2022 – 2026 STRATEGIC PLAN
REPORT – YEAR THREE

ROCKY VIEW SCHOOLS

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 supporting student achievement in literacy and numeracy while providing an inclusive, safe and supportive education.

Year three of the Strategic Plan brought encouraging improvements in early literacy skills, with students in Grades 1 – 3 showing strong growth in letter recognition, sounds of the alphabet and word reading abilities as teachers adapted their practices to align with new curriculum expectations.

Our emphasis on creating safe and supportive learning environments remained strong, with mental health programming significantly exceeding targets thanks to extended government funding that allowed us to continue vital student and staff support. In addition, all schools have completed at least tier one of Positive Behavioral Interventions and Supports (PBIS) implementation.

Students continued to engage in diverse learning opportunities through unique programs and career-focused experiences, and we look forward to further supporting this through the Career Learning Practice Guide.

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	Target	% Not Requiring Additional Supports
Elk Island Catholic Schools (EICS) Math Assessment This tool, developed by EICS, is administered to students in Grades 4 – 10 each fall to provide a measure of math performance, overall successes and areas of improvement for students at the school and divisional level.	4	70%	60%
	5	70%	59%
	6	70%	55%
	7	70%	60%
	8	75%	67%
RVS Reflections The first year of implementation for the EICS Math Assessment in RVS schools was 2024/25; students demonstrated math skills consistent with previous results. This assessment incorporates expectations from the new curriculum for Grades 4 – 6. Continuing focus on math skills and expectations should support student growth in mathematics.	9	65%	57%
	10	70%	60%

Improving Our Students' Learning – Continued

Standardized Assessment Tools	Grades	Target	% Not at Risk
Letter Name-Sound (LeNS) Test Alberta Education uses this tool to provide literacy screening assessment in Kindergarten – Grade 2 (with French equivalents). 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 2	82% 85%	84% 82%

RVS Reflections
The results show significant growth in Grade 1 and 2 students' knowledge of the letters of the alphabet and the sounds associated with letters. The attainment of these skills in Grades 1 and 2 sets students up for success in reading in future years. A shift in teacher practice, understanding of the data and how to use it, as well as an influx of resources and supports in select schools may have supported the growth of students' skills from previous years.

Standardized Assessment Tools	Grades	Target	% Not at Risk
Castles and Coltheart 3 (CC3) Test Alberta Education uses this tool to provide literacy screening assessment in Grades 1 – 3 (with French equivalents). The CC3 is used with individual students 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.	1 2 3	80% 85% 85%	80% 85% 86%

RVS Reflections
Students' skills in reading words out of context is developing which may be connected to the shift to new curriculum, teacher understanding of how to use and interpret student data, and adjustments made to classroom practice.

Improving Our Students' Learning – Continued

Standardized Assessment Tools	Grades	Target	% Not at Risk
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 2 3	82% 81% 88%	82% 81% 86%
RVS Reflections Students continue to demonstrate growth in math skills in Grades 1 – 3. As with other mandated assessments, teacher understanding of the tool continues to grow along with another year of implementation of new curriculum resulting in stronger student performance.			

	Grades	Target	% At or Above Grade Level
RVS Writing Assessment This assessment was developed by RVS teachers to assess students' writing skills and proficiencies. It is conducted annually with students in Grades 3 – 4 and 7 – 11.	3 4 7 8	80% 80% 80% 80%	58% 56% 65% 68%
RVS Reflections Students' skills in writing continue to need focus and improvement. As reading skills improve, writing skills may also improve when accompanied by instruction and feedback. We will support teachers to further develop their skills in instructing writing for all grade levels.	9 10 11	80% 80% 80%	71% 68% 71%

Other Important Measures	Target	Result
Students who are interested and motivated in their learning:	65%	Gr. 4 – 6: 65% Gr. 7 – 12: 25%
Number of in class presentations/work from Education Centre staff regarding student mental health:**	200	570[1]
Number of schools implementing PBIS at 80 per cent fidelity on tiered survey:	90%	67%[2]
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:	84%	80%
Number of students engaged in unique school opportunities/ divisional programs:**	650	504
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:	84%	81%
Number of students engaging in dual credit/work experience/ registered apprenticeship program:	300	351[3]

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

RVS Reflections:

1. The target was set low due to the anticipated loss of the Mental Health Grant, which supported several staff delivering these sessions. The grant was then extended by the Alberta government to the end of the school year, allowing for further sessions to take place while supporting the mental health of students and staff.

