



# Education Plan

2023 – 2027 Year One





Rocky View Schools would like to acknowledge the land and recognize all the Indigenous Peoples whose footprints have marked these lands from time immemorial. Together, we can learn and honour the Ways of Knowing of Indigenous Peoples for all future generations.



Rocky View Schools' (RVS) 2023 – 2027 Education Plan serves to guide the division's priorities and strategies to achieve strong learning results and ensure a positive learning environment for all students. The Education Plan was born from the Board of Trustees' [Strategic Plan](#), which launched in late 2022.

The 2023 – 2027 Education Plan builds on the strengths of the 2019 – 2023 Four-Year Plan and intensifies our focus in some specific areas where students demonstrate an increasing need for support.

RVS is proud to present our new Education Plan; we look forward to bringing its goals to life in the next four years.

## **Accountability Statement**

The Education Plan for Rocky View Schools commencing Sept. 1, 2023 was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board approved the 2023 – 2027 Education Plan on May 25, 2023.

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# Our Division



<b>Vision</b> Rocky View Schools is a world-class learning organization where all students achieve their absolute best.	<b>Purpose</b> Rocky View Schools connects with all students to ensure everyone learns, belongs and succeeds.
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## Working Together

RVS' Education Plan is reviewed annually at the school and division level to ensure its goals and measures continue to tell the story of RVS schools, staff and students. The 2023 – 2027 Education Plan is in its first year and was created from the learnings of previous plans, review of our current results and feedback from stakeholders. The plan features new goals and updated measures to reflect the future direction of RVS.

To ensure schools, staff and students see themselves in the Education Plan, RVS collected feedback throughout the year from stakeholders using our online engagement tool, RVSEngage. These surveys and in-person sessions were important; more than 30,000 comments and 400 pages of feedback laid the foundation for the plan. The data collected throughout the process will help guide the work of the division.

RVS communities have also been engaged each spring through the Education Plan Survey, ensuring the division receives feedback needed to report on Education Plan measures in the Annual Education

Results Report (AERR). RVS is now transitioning to the use of the OurSCHOOL survey with students. We look forward to possible future engagement opportunities with families and teachers using the tool.

Our school communities of students, staff and school councils are also engaged in the work of creating school education plans each year. When planning for the year ahead, school councils, students, parents and staff ensure their school goals accurately reflect the division's goals as laid out in the Education Plan. Each school's plan helps bring the division's Education Plan to life in schools and showcases the collective work of the division in the context of their school.

In creating their education plan, schools reflect on information such as assessment data and, when needed, find ways to improve. Schools also use this opportunity to discuss what resources and professional learning are needed to help achieve the goals of their plan. Please visit each school's website to view its plan and the important work each community is doing to integrate the division's Education Plan.



## 2019 – 2023 Education Plan In Review

The I CAN goals (Connect, Achieve, Navigate) guiding the division for the last four years paved the way for many shifts intended to improve students' learning outcomes and overall experience at RVS.

Highlights include:

- Becoming a stronger, more collaborative team by sharing methods and approaches to enhance teaching practices.
- Achieving greater consistency in instruction and assessment practices with continued flexibility for innovation.
- Developing a collective understanding of inclusive education and what actions and supports will enhance inclusion in our schools.
- Building foundational knowledge of Indigenous Ways of Knowing across the system and decolonizing schools and practices. Building relationships with Indigenous groups has been a key piece of this work.
- Understanding the various impacts of the pandemic on our students and how to best support their learning and overall well-being.
- Improving how schools and the division use and interpret data to gain better information about students' learning needs to drive instruction practices and other supports.

RVS' new Education Plan builds on the strength of our previous plan and intensifies our focus in some specific areas where students demonstrate increasing need for support.



## 2023 – 2027 Education Plan

# Focus on the Future

The 2023 – 2027 Education Plan was shaped around goals important to our community of parents/guardians, students and staff: advancing students' numeracy and literacy skills; building future-ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose. This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students

While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.



