




2023 – 2027

Education Plan

Year Two: 2024/25





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



Rocky View Schools (RVS) is proud to present our 2023 – 2027 Education Plan, Year Two.

The second year of our Education Plan brings the opportunity to build on the progress made in year one, while continuing to focus on areas where students may need more support.

The plan was guided by the [Board of Trustees' Strategic Plan](#), which launched in late 2022 with input from our communities.

RVS' Education Plan guides the work we do every day to help students achieve strong learning results while ensuring a positive learning environment for all students. We look forward to continuing this work in the year ahead, focusing on the goals and outcomes that help us achieve our mission of being a world-class learning organization where all students achieve their absolute best.

Year one of the 2023 – 2027 Education Plan will be reported on in fall 2024 via the Annual Education Results Report (AERR).

Accountability Statement

The Education Plan for Rocky View Schools commencing Sept. 1, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results. The Board reviewed and approved the 2023 – 2027 Education Plan, Year Two on May 30, 2024.

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Our Division





Working Together

RVS is proud of the work we do to engage schools, staff, families and students on the goals and measures of our Education Plan.

The 2023 – 2027 Education Plan, now in its second year, was developed with the help of our community. Feedback collected through both in-person and online engagements helped shape the Board's Strategic Plan, forming the basis for the Education Plan. The draft plan was then distributed to the community for feedback and engagement, with the plan being finalized by the Board of Trustees in May 2023.

The 2022/23 AERR indicated RVS is on the path to success; we remain confident in the goals, outcomes and measures in the 2023 – 2027 Education Plan and are excited to continue with its strategies in year two of the plan. Keeping our measures the same will allow for comparable results and consistency with implementation.

The second year will mark a change in our engagement process as we launch the OurSCHOOL survey with students in spring 2024. RVS has previously conducted a made-in-RVS Education Plan Survey each spring to engage students, families and teachers and provide feedback needed for the measures in the Annual Education Results Report (AERR). The OurSCHOOL survey asks students in Grades 4 – 12 thoughts about themselves, their

peers, their teachers, their school and their learning while allowing students to be involved and contribute to their experience of school in a positive way. In the future we will look at opportunities to use this tool for engagement with teachers and parents/guardians.

RVS relies on feedback from our families for many integral decisions each year, one of which is the development of each school's education plan. School administration and school councils will analyze OurSCHOOL data, assessment data and other local information in forming school education plans. These plans help highlight the collaborative efforts of the division and schools while celebrating the unique identities of each school and their students. Schools also use the formation of their school education plan as an opportunity to discuss what professional learning and other tools are needed to achieve the plan's goals and find ways to improve where necessary. Each school's education plan must accurately reflect the goals of the division's Education Plan, with both plans working together to support students. Please visit our school websites to view each school's education plan.

We look forward to working together and engaging with our communities in 2024/25 to support students and staff in the goals of the divisional and school education plans.



2023 – 2027 Education Plan

Focus on the Future

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



Advancing students’ numeracy and literacy skills

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



Building future-ready students

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



Creating inclusive, engaging, healthy learning opportunities for all students



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



Goals, Outcomes and Measures



Goal 1: Advancing students' numeracy and literacy skills

Outcome Students are numerate and literate.

Performance Measures:

- (ABEd*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment Grade 1 and 2.
- (ABEd) Percentage of students not at risk on the Castles and Coltheart 3 (CC3) assessment Grade 2 and 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment Grade 1 – 3.
- (ABEd) Overall percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests.
- (ABEd) Percentage of students who achieve the acceptable standard and standard of excellence on Provincial Achievement Tests based on cohort (Indigenous students and English language learners).
- (RVS) Percentage of students performing math at or above grade level on the Math Assessment Grade 4 – 10.
- (RVS) Percentage of French Immersion students reading at or above grade level on the Escalire Grade 1 – 2.
- (RVS) Percentage of French Immersion students reading at or above grade level on the Groupe Beauchemin+ (GB+) Grade 3 – 6.
- (RVS) Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 6.
- (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grades 3 – 4 and 7 – 11. *Expanded from Year One.*

Outcome Students are actively engaged in meaningful and relevant learning.

