lean on divisional diagnostic tools for numeracy needs.

To promote growth and excellence for our diploma students, we will provide a more coherent timetable. Also, we will explore a larger array of student assignments and evaluations which will breathe more life in the already challenging 30 level classes. We will also discuss Powerschool category weightings to reflect a larger array of assignments and evaluations. All this to allow students to reflect on their learning, deepen understanding and become critical thinkers—essential for all diploma exams.



## 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 2025-2028

| Outcome    | Teachers employ quality assessment practices to achieve high levels of student success                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | <ul style="list-style-type: none"><li>• Teachers collaboratively establish subject-specific criteria that are in alignment with Division standards for Satisfactory, Proficient and Excellent levels of achievement.</li><li>• Teachers collaboratively develop common assessments that reflect essential learning outcomes and Division standards for Satisfactory, Proficient and Excellent levels of achievement.</li><li>• Teachers develop plans for formative assessment using the 5 Key Strategies.</li><li>• Teachers share strategies to address gaps and misconceptions revealed in common pre- and summative assessments.</li><li>• School administrators and teachers periodically analyze and discuss assessment tasks and results.</li><li>• Teachers collaborate through professional dialogue to reflect on effective teaching strategies.</li></ul> |
| Measures   | <ul style="list-style-type: none"><li>• Creation of clear assessment criteria for Satisfactory, Proficient and Excellent levels of achievement</li><li>• Creation of common assessments</li><li>• Participation in collaborative inquiry</li><li>• Reliability in teacher-awarded grades and standardized test results</li><li>• Teacher plans reflect how and when students will be assessed, including formative assessments</li><li>• The quality, variety and frequency of assessment tasks is in alignment with Administrative Procedure 360</li></ul>                                                                                                                                                                                                                                                                                                          |





|            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome    | Students are conceptual thinkers, procedurally fluent and capable problem solvers in numeracy skills.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Strategies | <ul style="list-style-type: none"> <li>• Numeracy skills pre-assessments and screens</li> <li>• Numeracy teachers use classroom routines (subitizing, counting collections, estimation, etc.)</li> <li>• Implementation of midpoint and year-end numeracy skills common assessments</li> <li>• Gradual release from concrete to visual to symbolic representations in numeracy skills</li> <li>• Strategies-based approach to fact fluency</li> <li>• Students work collaboratively and are provided regular opportunities to develop problem solving skills</li> <li>• Small group instruction practices occur regularly during classroom instruction as well as during pull-out intervention programming</li> </ul> |
| Measures   | <ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Early numeracy screening and progress monitoring for at-risk students</li> <li>• Grade level common assessment results</li> <li>• Grades 6 &amp; 9 Mathematics Provincial Achievement Results</li> <li>• Grade 12 Mathematics Diploma Results</li> <li>• Grades 12 Mathematics Diploma Participation Rates</li> </ul>                                                                                                                                                                                                                                                                                                                      |



## 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 2025-2028:

| Outcome    | Students and staff have equitable access to supports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | <ul style="list-style-type: none"> <li>● Inclusive Education Lead works collaboratively with teachers on supports and strategies for diverse learning needs</li> <li>● Teachers plan for and communicate with educational assistants to maximize classroom supports</li> <li>● Utilize available OT time to help train staff and inform specialized student programming</li> <li>● School counsellor supports are available to students</li> <li>● School administration <b>promotes awareness</b> of supports and services available to staff and students</li> <li>● Implement school wide conflict resolution model to support staff and students in building healthy interactions and relationships (Kelso's Choice)</li> <li>● Staff meeting learning includes discussion of best practices in building a positive school culture (Positive Behavior Supports)</li> <li>● Staff (and students) collaboratively define behavioral expectations for students</li> <li>● Recognize and report good behavior and use of positive conflict resolution strategies at regular monthly assemblies</li> <li>● Support and expand teacher appreciation initiatives from school council</li> </ul> |
| Measures   | <ul style="list-style-type: none"> <li>● Feedback on the use of the Individualized Program Plan as a guiding document</li> <li>● Assurance Measure Survey on Access to Supports and Services</li> <li>● Decreasing frequency of office referrals, suspensions and critical incidents.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |



## 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 2025-2028:

| Outcome    | Staff, students and parents have a sense of belonging at Boyle School which encourages student engagement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategies | <ul style="list-style-type: none"><li>● Provide flexible schedules &amp; learning environments.</li><li>● Develop more Junior high and senior options.</li><li>● Regular monthly staff meetings.</li><li>● Students have access to a variety of extra-curricular programs and complementary courses.</li><li>● School participation in SKILLS Alberta.</li><li>● Strategic use of CAVE and Virtual Room to support students needing online courses and additional supports</li><li>● Teachers collaborate through professional dialogue to reflect on effective teaching strategies that increase student engagement</li></ul> |
| Measures   | <ul style="list-style-type: none"><li>● Assurance Measure Survey on Parent Involvement and Engagement.</li><li>● Parent engagement in communication and school events.</li><li>● Data from Boyle School Parent Survey (conducted in March 2024).</li></ul>                                                                                                                                                                                                                                                                                                                                                                     |



## 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"> <li>• Indigenous students have the opportunity to learn about traditions and engage in cultural practices at school</li> <li>• Division Elder Clifford Cardinal leads a group of students in a project to learn about Indigenous teachings</li> <li>• Deepen cooperation with Buffalo Lake Métis Settlement</li> <li>• Monthly assemblies with indigenous themes and topics</li> <li>• Send students to Division Indigenous Persons Day celebrations at HAK in June 2025</li> <li>• Plan “eagle feather ceremony” for graduating Indigenous students</li> </ul> |
| Measures   | <ul style="list-style-type: none"> <li>• First Nations, Métis and Inuit students attend school regularly.</li> <li>• First Nations, Métis and Inuit students high school completion rates.</li> <li>• Alberta Education Assurance Survey data.</li> <li>• Increase in FNMI student achievement.</li> <li>• Staff report increased confidence in addressing the curricular outcomes related to First Nations, Métis and Inuit history, knowledge and cultural practices.</li> </ul>                                                                                                                 |





## 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"> <li>● Monthly Newsletter from the Principal</li> <li>● Regular communication from classroom teachers to parents</li> <li>● Review of school policies and procedures with School Council</li> <li>● Inclusion of students in all grades in the Student Council</li> <li>● Rebranding with new Boyle Husky Logo at Open House May 2025</li> <li>● Kindergarten/Great Beginnings Registration Night, includes a prize draw for early registrations April 2025</li> <li>● High School Planning Parent Night - hosted at school April 2025</li> </ul> |
| What We Heard                                                                                                 | <ul style="list-style-type: none"> <li>● We have heard and observed an increase in mental health needs for students, staff and parents</li> <li>● Need to continue to improve communication</li> </ul>                                                                                                                                                                                                                                                                                                                                                                              |

