



EMPOWER  
THE POTENTIAL

2015-2019

FOUR YEAR

PLAN

Year 4

ENGAGE

ENRICH

EMPOWER



ROCKY VIEW  
SCHOOLS



## COMMITMENT & ACCOUNTABILITY

Engaging learners through meaningful & challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.

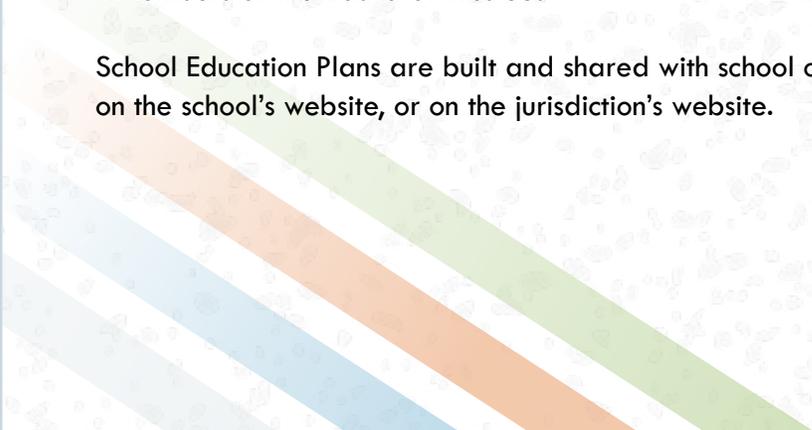


The Education Plan for Rocky View Schools for the four years commencing September 1, 2015, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the School Act and the Fiscal Management Act. This Education Plan is updated annually in the context of the provincial government's business and fiscal plans. The Board of Trustees 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 Education Plan for 2015-2019 – Year 4 on June 21, 2018.

Rocky View Schools is committed to working collaboratively with its stakeholders in the planning and delivery of educational services. In addition to copies of this plan being distributed to school councils, staff, and educational and municipal partners, the jurisdiction's 2015-2019 Four Year Plan – Year 4 is accessible through:

- Rocky View Schools' public website
- Rocky View Schools' Education Centre at 2651 Chinook Winds Drive, SW, Airdrie
- Members of the Board of Trustees

School Education Plans are built and shared with school councils and are available at the school, on the school's website, or on the jurisdiction's website.



# MAKE IT REAL MAKE IT VISIBLE MAKE IT FOR EVERYONE

Children have an innate love of learning. From an early age, they are curious and want to know the what, where, how and why of everything they encounter. At Rocky View Schools, we build upon our students' inquisitive nature by encouraging them to develop and test their own ideas, seek new perspectives, gather and analyze information, and draw new insights to help them grow to be strong, critical thinkers. We know that when students learn how to learn – that is to acquire, create, connect and communicate knowledge in a variety of contexts – we are helping them build the confidence and habits of mind to become life-long learners and successful citizens.

Our educators play a key role in this process. Building upon the foundational skills of literacy and numeracy, our educators help students learn how to ask the right questions and how to find, process and analyze information. Students are taught to develop ideas and construct meaning by clarifying and expanding their thinking. Under this balanced approach, students learn how to set goals, document their learning and reflect on their growth – three skill sets that prepare them for a successful future.

As presented in our 2015-2019 Four Year Plan – Year Four, we are pleased to outline a continuation of this journey to our communities. Over the course of the 2018/19 school year, we will be steadfast in our commitment of ensuring all learners are successful, engaged and supported. We invite you to help RVS continue on its journey to “Empower the Potential” by becoming familiar with our plan and the strategies we are employing to make it real, make it visible and make it for everyone.

As always, we invite all inquiries into our approach; please drop us a line at 403.945.4012 to learn more.



EMPOWER THE POTENTIAL

2015-2019 FOUR YEAR PLAN

Year 4

# LEARNERS ARE SUCCESSFUL

## OUTCOME: Learners are literate and numerate.

Performance Measures:

- Percentage of students/FNMI students who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.
- Percentage of students, parents and staff who agree that students are literate and numerate.
- Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics.

Strategy:

- ~ **Action Plan** Develop and implement a system-wide K-12 literacy and numeracy framework.

