

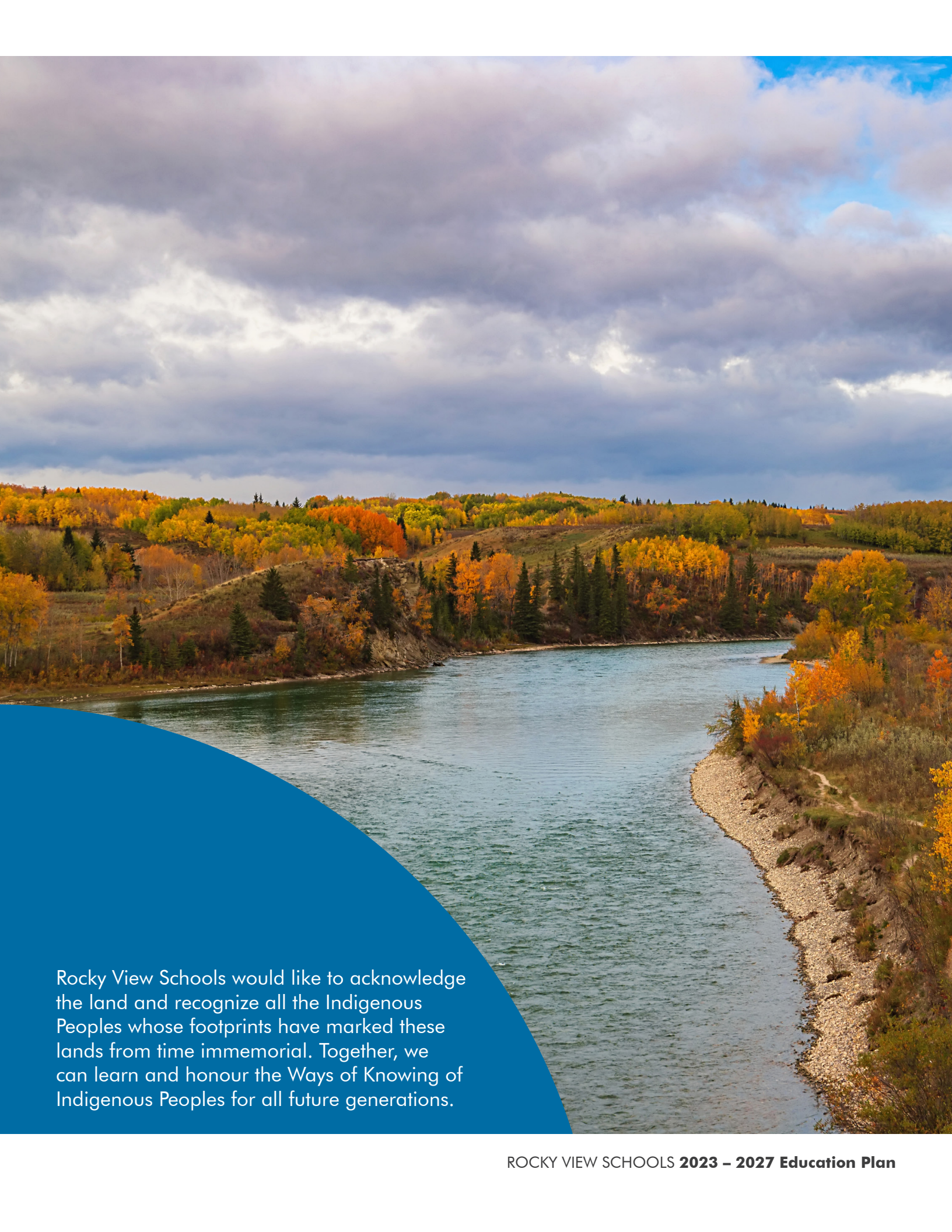


2023 – 2027

Education Plan

Year Three: 2025/26





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.



Welcome

Rocky View Schools (RVS) is excited to launch year three of our 2023 – 2027 Education Plan. Developed with insights from our communities and in alignment with [Alberta Education’s Business Plan](#), the plan is anchored in the [Board of Trustees’ Strategic Plan](#), which was introduced in late 2022.

RVS’ Education Plan guides the work we do each day. In year three we will build on the successes of years one and two while remaining committed to addressing areas where students require additional support.

