

2021 - 2025 - Year 4

# Four Year Education Plan

Canadian Rockies Public Schools





## | 2021 - 2025 Four-Year Plan - Year 4

### A Learning Journey

Canadian Rockies Public Schools (CRPS) is pleased to present its 2021 - 2025 Four-Year Plan - Year 4. CRPS remains committed to creating a better world through transformational education that celebrates nature, diversity, and well-being.

At the heart of the plan are strategic initiatives towards ensuring each student thrives physically, cognitively, emotionally, socially, and spiritually. Together, these elements support the development of a child who is:

- ◆ Intellectually active
- ◆ Physically, verbally, socially, and academically competent
- ◆ Empathetic, kind, caring, and fair
- ◆ Creative and curious
- ◆ Disciplined, self-directed, and goal-oriented
- ◆ A critical thinker
- ◆ Confident
- ◆ Cared for and valued

CRPS' Board of Trustees and senior leadership are confident its Whole Child Education (right) will continue to provide a solid framework for the continued growth

and development of students and staff. CRPS looks forward to working together with its parents, partners, educational affiliates, community organizations, and local businesses in implementing the fourth year of its Four-Year Education Plan. Thank you, in advance, for your generous support and commitment to helping CRPS provide a world class education for all Bow Valley students.

Throughout the plan, strategies and performance measures have been colour coded to represent how they align to CRPS' Whole Child Education. To learn more about this approach and how it serves to inspire the hearts and minds of students, please visit CRPS' website under About Us / Whole Child Education. ■





CRPS Board of Trustees (left to right): Dale Craig, Arlene Rheaume, Luke Sunderland, Carol Picard, Brian Callaghan

## Educational Stewardship

The Education Plan for Canadian Rockies Public Schools commencing the 2024/25 school year, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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 approved the Education Plan for 2021 - 2025 - Year 4 on Jan. 24, 2024. ■

Arlene Rheaume  
Board Chair

Christopher MacPhee  
Superintendent of Schools



## About Canadian Rockies Public Schools

Canadian Rockies Public Schools (CRPS) is nestled in the pristine Bow Valley Corridor, serving K to 12 students residing in the communities of Banff, Canmore, Dead Man's Flats, Exshaw, Harvie Heights, Kananaskis, Lac Des Arcs, Lake Louise and parts of the Municipal District of Bighorn. It also provides education to students of the Stoney Nakoda First Nations by way of an Education Service Agreement and to international students from around the globe.

**Vision** - Creating a better world through transformational education that celebrates nature, diversity, and well-being.

**Mission** - Inspiring the hearts and minds of every student.

**Beliefs** - We believe student learning thrives when:

- ◆ The needs of students are recognized and come first.
- ◆ Each student's knowledge, skills, attributes, and interests are identified and developed.
- ◆ The learning environment is physically, and emotionally safe and secure.
- ◆ Opportunities are provided for challenge, discovery, action, and reflection.
- ◆ Each school, and the Division as a whole, function as a professional learning community, engaged together in ongoing learning.
- ◆ Parents are well-informed and have meaningful opportunities to participate in their child's education.
- ◆ Healthy connections exist between schools and their communities.
- ◆ Relationships between the Board, staff, students, and community model mutual respect and support.

**Learning Community** - CRPS is comprised of approximately 2,450 students, 245 staff, and seven schools:

- ◆ Elizabeth Rummel School (K - 3)
- ◆ Alpenglow School (K - 6)
- ◆ Banff Elementary School (K - 8)
- ◆ Exshaw School (K - 8)
- ◆ Lawrence Grassi Middle School (Gr. 4 - 8)
- ◆ Banff Community High School (Gr. 9 - 12)
- ◆ Canmore Collegiate High School (Gr. 9 - 12)

**Programming** - Uniquely situated in Canada's prestigious Rocky Mountains, CRPS schools invite students to take full advantage of what its learning environments have to offer:

- ◆ Flexible Learning Programs
  - Distance Education
  - Outdoor Learning Centre
  - Experiential Courses
  - Inreach
  - Outreach
- ◆ French Immersion
- ◆ French Experience (K-3)
- ◆ Outdoor Education
- ◆ Nature-Based Immersion Program (K-6)
- ◆ International Student Program



**Local Context** - Less than an hour's drive west of Calgary, the Bow Valley is blessed with a varied landscape that includes a section along the glacier-fed Bow River at the confluence of the Kananaskis River, grasslands, boreal forest and a bit of the front range of the Canadian Rockies.