## OUTCOME: Learners build 21<sup>st</sup> C competencies (skills and knowledge).

Performance Measures:

- Percentage of teachers, parents and students who agree students model characteristics of active citizenship.
- Percentage of students, parents and staff who agree that students are building 21<sup>st</sup> C competencies.

Strategy:

- ~ **Action Plan** Acquire and apply 21<sup>st</sup> C competencies across learning disciplines and in a variety of contexts.

## OUTCOME: Learners take ownership of their learning.

Performance Measures:

- High school completion rate of students/FNMI students within three years of entering Grade 10.
- Annual dropout rate of students/FNMI students aged 14 to 18.
- Percentage of students/FNMI students eligible for a Rutherford Scholarship.
- High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10.
- Percentage of students, parents and staff agreement that students take ownership for their learning.
- Percentage of staff that uses balanced assessment practices to support student learning.

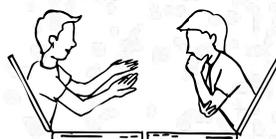
Strategy:

- ~ **Action Plan** Enhance balanced assessment practices through reflection, self-awareness, communication and growth.

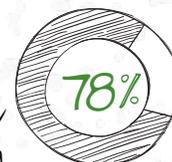


RVS' Literacy and Numeracy Framework 2.0 was released, with a newly developed numeracy component.

The members of the Literacy team engaged with every school, resulting in over 700 face-to-face interactions with RVS staff



78% of parents/guardians have a created a PowerSchool Parent Portal account to access student assessment data.



# LEARNERS ARE ENGAGED

## OUTCOME: Real-world, hands-on learning experiences engage learners.

Performance Measures:

- Percentage of students and parents who believe teachers help students learn through engaging practices.
- Percentage of students, parents and staff who agree students are engaged in learning.
- Percentage of staff that understands and uses inquiry and project-based learning.

Strategies:

- ~ **Action Plan** Facilitate opportunities for learners to make, create and do things that matter to themselves and to their communities.
- ~ **Action Plan** Provide learning experiences where learners have an active role and voice.

## OUTCOME: Innovation and effective practices enrich learning.

Performance Measures:

- Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.
- Percentage of students who feel connected, confident and resilient.

Strategies:

- ~ **Action Plan** Facilitate critical reflection to inform teaching practice.
- ~ **Action Plan** Improve use and application of data to inform learning and system improvement.

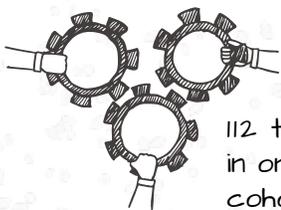
## OUTCOME: Partnerships enhance and fuel learning.

Performance Measures:

- Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnerships with the community.

Strategies:

- ~ **Action Plan** Continue to build meaningful relationships between home and school.
- ~ **Action Plan** Enhance learning opportunities through partnerships between learners and the community.



112 teachers participated in one of the four design cohorts.

Over \$250,000 in grants has been secured for physical literacy and food and nutrition programs in RVS.



The jurisdiction's new web portal solution, myRVS, is set to launch January 2019. It features public websites, an intranet for students and staff, an extranet for parents, an ecommerce solution and a mobile app.



# LEARNERS ARE SUPPORTED

## OUTCOME: Learners feel well, safe, valued and respected.

Performance Measures:

- Percentage of teachers, parents and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- Percentage of students, parents and staff who agree that learning environments are caring, safe, respectful and promote wellness.

Strategy:

- ~ **Action Plan** Enhance staff capacity in the areas of social/emotional supports, mental health and physical wellness.

## OUTCOME: Learning is accessible, individualized and challenging.

Performance Measures:

- Percentage of teachers, parents and students satisfied with the overall quality of basic education.
- Percentage of students and staff who agree that they have appropriate technical and learning supports to meet student needs.
- Percentage of parents and staff who agree students with special needs are meeting their learning goals.

Strategies:

- ~ **Action Plan** Engage community partners in providing wrap-around services to meet the needs of learners, aged 0-21.
- ~ **Action Plan** Support the redesign of learning environments to meet the needs of each and every learner.