2. In 2024/25 all RVS schools completed a minimum of Tier 1 fidelity survey. All schools either maintained or demonstrated growth on PBIS implementation with several schools moving into Tier 2 and 3. While the average result is lower than expected this may be reflective of a higher number of participants assessed for the first time, as initial assessments are often in the 30-60 per cent range. Schools are provided with thorough feedback on how to improve implementation and we look forward to growth for all schools in RVS.

3. In anticipation of more government opportunities and support being provided in dual credit and career learning, the target was set high. Unfortunately those opportunities were not available to students. With the implementation of the Career Learning Practice Guide and opportunities provided through career learning, this number is anticipated to increase.

Strengthening Our Workforce

RVS continues to invest in a strong and capable workforce. Leadership roles are most often filled by internal candidates, supported by our growing Administrative Leadership Pool and enhanced Leadership Development and Support program.

This year, staff engagement in professional learning increased significantly, reflecting our commitment to building capacity, even amidst ongoing substitute teacher shortages. We also continue to expand specialized supports to meet the evolving needs of students and further develop staff expertise through our Learning Support Teacher Development Program.

While participation in employee feedback opportunities varied, insights shared continue to guide improvements to our workplace culture and practices.

Wellness initiatives remain a priority; this is anchored by the RVS CARES program, helping to empower, connect and support staff.

With our workforce expanding alongside our division, we will continue to develop and support our employees, helping to retain and attract a skilled and diverse workforce.

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

	Target	Result
Percentage of staff who complete an exit survey:	45%	24%[1]
Number of actions undertaken as a direct result of exit interview results:	15	2[2]
Percentage of staff who complete annual employee survey:	30%	16%[3]
Number of actions undertaken as a direct result of survey results:	20	15
Percentage of administrators who complete diversity training (annually):	100%	98%
Percentage of staff who remain in RVS from previous year:	90%	98%

*[1, 2, 3] See RVS Reflections at the end of this section for notes.

Strengthening Our Workforce – Continued

		Target	Result
Number of changes to employment practices:		15	18
Percentage of employees who applied that are placed as a result of a request for transfer or self-declared surplus:		80%	74%
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:	ALP1	N/A	22
	ALP2	N/A	15
	ALP3	N/A	10
	ALP4	N/A	8
	Total	50	55
Number of participants in Leadership Development and Support Program:		25	40[4]
Percentage of leadership positions filled by internal candidates:	Education Centre positions	N/A	3
	Principal positions	N/A	7
	Assistant Principal postions	N/A	8
	Total	80%	18/86%
Number of focused capacity building opportunities for school leaders:		25	26
Number of participants in the Learning Support Teacher Development Program:		20	32[5]
Number of professional learning offerings:		100	286[6]
Number of participants in Learning Department professional learning sessions:**		2,000	7,350[7]
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:		90%	88%
Number of meetings throughout the year of the wellness working group:		5	4
Number of actions undertaken as a direct result of the Wellness plan:		40	15[8]
Percentage of leaders who attended wellness training session:		100%	73%[9]
Number of superintendent, Board letters/messages to all staff per school year:		10	15

[4, 5, 6, 7, 8, 9] See RVS Reflections at the end of this section for notes.

** 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 – Continued

	Target	Result
Number of visits by executive members to schools per school year:	300	418
Percentage of readership of RVS staff newsletters (The Narrative):	40%	43%
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	N/A	36

RVS Reflections:

1. Historically the number of people choosing to complete an exit interview varies greatly from year to year.

2. Most of the recommended initiatives have already been implemented. Other recommendations are cost prohibitive.

3. The current survey has lost traction in year three of the same survey, contributing to a low participation rate. An updated, RVS-personalized survey should be implemented.