Performance Measures:

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

* Alberta Education (ABEd)



Goal 2: Building future-ready students

Outcome

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

Performance Measures:

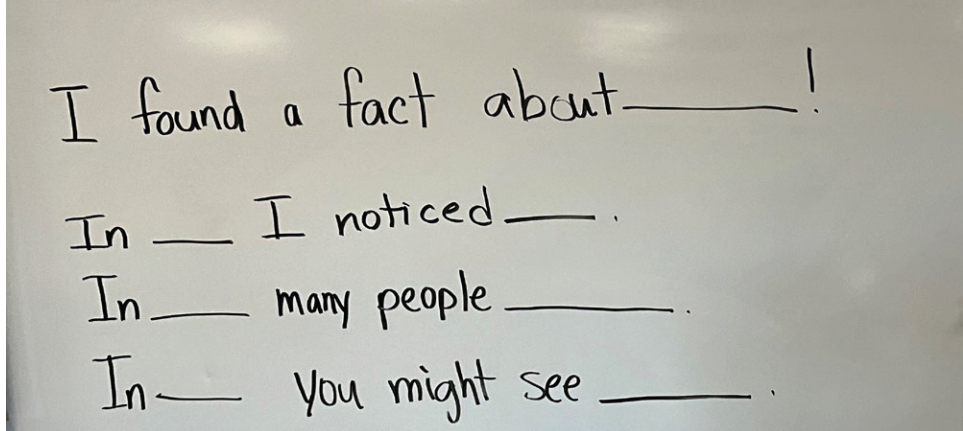
- (ABEd) The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- (ABEd) Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.
-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

Outcome

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

Performance Measures:

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



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

Outcome

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

Performance Measures:

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

Outcome

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

Performance Measures:

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





Priorities

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

Providing active learning

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

Effective instruction and assessment practices

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

Creating communities of inclusivity

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

Promoting healthy, safe environments

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

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

RVS looks forward to reporting on student, parent and staff satisfaction in the 2024/25 AERR.



Strategies

To help guide our work and provide direction to our schools, we have created the Instruction and Assessment Practice Guide, Inclusive Education Practice Guide, Professional Learning Practice Guide, and English as an Additional Language (EAL) Practice Guide. Our practice guides were developed collaboratively with teachers, school administrators and divisional leaders. Educators are expected to implement the practices in these guides, which are reviewed and revised as needed.

Instruction and Assessment Practice Guide

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

This practice guide includes direction on building relationships with students and understanding them as learners; incorporating Indigenous Ways of Knowing, designing authentic, relevant experiences for all; assessment and communication of student learning; and exploring foundational documents imperative to instruction and assessment.

Inclusive Education Practice Guide

RVS is committed to a holistic approach of designing an inclusive education system where all students feel welcome, valued, respected and heard without discrimination.

The Inclusive Education Practice Guide includes direction on building teacher and leader efficacy; designing multi-tiered systems of teaching, learning, supports and services to meet the diverse needs of all students; and informing decisions, practice and pedagogy with the use of triangulated data sources.

Approaches used include Positive Behavioural Interventions and Supports (PBIS), Collaborative Problem Solving (CPS), Multi-Tiered System of Supports (MTSS) and classroom and school-wide reviews.



English as an Additional Language (EAL) Practice Guide [🔗](#)

RVS emphasizes effective, empathetic instruction to inspire and reward not only English as an Additional Language learners but also their peers and the educational community. The EAL Practice Guide serves as a starting point for an equitable and multifaceted approach, integrating best practices in language acquisition, language learning, and technology.

The vision for EAL learning in RVS is centered on empowering students to be confident communicators in English while valuing their cultural backgrounds.

All teachers are considered educators of English language and literacy, ensuring that instruction is tailored to meet individual needs while equipping students to meet Alberta's rigorous curriculum.

