



# Progress in 2008/09

## 1 Learners have their basic and diverse needs met.

- Non-academic barriers to learning are addressed.
- Students, staff, trustees, and parents feel safe and part of the learning community.
- Students accessing specialized programming and community supports experience success.

### Achievements

- A Before and After School Care program established at RJ Hawkey in Airdrie; two proposals in works for Chestermere and Langdon
- 85 percent of schools adopted Healthy Eating Guidelines
- Stepping Stones to Mental Health piloted in 3 high schools
- Non-Violent Crisis Intervention training available to all staff
- An emergency response plan introduced through Hour-Zero
- 21 schools equipped with electronic key entry, 12 remaining
- Job Hazard Assessments /Safe Work Practices designed
- An Employee Orientation Day & EC Orientation developed
- A School Council Orientation Program designed
- An In-House Disability Management Program launched
- Employee wellness website developed/wellness fair held
- Premier assistive technologies installed on compatible computers in the grade 5 - 12 schools and on all teacher Macbooks
- A continuum of service/level of need model developed to guide services to all students

### Challenges

- Managing the demands for social/emotional/behavioural service from school and families in the context of funding constraints and possible net losses
- Ensuring that monies are budgeted for ongoing support of assistive technologies
- Providing inservices for both school administrators and teachers to ensure they have a thorough comprehension of the new continuum of service/level of need model
- Waiting for Alberta Education to articulate its special education framework leaves much speculation on the direction and alignment of services at the jurisdictional level

## 2 Learners are competent, qualified and dedicated.

- Students succeed as 21st Century learners.
- Students complete programs.
- Students and staff demonstrate life-long learning.
- RVS builds and supports a 21st Century learning culture.

### Achievements

- 21st C Learning Specialists documenting schools and teachers who are demonstrating exemplary practices; samples and discussion papers being posted to RVS website
- Inservices, lectures and public consultation on 21st C learning environment continues at jurisdictional and school levels
- Dynamic Distributed Network Project running between Chestermere High School and WG Murdoch, with additional DL practices operating in pockets throughout jurisdiction
- Education Plan and Annual Report Manuals and review process developed to guide schools' analysis of APORI results
- Learning Plan constructs launched for support staff
- Digital repositories being established, cataloged and accessed through internet, and RVS and Media Services webportals
- School calendar instituted to support professional learning
- Accountability framework developed, providing regular progress reports to board on 3YP's implementation

### Challenges

- Demonstrating to schools that a shift in instructional practice is required; some schools and teachers are far behind
- Building understanding and knowledge of effective 21st Century instructional practices among school administrators is vital to moving school staffs forward
- Building a repository of best 21st C practices
- Providing inservices for new school administrators in the area of data analysis
- Increasing parent participation in APORI survey & RVS survey
- Formalizing ongoing professional learning opportunities for support staff
- Ensuring use of digital technologies does not tax computer network

# 3 Learners are civic, social and environmental stewards.

- Students and staff understand and participate in social and economic responsibility.
- Students, staff, and trustees work independently and collaboratively to build a vibrant community.
- Students, staff and trustees understand, practice and promote the conservation of resources.

## Achievements

- Public consultation process developed and used in three northeast community schools
- Regular networking program established between municipal leaders and Board of Trustees
- First responders asked to join Hour-Zero in conducting risk assessments at schools
- LEED Standards adopted for all new capital projects; new Langdon Elementary being constructed to meet Silver Standards
- Green caretaking products piloted
- Recycling and composting programs in use at Education Centre
- Ameresco Energy Efficient Program under development

## Challenges

- Identifying personnel who can identify best practices in social and economic responsibility and citizenship for schools

# 4 Learning opportunities are distinct, continuous and systematic.

- Distinct programs ensure students succeed.
- Learning transitions are seamless.
- Professional development is multi-faceted, ongoing and systematic.
- Learning Capacity is built across the jurisdiction.

