



Engaging 21st Century Learners

Rocky View School Division
2008 - 2011 Three Year Plan

Portrait of a 21st Century Learner



To succeed in our

a critical thinker



a problem solver

an innovator

a communicator

a collaborator

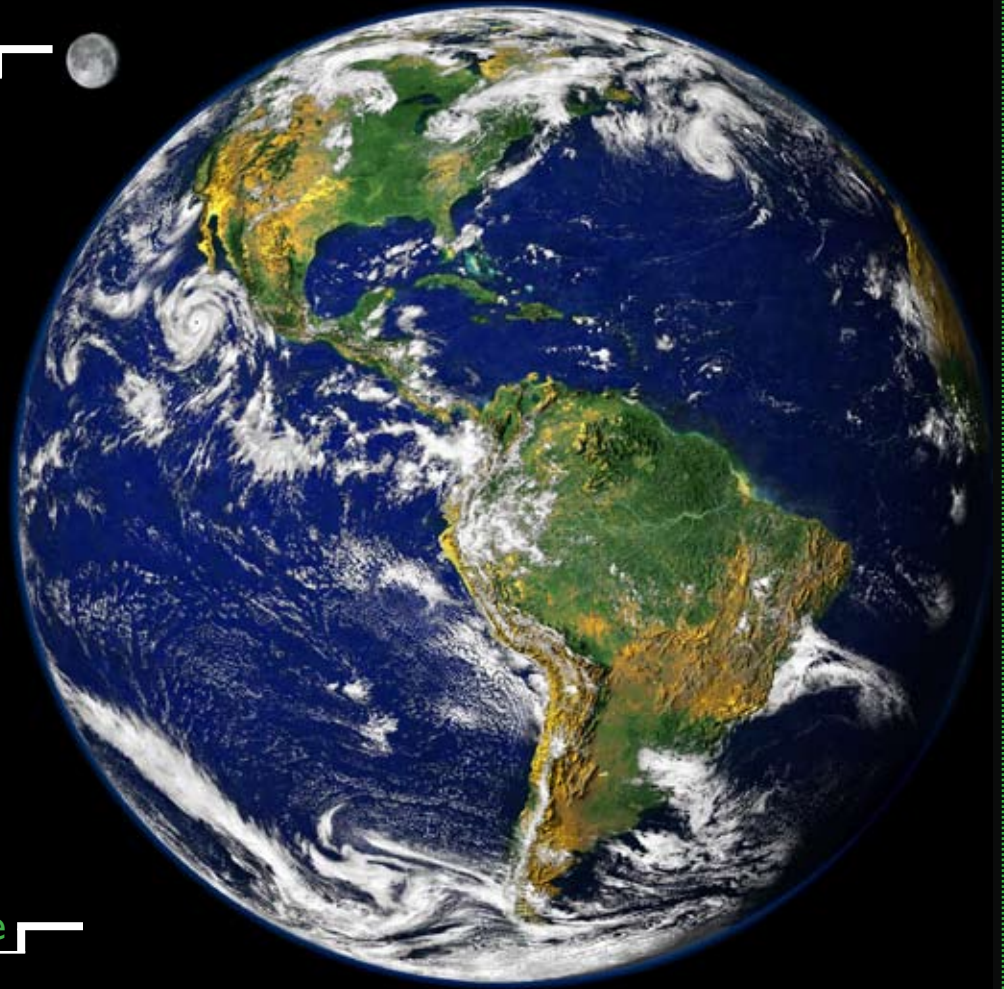
globally aware

civically engaged

a self-directed learner

information & media literate

financially & economically literate



global community, I will need to be...

Accountability Statement



The Education Plan for RockyView School Division for the three years commencing September 1, 2008, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the School Act and the Government Accountability Act. This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees is committed to achieving the results laid out in this plan.

Sylvia Eggerer
Board Chair

Greg Bass
Superintendent of Schools

Photos: (From Top, L to R)

Board Chair/Trustee Ward 3 - Sylvia Eggerer
Trustee Ward 1 - Jennifer Avery
Trustee Ward 5 - Colleen Munro
Trustee Ward 7 - Don Thomas
Secretary-Treasurer - Darrell Couture
Associate Superintendent - Dr. David Peat

Vice-Chair/Trustee Ward 2 - Bev LaPeare
Trustee Ward 4 - Helen Clease
Trustee Ward 6 - Dr. Bruce Pettigrew
Superintendent of Schools - Greg Bass
Associate Superintendent - Susan Williams
Associate Superintendent - Murray Besenski

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Rocky View School Division 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 Division's 2008-2011 Three Year Plan is accessible through Rocky View's:

- Public website at: <<http://www.rockyview.ab.ca>>
- Education Centre at 2651 Chinook Winds Drive, SW, Airdrie, AB

School Education Plan are built and shared with school councils and school communities each year. These plans are available at the school or on the school's website.



Message from the Board of Trustees

“As society changes, the skills needed to negotiate the complexities of life also change.

In the early 1900s, a person who had acquired simple reading, writing and calculating skills was considered literate. Success in the 21st Century makes it critical that students also attain proficiency in science, technology and culture, as well as gain a thorough understanding of information in all its forms.”

~ Metiri Group, *enGauge 21st Century Skills*

Learning about where small creatures live, what they eat, and what they are eaten by is a regular part of the Grade 2 curriculum in our public education system. This year, instead of writing a report and drawing pictures about these activities based on information gleaned from a textbook or the library, 2nd graders at Glenbow Elementary in Cochrane used a ‘document reader’, which allowed the class to observe and discuss actual live bugs on a big screen. Pretty engaging, would you not agree?

Glenbow’s approach to its study of small creatures illustrates a division-wide commitment to maximizing every student’s opportunity to learn by building stimulating, flexible, instructional approaches that meet the needs of today’s learner. This approach was seeded in the discussions of almost 200 stakeholders, who attended one of eight Rocky View Three Year Planning discussions held in the spring of 2007 and in the fall and winter of 2008. In response to our question, “How will we move our Division from good to great?”, students, parents, teachers, administrators and business leaders told us: “schools need to engage students by making what and how they learn relevant to their world; students need to be taught how to think critically and become self-directed learners; moreover, students need to learn how to understand, connect, interpret and contribute to a global community”.

Our stakeholders’ advice reflects the evolution of our information-rich society. The average student reportedly spends three and a half hours a day on the World Wide Web and accesses

over 2,300 websites each year. They make use of blogs, wikis and podcasts to consume, create, mix and share information. They converse through Facebook, MSN and MySpace with over 1,281 new people, some who live next door, others from around the globe.

The skills needed to successfully negotiate and thrive in this new technically-literate society reach far beyond the ‘basics’ of reading, ‘riting and ‘rithmetic. As noted by one of the leading research groups in our field, the Metiri Group believes “Success in the 21st Century makes it critical that students attain proficiency in science, technology and culture, as well as gain a thorough understanding of information in all its forms.”

In strategically mapping out how our jurisdiction will rise to this challenge, our Board quickly realized the demands on our system and staff will be huge. First and foremost, we recognize that to achieve our desired goals, we all need to embrace ‘change’.

Key will be the ability to change the way we view our individual role in the education system. While we will continue to have specific responsibilities, whether it is to establish policies, to monitor progress and achievements, to build lesson plans or to learn about small creatures, we must recognize we are all ‘learners’.

With the rapid advancement of technology and the fact that technical information is said to double every 72 hours, by the year 2010, how can we not acknowledge our role as a learner? Already

in our profession, 'experts in the field' are being replaced by 'knowledge management specialists' - people who develop processes to identify, create, represent and distribute knowledge within an organization and to its stakeholders. New instructional practices, such as distributed learning and assistive technologies, have seemingly emerged overnight. So have the technological tools needed to support these practices. Garage Band? What is that?