# Goals, Outcomes and Measures



## Goal 1: Advancing students' numeracy and literacy skills

**Outcome** Students are numerate and literate.

### Performance Measures:

- (ABEd\*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment Grade 1 and 2.
- (ABEd) Percentage of students not at risk on the Castles and Colheart 3 (CC3) assessment Grade 2 and 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment Grade 1 – 3.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests based on cohort (Indigenous students and English language learners).
- (RVS) Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.
- (RVS) Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 9.
- (RVS) Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.
- (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grade 3, 7 and 10.

**Outcome** Students are actively engaged in meaningful and relevant learning.

### Performance Measures:

- (ABEd) The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Teacher, parent and student agreement that students have access to the appropriate supports and services at school.
- (ABEd) Teacher and parent satisfaction with parental involvement in decisions about their child's education.
- (ABEd) Overall teacher, parent, student satisfaction with the overall quality of basic education.
- (RVS) Percentage of students who are interested and motivated, trying hard to succeed and feel challenged and confident in their learning related skills.
- (RVS) Percentage of students who value school outcomes and have positive homework and studying behaviors.
- (RVS) Average score for relevance, rigor and effective learning time.

\* Alberta Education (ABEd)





## Goal 2: Building future-ready students

### Outcome

Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

### Performance Measures:

- (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- (ABEd) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- (RVS) Number of classroom and staff engagements with RVS Indigenous specialists, Knowledge Keepers, Cultural Liaisons and Elders requested through the RVS Indigenous branch.
- (RVS) Number of classroom and school requests to Learning staff for support that expands understanding of cultural diversity.
- (RVS) Number of classroom requests to Learning staff to explore new technology, software, Artificial Intelligence (AI), robotics and coding.
- (RVS) Percentage of students who report a sense of purpose in life, who devote time to pleasurable activities, who have an understanding of their own and other cultures, and who have positive health and are goal oriented.

### Outcome

Students graduate high school prepared to be successful for any path they choose.

### Performance Measures:

- (ABEd) High school completion rate of students within five years of entering Grade 10.
- (ABEd) Annual drop-out rate of students ages 14 to 18.
- (ABEd) High school to post-secondary transition rate of students within six years of entering Grade 10.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Diploma Exams based on cohort (Indigenous students and English language learners).
- (RVS) Number of credits earned by RVS students through dual-credit opportunities.
- (RVS) Number of students participating in RVS supported dual-credit opportunities.
- (RVS) The percentage of students planning to finish high school and pursue a trade, apprenticeship, college or university program.



### **Goal 3: Creating inclusive, engaging, healthy learning opportunities for all students**

#### **Outcome**

Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

#### **Performance Measures:**

- (ABEd) Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others, and are treated fairly at school.
- (ABEd) Overall teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.
- (ABEd) Students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.
- (RVS) Percentage of students with Individual Program Plans (IPPs) who are achieving their learning goals.
- (ABEd) Overall percentage of teachers, parents and students indicating their school and schools in their jurisdiction have improved or stayed the same within the last three years.
- (RVS) School-wide score on Positive Behaviour Intervention Strategy (PBIS) Tiered Fidelity Inventory.
- (RVS) Percentage of students who are absent less than 10 per cent during the school year.
- (RVS) Average score for positive teacher-student relationships, positive learning climate, and expectations for success.

#### **Outcome**

Students are self-aware, focused and demonstrate perseverance and resilience.

#### **Performance Measures:**

- (RVS) Number of classroom, school and parent presentations on mental health and wellness provided by Learning Department staff.
- (RVS) Number of classroom, school and parent presentations on self-regulation provided by Learning Department staff.
- (RVS) Percentage of students who report they are able to control their emotions and behaviors and maintain focus on a task.





# Priorities

RVS will achieve the goals in the Education Plan by...

## Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

## Effective instruction and assessment practices

Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

## Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

## Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.

When reviewing the Education Plan annually, RVS tracks its progress, looks for opportunities to improve and identifies any changes necessary to outcomes or performance measures.

After attending a professional learning session with RVS, teachers are asked to report on the extent to which the session built their capacity to encourage active learning, provide effective instruction and assessment practices, create communities of inclusivity, and promote healthy, safe environments.