## Achievements

- Research conducted in support of launching a Pre-School Intervention Program in Chestermere
- All K-8 schools completed first round of identifying gifted students
- Expansion of FNMI programming in Cochrane schools, including parent inservices, student clubs, aboriginal mentorships and formation of FNMI advisory group
- Conceptual design and funding grants submitted for Community Learning Centre in Airdrie
- Restructured Learning Departments into cross-branch, multi-disciplinary teams to support programming interventions and build teacher capacity in 21st Century teaching and learning practices
- Developed, planned and launched Community of Practice framework for all certificated staff, making use of three centrally-coordinated professional learning days and a Community of Practice webportal
- Superintendent Working Committee on Learning began work on identifying principal competencies and developing evidence-based portfolios
- Expanded membership of leadership team to include assistant principals
- Completed a series of leadership inservices, including Administrative Leadership Program, 7 Habits, and Great Leaders, Great Teams, Great Results

## Challenges

- Building external funding sources to supplement and increase programming for FNMI students
- Providing support for the development and implementation of a comprehensive framework for English as a Second Language
- Securing cross-ministerial support in principle and with funding for the Community Learning Centre in Airdrie
- Monitoring effectiveness of Learning Department's new delivery service model, making modifications where necessary
- Eliminating competition for centrally-coordinated days
- Identifying sustainability, momentum and transition strategies to ensure effectiveness of Communities of Practice
- Identifying structures to support the implementation of new curricula needs
- Maintaining momentum and interest in Covey leadership training, as well as expanding training to Education Centre and school staff

# 5

## Instruction challenges and engages the learner.

- Curriculum delivery is student-centred.
- Instructional practices meet the needs of the 21st Century learner.
- RVS operates a community of learners.

### Achievements

- Developed and implemented an Embedded Coaching Initiative to support implementation of school education plans
- Introduced a new Learning model, founded on the principles of Universal Design for Learning, Understanding by Design and Balanced Assessment.
- Introduced a Response to Intervention model for serving students with special needs
- Established a team skilled in 21st Century learning to assist schools implement new teaching and learning practices
- Launched a Learning webportal to help teachers learn of 21st C instructional practices and access digital resources that they can integrate into their classrooms
- Established jurisdictional Communities of Practice to assist school staff in developing the knowledge, skills and attributes necessary to succeed as 21st Century learners.

### Challenges

- Monitoring the success of the embedded coaching initiative; modifying where necessary
- Building staff knowledge, understanding and use of RVS' new Learning model and Response to Intervention models
- Ensuring all certificated staff build and employ 21st Century instructional practices

# 6

## Learning environments enable the acquisition of 21st Century skills.

- Contemporary technology is accessible to all learners.
- Budgets are driven by Three Year Plan outcomes.
- Education Centre Departments enable a 21st Century learning environment.
- Community partners provide expertise and support.

### Achievements

- In consultation with school administrators, reviewed RVS' current technical support model with the aim of identifying a more efficient and effective infrastructure
- Standards for Contemporary Technology are under development by RVS' Technology Services staff
- An innovative fund for technology was launched providing over a dozen schools with monies to launch 21st Century research projects that could be integrated jurisdiction-wide
- Launched a jurisdictional survey to establish baseline measures towards achieving made-in-Rocky View outcomes
- Assigned a "most responsible person" for all strategies listed in Rocky View's 2008-2011 Three Year Plan; instituted a regular reporting system on the implementation of the strategies through RVS' Accountability framework
- Established an aggressive advocacy plan to ensure political decision-makers are aware of RVS' needs, both in terms of educational and capital supports
- Partnership established with University of Lethbridge to introduce a Masters' cohort in RVS
- Designed a School Council Professional Learning Plan

### Challenges

- Keeping pace with advances in technology
- Maintaining momentum of all RVS staff towards creating a 21st C learning environment
- Maintaining focus on building a cadence of accountability
- Getting the "right" people on the "right" bus