As adult learners, we need to model our willingness to embrace change by re-tooling our individual repertoire of skills. To this end, we have introduced a new school calendar that will allow staff throughout the jurisdiction increased access to professional learning opportunities. In 2008/09, we also intend to formalize policy and procedures that will require not only certificated, but non-certificated staff, to develop professional growth plans. In laying this foundation, our aim is to see a groundswell of professional learning needs identified, and a systematic, continuous learning model developed at the jurisdictional level to ensure our staff can meet the challenges of the 21st Century learning environment.

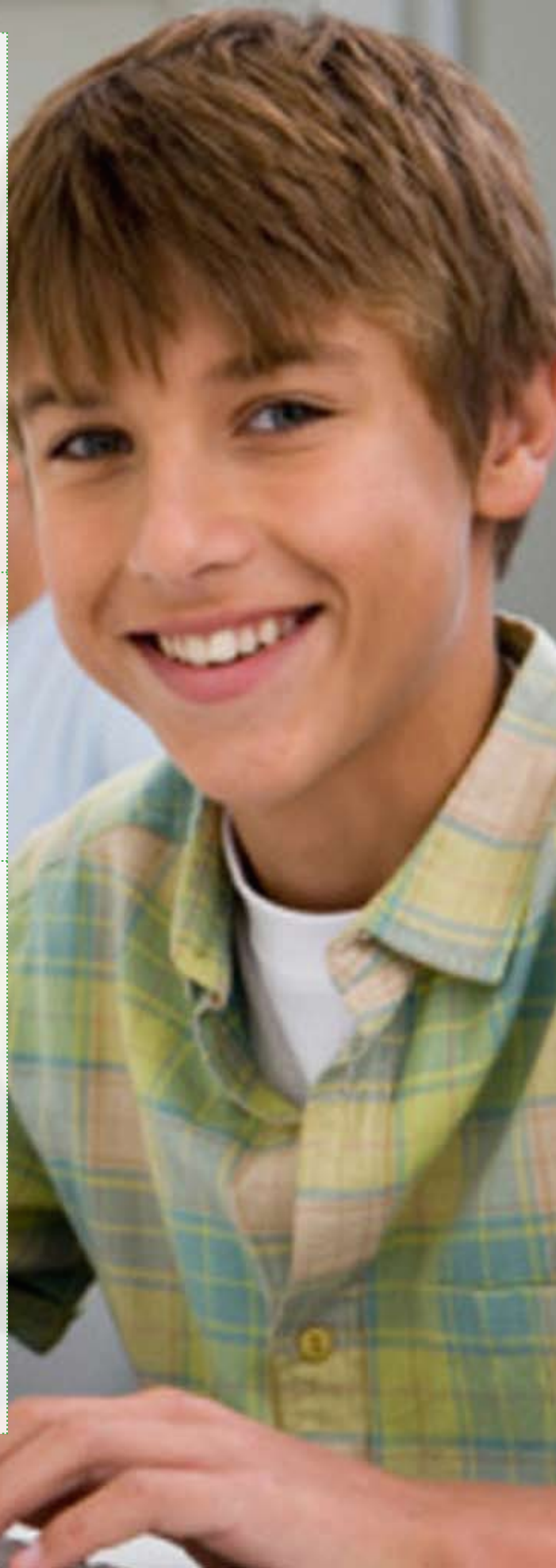
If we constantly remind ourselves that educational change is a learning experience for the adults involved (teachers, administrators, parents, etc.) as well as for the children, we will be going a long way in understanding the dynamics . . . of change.

~ Michael Fullan, North American Leader in School Improvement

Students, too, will join our staff in the exploration of new instructional practices. While there will always be a place for the traditional 'stand and lecture' model, we hope the infusion of technology as a learning tool, along with innovative delivery models, will engage students in the learning process, and result in self-directed, critical, complex thinkers.

The technological infrastructure needed to achieve this goal will be a top priority in the first year of this plan. Blueprints are already in the works to introduce a wireless environment by the end of year two. As well, standards for hardware and software that will be required to support learners have begun to be identified.

Like Glenbow's study of small bugs, making learning relevant to the world of the 21st Century learner promises to be challenging and exciting. Our Board is thrilled to present to you our 'made in Rocky View plan' - a plan you helped us build, and a plan we hope you will embrace.



Foundation Statements



Vision

“We inspire a love of learning and community, engaging learners for life.”

Mission

“We engage all learners through meaningful and challenging experiences, preparing them to understand, adapt and successfully contribute to our changing global community.”

Motto

Engage
Enrich
Empower

Beliefs

- We:
- Are all learners (students, staff, parents, trustees and community members).
 - Are responsible for being the best we can be.
 - Are responsible for helping others.
 - Are responsible for preserving the environment.
 - Have equal, inherent value.
 - Have opportunities to lead.
 - Benefit from critical, creative and complex thinking.
 - Benefit by communicating in an open and honest manner.
 - Benefit from a safe and supportive environment.

Jurisdictional Profile

Bordering the City of Calgary like a “horseshoe” to the north, west and east, Rocky View School Division serves the educational needs of approximately 15,669 students within 39 schools, located in the City of Airdrie, the Town of Cochrane, the Town of Chestermere and the Municipal District of Rocky View.

As stewards of the system, Rocky View’s seven-member Board promotes an open and transparent learning system, taking very seriously its responsibility for setting directions, allocating resources, and monitoring and reporting student achievements. A Superintendent of Schools reports directly to the Board. The Superintendent works collaboratively with stakeholders with the assistance of three Associate Superintendents, a Secretary-Treasurer and 104 Education Centre staff. This team provides support to 66 school-based administrators, 1042 teachers, 550 support staff and 39 school councils in the areas of instruction, professional development, student transportation, human resources, communication, capital planning and facility maintenance.

Beginning 2008/09, schools across the Division will use concepts presented through innovative learning models, such as Understanding by Design, Universal Design for Learning and Assessment for Learning, as a framework to help maximize the success experienced by each student. A pedagogy shift to teaching and learning, Rocky View learners will expand their use of instructional practices, including differentiated instruction, distributed learning, mind tools, assistive technology and metacognitive strategies, to ensure students attain the

skills necessary to meet the challenges of the 21st Century.

In addition to infusing these instructional practices through the core subject areas of Language Arts, Math, Science, Social Studies, Fine Arts and Physical Education, the jurisdiction will also continue to expand its basic programming requirements with a wide variety of programs. Complementary and alternate programming already includes: Early Childhood Services, Child Development Programs, Kindergarten, French Immersion, English as a Second Language, Information and Communication Technology, Registered Apprenticeship Program, Knowledge and Em-

ployability Program, Advanced Placement, Gifted, International Studies, Aboriginal Education, Distributed and Distance Education, Career Development, Christian Programming and Home Education.

Students with special learning needs also will continue to be supported in an inclusive environment by school resource teams that are responsible for developing individual program plans that modify or adapt the curriculum to meet specific needs.



Recent Achievements



Long Range Planning

Rocky View has already demonstrated its ability to “engage, enrich and empower” its learning community. During the fall and winter months, almost 200 stakeholders from across the Division dedicated their time and expertise to help build its 2008-2011 Three-Year Plan. As the jurisdiction prepares for the plan’s implementation, its stakeholders’ commitment to the system has not wavered, as evidenced by the ongoing participation of parents, students and staff in the development of action plans and information meetings.

Innovative Programming

Preparing to meet the needs of the 21st Century learners, Rocky View successfully launched assistive technologies and a one-to-one laptop project. It also secured funding to enable the jurisdiction to go ‘wireless’ and to purchase technological hardware. In support of Gifted and First Nation, Métis and Inuit learners, effective approaches to differentiated instruction, accelerated options and cultural integration also were introduced.