4. This program was expanded in 2024 to be offered to support staff across RVS.

5. Interest in learning support teacher positions continues to attract strong teachers who understand inclusivity and want to support all students.

6. This target was set low due to the ongoing substitute teacher shortage. Additional learning sessions were offered on PL days, after school as well as during the school day when possible. Attendance indicates the value placed on the learning opportunities offered through RVS.

7. This target was also set low due to the ongoing substitute teacher shortage. These sessions include both small group and larger group sessions across the four branches of the learning department. Significant focus in both the Indigenous and English as an Additional Language (EAL) areas contributed significantly to the results.

8. Most of the recommended initiatives have already been implemented. Other recommendations are cost prohibitive within the wellness budget.

9. Training was not offered in person, resulting in lower attendance.

Bolstering Our Infrastructure

RVS continues to work toward meeting the space needs of our growing student population. We were pleased to receive approval for four new schools this year, along with additional modular units that will provide much-needed classroom space for our students.

Our facilities teams have been busy modernizing existing schools through renovation projects and redesigning learning spaces to better support today's teaching and learning approaches. Day-to-day operations remain strong with our maintenance staff completing nearly 6,000 service requests to keep our schools running smoothly.

Our technology services team continued to strive to ensure students and staff had reliable access to the digital tools they need for learning and teaching. These ongoing improvements to our technology and buildings help create environments where our students can thrive and our staff can do their best work.

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

		Target	Result
Number of new schools requested in the Capital Plan:		N/A	9
Number of new schools approved for construction by government:		N/A	4
Number of modular units requested:	New Units	N/A	27
	Relocations	N/A	1
	Wet Units	N/A	0
Number of modular units approved:	New Units	27	10
	Relocations	1	1
	Wet Units	0	0
Number of innovative spaces created to support learning:		2	3[1]
Number of renovations to modernize school facilities (over $200,000 projects excluding roof replacements):		6	7
Number of spaces re-designed to maximize flexibility of learning spaces:		5	6

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

Bolstering Our Infrastructure – Continued

		Target	Result
Number of facility service requests completed annually:		5,000	5,919[2]
Percentage of facility service requests resolved within one week:		30%	35%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:		98%	113%[3]
Percentage of IMR dollars spent on high priority deferred maintenance projects:		25%	20%
Percentage of facilities meeting RVS' building cleanliness standard when audited:		75%	80%
Percentage of service requests resolved within 48 hours:		95%	100%
Number of devices replaced annually (infrastructure and end user devices):	Infrastructure	200	368
	End user	800	1,213[4]
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:		99%	99%

RVS Reflections:

1. Spaces include an accessible washroom at Beisker Community School, accessible cooking spaces in the foods room at Heloise Lorimer School and the conversion of the stage at Springbank Middle School to a fitness area.

2. The increased amount of service requests completed is a reflection of aging infrastructure; RVS' maintenance team has done a tremendous job completing this amount of requests.

3. Unused funds from the previous year were carried over to 2024/25 and spent.

4. Additional devices were purchased to prepare for changes to Airdrie school configurations (Balancing Airdrie Student Spaces) in Sept. 2025.

Connecting With Our Community

RVS continues to strengthen its connections with local communities through meaningful partnerships and engagement opportunities.

Our collaborations with post-secondary institutions and trades partners have continued to expand with the introduction of the Career Learning Practice Guide, giving more RVS students opportunities to explore, engage and experience career-integrated activities.

RVS' Board of Trustees remain actively engaged in the community, participating in hundreds of events such as school council meetings while connecting with the public through social media channels. Our schools also continued to help connect RVS to the community, hosting many events for local groups outside of the school day.

We heard from thousands of community members through formal engagement opportunities in 2024/25; the voice of our community matters at RVS, and we look forward to even more opportunities to engage.

RVS' website and school websites continue to be a trusted source of information for the community, with all schools successfully launching their new websites in spring 2024. Information on websites continued to grow and expand thanks to RVS-grown training for all school webmasters in the 2024/25 school year, further strengthening our workforce while growing our community connections.

