



2022 – 2026 STRATEGIC PLAN REPORT – YEAR TWO

Priorities



Improving our students' learning



Strengthening our workforce



Bolstering our infrastructure



Connecting with our community



Improving Our Students’ Learning

Rocky View Schools (RVS) continues to focus on literacy and numeracy while providing an education that is safe, supportive and student-centered.

Year two of our strategic plan showed similar or lower results to year one in literacy and numeracy. In the lower grades, these results may be attributed to adjusting to curriculum changes. We expect results will improve as schools become used to the new curriculum.

We continue to see a large amount of students taking part in unique, dual credit, work experience and registered apprenticeship programs. It is also positive to see more of our schools implementing Positive Behavioral Interventions and Supports (PBIS), which promotes a positive school culture and improved student outcomes.

Our schools continue to use innovative ways to engage students in their learning and set them up for success both in and out of the classroom.

Goals

- Deliver excellent instruction with a focus on numeracy and literacy.
- Provide student-centered education that is inclusive, safe, and supportive.
- Offer diverse learning opportunities for students.

Outcomes

- Improved student achievement.
- Increased student engagement.
- Increased sense of belonging.
- Parents/guardians feel students are learning the skills needed to be successful.

Performance Measures

Standardized Assessment Tools	Grades	2023/24	2022/23
Benchmark Assessment System (BAS) The BAS is a tool that is used individually with students to determine their reading skills. The student reads a short book (about 100 words) out loud to the teacher who makes note of any errors or challenges. It can allow teachers to better understand the child’s reading skills and behaviors and allow for follow up to take place.	1	56%	66%
	2	64%	60%
	3	57%	61%
	4	67%	66%
	Average	61%	63%

RVS Reflections

These results indicate a slight reduction from the previous year. Results may be impacted by the new curriculum and/or timing of testing. In 2023/24 the BAS was measured at different times to reduce assessment pressure points. Although results are lower than preferred we believe our students are on the right path.



Improving Our Students’ Learning – Continued

Standardized Assessment Tools	Grades	2023/24	2022/23
Math Intervention/Programming Instrument (MIPI) The MIPI is a math assessment students take each fall to determine their math strengths and challenges. Students write the assessment as a class and individual results are used to help with math instruction and intervention. It was developed by Edmonton Public Schools and is based on grade level expectations from the former Alberta Program of Studies.	2	N/I*	64%
	3	N/I*	40%
	4	27%	29%
	5	24%	24%
	6	31%	32%
	7	27%	27%
	8	19%	18%
	9	16%	17%
	Average	24%	31%
	RVS Reflections This assessment was completed in Sept. 2023 with similar results to the previous fall. During the 2023/24 school year many middle schools focused on math skills through their school education plan work, with hopes to improve overall numeracy skills. We anticipate seeing the results of this work with higher scores in the coming years.		
Letter Name-Sound (LeNS) The LeNS is used with individual Grade 1 and 2 students to find out more about the letters and sounds of the alphabet they are familiar with. The LeNS assessments help teachers plan to ensure all students know all of the letters and sounds by the end of Grade 2 to support their early reading skills.	1	72%	80%
	2	71%	83%
	Average	72%	82%
	RVS Reflections This is a reduction in results from last year. Implementation of new curriculum, adjustment of practices and resources may have had an impact on results. Further exploration into this dip and adjustments will be made to improve results for 2024/25.		
Castles and Coltheart 3 (CC3) The CC3 is used with individual students in Grades 2 and 3 to determine how many words they know in three different categories. This allows teachers to plan instruction to increase the number of words students know and to develop early reading skills.	2	88%	84%
	3	74%	78%
	Average	81%	81%
	RVS Reflections Results are similar to last year indicating students’ skills in identifying nonsense words, regular words and irregular words are stable. Implementation of new curriculum may be impacting the results.		