Addressing the Needs of the Whole Child

Rocky View continues to be persistent in addressing the needs of the whole child. The jurisdiction offers a wide range of social/emotional supports to students, schools and families through the Family School Liaison Program. This past year, it also successfully launched a healthy eating initiative in cooperation with the Calgary Health Region and expanded its before and after school care programs to the Chestermere area.

07/08 Accountability Pillar Results

Scholastic Achievement

Rocky View School Division students demonstrated high levels of achievement as illustrated by a growing number of students attaining a Rutherford Scholarship. Awarded to students who earn 80 percent or better in five core subjects, the Rutherford Scholarship was awarded to 40.6 percent of high school students! This percentage is up over the previous year of 37.3 percent. Rocky View’s achievement in this area is above the provincial average of 38.2 percent.

Preparing Students for Life

Rocky View’s High School Completion Rate and Transition Rate continues to illustrate its success in preparing students for life. The number of students demonstrating they are life-long learners by enrolling in a post secondary institution within six years of leaving high school climbed to 61.6 percent. This is a marked increase over the previous year of 57.6 percent.

The number of high school students earning a diploma within three years also remains high at 79.4 percent. Rocky View’s results in this area are well above the provincial average of 71.0 percent.

Challenges Ahead

Class Size Initiative

Alberta Education's class size initiative grant has not recognized RockyView's student population growth in recent years. Funding for this provincial initiative was initially based on September 2003 enrolment counts. Grant shortfall, coupled with Calgary's inflation rate, make it impossible for RockyView to achieve the province's class size recommendations at the kindergarten to grade 3 levels.

School Facilities

Within its boundaries, RockyView has Canada's fastest growing community, the Town of Chestermere, and the fastest growing city, the City of Airdrie. The jurisdiction also has several high growth areas in other outlying communities such as the Town of Cochrane. The province's past practice of accommodating student growth by adding portables is no longer feasible. During the last round of capital announcements, RockyView received a new P3 elementary school in Langdon, with the capacity to hold 400 students. By the time this facility is built in 2011, RVSD will have grown by 2000 students. While appreciative of this new capital project, RockyView requires additional new schools to be built.

Systematic, Continuous Professional Learning

RockyView's desire to align with the 21st Century world will require a shift in pedagogy and in the fundamentals of teaching and learning. Balancing staff's ability to embrace this change by engaging in a systematic, continuous professional learning model, while meeting the demands of today's dynamic classroom, will require the commitment and support of the entire community.

Serving the Diverse Needs of Students

As a growing jurisdiction, RockyView serves an increasing number of students with diverse needs. Providing academic, behavioral, and social/emotional supports for these students has been significantly challenged by the province's decision to freeze special needs grants for a two year period until it has established a new "Policy, Accountability and Funding Framework for Special Education." A reorganization of services for all children at the school level, with the emphasis being on supporting interventions and capacity building of teachers, will be required. As well, additional funding to support students with academic, behavioral and social/emotional needs will need to be sought through partnerships with a variety of community agencies.



07/08 Accountability Pillar Results

Drop-Out Rate

Despite the growing number of alternative delivery methods the jurisdiction offers, RockyView's drop-out rate increased over the previous year by 1.1 percent for a total of 3.9 percent. The jurisdiction will need to determine the reasons behind these students' early departure, as well as identify how the jurisdiction can help its students complete high school.

2008-11 Goals, Outcomes, Measure

Over the past 16 months, Rocky View School Division has been engaged in the development of a “made in Rocky View” Three Year Education Plan, complete with a new set of foundation statements. The process involved almost 200 stakeholders, comprised of students, parents, staff and community representatives from across the jurisdiction. After a series of round-table meetings, an innovative blueprint was developed that promises to transform and align teaching and learning in Rocky View to the 21st Century learning environment. The Board of Trustees extends its heartfelt appreciation to these stakeholders for their wisdom, commitment and dedication to Rocky View’s public education system.

Nancy Adams, *Principal*
Melissa Alonso, *Student*
Lorraine Anderson, *School Council*
Jennifer Avery, *Trustee*
Carly Barber, *Student*
Greg Bass, *Superintendent*
Mitch Bec, *Student*
Murray Besenski, *Associate Superintendent*
Sharon Birkett, *Support Staff*
Russell Bischoff, *Principal*
Audrey Bloxham, *Director*
Christine Boyd, *Teacher*
David Boyle, *Teacher*
Terry Brannigan, *Assistant Principal*
Krista Breiteneder, *Student*
Linda Bruce, *Mayor, City of Airdrie*
Sydney Budgeon, *Student*
Alejandro Buzzalino, *Student*
Nick Carroll, *Teacher*
Jeff Chalmers, *Assistant Principal*
Lana Cissell, *School Council*
Helen Cleave, *Trustee*
Neil Comba, *Assistant Principal*
Darrell Couture, *Associate Superintendent*
Andrea Craigie, *Teacher*
Sharon Cronin, *Principal*
Sandra Cursley, *Support Staff*
Rebecca Dalakoudis, *Support Staff*
Jena Daley, *Student*
Sandra Dame, *Mental Health Consultant*
Melissa Dark, *Support Staff*
Joty Das, *Student*
Mark Davidson, *Principal*
Pam Davidson, *Principal*
Dean DePaoli, *Support Staff*
Lina DiGregorio, *Teacher*
Danielle Domshy, *Support Staff*
Colleen Dreifke, *School Council*
Tracey Drummond, *CalS*
Kirsten Dyck, *Student*
Dorothy Dyer, *Principal*
Susan Eam, *Student*
Jarred Ebner, *Student*
Sylvia Eggerer, *Trustee*
Lianne Enderton, *Teacher*
Sandy Ens, *Teacher*
Jordan Flower, *Teacher*
Susan Flowers, *Director*
Dawn Fodor, *Teacher*

Jim S. Forrest, *Principal*
Mark Foster, *Teacher*
Catherine Francoeur, *Teacher*
Steven Fuller, *School Council*
Hope Fulton, *School Council*
Adele Gamble, *Support Staff*
Chris Gartner, *Support Staff*
Gerry Gaudet, *Teacher*
Janet Gibb, *School Council*
Marnie Green, *Teacher*
Alissa Hagel, *Student*
Dr. Wayne Harlton, *Principal*
Trudy Hauser, *Former Trustee*
Kendra Heinz, *Student*
Todd Hennig, *Principal*
Brenda Herring, *Principal*
Christine Higham, *School Council*
Dan Hoch, *Principal*
Brady Holland, *Assistant Principal*
Laurie Holmstrom, *School Council*
Candice Horne, *Teacher*
Janice Hyshka, *Teacher*
Nicole Jones, *Student*
Tracy Kaczmer, *School Council*
Mary Lou Keiller, *Support Staff*
Ayra Kelly, *Student*
Paul Kelly, *Former Associate Superintendent*
Todd Kiernan, *Principal*
Rob Kimura, *Assistant Principal*
Andy Kirk, *Teacher*
Robin Knight, *Support Staff*
Stacey Kenschuk, *School Council*
Jean Kruse, *Former Principal*
Raj Lall, *Student*
Janna Lantz, *Student*
Bev LaPeare, *Trustee*
Janelle Lee, *Student*
Chris Lees, *Principal*
Zach Little, *Student*
Tina Lockhart, *Student*
Susan Long, *CalS*
Greg Long, *Principal*
Michael Lupart, *Teacher*
Bianca MacAulay, *Teacher*
Kelsey MacFarlane, *Student*
Kim MacKenzie, *Principal*
Robert MacLellan, *Support Staff*
Mary Magee, *Teacher*
Scott Mahan, *Principal*