## 1

- Build awareness among schools and parent communities of the service delivery models available for all students.
- Build awareness and extend use of community support partnerships, initiatives, and services, i.e. United Way, Big Brothers & Sisters, QUEST.
- Launch Before & After School Care programs across Division.
- Implement a comprehensive Emergency Response Plan.
- Develop and employ a School Council Orientation Program.
- Expand delivery of Family School Liaison Program.
- Review jurisdictional supports available to address non-academic barriers to learning.
- Facilitate Alberta Mental Health School-Based Capacity Building & Systemic Mental Health Continuum initiatives.
- Facilitate Calgary Health Region/RVS Healthy Eating & Health Promoting Schools initiatives.
- Develop and employ a Staff Wellness program.
- Continue implementation of RVS' Occupational Health and Safety (OH&S) Program.
- Expand access of Non-Violent Crisis Intervention training to school-based staff and bus drivers.
- Develop and employ an Employee Orientation Program.
- Implement electronic key program.
- Review service delivery model for students with special needs.
- Introduce and support the use of assistive technologies.
- Develop a rubric for citizenship and social responsibility to ensure schools consistently meet divisional standards.
- Provide seed money to hire a Grants Writer to pursue additional revenue for physical/social/emotional supports.
- Further develop partnerships to increase student access to speech-language pathology, occupational therapy and physical therapy.
- Review existing bus routes to maximize student access to specialized programs.
- Reduce student bus ride times to a maximum of 55 minutes for students attending their local school.

## 2

- Document key 21st Century knowledge, skills and attributes for students.
- Engage Education Centre departments and school communities in a dialogue to build an understanding and recognition for 21st Century skills acquisition.
- Collect, publish and celebrate successful 21st Century practices.
- Continue to analyze and monitor Accountability Pillar results, identifying appropriate interventions.
- Further develop distributed learning approaches, i.e. Dynamic Distributed Learning Network Project.
- Continue to help schools identify and match student needs with appropriate programs.
- Formalize policy and procedures for the development, monitoring and reporting of certificated and non-certificated professional growth plans.
- Align policies and procedures to support 21st Century learners.
- Research/acquire educational resources that support 21st Century instructional practices and skill development.
- Institute a school calendar to facilitate professional learning.
- Develop and employ a jurisdictional web portal.
- Develop a jurisdictional accountability framework to monitor, assess and report the progress of the Three Year Plan's implementation.
- Identify and develop staff with 21st Century leadership and coaching capacities.
- Research, and where viable, implement programs, courses and delivery models that facilitate student engagement in learning.
- Formalize policy and procedures for the development of student learning plans.
- Develop and employ talent acquisition practices that reflect 21st Century learning competencies.
- Assist schools in identifying facility accommodations for unique needs and programs, i.e. before & after school care, assisted washrooms, school-based service delivery.

## 3

- Establish a regular consultation program for school councils, parents, municipal leaders, emergency responders, service providers and educational affiliates.
- Align policies and procedures that support conservation practices, i.e. LEED standards, green cleaning products.
- Implement Ameresco Energy Efficient Program.
- Collect, publish and celebrate successful practices in developing social/economic development.
- Establish jurisdictional partners to help promote social responsibility among school communities.
- Establish a volunteer program at the jurisdictional level.
- Collect, publish and celebrate successful classroom and community practices in citizenship.
- Introduce additional horticultural/conservation programs, i.e. community vegetable gardens.

## 4

- Expand RVS' Pre-school Intervention Program.
- Create an evidence-based evaluation process for all staff.
- Develop and implement a comprehensive framework for serving First Nations, Métis and Inuit learners.
- Further develop and articulate a comprehensive framework for Gifted Education.
- Develop a business plan, formalize partnerships and launch RVS' Community Learning Centre project.
- Restructure Learning Department into cross-branch, multi-disciplinary teams to support interventions and capacity building.
- Build a jurisdictional professional learning plan to support the implementation of a 21st Century learning environment, i.e. 21st Century Knowledge, Skills and Attributes, Assistive Technologies, Web Portal, Records Management, Conservation Practices.
- Provide opportunities for enhancing and developing leadership capacities, i.e. Covey, RVS' Leadership Development Program, Value-Based Leadership, Working Committees.
- Create communities of practice for teacher and student leadership.
- Develop and implement a comprehensive framework for English as a Second Language.
- Research, collect, publish and promote best practices in relation to transition strategies, i.e. registration, school-to-school, school-to-community, specialized settings.
- Develop a community of mentors, focused on ongoing professional support for employees at all stages of their careers.