RVS looks forward to reporting on student, parent and staff satisfaction in the 2023/24 AERR.



# Strategies

To help guide our work and provide direction to our schools, we have created the following three guides:

## Instruction and Assessment Practice Guide [🔗](#)

Our Instruction and Assessment Practice Guide is a tool for teachers to use to support instructional practices. This document sets the criteria for what is expected of our teachers to ensure students from Kindergarten – Grade 12 have the greatest opportunity of meeting with success while ensuring foundational commonality in instruction and assessment across the division.

Key approaches used across RVS include:

- Adherence to Administrative Procedure (AP) 360: Assessment and Communication of Student Learning; teachers ensure the procedures are adhered to and implemented on a regular and consistent basis.
- Teachers remain informed of effective research-based numeracy and literacy practices and use the literacy/numeracy framework to guide their practice.
- Teachers are familiar with and regularly implement strategies from the Inclusive Education Practice Guide into their daily practice.
- Instruction and assessment practices incorporate Indigenous Ways of Knowing; teachers work to ensure academic success for all learners by designing authentic, relevant experiences for all that include the incorporation of Indigenous Ways of Knowing.

## Inclusive Education Practice Guide [🔗](#)

To put inclusion into action, together, RVS will:

- Provide focused professional learning opportunities to build teacher and leader efficacy in bringing inclusive education to life;
- Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse needs of all students; and
- Consistently and continuously use triangulated data sources to guide and inform decisions, practice and pedagogy.

Key approaches used across RVS include:

- Multi-Tiered System of Supports (MTSS)
- Positive Behavioural Interventions and Supports (PBIS)
- Collaborative Problem Solving (CPS)
- Classroom and school-wide reviews

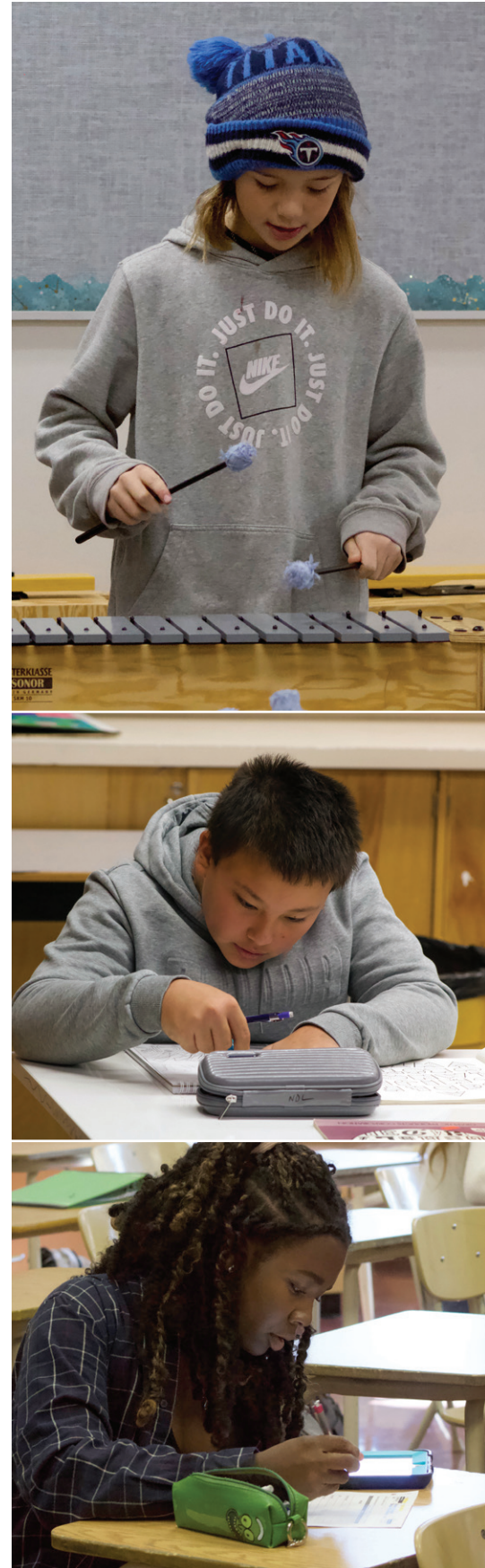
## Professional Learning Practice Guide

In RVS, professional learning will be:

- **Research and evidence-informed** – Critical reflection plays a significant role in establishing high-quality professional learning and professional practice.
- **Collaborative** – Professional learning is a shared responsibility where collaborative and collective inquiry aligns with jurisdictional and provincial priorities for the most effective professional learning.
- **Innovative** – Effective professional learning is dynamic, current and is designed to be responsive to ever-changing contexts.
- **Personalized** – Professional learning connects to individual goals and interests and aims to improve practice while aligning with school, jurisdictional and provincial priorities.
- **Generative** – Professional learning empowers learners to generate, produce and reproduce learning to build collective knowledge, skills and competencies.
- **Transformational** – High-quality professional learning inspires individuals and teams to elevate and refine their practice to improve the overall experience for the school community.
- **Embedded** – Professional learning is embedded into RVS work with collaborative opportunities for guided conversation and co-creation of innovative practice.
- **Ongoing and supported** – Organizational learning is ongoing, supported and fully integrated into RVS' culture.

Key approaches used across RVS include:

- A blend of school-based and self-directed professional learning days built into our school calendars with content related to school education plans and individual professional learning plans;
- Dynamic and student-focused professional learning offered by RVS outside of designated professional learning days on topics related to RVS' Education Plan, practice guides and the operational needs of the division;
- Professional learning opportunities for staff being offered by groups outside of RVS; and
- Orientation and mandatory ongoing training to create a safe environment for all.





# Capital Plan

RVS submitted an urgent request to the province for seven new school builds in its [2024 – 2027 Capital Plan](#); three in Airdrie, two in Cochrane, one in Chestermere and one in Springbank.

RVS’ overall utilization rate is expected to reach 101 per cent by 2026. More than 1,000 new students join the division each year, meaning critical student spaces are needed immediately.

Each of the communities in the capital plan is seeing unprecedented growth, making it challenging to prioritize. These seven new schools are needed as soon as possible.

## 2023/24 School Year Capital Priorities

2023 Budget Year		
Capital Project	Build Out Capacity	Approved in 2023 Capital Plan
Airdrie K – 8	900	Design
Airdrie High School	1,500	Planning
Cochrane K – 8	900	Pre-planning
Chestermere K – 9	900	Pre-planning

2024 Budget Year		
Capital Project	Build Out Capacity	Type of Project
Airdrie K – 8	900	New Construction
Springbank K – 8	900	New Construction
Cochrane High School	1,500	New Construction