Gillian Mann, *Teacher*
Scott Mantle, *Student*
Cecile Marquis, *Teacher*
Tanya Massey, *Support Staff*
Karen Mauro, *Support Staff*
Holly Mazur, *Student*
Laura McArthur, *Principal*
Phyllis McCallum-Hunter, *School Council*
Glenn McClure, *Principal*
Robert McKenzie, *Student*
John McMurray, *School Council*
Jantina McMurray, *Student*
Olivia McMurray, *Student*
Greg MacNeil, *Director*
Wendy Metzger, *Former Trustee*
Wendy Monteith, *School Council*
Darrin Moody, *Teacher*
Dave Morris, *Director*
Maureen Munro, *Former Trustee*
Colleen Munro, *Trustee*
John Murphy, *Principal*
Colleen Nielson, *Teacher*
Sabrina Niesman, *Student*
Don Noble, *Director*
Wes Oginski, *Director*
Dianne Parker, *Support Staff*
Christine Parker, *Teacher*
Carolyn Pawelko, *Teacher*
Amanda Peacey, *Assistant Principal*
Eric Peach, *Student*
Dr. David Peat, *Associate Superintendent*
Carol Perry, *Teacher*
Dr. Bruce Pettigrew, *Trustee*
Shelagh Phelps, *School Council*
Stacy Pothier, *Teacher*
Sally Powis, *Communications*
Mike Procee, *Student*
Melanie Radford, *Student*
Tammy Rahn, *Teacher*
Laurie Reed, *Assistant Principal*
Kristina Rentz, *Teacher*
Sharon Rhodes, *Assistant Principal*
Doug Righton, *Student*
Paul Ritchie, *School Council*
Greg Roberts, *Principal*
Michele Ross, *Support Staff*
Deb Rougeau-Bell, *Principal*
Kim Rowe, *Parent*
Jennifer Saban, *Assistant Principal*

s & Strategies

Engage
Enrich
Empower

Lauren Schock, *Student*
Ann Schuler, *Adult Education*
Craig Schwesinger, *Principal*
Diane Sellars, *ATA President/Teacher*
Christina Shorrock, *Student*
Ryan Siemens, *Assistant Principal*
Margie Smallwood, *Support Staff*
Donna Smillie, *Support Staff*
Angela Spanier, *Communications*
Val Stecyk, *Teacher*
Mauri Stiff, *School Council*
Robynn Stirrett, *Teacher*
Shannon Storey, *Teacher*
Julie Stover, *Teacher*
Kyle Strachan, *Student*
Lorel Strachan, *Support Staff*
Ira Stroh, *Principal*
Mark Sutherland, *Student*
Tracey Sweetapple, *Teacher*
Joanne Tardif-Maisonneuve, *Principal*
Terry Taylor-Thomas, *Support Staff*
Don Thomas, *Trustee*
Shauna Traub, *School Council*
Brenna Trimble, *Student*
Brendan Trinca, *Teacher*
Sue Vincent, *School Council*
Kristen Wall, *Student*
Gaylene Weidlich, *Community Representative*
Gloria Wells, *Director*
JoAnne White, *Occupational Health Nurse*
Susan Wideman, *Support Staff*
Jody Wiggins, *Support Staff*
Tenille Wilfur, *Student*
Susan Williams, *Associate Superintendent*
Kathy Williams, *Support Staff*
Jennifer Williams, *Teacher*
Bob Willson, *Director*
Karen Wilson, *School Council*
Dave Wilton, *School Council*
John Wheatley, *Director*
Della Wise-Whelan, *Support Staff*
Andrew Wolf, *Student*
Gayla Worden, *Teacher*
Pat Worthington, *Director*
Kevin Wttewaall, *Director*
Cathy Ziegler, *Principal*
Sonya Zimmer, *Teacher*



Goal 1: Learners have their basic* and diverse needs met.

“School communities committed to educating the whole child work together to ensure the physical and emotional needs of each child are met. Such an investment promotes learning and has a profound effect on school readiness.”

~ Association for Supervision and Curriculum Development



Outcome 1.1 Non-academic barriers to learning are recognized & addressed.

- Measures**
- 1.1.1 (RVSD) Percentage of students, parents and staff who agree that social/emotional supports are accessible, appropriate and beneficial for their student(s) and/or to their family.
 - 1.1.2 (RVSD) Percentage of schools offering wellness and nutrition initiatives.

- Strategies**
- 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/RVSD Healthy Eating & Health Promoting Schools initiatives.
 - Launch Before & After School Care programs across Division.
 - Reduce student bus ride times to a maximum of 55 minutes for students attending their local school.
 - Provide seed money to hire Fund Developer/Grants Writer to pursue additional revenue for physical/social/emotional supports.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30



Outcome 1.2 Students, staff, trustees and parents feel safe and part of the learning community.

- Measures**
- 1.2.1 (AE/RVSD) 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.
 - 1.2.2 (RVSD) Percentage of staff, parents and students who express they feel a part of the learning community.

- Strategies**
- Implement a comprehensive Emergency Response Plan.
 - Develop and employ a Staff Wellness program.
 - Develop a rubric for citizenship and social responsibility to ensure schools consistently meet divisional standards.
 - Continue implementation of RVSD's Occupational Health and Safety (OH&S) Program.
 - Expand access of Non-Violent Crisis Intervention training (or components thereof) to school-based staff and bus drivers.
 - Develop and employ an Employee Orientation Program.
 - Develop and employ a School Council Orientation Program.
 - Implement electronic key program.

Targets

2008/09	2009/10	2010/11
(RVSD) Baseline Identified (AE)85%	TBA	TBA
Baseline Identified	87%	89%
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30



*Within the context of this plan, "basic" refers to the basic needs of students: shelter, food, support, a sense of belonging.

Outcome 1.3 Students accessing specialized programming and community supports experience success.

- Measures**
- 1.3.1 (RVSD) Percentage of parents and staff who agree students have access to specialized programs and community supports when needed.
 - 1.3.2 (RVSD) Percentage of parents and staff who agree students with Individual Program Plans (IPP) meet or exceed their learning goals.
 - 1.3.3 (RVSD) Percentage of students placed in an external full-time setting.

- Strategies**
- Review service delivery model for students with special needs.
 - Introduce and support the use of assistive technologies.
 - 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.
 - Review existing bus routes to maximize student access to specialized programs.
 - Further develop partnerships to increase student access to speech-language pathology, occupational therapy and physical therapy.

Targets

	2008/09	2009/10	2010/11
Baseline Identified		TBA	TBA
Baseline Identified		TBA	TBA
Baseline Identified		TBA	TBA

Latest Alberta Education results listed on page 30



21st Century learning environments in action!

Students and staff at A.E. Bowers Elementary School in Airdrie rolled-up their sleeves and took on a challenge in 2007/08. The school underwent an extreme makeover... building stronger minds and bodies by re-vamping its nutrition program. The food kiosk and vending machines were purged of high-sugar, high-fat food, and now offer only healthy choices. In place of items like chips, pizza, and ice cream, students now choose from pita sandwiches, pita pizzas, fresh fruit, veggies, and baked chicken nuggets. As well, pop was removed and replaced with a selection of water, milk and 100 percent fruit juice.



“To ensure all students have an equal opportunity to succeed, districts need to revisit their approach to school improvement to ensure they focus on the development of a comprehensive, multi-faceted and cohesive system for addressing barriers to learning.”

~ Centre for Mental Health in Schools

Goal 2: Learners are competent, qualified and dedicated.

Outcome 2.1 Students succeed as 21st Century learners.