As we look ahead, RVS is dedicated to achieving the objectives outlined in the Education Plan, working toward our vision of being a world-class learning organization where all students achieve their absolute best. The 2023 – 2027 Education Plan, Year Three will be reviewed in the fall of 2026 as part of the Annual Education Results Report (AERR). We look forward to continuing to bring the goals of this plan to life.

Accountability Statement

The Education Plan for Rocky View Schools commencing Sept. 1, 2025, 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 Three on May 22, 2025.

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Greg Luterbach, Superintendent of Schools
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Our Division



Vision
Rocky View Schools is a world-class learning organization where all students achieve their absolute best.

Purpose
Rocky View Schools connects with all students to ensure everyone learns, belongs and succeeds.



Working Together

Three years ago the RVS community came together to lay the framework for the 2023 – 2027 Education Plan.

The plan was developed through feedback from the community: more than 30,000 comments and 400 pages of feedback were received through our online engagement tool, [RVSEngage](#). Learnings from previous plans were reviewed, as were student results and [Alberta Education Assurance \(AEA\) survey](#) results.

The outcome was a plan that has guided RVS for two years. Some changes are implemented annually as part of the continuous improvement process and after analysis of the AERR.

In year three RVS is maintaining consistency in measures and reporting, with minimal adjustments. Some numeracy and literacy performance measures have been updated due to changes in provincial assessment requirements and other RVS measures have been clarified.

One change that will be implemented in spring 2025 and reflected in the year three plan is the introduction of the OurSCHOOL survey for parents and guardians. This survey will provide RVS with a deeper understanding of parent and guardian perceptions of their student’s experiences at home and school.

RVS introduced the OurSCHOOL survey for students in year two of the Education Plan. More than 15,000 Grade 4 – 12 students completed the survey in spring 2024, providing valuable student voice used in the creation of the Education Plan. The OurSCHOOL

survey enables students to share their thoughts on various aspects of the school experience, and RVS is eager to further engage with our families through the parent/guardian survey.

Results for both the student and parent/guardian surveys will be reported in the AERR, along with AEA survey results. Together, these engagements with our school communities provide valuable insights to developing the Education Plan.

Parents and guardians are also engaged each year in the creation of school education plans. This process, led by school administrators and school councils, involves the review of OurSCHOOL survey results, assessment data and other local information. Schools also use this opportunity to discuss necessary professional learning and resources to achieve their goals and identify areas for improvement.

In addition, system leaders meet with each school administrator to collect feedback on the plan and learn how it is being brought to life. This provides valuable input in the annual review of the divisional plan.

Through the collaborative efforts and engagement of our school communities, each school’s education plan is carefully aligned to the divisional 2023 – 2027 Education Plan and posted to school websites.

Thank you to our school communities for engaging with us and helping develop our 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:

Assessments are completed in language of instruction.

- (ABEd*) Percentage of students not at risk on the Letter Name-Sound (LeNS) assessment in Kindergarten and Grades 1 – 2.
- (ABEd) Percentage of students not at risk on the Castles and Colheart 3 (CC3) assessment in Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Alberta Numeracy Assessment in Kindergarten and Grades 1 – 3.
- (ABEd) Percentage of students not at risk on the Rapid Automatized Naming (RAN) assessment in Kindergarten and Grade 1.
- (ABEd) Percentage of students not at risk on the Phonological Awareness Screening Test (PAST) assessment in Kindergarten and Grade 1.
- (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 not requiring intervention on the Elk Island Catholic School (EICS) Math Assessment in Grades 4 – 10.
- (RVS) Percentage of students meeting expected grade level outcomes on the RVS writing assessment Grades 1 – 11.

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.
- (RVS) Percentage of students who are trying hard to succeed and feel challenged and confident in their learning related skills.
- (RVS) Percentage of students who value school outcomes.
- (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 Elders, Knowledge Keepers and RVS cultural liaisons and Indigenous learning specialists 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) The percentage of students who report they have actively engaged in career exploration and planning activities during the school year.
- (RVS) The percentage of students who report having knowledge about careers that match their interests and values.
- (RVS) The percentage of students planning to finish high school.
- (RVS) The percentage of students planning to 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 2025/26 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, English as an Additional Language (EAL) Practice Guide and Career Learning 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 the entire school 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 instruction is tailored to meet individual needs while equipping students to meet Alberta’s rigorous curriculum.

Career Learning Practice Guide [🔗](#)

In RVS’ Career Learning Practice Guide staff learn about key approaches and implementation strategies that will bolster the profile and integration of career learning for Grade 1 – 12 students within all RVS schools.

