



I CAN

CONNECT • ACHIEVE • NAVIGATE

YEAR FOUR

ROCKY VIEW SCHOOLS





FOUR-YEAR PLAN



Our Commitment

Rocky View Schools' (RVS) 2019 – 2023 *Four-Year Plan, Innovators by Design*, is based on the hopes and desires of students, parents, staff, trustees, community leaders, and service providers who provided direct input into the development of a learning narrative and the plan's new goals, outcomes, performance measures, design principles and strategies during an extensive 15-month Four-Year Plan consultation process, which began May 2018. Through a series of design thinking protocols, stakeholders voiced strong support for RVS' I CAN goal and outcome statements and its strategic direction towards literacy, numeracy, inclusion and instructional design. This is the final year of the 2019 – 2023 Four-Year Plan, and RVS looks forward to engaging with our communities on the 2023 – 2027 Four-Year Plan over the course of the next year.

Accountability Statement

The Education Plan for Rocky View Schools commencing Sept. 1, 2019, 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 Year 4 revision of the Education Plan for 2019–2023 on May 12, 2022.

Year – 4

On behalf of the Board and RVS Administration we thank all stakeholders for their ongoing support, feedback, and contributions to the Four-Year Plan. The following outlines the goals, outcomes, and measures RVS will chart in 2022/23 – Year 4 of the plan.

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ABOUT ROCKY VIEW SCHOOLS

Windsong Heights
School – 2022

Our Schools

RVS reviews I CAN goal results annually against the outcomes and performance measures set out in the Four-Year Plan (4YP). Through the review, we identify progress made and areas that require more attention as well as consider other factors that may have had an impact that year. From that, RVS determines areas of focus for the year ahead and if any changes need to be made to the measures.

Adjustments made to the outcomes of goal two in this final year of the 4YP focus on implementing division-wide literacy and numeracy assessments. This important data will help bring a clearer picture of student learning needs and how RVS can best meet these needs at the division and school level. This will also reflect the requirement of the province for early years literacy and numeracy assessments announced in April, 2022.

The Education Plan Survey, with feedback from students, parents and staff, will also provide valuable information to help measure progress toward the goals in the 4YP as many performance

measures are pulled from the survey. The triangulation of this data will help schools in further refining their goals, allowing for a better design of instruction for 2022/23.

RVS schools are a key part of this process as they bring the 4YP to life. To help understand how schools are doing and what actions could be taken to do better, insights are gathered from school councils, students, parents and staff. Schools collect other relevant information such as assessment data, reflect on that information, and brainstorm and test solutions to improve. This information is captured in school workbooks that serve to showcase the goals and progress made each year, along with what professional learning and other resources are required to achieve these goals. Given the pandemic-related disruptions schools faced in actioning their goals, some may choose to continue advancing 2021/22 goals next year. School councils are consulted about the school workbooks and they are publicly available on school websites.

Vision

Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

Purpose

Rocky View Schools connects with all students to ensure that everyone learns, belongs, and succeeds.