- Measures**
- 2.1.1 (RVSD) Percentage of staff and parents who agree students can identify, remix, create, interpret, evaluate, and share knowledge and information.
 - 2.1.2 (RVSD) Percentage of students who agree they use contemporary technology frequently to help them learn.
 - 2.1.3 (RVSD) Percentage of students in Grades 1-9 whose year-end assessment by teachers indicates they are at/above grade standards in Language Arts and Math.
 - 2.1.4 (AE) Overall percentage of Grade 3, 6 and 9 students who achieve the acceptable standard, and the percentage who achieve the standard of excellence on Provincial Achievement Tests (cohort results).

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
83/19%	85/21%	87/23%

Latest Alberta Education results listed on page 30

Strategies

- 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. (Outcome 2.1.4)



“The aim of education should be to teach us how to think, rather than what to think - to improve our minds, so as to enable us to think for ourselves, than to load the memory with thoughts of other men”.

~ Bill Beattie, Manager and Coach

Outcome 2.2 Students complete programs.

- Measures**
- 2.2.1 (RVSD) Percentage of students who obtain a high school certificate.
 - 2.2.2 (AE) Annual drop-out rate of students aged 14 to 18.
 - 2.2.3 (AE) High school completion rate of students within three years of entering Grade 10.
 - 2.2.4 (AE) Overall percentage of students who achieve the acceptable standard, and overall percentage of students who achieve the standard of excellence on diploma examinations.
 - 2.2.5 (AE) Percentage of students writing four or more diploma exams within three years of entering Grade 10.

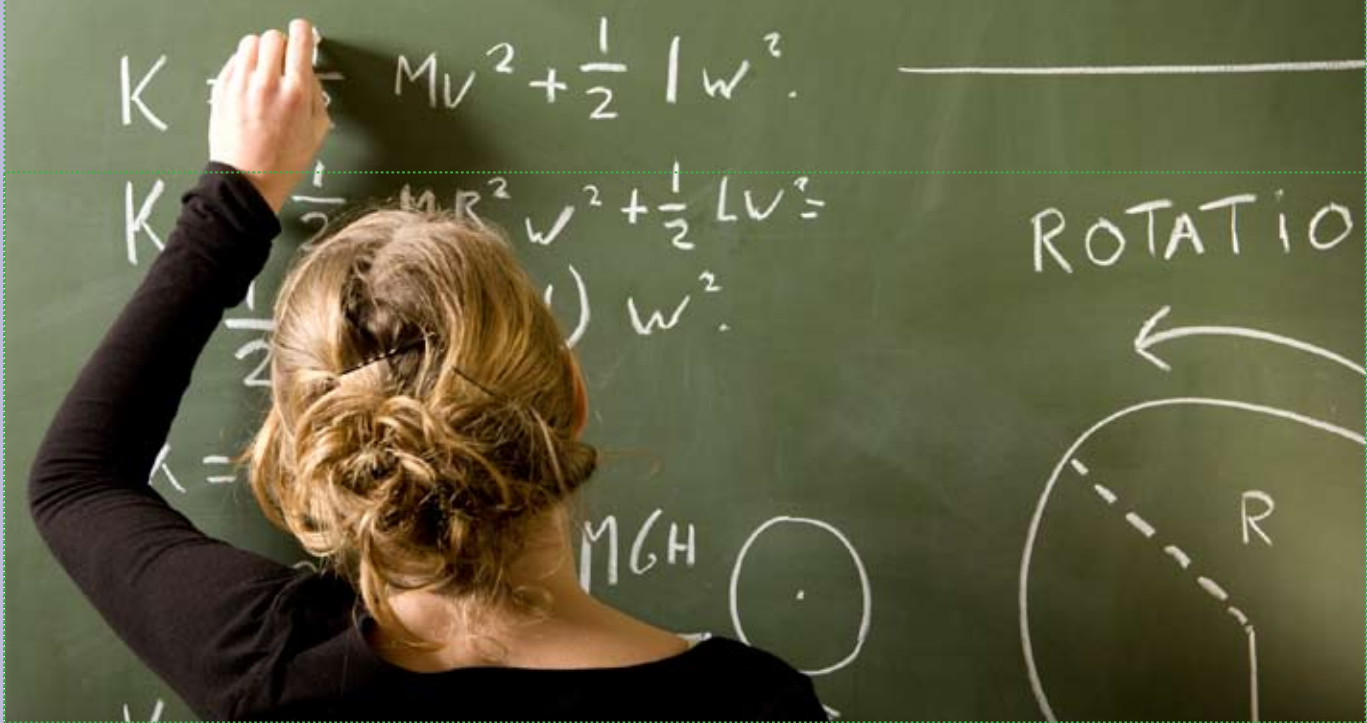
Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
3%	2.5%	2.1%
81%	83%	85%
90/29%	91/29.5%	92/30%
60%	61%	62%

Latest Alberta Education results listed on page 30

Strategies

- Further develop distributed learning approaches, i.e. Dynamic Distributed Learning Network Project.
- Continue to help schools identify and match student needs with appropriate programs.
- Research, and where viable, implement programs, courses and delivery models that facilitate student engagement in learning. (Outcome 2.2.2)
- Continue to analyze and monitor Accountability Pillar results to identify appropriate interventions.



Outcome 2.3 Students and staff demonstrate life-long learning.

- Measures**
- 2.3.1 (RVSD) Percentage of staff that identifies a professional learning goal that links to the school/site's education/business plan as reported by principal/supervisor.
 - 2.3.2 (AE) High school to post-secondary transition rate within six years of entering Grade 10.
 - 2.3.3 (AE) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

- Strategies**
- Formalize policy and procedures for the development, monitoring and reporting of certificated and non-certificated professional growth plans.
 - Formalize policy and procedures for the development of student learning plans.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
62%	63.5%	65%
40%	41%	42%

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Outcome 2.4 RVSD builds and supports a 21st Century learning culture.

- Measures**
- 2.4.1 (RVSD) Percentage of staff retained five or more years after beginning their employment with RVSD.
 - 2.4.2 (RVSD) Percentage of students and staff who agree their school/the jurisdiction operates successfully as a 21st Century learning culture.
 - 2.4.3 (AE) Overall percentage of teachers and parents indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
 - 2.4.4 (AE) Overall teacher, parent and student satisfaction with the overall quality of basic education.

- Strategies**
- Identify and develop staff with 21st Century leadership and coaching capacities.
 - Align policies and procedures to support 21st Century learners.
 - Research and acquire educational resources that support 21st Century instructional practices and skill development.
 - Institute a school calendar to facilitate professional learning.
 - Develop and employ talent acquisition practices that reflect 21st Century learning competencies.
 - Develop and employ a jurisdictional web portal.
 - Assist schools in identifying facility accommodations for unique needs and programs, i.e. before & after school care, assisted washrooms, school-based service delivery.
 - Develop a jurisdictional accountability framework to monitor, assess and report the progress of the Three Year Plan's implementation.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
77%	79%	81%
86%	87.5%	89%

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Goal 3: Learners are civic, social & environmental stewards.



“Young people are interested and concerned about what is happening in the world... However, we cannot leave it to our children to sort out all the difficulties. As adults, we must take the responsibility to begin the process of change. We can provide an education that will furnish children with the knowledge, skills and attitudes that will enable them to see that the issues of the world are issues for them.”

~ Oxfam Education

21st Century learning environments in action!

Crossfield Elementary and W.G. Murdoch School in Crossfield teamed up in 2007/08 to introduce “The Virtues Project” to students in Kindergarten to Grade 12. The internationally renowned character development program focuses on the practice of virtues, such as responsibility, thankfulness, self-discipline and generosity, in everyday life. Included in daily announcements, featured on bulletin boards and promoted through joint-school assemblies, ten virtues were explored during the year to help students discover what it feels like, sounds like, and looks like to live more reverent, purposeful lives.



Outcome 3.1 Students and staff understand and participate in social and economic responsibility.