This guide serves to build a shared understanding of RVS’ multi-faceted approach to career learning. As our students experience the collective impact of career learning beginning in elementary through high school, they develop a greater understanding of how their personal preferences and aptitudes align with various career pathways. By providing robust career planning and experiential learning, students will be empowered with the skills, experiences and knowledge they need to make informed school programming and career choices. Ultimately, ongoing and meaningful integration of career learning will foster student motivation and engagement, making school more relevant, purposeful and fulfilling.

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.



Updates and Insights

In RVS' 2023/24 Annual Educational Results Report (AERR), we committed to the following actions in 2024/25. The following progress updates and key insights were considered as part of our process to prepare the 2023 – 2027 Education Plan, Year Three.



Further development of the RVS writing assessment for Grades 1, 2, 4 and 5.
(Education Plan: Goal 1)

Work is ongoing to implement the RVS Writing Assessment across all grades in both French and English. The assessment currently exists for Grade 3 and Grades 6 – 11. Progress has been challenged by the ongoing substitute teacher shortage but should be complete for fall 2025.



Move from the Math Intervention/ Programming Instrument (MIPI) assessment to the Elk Island Catholic Schools (EICS) math assessment to reflect changes to curriculum.
(Education Plan: Goal 1)

RVS transitioned to the EICS math assessment in September 2024 and has completed this action. We look forward to reporting on the results of this assessment in the 2024/25 AERR.



Pilot of Early Years Evaluation (EYE) in Kindergarten in nine schools and continuation in two schools.
(Education Plan: Goal 1)

The EYE pilot was completed in fall 2024, with select students being reassessed in spring 2025. The 11-school pilot was met with success; teachers and support staff collaborated to both train and assess and all parties appreciated the immediacy of results.

RVS has not decided on the continuation of EYE given the additional provincial assessments now mandated.



Implementation of a professional learning program for interested learning assistants.

(Strategic Plan Priority: Strengthening our workforce)

We are proud of the advancements to implement this program, which launched in March 2025. Participants will complete five modules of independent study, deepening their knowledge in the field and further strengthening our workforce.



Ongoing and meaningful integration of career learning for students from Grades 1 – 12.

(Education Plan: Goal 2)

RVS' [Career Learning Practice Guide](#) launched in January 2025, offering a career learning framework, key approaches to career learning and roles and responsibilities for all members of the school community. A catalogue of career learning implementation resources is also available to RVS staff as well as [a growing information hub](#) now publicly available for families on the RVS website. Great progress has been made in this area, with increased integrated career learning opportunities across the division.



Continue to review student accommodations to optimize limited spaces while supporting high quality instruction.

(Strategic Plan Priority: Bolstering our infrastructure)

Following extensive engagements with their communities, several changes will be made to both Airdrie and Chestermere schools in fall 2025 to better balance student spaces. RVS also looks forward to the seven new schools recently announced for construction in our fastest growing communities, which will help alleviate space pressures.



Capital Plan

RVS' [2026 – 2029 Capital Plan](#)

celebrates the seven recently approved capital projects in our communities and identifies new project requests as our communities continue to grow.

New requests for the Government of Alberta's budget years 2026, 2027 and 2028 include the [top priorities](#) of a high school in Cochrane, a Kindergarten – Grade 8 school in Cochrane, and a Grade 7 – 9 school in Airdrie. Other priorities include schools in Chestermere, Crossfield, Airdrie and an addition to Springbank Middle School.

RVS continues to welcome 500 – 1,000+ new students each year, and it is critical new school builds and modular classroom approvals continue to keep pace with growth to help alleviate future space pressures on our students. We appreciate the recent recognition of our growth and space needs from the government and look forward to opening several new schools in the next few years, as well as the completion of the expansion of Bow Valley High School in Cochrane.

2026 – 2028 School Year Capital Priorities

	Capital Project	Build Out Capacity	Project Classification
2026 Budget Request	Cochrane 9 – 12	1,525	New School
	Cochrane K – 8	950	New School
	Airdrie 7 – 9	1,045	New School
2027 Budget Request	Chestermere K – 9	815	New School
	Crossfield K – 8	680	New School
2028 Budget Request	Airdrie K – 9	905	New School
	Springbank Middle	280	Addition