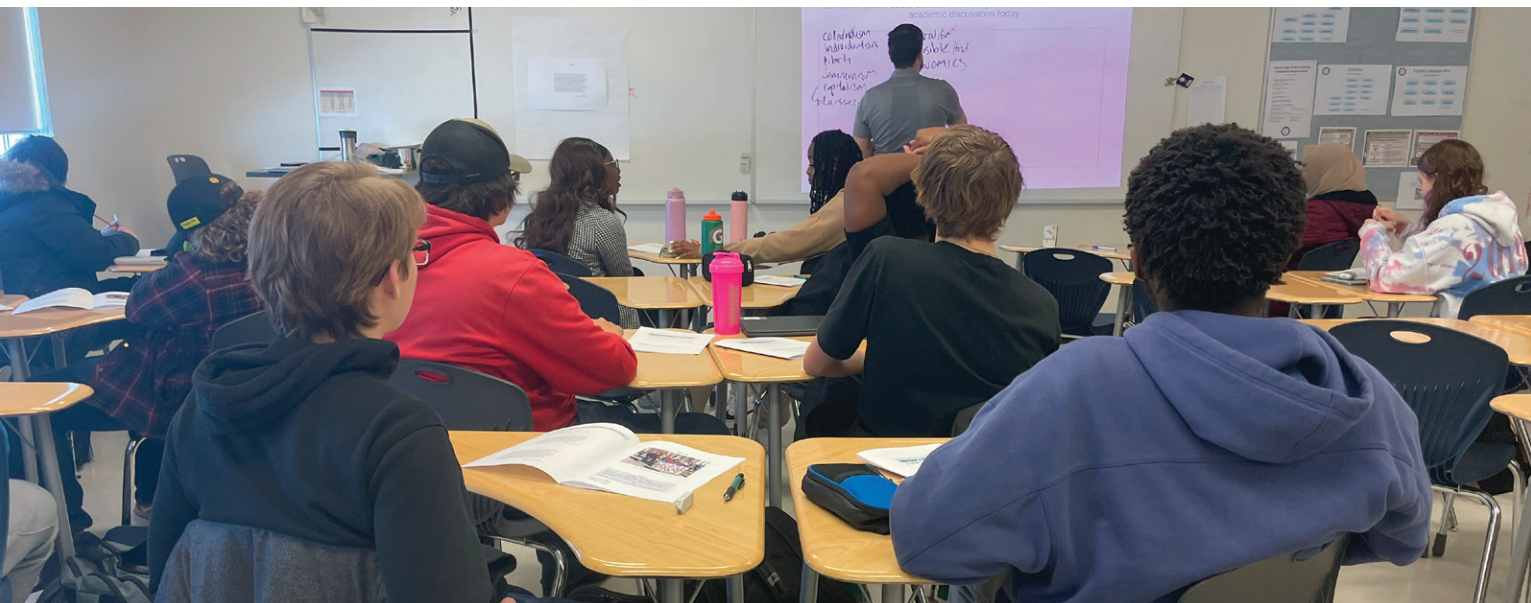
Professional Learning Practice Guide [🔗](#)

Designed for leaders, educators and staff, the Professional Learning Practice Guide serves to build a shared understanding of professional learning to support the reflective practice of each member of the RVS community. Staff are asked to make key connections between individual learning plans and the RVS professional learning model, philosophies and guiding documents.

Professional learning in RVS is a blend of school-based and self-directed professional learning days built into our school calendars with content related to school education plans and individual professional learning plans.

RVS uses embedded specialists in schools and a train the trainer model where possible, enabling us to use our own staff skills and expertise. This is cost effective while using approaches and language that are consistent across the division.

Feedback is collected after every professional learning session to learn more about the effectiveness of the session; adjustments are made accordingly.



Capital Plan

RVS' [2025 – 2028 Capital Plan](#) includes requests for 10 projects over the next three years. For the 2025 budget year, this includes two schools in Airdrie and two in Chestermere, with requests for Cochrane and more in 2026.

RVS welcomes 750 – 1,000 new students each year, enough to fill one to two new schools. Overall utilization is expected to rise to 98 per cent in Sept. 2027, even with the addition of the new Horseshoe Crossing High School in Langdon, the

expansion of Bow Valley High School in Cochrane, the two new Kindergarten – Grade 8 schools in Airdrie and one new Kindergarten – Grade 8 school in Cochrane.

RVS is years behind in government approval for new schools, additions and modulars to accommodate our growth. We require new schools and significant modular approvals each year to meet students' space needs.

2025/26 School Year Capital Priorities

	Capital Project	Build Out Capacity	Project Classification
2025 Budget Year	Airdrie High School	1,810	New School <i>Approved for design funding in March 2024</i>
	Chestermere K – 9	950	New School <i>Approved for design funding in March 2024</i>
	Chestermere High School	950	New School
	Airdrie K – 8	950	New School
2026 Budget Year	Cochrane K – 8	950	New School
	Cochrane High School	1,230	New School
	Chestermere K – 9	950	New School
	Crossfield K – 8	680	New school