- Measures**
- 3.1.1 (RVSD) Percentage of students, parents and staff who agree students understand, adapt to and participate in our local and global society.
 - 3.1.2 (AE) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

- Strategies**
- Collect, publish and celebrate successful classroom and community practices. (Outcome 3.1.2)
 - Establish jurisdictional partners to help promote social responsibility among school communities.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
74%	76%	78%

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Outcome 3.2 Students, staff, and trustees work independently and collaboratively to build a vibrant community in a global society.

- Measures**
- 3.2.1 (RVSD) Percentage of staff, parents and students who agree that school and jurisdictional practices facilitate active citizenship.
 - 3.2.2 (AE) Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
 - 3.2.3 (AE) Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

- Strategies**
- Establish a volunteer program at the jurisdictional level.
 - Establish a regular consultation program for school councils, parents, municipal leaders, emergency responders, service providers and educational affiliates.
 - Collect, publish and celebrate successful classroom and community practices.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
75%	77%	79%
79%	81%	83%

Latest Alberta Education results listed on page 30

Outcome 3.3 Students, staff, and trustees understand, practice and promote the conservation of resources.

- Measures**
- 3.3.1 (RVSD) Percentage of students, parents and staff who agree students, the school, and the jurisdiction model practices that contribute to environmental sustainability.
 - 3.3.2 (RVSD) Number of RVSD "Green" certificates presented to schools and departments for employing environmental practices.

- Strategies**
- Introduce additional horticultural/conservation programs, i.e. community vegetable gardens.
 - Align policies and procedures that support conservation practices, i.e. LEED standards, green cleaning products.
 - Implement Ameresco Energy Efficient Program.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

Goal 4: Learning opportunities are distinct, continuous & systematic.

Outcome 4.1 Distinct programs ensure students succeed.

Measures

- 4.1.1 (RVSD) Percentage of students in distinct programs (i.e. First Nations, Métis and Inuit, English as a Second Language, French Immersion, Gifted, Christian, Distributed) whose year-end assessment by teachers indicate they are at or above grade standards in Language Arts and Math.
- 4.1.2 (AE) Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, health and physical education.

Strategies

- Expand RVSD's Pre-school Intervention Program.
- Develop and implement a comprehensive framework for serving First Nations, Métis and Inuit learners.
- Develop and implement a comprehensive framework for English as a Second Language.
- Further develop and articulate a comprehensive framework for Gifted Education.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
81%	83%	85%

Latest Alberta Education results listed on page 30

“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.”

~ Alvin Toffler,
Author “The Third Wave”

Outcome 4.2: Learning transitions are seamless.

Measures

- 4.2.1 (RVSD) Percentage of parents and staff who agree that there was a smooth transition from: early intervention/ECS to Grade 1; elementary to middle; and middle to high school.
- 4.2.2 (RVSD) Percentage of students, parents and teachers satisfied with schools' career exploration/preparation.

Strategies

- 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 business plan, formalize partnerships and launch RVSD's Community Learning Centre project.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30



21st Century learning environments in action!

Over the 2007/08 school year, Langdon School, located east of Calgary, offered its staff the opportunity to participate in before-school professional learning on the use of SMART boards, iCal, iMovie, Podcasting/Digital Storytelling, and a web portal. Running twice in a month for staff who is interested, the sessions have not only helped the school's staff become very tech savvy, but comfortable in making mistakes with the computers, and willing to share their experiences with others.

Outcome 4.3 Professional development is multi-faceted, ongoing and systematic.

- Measures**
- 4.3.1 (RVSD) Percentage of staff that align their individual growth plans to their Community of Practice's goals and objectives.
 - 4.3.2 (AE) Percentage of teachers reporting that in the past three to five years, the professional development and inservicing from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

- Strategies**
- 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.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
78%	80%	83%

Latest Alberta Education results listed on page 30

Outcome 4.4 Leadership capacity is built across the jurisdiction.

- Measures**
- 4.4.1 (RVSD) Percentage of staff that believes professional development has positively impacted their instructional and/or organizational effectiveness.
 - 4.4.2 (RVSD) Percentage of staff who agree they have been provided opportunities to lead.
 - 4.4.3 (RVSD) Percentage of schools offering student leadership programs.

- Strategies**
- Develop a community of mentors, focused on ongoing professional support for employees at all stages of their careers.
 - Provide opportunities for enhancing and developing leadership capacities, i.e. Covey, RVSD's Leadership Development Program, Value-Based Leadership, Working Committees.
 - Create an evidence-based evaluation process for all staff.
 - Create communities of practice for teacher and student leadership.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

Goal 5: Instruction challenges & engages the learner.



Outcome 5.1 Curriculum delivered is student-centred.

Measures

- 5.1.1 (RVSD) Percentage of students, parents and teachers who agree curriculum and instruction meet the individual learning styles of students.
- 5.1.2 (AE) Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Strategies

- 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.
- Collect, publish and celebrate best instructional practices.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
70%	73%	75%

Latest Alberta Education results listed on page 30

“Each teacher has the responsibility to help create an organization capable of individual and collective inquiry and continuous renewal, or it will not happen. Deep change requires individual action to alter an environment. As more people take action, there is a greater chance of them intersecting and formulating the critical mass necessary for system change.”

~ Michael Fullan, North American Leader in School Improvement



Outcome 5.2 Instructional practices meet the needs of the 21st century learner.

- Measures**
- 5.2.1 (RVSD) Percentage of schools that use 21st Century instructional practices as measured through their School Education Plans.
 - 5.2.2 (RVSD) Percentage of students, parents and staff satisfied with their ability to access, understand and use assessment information to improve learning.
 - 5.2.3 (RVSD) Percentage of staff that use contemporary technology as an instructional tool.

- Strategies**
- Define Knowledge, Skills and Attributes of the 21st Century educator.
 - Link curriculum to 21st Century instructional and assessment practices.
 - Coach and mentor school staff in research-based instructional and assessment practices.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

21st Century learning environments in action!

On March 5, 2008, students in Chestermere High School's Math 31 and Pure and Applied Math classes participated in a global competition in celebration of numbers. Through worldmathday.com, these 'mathletes' united with one million students across the world in their quest to set a world record in answering mental arithmetic games. Paired into groups of fours according to ability and age, students had one minute to answer as many questions as they could. Their success was tracked through a horizontal bar graph at the bottom of the screen, making it appear they were running a race.

“Technology literacy is an essential component of job readiness...Students must be competent in the use of technology and be able to apply the skills in practical situations.”

~ Metri Group, enGauge 21st Century Skills



Outcome 5.3 RVSD operates as a community of learners.

- Measures**
- 5.3.1 (RVSD) Percentage of staff that agrees their school/site/the jurisdiction promotes and operates as a community of learners.

- Strategies**
- 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.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30



Goal 6: Learning environments enable the acquisition of 21st Century skills.

Outcome 6.1 Contemporary technology is accessible to all learners.

- Measures**
- 6.1.1 (RVSD) Percentage of schools that meet RVSD's contemporary technology standards.
 - 6.1.2 (RVSD) Percentage of students and staff who agree they have access to contemporary technological tools.
 - 6.1.3 (RVSD) Percentage of staff who agree they have adequate technological support in their school.

- Strategies**
- 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.
 - Review technical support model.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

21st Century learning environments in action!

Rocky View's Technology Department secured a \$300,000 provincial grant in the spring of 2008 to create a Dynamic Distributed Learning Network. The project promises to improve student engagement and success in high school by providing student access to an integrated network of distributed learning options. Through the use of laptops, video conference and online courses, the Dynamic Distributed Learning Network will allow students to take classes more suited to their schedules, learning needs, abilities and interests.



Outcome 6.2 Budgets are driven by Three Year Plan outcomes.

- Measures**
- 6.2.1 (RVSD) Percentage of staff who agree available resources are used equitably, effectively and efficiently.
 - 6.2.2 (RVSD) Percentage of performance measures that meet the jurisdiction's third year annual targets.