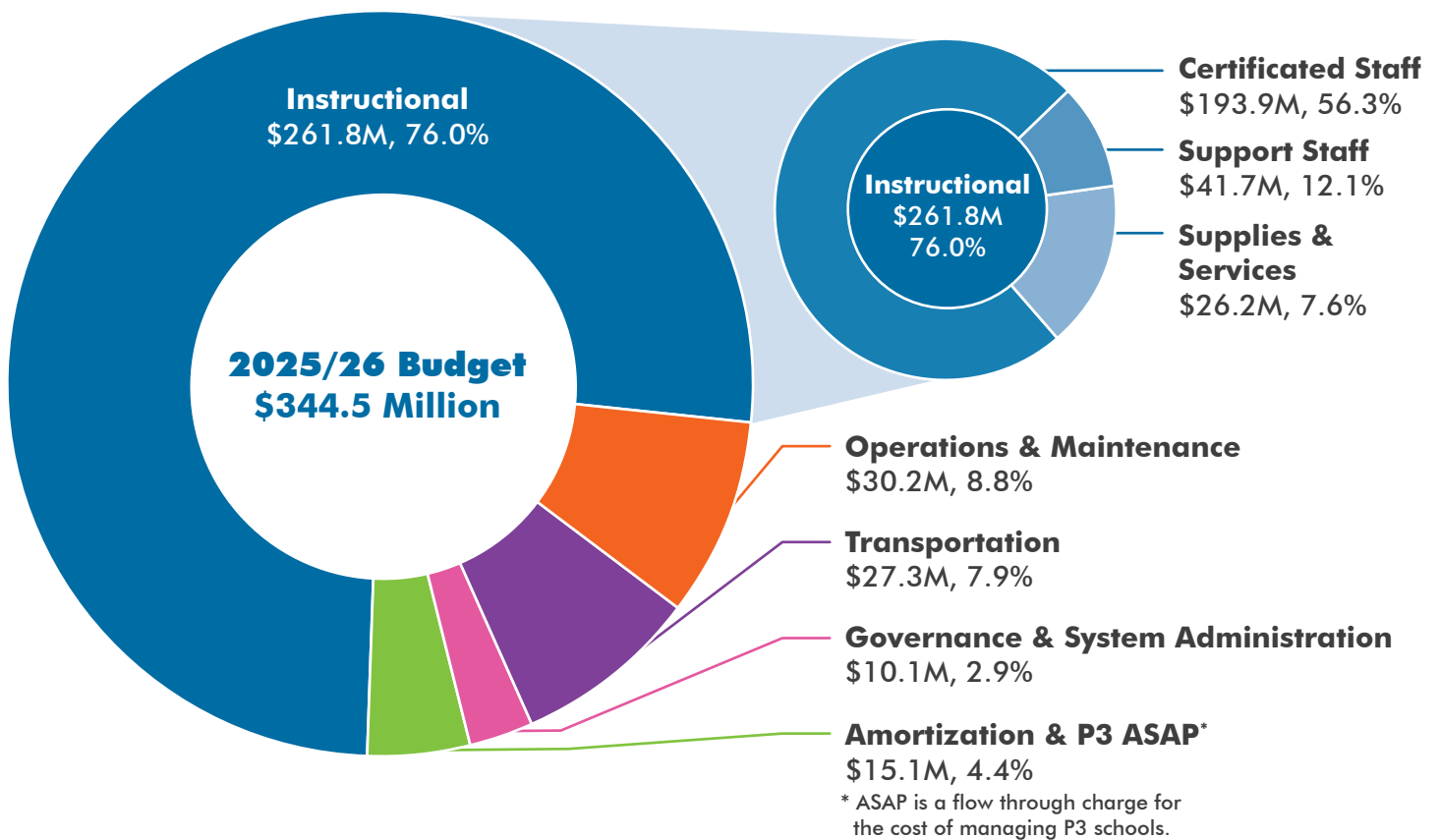
Budget

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 2025/26 align with the priorities of the strategic plan:

- Provide direct resources to schools to support student learning with a focus on numeracy, literacy and new curriculum implementation.
- Support student and staff wellness.
- Enhance facilities and technology infrastructure.
- Target an operating reserve balance at the end of 2025/26 fiscal year, excluding transportation, at one to two per cent.



The [RVS 2025/26 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,
Bert Church High School,
Chestermere Lake Middle School, Fireside School,
George McDougall High School, Glenbow School,
Herons Crossing School,
Mechanics Training Centre (RVSLC),
Mitford School,
Windsong Heights School



Learn More About RVS

RVS is committed to working collaboratively with interested parties in the planning and delivery of 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](#).

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Connect With Us

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