## 5

- Collect, publish and celebrate best instructional practices.
- Coach and mentor school staff in research-based instructional and assessment practices.
- Engage Education Centre and school staffs in a dialogue to build an understanding of 21st Century instructional practices.
- Consult, coach and collaborate with teachers to align instructional practices to 21st Century learning.
- Develop and deploy 21st Century learning models.
- Design and coordinate jurisdictional Communities of Practice to assist school staff in developing the knowledge, skills and attributes necessary to succeed as 21st Century learners.
- Provide learning materials, resources and leadership for study and planning groups.
- Define knowledge, skills and attributes of the 21st Century educator.
- Link curriculum to 21st Century instructional and assessment practices.

## 6

- Review technical support model.
- Institute qualitative and quantitative research practices to establish baseline measures and monitor ongoing progress.
- Provide seed funding for jurisdictional, school and classroom projects and research that supports 21st Century learning environments.
- Assign budget lines for implementation of jurisdictional Three Year Plan strategies.
- Charge Education Centre departments, Superintendent Working Committees and/or Communities of Practice with developing action plans around Three Year Plan strategies.
- Establish partnerships with teacher preparation institutions.
- Liaise with Alberta Education, service providers, curriculum developers and publishers.
- Continue to engage the Board Advocacy Committee in working with key government and community agencies.
- Develop a School Council Professional Learning Plan.
- Define divisional standards for contemporary technology, in terms of software, hardware and infrastructure.
- Develop contemporary technology implementation plan aimed at ensuring all schools achieve divisional standards.

# 3YP Baseline Data

Goal 1: Learners have their basic and diverse needs met.		Maturi Rating							
		Awareness		Exploration		Scaling Up		Systemic	
1.1	Non-academic barriers to learning are recognized & addressed.	1	2	3	4	5	6	7	8
1.2	Students, staff, trustees and parents feel safe (intellectual) and part of the learning community.	1	2	3	4	5	6	7	8

Goal 2: Learners are competent, qualified and dedicated.		Awareness		Exploration		Scaling Up		Systemic	
2.1	Students succeed as 21 <sup>st</sup> Century learners	1	2	3	4	5	6	7	8
2.3a	Students demonstrate lifelong learning	1	2	3	4	5	6	7	8
2.3b	Teachers demonstrate lifelong learning	1	2	3	4	5	6	7	8
2.4	RVSD has a 21 <sup>st</sup> Century learning culture	1	2	3	4	5	6	7	8