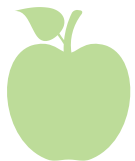
By the numbers



26,600+
Students



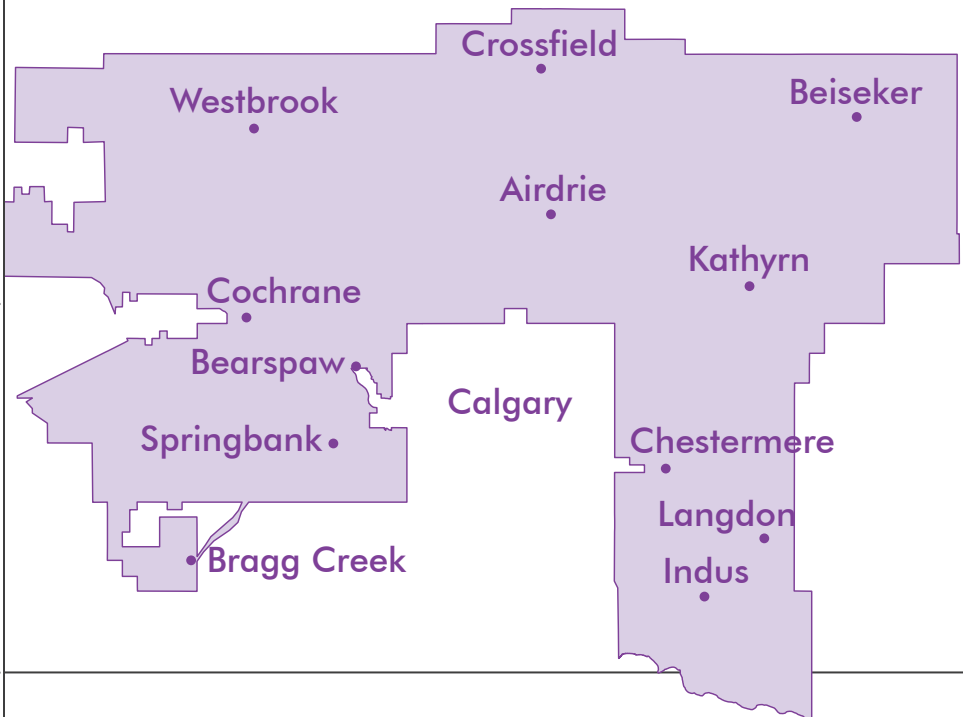
3,000+
Staff



53
Schools

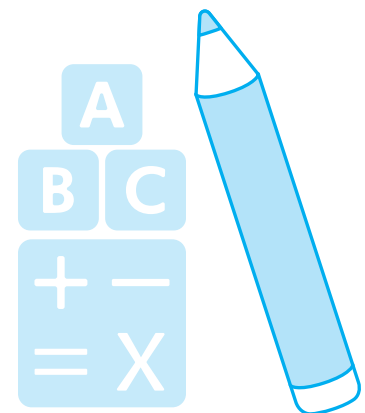
- 16** K – 6/7/8/9
- 12** Elementary Schools
- 8** Middle Schools
- 8** High Schools
- 3** Colony Schools
- 3** RVS Community Learning Centres
- 1** Online High School
- 1** Online Gr. 1 – 8 School
- 1** K – 12

Where our schools are located



What we offer*

Building Futures
Christian Programming
Community Learning Centres
English Language Learning
French Immersion
Home Education
Kindergarten
Locally Developed Courses
Mechanics Training Centre
Off-campus Education
Online Learning (Gr. 1 – 12)
Pre-Kindergarten Programming
Sports Academies
The Farm



* not all programs/courses are offered in all schools.



INNOVATORS BY DESIGN

In Rocky View Schools, we believe...

Children are born innovators.

It's how they learn the tough stuff, like walking and talking, feeding themselves and tying shoes. They try a lot and fail a lot. Once they've learned to say the word why, they just won't stop – and at Rocky View Schools, we don't want them to.

Innovators ask a lot of questions and tackle problems that matter, to them, their families and their communities. They consult with expert sources and people, far beyond the classroom. They bounce possibilities off fellow students and teachers and spark ideas that just might work. They test their ideas in the real world. Trying, failing, asking more questions, redesigning, until they've earned success.

In the process, we work with families and communities to ensure students' basic needs are met and guide them to acquire and practice fundamental math, reading and science skills. They learn to value diversity, and build cultural understanding and the foundation for healthy relationships. They grow as critical thinkers, communicators and collaborators. And they develop self-reliance, empathy, resilience and perseverance.

In short, innovators accept the challenge of reaching their full potential. They are in demand in every sector of society and most likely to succeed at any endeavour.

That's why at Rocky View Schools, the development of innovators happens by design.

- A design that engages students as co-designers of their learning, empowering them to follow their passions and challenging them to new heights.
- A design that moves beyond classroom walls to the natural world, building sites, farms, engineering firms, hospitals, zoos, museums and theatres.
- A design where students share what they learn, so when one learns, we all learn.
- A design that meets students where they are and supports them in the journey to where they need to and want to be.
- A design that supports and encourages teachers, administrators and support staff to be innovators themselves.