## OUTCOME: Student-centred decisions propel achievement.

Performance Measure:

- Percentage of students, parents and staff who agree schools have a student-centered focus.

Strategies:

- ~ **Action Plan** Examine approaches to better deploy resources in meeting the needs of diverse learners.
- ~ **Action Plan** Support schools in the design and retrofit of learning spaces to facilitate active, collaborative and individualized learning.



Over 1,500 staff have been trained in Mandt, a proactive approach to supporting students with behavioural challenges.

Eight RVS schools are implementing the MindUP curriculum, which focuses on neuroscience, positive psychology, mindful awareness and social/emotional learning.



All seven RVS Family School Liaison Workers are being certified to be Parent Group Trainers for CONNECT®, a program for parents and caregivers of pre-teens and teens who struggle with significant behaviour problems and mental health issues



### Planning Principles

- Consideration is given to learning needs of all students.
- RVS' Four Year Plan drives resource allocation.
- School & support service allocations respond to the needs of each school community.
- Balance expenditures within available revenues.
- Accountable for resource allocation.

### Budget Assumptions

- Enrolment increase by 1,057 FTE students in 2018/2019.
- Zero percent increase to grants, with a \$500 thousand decline in Plant, Operations & Maintenance (PMO) revenue and a \$458 thousand grant reduction for LAPP employer contributions.
- Classroom Improvement Funding will continue for one more year, bringing an estimated \$2.7 million to the jurisdiction.

### Budget Priorities

Rocky View Schools' annual budget is centred on ensuring learners are successful, engaged and supported, while addressing the operational needs of the Division.

Recognizing that the Superintendent will demonstrate fiscal responsibility by continuing to pursue efficient and effective services, the Board of Trustees has identified the following key priorities to guide the 2018/2019 budget process:

- Direct classroom instruction;
- Direct classroom support for learners with complex needs;
- Mental health supports; and
- Literacy and numeracy skill development.



### Revenues ..... \$279,826,680

Instruction & Admin...	\$225,270,131
POM .....	\$37,158,933
Transportation .....	\$16,206,831
External Services .....	\$190,785

### Expenditures ..... \$280,594,208

Instruction.....	\$218,520,431
Administration .....	\$8,387,186
POM .....	\$37,288,995
Transportation .....	\$16,206,831
External Services.....	\$190,789



Of the \$280 million budget, 78 percent will be directed towards instruction, 13 percent to plant operations and maintenance, 6 percent to transportation, 3 percent to governance and administration.

Learn More



For 2018/2019, Education Centre (EC) departments were directed to establish a budget with zero percent increase. In some cases, this was not achievable due to inflationary, contractual or operational issues, but generally EC departments recieved no more money than they received in 2017/2018.



Rocky View Schools' student population increases by 1,000+ students annually - equivalent to two schools! This increase is mainly in the municipalities of Airdrie, Cochrane, Chestermere and Langdon. Approval of new schools is required each year to keep pace with increasing student enrolment.

Additionally, RVS is a jurisdiction of varied facilities, from schools built during the early 1950s in rural communities to school buildings that are brand new and opened in 2017 in growing urban areas. This dichotomy of challenges puts RVS in a unique situation as the division balances the Facility needs for ALL students.

### 2019-2022 Capital Plan

RVS' current Three Year Capital Plan, for the 2019-2022 budget years, requests 13 new facilities and one addition. The top three priorities are:

1. New Langdon High School
2. New Chestermere K-9
3. Addition at Bow Valley High School

### Capital and Infrastructure Maintenance and Renewal (IMR)

Approved November 30, 2017, through IMR funding:

- Modernization of entire interior of Indus
- Modernization of a portion of W.G. Murdoch (gathering space)
- Modernization of a portion of Elbow Valley (front entrance and administration area)
- Modernization of Crossfield Elementary's Learning Commons
- Addition of accessible washroom to Rainbow Creek
- Addition of accessible washroom to W.G. Murdoch
- Addition of accessible washroom to Nose Creek Elementary

Numerous maintenance and renewal projects and minor program renovations will also be completed for September 2018. More information on RVS' Capital Plan is available on the RVS public website. Residents also may call Associate Superintendent of Business and Operations Larry Paul at 403.945.4008.

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