* Not included this year



Improving Our Students’ Learning – Continued

Standardized Assessment Tools	Grades	2023/24	2022/23
Alberta Numeracy Assessment Students demonstrate their understanding of their math skills based on the new Alberta math curriculum. Students complete the assessment as a class and teachers can use the results to understand student math needs, planning their instruction to support missing skills.	1	80%	60%
	2	78%	80%
	3	85%	81%
	4	N/I*	90%
	Average	81%	84%
RVS Reflections Both Grade 1 and Grade 3 results indicate an increase in students’ numeracy skills as measured by this screener, with Grade 2 students’ results remaining consistent. Grade 4 assessment with this tool was not required in 2023/24.			
RVS Writing Assessment Number of students whose writing skills are at or above grade level based on Alberta English Language Arts curricular outcomes.	3	49%	
	7	56%	
	10	58%	
	Average	54%	
RVS Reflections This is the first year of implementation of this locally created tool that reflects new curriculum for Grade 3. Grade levels for this assessment will be expanded next year.			
Other Important Measures		2023/24	2022/23
Number of in class presentations/work from Education Centre staff regarding student mental health**:		747	1,207
Number of schools implementing Positive Behavioral Interventions and Supports (PBIS) at 80 per cent fidelity on tiered survey:		17	10
Percentage of teachers, parents and students who agree their learning environments are welcoming, caring, respectful and safe on the Alberta Education Assurance Measures (AEAM) survey:		79%	85%
Number of students engaged in unique school opportunities/divisional programs**:		653	469
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education on AEAM survey:		81%	81%
Number of students engaging in dual credit/work experience/registered apprenticeship program**:		746	653

* Not included this year

** Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.



Strengthening Our Workforce

RVS continues to develop and strengthen our workforce.

Our leadership positions are most often filled by internal candidates, supported by developing strong candidates in the Administrative Leadership Pool program as well as the Education Centre Leadership Development and Support Program. All staff are supported in capacity building with over 100 professional learning opportunities available each year.

In 2023/24 the wellness working group found its stride, positively impacting employee health and wellness through 14 new actions taken and 130 leaders attending wellness training.

As our division grows, so does our workforce and the need to support our staff. We look forward to continuing to offer training and supports for a strong workforce.

Please see RVS Reflections at the end of this section for explanations of statistics that differ significantly year over year.

Goals

- Develop and implement strategies to retain and attract a skilled and diverse workforce.
- Support professional learning opportunities that build expertise, increase capacity, and enhance leadership development.
- Foster an organizational culture supportive of workplace wellbeing.
- Cultivate a collaborative and inclusive team environment throughout RVS.

Outcomes

- A positive and healthy workplace where staff can contribute, feel valued and belong.
- Highly skilled and competent staff ready to meet the division’s needs.
- A diverse staff reflective of our communities.
- Internal candidates ready to fill leadership needs.
- High performing team.

Performance Measures

	2023/24	2022/23
Percentage of teaching positions filled using pool hiring process:	1% ¹	66%
Percentage of staff who complete an exit interview:	39% ²	64%
Number of actions undertaken as a direct result of exit interview results:	5	15
Percentage of staff who complete employee survey:	20% ³	61%
Number of actions undertaken as a direct result of survey results:	12	8
Number of administrators who complete diversity training:	97	104
Percentage of positions with job description updated within the last three years and posted on myRVS:	100%	100%

^{1, 2, 3} See RVS Reflections at the end of this section for notes.



Strengthening Our Workforce – Continued

		2023/24	2022/23
Percentage of staff who remain in RVS from previous year:		88%	89%
Number of changes to employment practices:		40 ⁴	12
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:	ALP 1	19	44
	ALP 2	32	18
	ALP 3	8	6
	ALP 4	9	8
Number of participants in Education Centre Leadership Development and Support Program:		23	35
Number of leadership positions filled by internal candidates:	Education Centre positions	3	3
	Principal positions	8	10
	Assistant Principal positions	7	9
	Total	18	22
Number of focused capacity building opportunities for school leaders:		37	35
Number of participants in the Learning Support Teacher Development Program:		27	32
Number of professional learning offerings:		101	187
Number of participants in Learning Department professional learning sessions:		2,858	4,360
<i>Due to the nature of these measures, participants may have been counted more than once if participating in more than one opportunity.</i>			
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:		95%	90%
Number of meetings throughout the year of the wellness working group:		6	4
Creation of wellness plan and number of actions undertaken as a direct result of plan:		14	*
Number of leaders who attended wellness training session:		130	85
Number of superintendent, Board letters/messages to all staff per school year:		13	11
Number of visits by executive members to schools per school year:		317	334

⁴ See RVS Reflections at the end of this section for notes.

* Information was not available in 2022/23



Strengthening Our Workforce – Continued

	2023/24	2022/23
Percentage of readership of RVS staff newsletters (The Narrative):	44%	53%
Number of executive team virtual staff meetings held per school year:	1 ⁵	1
Number of attendees participating in executive team virtual staff meetings:	Live attendees 91 Watched the recording within two weeks 182	145 198
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	36	24

⁵ See RVS Reflections below for notes.