At Rocky View Schools, we know our students go on to change the world. As contributing adults, they'll bring their personal best to that important work.



Ralph McCall School – 2022

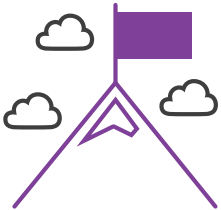
INNOVATORS CAN

In Rocky View Schools, we design learning so innovators...



Connect to passions, interests and people

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.



Achieve their potential

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.



Navigate successfully as global citizens

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.



PRIORITIES

Northcott Prairie School – 2022

To achieve our Education Plan, we will focus on:

- **Student Engagement** – Enhance and measure student voice in the co-construction of their learning.
- **Inclusion** – Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.
- **Instructional Practices** – Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.
- **Make Learning Visible** – Enhance the visibility of all students’ learning journey and growth.

RVS annually reviews I CAN goals, outcomes, and results at the school and district level. We track progress, look for opportunities to improve, and identify any necessary changes to outcomes or performance measures.

Our school communities continue to demonstrate support for the Four-Year Plan and the priorities of focus for Year 4. In reviewing the performance measures, “percentage of student conflict incidents reported” was again removed due to challenges with sourcing this data. RVS looks forward to reporting on student, parent and staff satisfaction in the 2021/22 Annual Education Results Report.



Cochrane Christian Academy – 2022

KEY STRATEGIES

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

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.

- **Job embedded** – Professional learning is job embedded with collaborative opportunities for guided conversation and co-creation of innovative practice.
- **Ongoing, supported** – Organizational learning is ongoing, supported and fully integrated into RVS' culture.

Key approaches utilized 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's professional learning plans;
- Dynamic and student focused professional learning offered by RVS outside of designated professional learning days on topics related to RVS' Four-Year Plan 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.



Inclusive Education Practice Guide

To put inclusion into action, together, RVS will:

- Use design thinking processes to create, iterate, teach, and learn.
- Provide robust, researched, and focused professional learning opportunities to build teacher and leader efficacy in bringing inclusive education to life within the structures, routines and learnings of schools and classrooms.
- Design sustainable, multi-tiered systems of teaching, learning, supports and services to meet the diverse academic, social emotional, mental health and behaviour needs of all students; and
- Consistently and continuously use multiple, triangulated data sources to guide and inform decisions, practice, and pedagogy.

Key approaches utilized across RVS include:

- Multi-Tiered System of Supports (MTSS);
- Positive Behavioural Interventions and Supports (PBIS);
- Classroom and School-Wide Reviews;
- Universal Design for Learning (UDL); and
- Balanced Assessment.

Instruction and Assessment Practice Guide (coming soon!)

Our instruction and assessment 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. This document will ensure foundational commonality in instruction and assessment across RVS.

Key approaches utilized across RVS include:

- Familiarity with [Administrative Procedure \(AP\) 360: Assessment and Communication of Student Learning](#); teachers ensure that the procedures are adhered to and implemented on a regular and consistent basis.
- Teachers remain informed of effective research-based literacy and numeracy 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 period.
- Teachers work to ensure academic success for all learners by designing authentic, relevant experiences for all.



GOAL ONE

Crossfield Elementary School – 2022

Connect to passions, interests and people

Outcome:

Students engage in real-world, hands-on learning experiences that matter to them.

Performance Measures:

- (RVS) Percentage of students who state they have had opportunities to engage in real-world, hands-on learning experiences.
- (RVS) Percentage of students who state that students' voice counts in their school.
- (RVS) Percentage of students who indicate their schoolwork is meaningful.
- (RVS) Percentage of students who are absent less than 10 per cent during the school year.
- (RVS) The percentage of teachers enrolled in two or more of RVS' Professional Learning offerings.
- (ACOL**) The percentage of teachers reporting that in the past three to five years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.
- (ABed*) Overall teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies, including fine arts, careers, technology, and health and physical education.



Outcome:

Students demonstrate ownership of their learning.