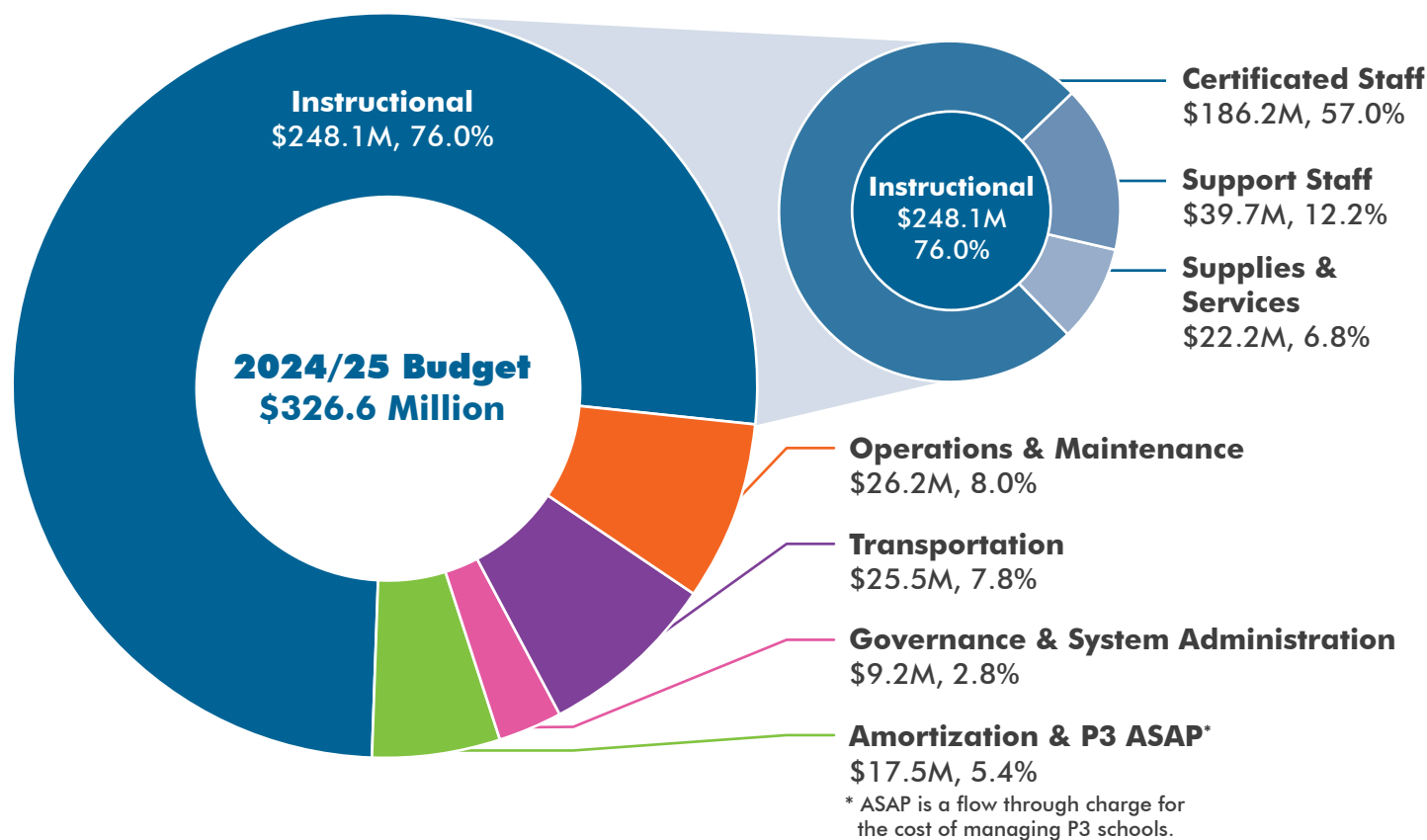
Budget

Budget Principles

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

The key budget priorities for 2024/25 align with the priorities of the strategic plan:

- Provide direct resources to schools to support student learning with a focus on numeracy and literacy;
- Support student and staff wellness;
- Enhance facilities and technology infrastructure; and
- Target an operating reserve balance at the end of 2024/25 fiscal year – excluding Transportation – at 0.5 per cent to 1 per cent.



The [RVS 2024/25 Budget](#) will fund 53 schools, with each school having autonomy over portions of their own budget. Principals work with school councils to choose budget priorities, enabling parents and guardians to be engaged in decisions across the division.

Thank you to the RVS schools and students featured in the Education Plan:

Banded Peak School,
Chestermere High School,
Cochrane High School,
Crossfield Elementary School,
École Airdrie Middle School,
Meadowbrook Middle School,
Prairie Waters Elementary School,
RancheView School,
Ralph McCall School,
W.H. Croxford High School



Learn More About RVS

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

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

[Meet our Board of Trustees](#)

[View our Strategic Plan](#)

Connect With Us

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