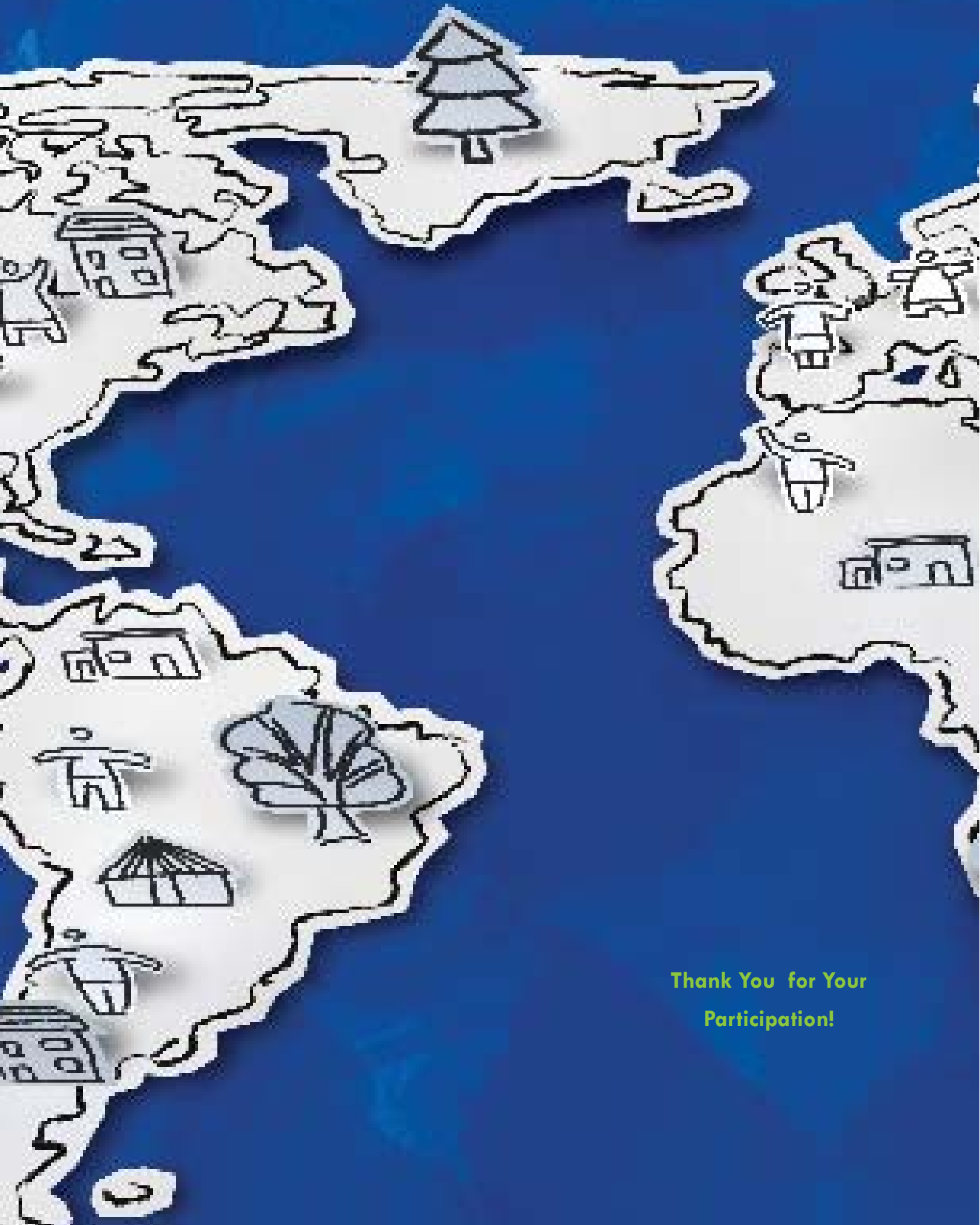
Goal 3: Learners are civic, social & environmental stewards.		Awareness		Exploration		Scaling Up		Systemic	
3.1	Students and staff understand and participate in social and economic responsibility	1	2	3	4	5	6	7	8
3.2	Work independently and collaboratively: build global society.	1	2	3	4	5	6	7	8

Goal 4: Learning opportunities are distinct, continuous & systematic.		Awareness		Exploration		Scaling Up		Systemic	
4.1	District programs ensure students succeed.	1	2	3	4	5	6	7	8
4.3	Professional development is multi-faceted, ongoing and systemic.	1	2	3	4	5	6	7	8
4.4	Leadership capacity is built across the jurisdiction.	1	2	3	4	5	6	7	8

Goal 5: Instruction challenges & engages the learner.		Awareness		Exploration		Scaling Up		Systemic	
5.1	Curriculum delivered is student centered.	1	2	3	4	5	6	7	8
5.2	Instructional practices meet the needs of the 21 <sup>st</sup> Century learner.	1	2	3	4	5	6	7	8
5.3	RVSD operates as a community of learners.	1	2	3	4	5	6	7	8

Goal 6: Learning environments enable the acquisition of 21 <sup>st</sup> Century skills.		Awareness		Exploration		Scaling Up		Systemic	
6.1	Contemporary technology is accessible to all learners.	1	2	3	4	5	6	7	8
6.2	Budgets are driven by Three Year Plan outcomes.	1	2	3	4	5	6	7	8
6.3	Education Centre Departments enable a 21 <sup>st</sup> Century learning environment.	1	2	3	4	5	6	7	8

Awareness	Exploration	Scaling Up	Systemic
At the awareness level, stakeholders are cognizant of the importance of 21 <sup>st</sup> Century Learning, and are interested, and in the process of getting fully informed.	At the exploration level, stakeholders are actively investigating opportunities and challenges related to 21 <sup>st</sup> Century Learning (e.g., pilots, models, or the support and encouragement of pioneering teachers), but full commitments are being withheld until the concepts can be fully investigated.	At the scaling up level, stakeholders have made the decision to advance 21 <sup>st</sup> Century Learning and are currently building the capacity of the system to change and transform accordingly.	At the systemic level, it is evident that the innovation of 21 <sup>st</sup> Century Learning has "tipped," and is deeply transforming teaching, learning, and leadership across the school system.



Thank You for Your  
Participation!