Performance Measures:

- (RVS) Percentage of students who understand how they learn best.
- (RVS) Percentage of students who expect to succeed in school.
- (RVS) Percentage of students who document and reflect on their learning through a portfolio.
- (ABed) High school completion rate of students/First Nations, Métis and Inuit students within three years of entering Grade 10.
- (ABed) Annual drop-out rate of students/First Nations, Métis and Inuit students ages 14 to 18.
- (ABed) High school to post-secondary transition rate of students/First Nations, Métis and Inuit students within six years of entering Grade 10.

*Alberta Education (ABed) **Alberta Commission on Learning (ACOL)



GOAL TWO

Cooper's Crossing School – 2022



Achieve their potential

Outcome:

Students are literate, numerate and acquire core competencies.

Performance Measures:

- **(RVS)** Percentage of students who agree they are literate and numerate.
- **(RVS) NEW** Percentage of Grade 1 – 4 students demonstrating grade level or better reading skills as measured by the Benchmark Assessment System.
- **(RVS) NEW** Percentage of Grade 2 – 9 students demonstrating proficiency or better on the MIPI (Math Intervention/Programming Instrument).
- **(ABed)** Overall percentage of students/First Nations, Métis and Inuit students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests and Diploma Exams.
- **(ABed)** Percentage of students/First Nations, Métis and Inuit students writing four or more diploma exams within three years of entering Grade 10.
- **(ABed)** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **(ABed)** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

*Alberta Education (ABed)

Outcome:

Students meet high expectations and learning outcomes, tailored to their individual capabilities.

Performance Measures:

- **(RVS)** Percentage of students who report setting learning goals with their teacher.
- **(RVS)** Percentage of students who get the help they need in school.
- **(RVS)** Percentage of students with Individual Program Plans who are achieving their learning goals.
- **(RVS)** Percentage of school councils who report they were actively involved in the development of their school's workbook.
- **(ABed)** Percentage of Grade 12 students/First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship.
- **(ABed)** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- **(ABed)** Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same within the last three years.

GOAL THREE



Navigate successfully as global citizens

Outcome:

Students are healthy, safe, resilient and value diversity, cultures and traditions.

Performance Measures:

- (RVS) Percentage of students who report they have been provided with opportunities to learn about other cultures and peoples.
- (RVS) Percentage of students who feel they can overcome obstacles.
- (RVS) Percentage of students who report they live a healthy lifestyle.
- (RVS) Percentage of students excessively absent due to health matters.
- (RVS) The number of schools who have implemented school-wide Tier 1 Positive Behaviour Intervention Strategy at 80 per cent fidelity as measured by the Tiered Fidelity Inventory.
- (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 satisfaction with the overall quality of basic education.