Canmore is the largest community with a population of 15,990 permanent residents, according to the 2021 Census of Population, a growth of 14.3 per cent from the previous census in 2016. Of this population, 2,085 residents are between the ages of five and 19 years of age. A tourist and vacation home centre, Canmore includes 28 per cent of private dwellings inhabited by non-residents. This adds to the high cost of living with an average house price of \$1,019,090, compared to Calgary's average price of \$610,000. Average rent for a one bedroom apartment is \$1,623/month. The average income for full-time workers over the age of 15 years, is \$55,100. In its [2023 Municipal Development Plan](#), the Town of Canmore notes, "Current trends could result in a number of negative impacts including a deficiency of employees required to keep businesses open or the need for employees to travel from outside of the Bow Valley. The Town must work with residents, the business community and the development/construction industry to create housing opportunities, in order to be successful."

The Town of Banff was incorporated as a municipality in 1990 and, as such, is subject to both Municipal and National Park's legislation. Banff's population in 2021 was 8,305 - a growth of 5.8 per cent since the 2016 census. Nine hundred and 10 residents are between the ages of five to 19. The total number of private dwellings is 3,287 and the average household size is 2.3 persons. The 2021 Census indicates that 61 per cent of the population is employed in the tourism industry.

The Municipal District of Bighorn, with a total population of 1598 permanent residents, encompasses the hamlets of Harvie Heights, Dead Man's Flats, Exshaw, and Lac des Arcs. Within its borders, 285 residents are between the ages of five to 19. Exshaw is the largest community with 449 residents and a K-8 school that serves the surrounding area. ■



## Stakeholder Engagement

CRPS' Education Plans and Annual Education Results Reports are built upon Alberta's Assurance Framework and informed by the province's professional quality standards. These frameworks serve to enhance public trust and confidence by successfully supporting student and staff growth and achievement across five domains:

- ◆ Student growth and achievement
- ◆ Teaching and leading
- ◆ Learning Supports
- ◆ Governance
- ◆ Local and Societal Context

Through CRPS' initial Four-Year Plan engagement sessions, held in 2020/21, the themes of health and wellness, engaged learning, and student supports were common across all stakeholder groups. To determine if these findings were still relevant, a number of engagements were carried out in the 2023-24 school year. Activities included:

**Students:** Students participated in student voice discussions with members of CRPS' senior admin team, at their school, and completed CRPS' "Our School" survey to inform student success and well-being.

**Teachers:** Teachers were engaged in planning discussions, meetings, formal and informal

conversations, and surveys aimed at identifying their satisfaction levels, professional learning needs, and pedagogical practices.

**Administrators & Board Members:** School principals, assistant principals, central office staff, and trustees engaged in three performance data analysis sessions in early November to identify areas of strength and growth. Throughout the year they also engaged regularly in professional conversations to identify the ongoing needs of students and their school communities.

**Parents & School Councils:** CRPS families connected with each school's leadership team at school council meetings to provide feedback on school priorities, planning, and challenges. Through the Council of Councils, parents also provided feedback into CRPS' Education Plan and Annual Education Results Report.

**Ongoing Communication:** Over the course of the year, CRPS kept its stakeholders abreast of significant milestones, making use of its School Messenger platform to directly communicate with parents, and through websites to keep all stakeholders informed. ■



## | This Year's Plan

In addition to reviewing the Education Ministry's Business Plan and gathering the voice of stakeholders to inform local priorities, CRPS' education plan was informed by a historical analysis of local and provincial results as presented through CRPS' 2022-23 Annual Education Results Report (AERR).

A critical component of the Division's ongoing improvement cycle, the report reveals CRPS' success in not only maintaining but exceeding Alberta's provincial benchmarks for high school completion rates, with marked improvement in the five-year completion rates for First Nation, Métis, Inuit, and English as an Additional Language (EAL) students. Parallel to these strides, CRPS students' academic achievements mirror provincial trends, with a significant increase in Grade 6 student performances on Provincial Achievement Test. On Diploma Exams, students outperformed their provincial counterparts on eight out of ten exams at the acceptable level and six out of ten at the standard of excellence level. The report also reveals increasing parental and student satisfaction regarding welcoming and safe learning environments, access to support services, and the relevance of classroom instruction.