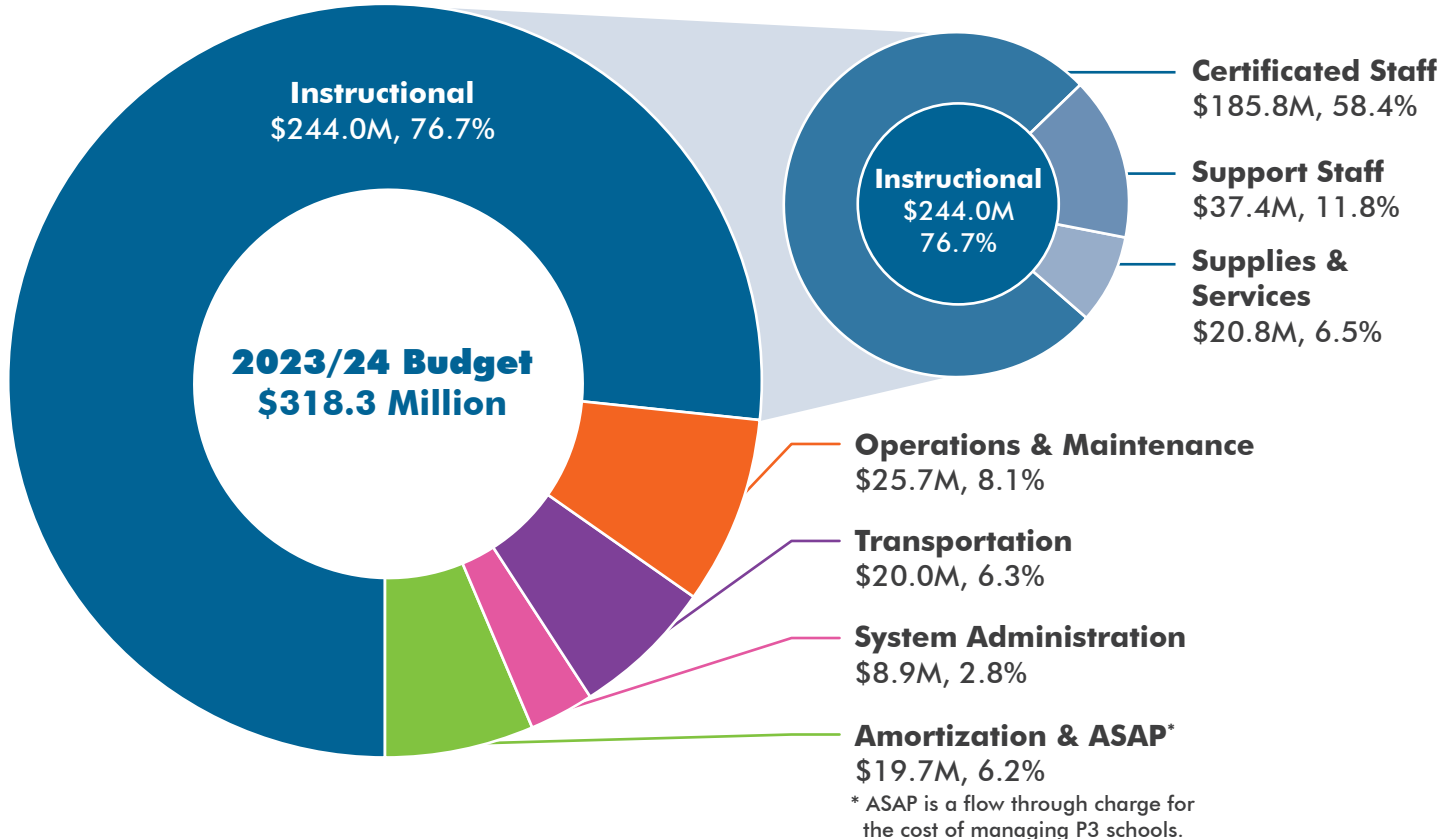
# Budget

## Budget Principles

In planning for its [annual budget](#), RVS considers its vision, purpose and values, the goals and strategies of its Education Plan, and the Board’s strategic plan. Taken together, these statements and documents guide Administration and the Board in developing a budget that supports learners in achieving their best.

The key budget priorities for 2023/24 directly align with the strategic plan:

- Improving our students’ learning
- Strengthening our workforce
- Bolstering our infrastructure
- Connecting with our community



The RVS budget funds 52 schools each year, with each school having autonomy over portions of their own budget. Principals work with school councils to choose budget priorities, enabling parents and guardians to be engaged in decisions across the division.

Thank you to the RVS schools and students featured in the Education Plan: Bert Church High School, Cochrane High School, Heloise Lorimer School, Elizabeth Barrett Elementary School, Meadowbrook School, Muriel Clayton Middle School, Prairie Waters Elementary School, Rainbow Creek Elementary School and Windsong School.



## Learn More About RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery to educational services. Copies of RVS' [Education Plan](#), [AERR](#), [Capital Plan](#), and [Budget](#) are made available to school councils, the public, staff, and/or educational and municipal partners through RVS' public website.

School education plans are built and shared with school councils and are available on each [school's website](#).

[Meet our Board of Trustees](#)  
[View our Strategic Plan](#)

### Connect With Us

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