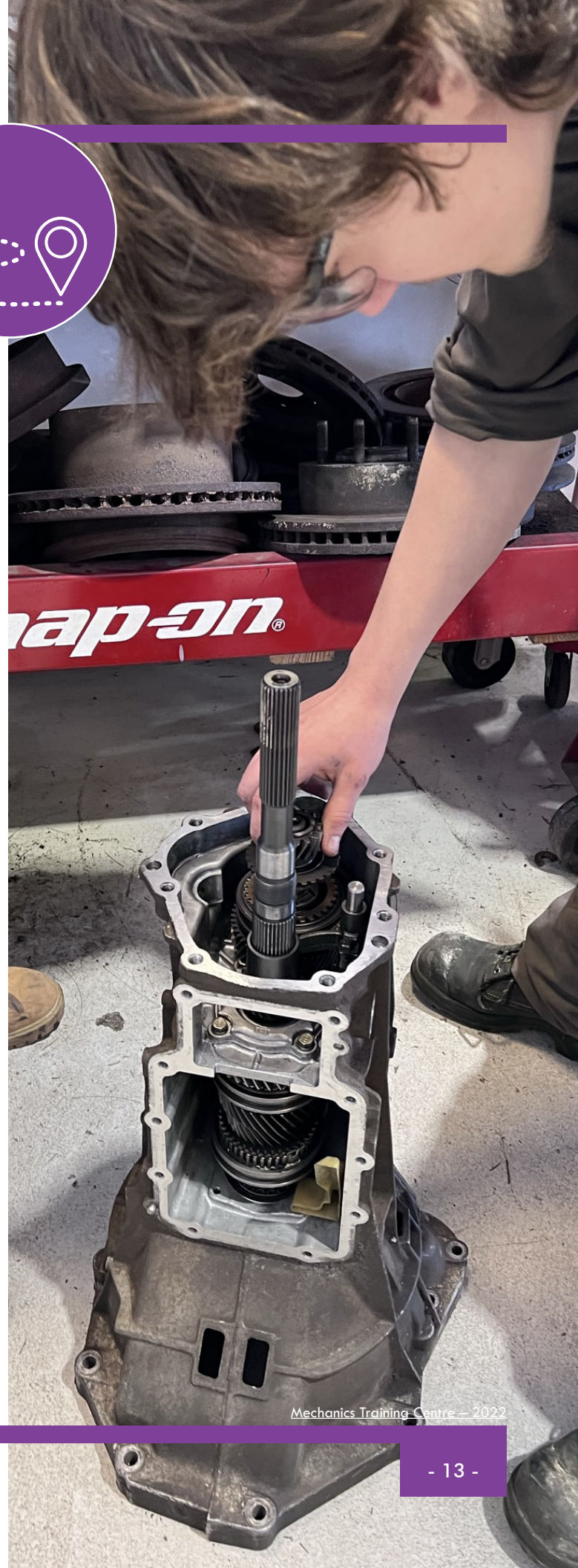
Outcome:

Students make a positive difference in their life, school, community and the world.

Performance Measures:

- (RVS) Percentage of students who understand how to make a positive difference in their school and in their community.
- (RVS) Percentage of students who report they participated in fundraising, volunteer activities and community service projects.
- (RVS) Percentage of students who understand the importance of digital citizenship.

*Alberta Education (ABed)





Meadowbrook School – 2022

ACTIONS TAKEN

In RVS' [2020/21 Annual Educational Results Report](#) (AERR), we committed to the following actions in 2021/22. Here is a report on our progress.

Improve foundational knowledge of Indigenous ways of knowing across the system and enhance relationships with local Indigenous groups (Goal 3/Outcome 1)

- Every RVS employee was invited to participate in a district-wide professional learning session before the beginning of the 2021/22 school year as Elder Saa'kokoto provided teachings about Indigenous culture and traditions.
- RVS employees received access to and time to complete [Reconciliation Education from the Four Seasons of Reconciliation](#). This is an online course developed by the First Nations University of Canada to provide anti-racist education in line with the Truth and Reconciliation Commission's 94 Calls to Action.
- RVS is launching the Indigenous Advisory Circle: the Board of Trustees, superintendent, members of the executive team and students will gather with representatives of neighboring First Nations and the Métis Nation of Alberta to receive advice and guidance regarding RVS' journey toward truth and reconciliation.
- Conciliation, a temporary outdoor art installation, was installed at the Education Centre in October 2021. This collaboration between PARK Production House, Blackfoot artists Angel Aubichon and Alex Manitopyes, and Mark Lang at Crossfield's CP Wood Gallery – was previously featured at the Chinook Blast Festival in Calgary. Conciliation includes both Métis and Blackfoot treaty acknowledgments. PARK has agreed to loan the artwork to RVS.
- The Indigenous Inclusion Council continued its work, focusing on book studies, growth toward understanding Indigenous ways of knowing, and future professional learning opportunities. Led by the Learning department, it includes school administrators and other leaders, including Elder Saa'kokoto and University of Calgary partners.
- At the school level we have seen a significant increase of invitations to Indigenous partners to share lessons, teachings and resources while working directly with teachers and students.
- RVS leaders continue to enhance our relationship with Elder Saa'kokoto through opportunities such as visiting the Nose Hill Sun Wheel.