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

	Target	Result
Number of schools involved in dual credit programs:	7	9
Number of students participating in dual credit programs:	60	76
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	75	130
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	50%	62%
Number of new partnerships established to enhance student learning:	300	385

Connecting With Our Community – Continued

		Target	Result
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:		500	687
Number of trustee social media posts/reposts highlighting events happening in RVS schools:		500	517
Number of community use events that took place, helping to make the public more connected to schools in their community:		3,250	3,580
Number of formal Board-sponsored engagements with the community and number of responses:	Engagements Responses	5 N/A	4 3,260

Improving Our Students' Learning

Standardized Assessment Tools

	Grades	2024/25	2023/24	2022/23
Elk Island Catholic Schols (EICS) Math Assessment				
	4	60%	N/A*	N/A
	5	59%	N/A	N/A
	6	55%	N/A	N/A
	7	60%	N/A	N/A
	8	67%	N/A	N/A
	9	57%	N/A	N/A
	10	60%	N/A	N/A
	Average	60%	N/A	N/A
Benchmark Assessment System (BAS)				
	1	N/A**	56%	66%
	2	N/A	64%	60%
	3	N/A	57%	61%
	4	N/A	67%	66%
	Average	N/A	61%	63%
Math Intervention/Programming Instrument (MIPI)				
	2	N/A***	N/A	64%
	3	N/A	N/A	40%
	4	N/A	27%	29%
	5	N/A	24%	24%
	6	N/A	31%	32%
	7	N/A	27%	27%
	8	N/A	19%	18%
	9	N/A	16%	17%
	Average	N/A	24%	31%
Letter Name-Sound (LeNS)				
	1	84%	72%	80%
	2	82%	71%	83%
	Average	83%	72%	82%

* Not applicable/included this year

** Discontinued use of BAS in 2024/25; LeNS and CC3 are used instead

*** Discontinued use of MIPI in 2024/25; EICS is used instead

Improving Our Students' Learning continued

Standardized Assessment Tools	Grades	2024/25	2023/24	2022/23
Castles and Coltheart 3 (CC3)				
	1	80%	N/A*	N/A
	2	85%	88%	84%
	3	86%	74%	78%
	Average	84%	81%	81%
Alberta Numeracy Assessment				
	1	82%	80%	60%
	2	81%	78%	80%
	3	86%	85%	81%
	4	N/A	N/A	90%
	Average	83%	81%	84%
RVS Writing Assessment				
	3	58%	49%	N/A
	4	56%	N/A	N/A
	7	65%	56%	N/A
	8	68%	N/A	N/A
	9	71%	N/A	N/A
	10	68%	58%	N/A
	11	71%	N/A	N/A
	Average	65%	54%	N/A

* Not applicable/included this year

Improving Our Students' Learning continued

Other Important Performance Measures	**2024/25**	**2023/24**	**2022/23**
Students who are interested and motivated in their learning	65% – Gr. 4 – 6 25% – Gr. 10 –12	N/A	N/A
Number of in class presentations/work from Education Centre staff regarding student mental health:	570[*]	747	1,207
Number of schools implementing PBIS at 80 per cent fidelity on tiered survey:	67%[**]	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:	80%	79%	85%
Number of students engaged in unique school opportunities/ divisional programs[**]:	504	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%	81%
Number of students in dual credit/work experience/registered apprenticeship program:	351[*]	746	653

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

[**] Changed to percentage for 2024/25.

Strengthening Our Workforce

Performance Measures	2024/25	2023/24	2022/23
Percentage of teaching positions filled via pool hiring process:	N/A*	1%	66%
Percentage of staff who complete an exit interview:	24%	39%	64%
Number of actions undertaken as a direct result of exit interview results:	2	5	15
Percentage of staff who complete employee survey:	16%	20%	61%
Number of actions undertaken as a direct result of survey results:	15	12	8
Number of administrators who complete diversity training:	98%**	97	104
Percentage of positions with job description updated within the last three years and posted on myRVS:	N/A	100%	100%
Percentage of staff who remain in RVS from previous year:	98%	88%	89%
Number of changes to employment practices:	18	40	12
Percentage of employees who applied that are placed as a result of a request for transfer or self-declared surplus:	74%	N/A	N/A
Number of participants in Administrative Leadership Pool (ALP) 1, 2, 3, 4:			
ALP1	22	19	44
ALP2	15	32	18
ALP3	10	8	6
ALP4	8	9	8
Number of participants in Education Centre Leadership Development and Support Program:	40	23	35
Leadership positions filled by internal candidates:			
Education Centre positions	3	3	3
Principal positions	7	8	10
Assistant Principal positions	8	7	9
TOTAL	18	18	22
Number of focused capacity building opportunities for school leaders:	26	37	35
Number of participants in the Learning Support Teacher Development Program:	32	27	32
Number of professional learning offerings:	286	101	187
Number of participants in Learning Department professional learning sessions:	7,350	2,858	4,360