Student voice and active citizenship within CRPS, too, have seen a marked increase, alongside a notable rise in teacher access to professional learning resources for mental health.

In late November, CRPS' Education Leadership Team (ELT) spent a morning solidifying 15 priority actions related to advancing the division's performance in relation to health and wellness, engaged learning, and student supports.

Through a second workshop in December, the ELT then analyzed existing strategies in CRPS' current education plan alongside proposed ones, ultimately advocating to reword or amalgamate some strategies for a streamlined approach to achieve greater focus and efficiency. School administrators also identified the need to eliminate some strategies already entrenched in practices or reflected in the Teaching Effectiveness Framework (TEF), Teaching Quality Standard (TQS), Leadership Quality Standard (LQS), or Superintendent Leadership Quality Standard (SLQS). Strategies that were removed as they are embedded in practice are noted on page 16.





## Priority One: Health and Wellness

Outcome: Learning and Working Environments Support the Positive Well-Being of Staff and Students

### Strategies

- ◆ Continue the implementation of divisional and school based wellness plan, enduring alignment with AP271 Healthy School Communities and providing a continuum of supports model to address students' sense of belonging and mental well being, inclusive of anxiety, depression, and self-esteem.
- ◆ Continue the implementation of AP271 Healthy School Communities, to support active living and healthy eating.
- ◆ Work collaboratively with students, staff and other stakeholders to build and foster effective relationships.
- ◆ Foster inclusive learning environments where all learners are valued and treated with dignity and respect.
- ◆ Establish staff advocates within schools to support students, helping to ensure families and students engage with wrap around and community supports.
- ◆ Maintain, improve, and annually assess accessibility to facilities, grounds, play spaces and equipment in and around schools that support safe and healthy school communities.

### Performance Measures

- (CRPS) Percentage of teachers who indicate that they have had access to division and/or school based professional learning and resources to support positive mental health.
- (CRPS) Percentage of students who indicate that they have positive self esteem and who feel safe attending school.
- (CRPS) Percentage of students who experience anxiety and/or depression.
- (CRPS) Percentage of students who feel that their learning environment is inclusive.
- (ABEd) Welcoming, Caring, Respectful and Safe learning Environments: The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.
- (ABEd) Access to Support and Services: The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school. ■

