





Boyle School Education Plan 2025-2028













Table of Contents

Foundational Statements	3
Planning and Priorities	
Principal's Message	
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 TOA 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

		Boyle School			Alberta			Measure Evaluation		
Assurance Domain	Measure	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
	Student Learning Engagement	87.6	89.1	87.1	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	86.1	79.5	81.3	79.4	80.3	80.9	Very High	Maintained	Excellent
	3-year High School Completion	72.2	53.8	71.3	80.4	80.7	82.4	Low	Maintained	Issue
	5-year High School Completion	64.5	93.8	87.9	88.1	88.6	87.3	Very Low	Declined	Concern
Student Growth and	PAT6: Acceptable	60.0	69.2	69.2	68.5	66.2	66.2	Low	Maintained	Issue
Achievement	PAT6: Excellence	4.0	23.1	23.1	19.8	18.0	18.0	Very Low	Declined	Concern
	PAT9: Acceptable	38.9	86.5	86.5	62.5	62.6	62.6	Very Low	Declined Significantly	Concern
	PAT9: Excellence	0.0	15.4	15.4	15.4	15.5	15.5	Very Low	Declined	Concern
	Diploma: Acceptable	82.5	69.6	69.6	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence	12.5	15.2	15.2	22.6	21.2	21.2	Low	Maintained	Issue
Teaching & Leading	Education Quality	90.5	88.7	90.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	90.8	84.4	86.3	84.0	84.7	85.4	n/a	Improved	n/a
	Access to Supports and Services	76.6	82.4	82.4	79.9	80.6	81.1	n/a	Declined	n/a
Governance	Parental Involvement	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					
Domain		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
Achievement	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	 Teachers collaboratively establish subject-specific criteria that are in alignment with Division standards for Satisfactory, Proficient and Excellent levels of achievement. Teachers collaboratively develop common assessments that reflect essential learning outcomes and Division standards for Satisfactory, Proficient and Excellent levels of achievement. Teachers develop plans for formative assessment using the 5 Key Strategies. 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. Teachers collaborate through professional dialogue to reflect on effective teaching strategies.
Measures	 Creation of clear assessment criteria for Satisfactory, Proficient and Excellent levels of achievement Creation of common assessments Participation in collaborative inquiry Reliability in teacher-awarded grades and standardized test results Teacher plans reflect how and when students will be assessed, including formative assessments The quality, variety and frequency of assessment tasks is in alignment with Administrative Procedure 360





Outcome	Students are conceptual thinkers, procedurally fluent and capable problem solvers in numeracy skills.
Strategies	 Numeracy skills pre-assessments and screens Numeracy teachers use classroom routines (subitizing, counting collections, estimation, etc.) Implementation of midpoint and year-end numeracy skills common assessments Gradual release from concrete to visual to symbolic representations in numeracy skills Strategies-based approach to fact fluency Students work collaboratively and are provided regular opportunities to develop problem solving skills Small group instruction practices occur regularly during classroom instruction as well as during pull-out intervention programming
Measures	 Diagnostic assessments Early numeracy screening and progress monitoring for at-risk students Grade level common assessment results Grades 6 & 9 Mathematics Provincial Achievement Results Grade 12 Mathematics Diploma Results Grades 12 Mathematics Diploma Participation Rates





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	 Inclusive Education Lead works collaboratively with teachers on supports and strategies for diverse learning needs Teachers plan for and communicate with educational assistants to maximize classroom supports Utilize available OT time to help train staff and inform specialized student programming School counsellor supports are available to students School administration promotes awareness of supports and services available to staff and students Implement school wide conflict resolution model to support staff and students in building healthy interactions and relationships (Kelso's Choice) Staff meeting learning includes discussion of best practices in building a positive school culture (Positive Behavior Supports) Staff (and students) collaboratively define behavioral expectations for students Recognize and report good behavior and use of positive conflict resolution strategies at regular monthly assemblies Support and expand teacher appreciation initiatives from school council
Measures	 Feedback on the use of the Individualized Program Plan as a guiding document Assurance Measure Survey on Access to Supports and Services Decreasing frequency of office referrals, suspensions and critical incidents.





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	 Provide flexible schedules & learning environments. Develop more Junior high and senior options. Regular monthly staff meetings. Students have access to a variety of extra-curricular programs and complementary courses. School participation in SKILLS Alberta. Strategic use of CAVE and Virtual Room to support students needing online courses and additional supports Teachers collaborate through professional dialogue to reflect on effective teaching strategies that increase student engagement
Measures	 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	 Indigenous students have the opportunity to learn about traditions and engage in cultural practices at school Division Elder Clifford Cardinal leads a group of students in a project to learn about Indigenous teachings Deepen cooperation with Buffalo Lake Métis Settlement Monthly assemblies with indigenous themes and topics Send students to Division Indigenous Persons Day celebrations at HAK in June 2025 Plan "eagle feather ceremony" for graduating Indigenous students
Measures	 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	 Monthly Newsletter from the Principal Regular communication from classroom teachers to parents Review of school policies and procedures with School Council Inclusion of students in all grades in the Student Council Rebranding with new Boyle Husky Logo at Open House May 2025 Kindergarten/Great Beginnings Registration Night, includes a prize draw for early registrations April 2025 High School Planning Parent Night - hosted at school April 2025 				
What We Heard	 We have heard and observed an increase in mental health needs for students, staff and parents Need to continue to improve communication 				