Finalize Instruction and Assessment Practice Guide to build a more consistent RVS approach (Four-Year Education Plan key strategies)

- Administrators and leaders have collaborated in 2021/22 to develop the Instruction and Assessment Practice Guide. A draft will be shared with all staff prior to the end of this school year.
- This will be added to our practice guide library which also includes the Inclusion Practice Guide and Professional Learning Practice Guide, enabling the further alignment of RVS practices and linkage to key priorities described in our Four-Year Plan.

Begin to gather multi-year data on our customized Four-Year Education Plan survey

- Our Education Plan Survey provides us with valuable insight into how we are doing in achieving the goals and outcomes of our system Four-Year Plan at the division and school level. The questions asked are directly related to the goals and outcomes in the Four-Year Plan.
- Year two of our survey launched in May 2022. This multi-year data is reviewed by schools and RVS administration to identify areas of strength and opportunities to improve. Survey results will be reported on in the 2021/22 Annual Education Results Report and in school workbooks. These reporting tools are designed to showcase how we are progressing and areas we can improve.

Support the Board in the development of a system-wide strategic plan and begin consultation on a new Four-Year Education Plan.

- Our survey to parents, staff, students and the community in May 2022 included questions designed to help the Board of Trustees understand the hopes for children's education and school experience and what parents, staff, students and the community want RVS to focus on over the next four years.
- This feedback will be used to develop the first draft of the strategic plan in the summer of 2022. This input will also be valuable early input as we begin engagement on the next Four-Year Education Plan.



Paine Waters Elementary School – 2022



W.G. Murdoch High School – 2022

Provide targeted supports to schools related to pandemic recovery and mental health supports

- An infusion of an additional \$1 million from the Board of Trustees made significant supports available to families, students and schools with respect to pandemic recovery and mental health supports. This included:
 - Additional mental health and addiction workers, mainly targeted at high schools.
 - Additional middle years counsellors targeted at middle years.
 - Additional family school liaison workers as well as behaviour coaches at the elementary level.
 - Professional learning for teachers, administrators and learning assistants on Traumatic Events Systems, Natural Supports, and Mental Health First Aid, with additional professional learning provided at school request.
 - Parent learning sessions held at various schools.

Improve capacity to review and reflect on school and system data to help achieve goals of the Four-Year Education Plan

- School administrators received targeted professional learning regarding the use and interpretation of data.
- All high school teachers participated in a professional learning session on assessment and the use of data to drive classroom instruction.
- Book studies and individual professional learning opportunities/sessions were provided at the school level.
- School workbooks were revised to include more specific data, enabling further analysis and interpretation to guide school education plans.
- A system wide plan for the collection of reading, writing and math data has been developed and shared in the spring of 2022. Implementation will begin in fall 2022.



Heloise Lorimer
School – 2022

2023 – 2026 CAPITAL PLAN

Rocky View Schools' [2023 – 2026 Capital Plan](#) includes an urgent request to the provincial government for funding for new schools in Airdrie, Cochrane and Chestermere. As one of the fastest growing school divisions in the province, having enough space for students to learn is an ongoing challenge for RVS.

Without additional school facilities RVS' overall utilization rate is expected to increase from the current 87 per cent to a critical rate of 101 per cent by 2026.

Prioritizing the list is challenging for RVS as Airdrie, Cochrane and Chestermere are experiencing rapid growth at the same time.

2022/23 School Year

Capital Priorities			Infrastructure, Maintenance and Renewal Projects
Location	Type	Capacity	
Airdrie K – 8	New School	900	<ul style="list-style-type: none"> Upgrade to the Career and Technology Studies area at George McDougall High School Important maintenance and renewal projects at schools throughout the division, including changing lighting to LED fixtures, updating learning spaces, mechanical/controls upgrades and sanding gymnasium floors
Cochrane K – 5	New School	600	
Chestermere K – 9	New School	900	
Airdrie High School	New School	1,500	