- Strategies**
- Assign budget lines for implementation of jurisdictional Three Year Plan strategies.
 - Provide seed funding for jurisdictional, school and classroom projects and research that supports 21st Century learning environments.
 - Institute qualitative and quantitative research practices to establish baseline measures and monitor ongoing progress.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

“Problems are our friends, they are opportunities to respond to the real issues with creative solutions, and mark the route to deeper change and satisfaction; effective organizations embrace problems rather than avoid them.”

~ Michael Fullan, North American Leader in School Improvement

Outcome 6.3 Education Centre Departments enable a 21st Century learning environment.

- Measures**
- 6.3.1 (RVSD) Percentage of departments that support 21st Century learning environments as measured through their department’s Three Year Plan.
 - 6.3.2 (RVSD) Percentage of staff who agree Education Centre departments effectively support schools in building 21st Century learning environments.

- Strategies**
- Charge Education Centre departments, Superintendent Working Committees and/or Communities of Practice with developing action plans around Three Year Plan strategies.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

Outcome 6.4 Community partners provide expertise and support.

- Measures**
- 6.4.1 (RVSD) Percentage of key government, community and social agencies satisfied with their working relationship with Rocky View School Division.
 - 6.4.2 (RVSD) Percentage of school councils/parent advisory committees satisfied with their involvement in school system decision-making processes.

- 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.

Targets

2008/09	2009/10	2010/11
Baseline Identified	TBA	TBA
Baseline Identified	TBA	TBA

Latest Alberta Education results listed on page 30

2008-2011 Capital Plan



“Energy costs for a school board can be roughly attributed 70 percent to the building systems, i.e. heating, and 30 percent to how the occupants behave in the building...

“While most schools and boards have good energy awareness programs to achieve the greatest and longest lasting gains, the behaviours must become part of our culture.”

~Earth Care, Ameresco's Environmental Education Program

Over the past six years, Alberta's robust economy has driven a significant population growth in the Calgary metro area. The smaller communities around Calgary offer a wide range of more affordable housing and a desirable quality of life; therefore, they are attracting 17 percent of the people moving into the Calgary metro area. Unlike Calgary, these communities do not have a base level of infrastructure that allows easy absorption of the population growth. Consequently, Rocky View School Division is struggling to provide adequate educational facilities in several communities within the Division.

This growth is directly related to the energy and mines-based economy which continues to be healthy in Alberta. The growth experienced in the recent years, in addition to policy changes such as the Class Size Initiative, has resulted in full facilities throughout the jurisdiction. If sustained, this growth will accelerate the pressure schools are experiencing.

From September 2008 to September 2011, RVSD will have an

additional 1600 students. This growth is concentrated in Chestermere, Airdrie, Langdon, Springbank and Cochrane. Within the next ten years RVSD will need the equivalent of 16 current facilities to accommodate the additional 50 percent student population expected.

2008-2011 Capital Plan (Budget Years)

After reviewing the accommodation needs of RVSD, the Board of Trustees recommends 16 capital projects as the minimum requirement to meet Year 1 of Rocky View's 2008 to 2011 Capital Plan (Budget Years). These projects, currently being reviewed by the province, are listed below in order of priority:

1. New Airdrie Middle School (Sagewood)
2. New Chestermere K-8 School (Kinniburgh)
3. New Cochrane K-8 School (Sunset Ridge)
4. New Airdrie East side K-8 School (Kings Heights)
5. Chestermere High School, add 4 portables
6. Langdon School K-8, washroom addition
7. Nose Creek Elementary School, add 2 portables

8. Elbow Valley School, add 4 portables and phase I renovation
9. Community Learning Centre (Airdrie)
10. Chestermere High School, renovate woods/fabrication area
11. RJ Hawkey, renovate internal classroom/library area
12. WG Murdoch School, internal renovation
13. Ecole Airdrie Middle School, add 2 portables
14. George McDougall High School, add 6 portables, remove 3 freestanding units
15. Mitford School, add 2 portables
16. Indus School, add 2 portables, change to K-8

Renewal and Capital Projects

Rocky View expects to complete its new Rainbow Creek Elementary School in Chestermere in late 2008. This school will have an initial capacity of 300 students with a build-out capacity of 600. This facility will relieve overcrowding at Prairie Waters Elementary School in Chestermere. With Chestermere being the fastest growing community in Canada (30 percent/year), both these schools will continue to be fully utilized.

The only other project approved for this time period is a new elementary school for Langdon. This will be a P3 project undertaken by the Province and is expected to be constructed by 2012. The school will have an initial capacity of 225 with a build-out capacity of 450. By the time this school is completed, the Langdon area will have an additional 400 students. Until the new school is open, temporary accommodation, likely in the form of 12 to 16 portable classrooms, will be required at a location yet to be determined.

For more information

Residents wanting more information on Rocky View's Capital Plan can access a copy on its public website at <<http://www.rockyview.ab.ca>> under General Information/Planning. They may also call Director of Facility Planning, John Wheatley, at (403) 945-4010, or email jwheatley@rockyview.ab.ca.





“Students are our first consideration when allocating available revenues.”

~RVSD Board of Trustees

Budget Highlights

RockyView School Division’s Board of Trustees approved the jurisdiction’s 2008/09 budget on May 22, 2008. The jurisdiction anticipates it will receive \$135 million to serve the educational needs of approximately 15,366 kindergarten to grade 12 students. In allocating available revenues, the Board’s first priority was and will continue to be serving the needs of all students. Of the total budget, 76.8 percent will be spent on instruction, 3.6 percent on administration, 11.5 percent on plant operations and maintenance and infrastructure maintenance and renewal, and 8.1 percent on student transportation.

Financial Planning Principles

- Primary consideration given to learning needs of students.
- Equitable distribution of funds.
- Maximum flexibility to provide for school/community decisions.
- Public accountability for use of resources and results achieved.
- Balanced expenditures within available revenues.

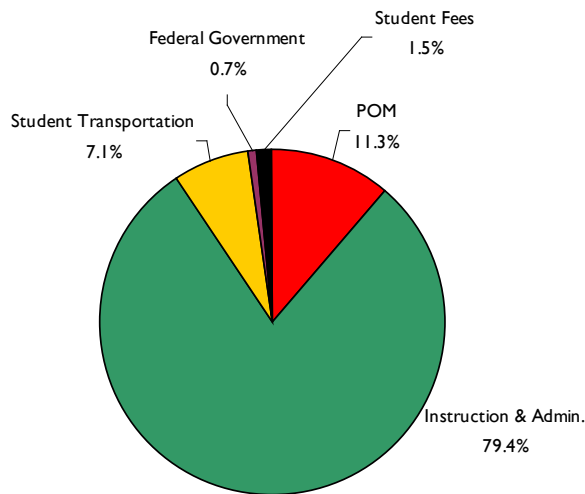
Impacting Factors

- Anticipated enrolment of 15,366 students.
- \$300,000 (12%) decrease to severe profile due to previous year assumptions.
- \$470,000 (27%) decrease on Relative Cost of Purchasing Goods and Services Adjustment.
- \$548,000 (9%) increase on Class Size Initiative grant.
- \$5,000,000 (4.53%) increase on all other grants.

Budget Priorities

- Increase Class Size Initiative funding to schools at Grades 1 - 3 level; maintain current Grade 4-12 levels.
- Implement Three Year Plan Outcomes.
- Enhance Equity Among Schools.
- Comply with Occupational Health and Safety Legislation.