* Not applicable/included for this year.

** Changed to percentage for 2024/25.

Strengthening Our Workforce continued

Performance Measures	2024/25	2023/24	2022/23
Percentage of exit slips at centrally organized professional learning who found capacity building value in the session:	88%	95%	90%
Number of meetings throughout the year of the wellness working group:	4	6	4
Creation of wellness plan and number of actions undertaken as a direct result of plan:	15	14	N/A*
Number of leaders who attended wellness training session:	73%**	130	85
Number of superintendent, Board letters/messages to all staff per school year:	15	13	11
Number of visits by executive members to schools per school year:	418	317	334
Percentage of readership of RVS staff newsletters (The Narrative):	43%	44%	53%
Number of executive team virtual staff meetings held per school year:	N/A	1	1
Number of attendees participating in executive team virtual staff meetings:			
Live attendees	N/A	91	145
Watched the recording within two weeks	N/A	182	198
Number of meetings between Education Centre leaders with ATA representatives or support staff representatives per school year:	36	36	24

* Not applicable/included for this year.

** Changed to percentage for 2024/25.

Bolstering Our Infrastructure

Performance Measures	2024/25	2023/24	2022/23
Number of new schools requested in the Capital Plan:	9	7	15
Number of new schools approved for construction by government:	4	3	0
Number of modular units requested:			
New Units	27	22	32
Relocations	1	12	2
Wet Units	0	1	0
Number of modular units received:			
New Units	10	21	10
Relocations	1	17	2
Wet Units	0	1	0
Number of innovative spaces created to support learning:	3	0	5
Number of renovations to modernize school facilities (over $200,000 projects excluding roof replacements):	7	3	4
Number of spaces re-designed to maximize flexibility of learning spaces:	6	2	2
Number of facility service requests completed annually:	5,919	6,380	5,784
Percentage of facility service requests resolved within one week:	35%	30%	34%
Percentage of infrastructure maintenance and renewal (IMR) allocation spent annually:	113%	99%	94%
Percentage of IMR dollars spent on high priority deferred maintenance projects:	20%	32%	59%
Percentage of facilities meeting RVS' building cleanliness standard when audited:	80%	81%	98%
Percentage of IT service requests resolved within 48 hours:	100%	71%	N/A[*]
Number of infrastructure hardware and end user devices replaced annually:			
Infrastructure hardware	368	10	N/A
End user	1,213	892	N/A
Annual uptime for internet service, student information system, financial/HR enterprise system, telephones:	99%	100%	100%

[*] Not applicable/included this year.

Connecting With Our Community

Performance Measures	2024/25	2023/24	2022/23
Number of schools involved in dual credit programs:	9	10	8
Number of students participating in dual credit programs:	76	49	85
Number of opportunities schools make available for students to engage/attend programs offered by/at post-secondary institutions:	130	91	70
Percentage of teachers who had local businesses, organizations or individuals from the community contribute to student learning:	62%	61%	54%
Number of new partnerships established to enhance student learning:	385	365	356
Number of events trustees participate in such as school council meetings, community consultations, public meetings, etc.:	687	564	543
Number of trustee social media posts/reposts highlighting events happening in RVS schools:	517	565	332
Number of community use events that took place, helping to make the public more connected to schools in their community:	3,580	3,246	3,257
Number of formal Board-sponsored engagements with the community and number of responses:			
Engagements	4	5	5
Responses	3,260	4,982	2,268