2022/23 BUDGET

Budget Priorities

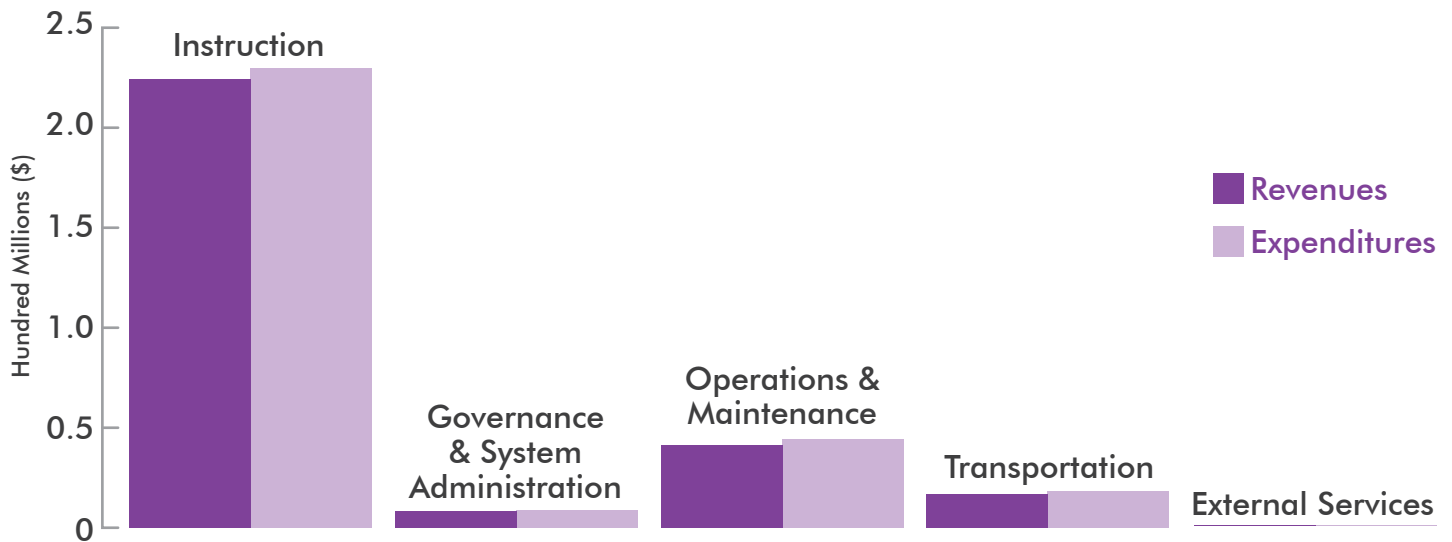
May 26, 2022

Rocky View Schools' (RVS) annual budget is driven by our vision of being a world-class learning organization where all students achieve their absolute best. In support of our Four-Year Plan to foster innovators in their learning journeys and the operational needs of the division, the Board of Trustees identified the following key priorities to guide the development of the 2022/23 budget:

- advancing student success through school level supports;
- enhancing innovative programming and learning spaces for students;
- improving literacy and numeracy skill development at all levels; and
- boosting mental health and wellness for students and staff.

RVS remains committed to providing our students with the best education possible with a focus on literacy and numeracy. In this budget, the Board has focused on its priority of putting funding, supports and resources directly into schools where these can have the greatest positive impact on our students.

Revenues and Expenditures



	Revenues	Expenditures
Instruction	\$ 223,702,070	\$ 230,696,970
Governance & System Administration*	\$ 8,332,289	\$ 8,522,089
Operations & Maintenance	\$ 41,607,325	\$ 43,355,275
Transportation	\$ 17,854,549	\$ 18,093,549
External Services	\$ 190,785	\$ 190,785
Total	\$ 291,697,018	\$ 300,858,668

* Governance & System Administration cost before amortization is \$8.1M representing 2.7 per cent of divisional budget.



LEARN MORE ABOUT RVS

RVS is committed to working collaboratively with its stakeholders in the planning and delivery to educational services.

Copies of RVS' Four-Year 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 workbooks are built and shared with school councils and are available on [each school's website](#).

[Meet our Board of Trustees](#)

Connect With Us

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