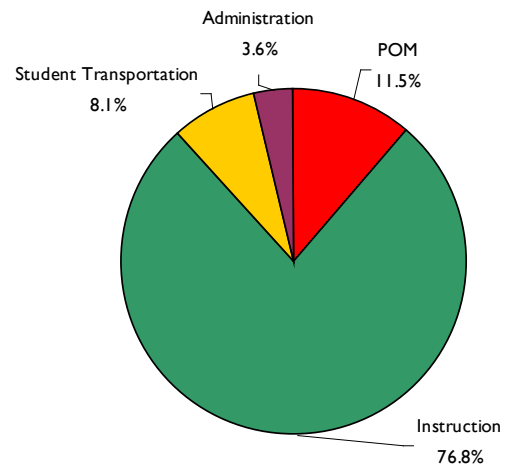
Revenue



Instruction and Administration	\$105,698,935
Plant Operations & Maintenance	\$ 15,040,413
Student Transportation	\$ 9,457,299
Federal Government	\$ 970,129
Student Fees	\$ 2,000,000
Other	\$ 2,367,700

TOTAL \$ 135,534,476

Expenditure



Instruction	\$ 104,277,471
Administration	\$ 4,865,825
Plant Operations & Maintenance	\$ 15,612,090
Student Transportation	\$ 10,970,826

TOTAL \$135,726,211

For more information

Detailed financial information is available on Rocky View's public website at <<http://www.rockyview.ab.ca>> under General Information/Divisional Documents. For more information contact Secretary-Treasurer Darrell Couture at (403) 945-4008 or by email to dcouture@rockyview.ab.ca.

Appendix - Alberta Education Accountability Pillar

Goal	Measure	Measure Category Evaluation	Jurisdictional Results			Provincial Results			Measure Evaluation		
			Current	Prev. Year	3 Year Avg.	Current	Prev. Year	3 Year Avg.	Achievement	Improvement	Overall
High Quality Learning Opportunities for All	Safe and Caring	Good	83.2	84.0	82.1	84.2	84.4	82.7	Intermediate	Improved	Good
	Program of Studies	Good	80.1	79.5	78.6	78.5	78.1	76.9	High	Improved	Good
	Education Quality	Good	85.2	85.3	83.4	87.6	87.7	86.0	Intermediate	Improved Significantly	Good
	Drop-Out Rate	Good	3.9	2.8	3.2	5.0	4.7	5.0	High	Declined Significantly	Issue
	High School Completion	Good	79.4	79.4	78.8	71.0	70.4	70.0	High	Maintained	Good
Excellence in Learner Outcomes	PAT - Acceptable Standard	Issue	80.5	81.3	81.7	75.9	76.9	77.1	Intermediate	Declined	Issue
	PAT - Excellence	Issue	17.3	17.2	17.5	19.5	19.1	19.3	Intermediate	Maintained	Acceptable
	Diploma - Acceptable	Excellent	91.3	89.4	89.6	85.4	84.7	85.4	Very High	Improved	Excellent
	Diploma - Excellence		29.5	28.1	26.4	23.3	23.0	22.7	Very High	Improved	Excellent
	Diploma - Participation Rate		59.7	55.9	57.1	53.6	53.7	53.2	High	Improved	Good
	Rutherford Scholarship	Excellent	40.6	37.2	35.8	38.2	37.2	35.4	High	Improved Significantly	Good
	Transition Rate	Acceptable	61.7	57.6	57.0	60.3	59.5	57.1	High	Improved Significantly	Good
	Work Preparation	Acceptable	71.7	75.9	71.2	77.1	77.0	74.7	Low	Maintained	Issue
	Citizenship	Acceptable	73.0	73.8	72.1	76.6	76.8	74.7	Intermediate	Maintained	Acceptable
Highly Responsive & Responsible Jurisdiction	Parental Involvement	Good	78.4	77.8	75.8	77.5	77.9	76.0	Intermediate	Improved	Good
	School Improvement	Good	75.7	74.5	72.7	76.3	76.8	73.2	Intermediate	Improved Significantly	Good

Goal	Measure Category	Measure	Jurisdictional Results			Provincial Results		
			Current	Prev. Year	3 Year Avg.	Current	Prev. Year	3 Year Avg.
ACOL Measure	ACOL Measure	Satisfaction with Program Access	66	66.4	65.7	68.2	68.5	67.8
		In-Service Jurisdiction Needs	76.1	73	71.2	78.8	78.2	77.3

Notes:

- Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3,6,9), Math (Grades 3,6,9), Social Studies (Grades 3,6,9), Science (Grade 6 only), French Language Arts (Grades 6,9), Français (Grades 6,9).
- Student Learning Achievement Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students enrolled in each course.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- The ACOL measures are not evaluated as they are not part of the Accountability Pillar and are included only to enable inclusion in the AERR and Three-Year Education Plan reports.
- Data values have been suppressed where the number of respondents is less than six.

Source:

Alberta Education, May 1, 2008

For a complete review of current results please refer to Rocky View School Division's 2006/07 Annual Education Results Report available on the homepage of its public website at: <http://www.rockyview.ab.ca>.

Appendix - Cross Reference to Alberta Education

Category	Alberta Education Goals, Outcomes and Performance Measures (PM)	RVSD Plan
Safe and Caring Schools	<p>Goal One: High Quality Learning Opportunities for All</p> <p>Outcome: Schools provide a safe and caring environment.</p> <ul style="list-style-type: none"> 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. 	Measure 1.2.1
Student Learning Opportunities	<p>Outcome: The education system meets the needs of all K-12 students, society and the economy.</p> <ul style="list-style-type: none"> 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. Overall teacher, parent and student satisfaction with the overall quality of basic education. Overall teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. <p>Outcome: Children at risk have their needs addressed through effective programs and supports.</p> <ul style="list-style-type: none"> Annual drop-out rate of students ages 14 to 18. <p>Outcome: Students complete programs.</p> <ul style="list-style-type: none"> High school completion rate of students within three years of entering Grade 10. 	<p>Measure 4.1.2</p> <p>Measure 2.4.4</p> <p>Measure 5.1.2</p> <p>Measure 2.2.2</p> <p>Measure 2.2.3</p>
Student Learning Achievement, K-9	<p>Goal Two: Excellence in Student Learning Outcomes</p> <p>Outcome: Students demonstrate high standards.</p> <ul style="list-style-type: none"> Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). 	Measure 2.1.4
Student Learning Achievement, 10-12	<ul style="list-style-type: none"> Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on diploma examinations (overall results). Percentage of students writing four or more diploma exams within three years of entering Grade 10. Percentage of Grade 12 students eligible for a Rutherford Scholarship. 	<p>Measure 2.2.4</p> <p>Measure 2.2.5</p> <p>Measure 2.3.3</p>
Preparation for Life-Long Learning, Employment and Citizenship	<p>Outcome: Students are well prepared for life-long learning.</p> <ul style="list-style-type: none"> High school to post-secondary transition rate within six years of entering Grade 10. <p>Outcome: Students are well prepared for employment.</p> <ul style="list-style-type: none"> Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school. <p>Outcome: Students model the characteristics of active citizenship.</p> <ul style="list-style-type: none"> Overall teacher, parent and student agreement that students model the characteristics of active citizenship. 	<p>Measure 2.3.2</p> <p>Measure 3.1.2</p> <p>Measure 3.2.2</p>
Involvement	<p>Goal Three: Highly Responsive and Responsible Jurisdiction</p> <p>Outcome: The education system at all levels demonstrates effective working relationships.</p> <ul style="list-style-type: none"> Overall teacher and parent satisfaction with parental involvement in decisions about their child's education. 	Measure 3.2.3
Continuous Improvement	<p>Outcome: The jurisdiction demonstrates leadership and continuous improvement.</p> <ul style="list-style-type: none"> 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. Percentage of teachers reporting that in the past 3 - 5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth. 	<p>Measure 2.4.3</p> <p>Measure 4.3.2</p>