RVS Reflections:

1. Pool hiring was trialed in 2022/23 and deemed ineffective. The practice was stopped in fall 2024. This will no longer be a measure on the strategic plan.
2. Historically the number of people choosing to complete an exit interview varies greatly from year to year.
3. The 2022/23 survey was the first survey in nine years and saw high completion rates due to its launch.
4. A higher number of changes to employment practices can be attributed to various bargaining initiatives as well as the creation of the exempt staff terms of employment.
5. The executive team virtual staff meetings were discontinued in winter 2023/24 due to low participation and interest from staff. This will no longer be a measure on the strategic plan.



Bolstering Our Infrastructure

RVS urgently needs more spaces for our growing student population and appreciates receiving funding for five new schools in Alberta’s Budget 2024. These long-awaited student spaces will be crucial in our rapidly expanding communities.

The new schools will not be open and ready for students for several years; we will continue to need new school build and modular approvals each year to meet our space needs.

In the meantime, RVS has worked to take care of our current spaces and infrastructure. An underutilized mezzanine space at George McDougall High School became a multi-use career and technology studies space and classroom, while new outdoor learning spaces were also created by the RVS grounds team.

Staff and students remain supported in technology needs, with IT services continually adapting to growing student and staff populations with bolstered technological infrastructure.

Please see RVS Reflections at the end of this section for explanations of statistics where necessary.

Goals

- Provide and plan for appropriate spaces to learn and work.
- Operate well-maintained schools and facilities where students and staff can thrive.
- Deliver a robust technological infrastructure responsive to the changing needs of students and staff.

Outcomes

- Innovative and well-maintained environments that support staff and students.
- Structures and systems meet the demands of enrolment growth.
- New schools and modernizations that support enrolment growth.
- Students, staff and RVS will have their technological needs met.

Performance Measures

		2023/24	2022/23
Number of new schools requested in the Capital Plan:		7	15
Number of new schools approved for construction by government:		3	0
Number of modular units requested:	New Units	22	32
	Relocations	12	2
	Wet Units	1	0
Number of modular units approved:	New Units	21	10
	Relocations	17	2
	Wet Units	1	0
Number of innovative spaces created to support learning:		0 ¹	5
Number of renovations to modernize school facilities (over \$200,000 projects excluding roof replacements):		3	4

¹ See RVS Reflections at the end of this section for notes.



Bolstering Our Infrastructure – Continued

	2023/24	2022/23
Number of spaces re-designed to maximize flexibility of learning spaces:	2	2
Number of facility service requests completed annually:	6,380	5,784
Percentage of facility service requests resolved within one week:	30%	34%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:	99%	94%
Percentage of IMR dollars spent on high priority deferred maintenance projects:	32%	59%
Percentage of facilities meeting RVS' building cleanliness standard when audited:	81%	98%
Percentage of IT service requests resolved within 48 hours:	71%	*
Number of devices replaced annually (infrastructure hardware and end user devices):	Infrastructure 10 End user 892	*
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:	100%	100%

RVS Reflections:

1. RVS intensified two spaces for the maximizing of flexibility. However, while these are both innovative spaces, they required the loss of fitness areas/classrooms which were previously used for instruction.

* Information not available in 2022/23



Connecting With Our Community

With several public engagement opportunities in 2023/24, RVS connected with local communities more than ever both in person and online. We heard from interested community members and staff nearly 5,000 times through these engagements, more than doubling responses from the previous year.

RVS also exhibited its connection to the community with the launch of a new division website along with new school websites in spring 2024; families can now find the information they need quickly and easily thanks to the clean, integrated format of the sites.

Our students found more opportunities to engage with post-secondaries, new partnerships were formed to boost learning opportunities and more community members and organizations were able to collaborate with teachers. Dual credit opportunities increased with more schools participating, although participants decreased. Schools are working hard to increase this number in the future.

Our Board of Trustees continues to participate widely in events and school council meetings, working hard to stay connected with our community.

Goals

- Foster new partnerships and strengthen existing relationships that enhance learning.
- Engage and communicate actively to build relationships.

Outcomes

- Increased access to specialized expertise and skills.
- Enhanced learning opportunities.
- Greater allyship with stakeholders.
- Enhanced transparency and public trust.
- Strengthened reputation and brand.

Performance Measures

	2023/24	2022/23
Number of schools involved in dual credit programs:	10	8
Number of students participating in dual credit programs:	49	85
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	91	70
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	61%	54%
Number of new partnerships established to enhance student learning:	365	356
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:	564	543
Number of trustee social media posts/reposts highlighting events happening in RVS schools:	565	332



Connecting With Our Community – Continued

	2023/24	2022/23
Number of community use events that took place, helping to make the public more connected to schools in their community:	3,246	3,257
Number of formal Board-sponsored engagements with the community and number of responses from stakeholders:		
	Engagements Responses	5 2,268