Red = Whole Learning Approach / Blue = Whole World Perspective





## | Priority Two: Engaged Learning

Outcome: Students and Staff are Meaningfully Engaged in Their Learning

### Strategies

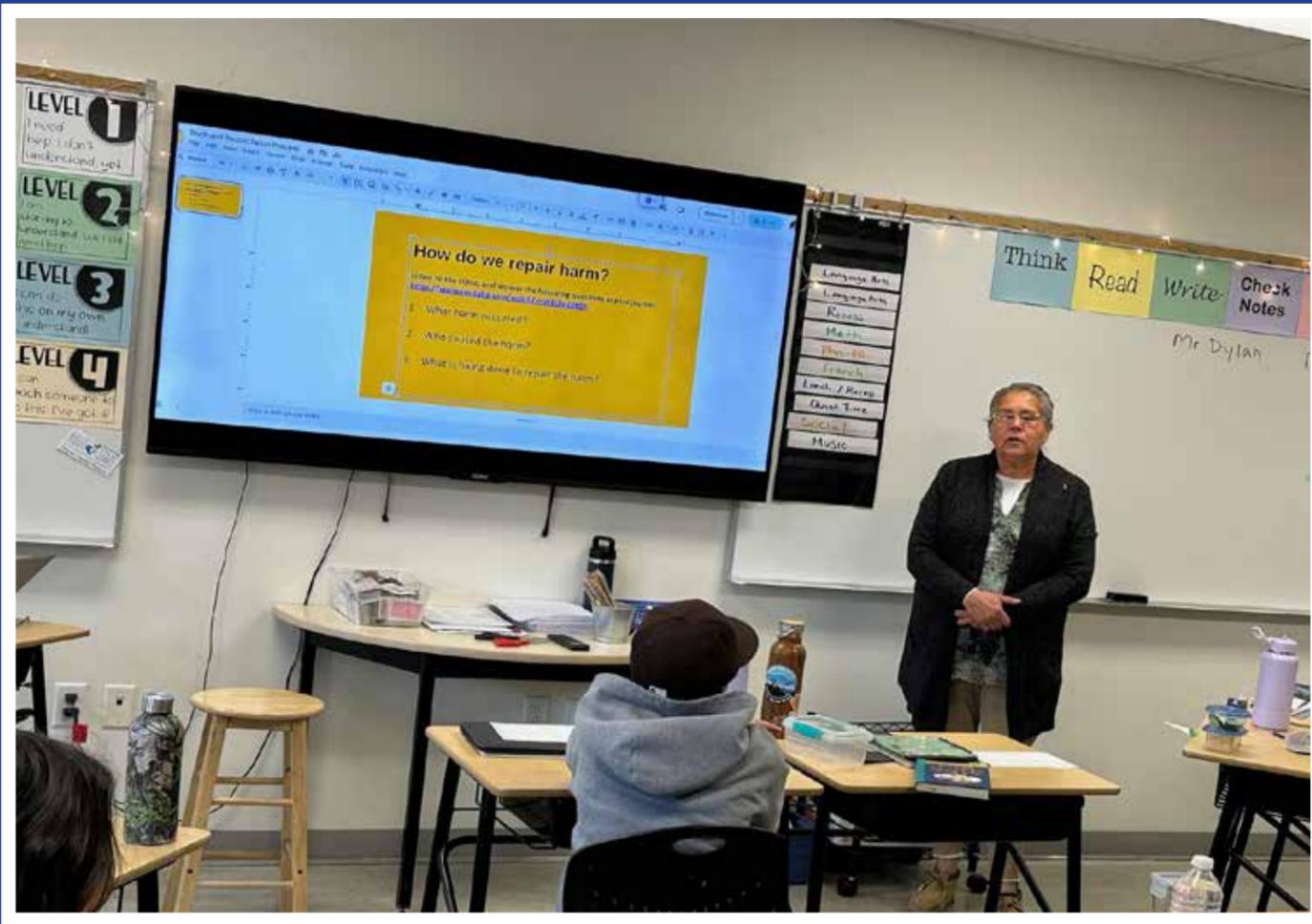
- ◆ Focus on enhancing student achievement across all subject areas, targeting student interventions in numeracy and literacy to ensure at least one year's growth.
- ◆ Continue to enhance teachers understanding and implementation of the Teaching Effectiveness Framework ensuring students are provided with authentic, relevant, experiential/hands-on learning opportunities that develop K-12 core competencies.

### Performance Measures

- (CRPS) Percentage of students who find their learning interesting and relevant.
- (CRPS) Percentage of students who indicate that they have had many opportunities to engage in real-world, experiential learning.
- (CRPS) Percentage of students who state that student voice counts in their school.
- (CRPS) Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.
- (ABEd) Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABEd) Education Quality: Percentage of teachers, parents, and students satisfied with the overall quality of basic education.
- (ABEd) Citizenship: Percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.
- (ABEd) High school completion results.
- (ABEd) Provincial Achievement Test results.
- (ABEd) Diploma examination results. ■

Orange = Whole Teacher Approach  
Blue = Whole World Perspective





## Priority Three: Student Supports

### Outcome 1: Individual Growth and Success Fostered in Every Student

#### Strategies

- ◆ Enhance teacher capacity to address the growth and success of all students, in particular English as an Additional Language (EAL) and First Nations, Métis, and Inuit students.
- ◆ Foster deep learning by developing students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths, and areas of need and set new learning goals.
- ◆ Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance their instructional leadership skill, with a specific focus on supporting teachers in the use of differentiated instruction and assessment for learning.
- ◆ Continue to engage with community partners to enhance the opportunities available through the CRPS continuum of supports and services, including wrap around services for students and families.
- ◆ Continue to promote and support involvement of parents as partners in their child's education.
- ◆ Advance mutual interests with municipalities and improve revenue generation opportunities to support student learning opportunities and withstand diverse economic conditions.



### Performance Measures

- (CRPS) Percentage of teachers who indicate that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.
- (CRPS) Percentage of teachers who indicate that they incorporate feedback loops into their instructional design including time for students to identify their next steps for learning.
- (CRPS) Percentage of students who feel that they receive meaningful feedback on their work that helps them learn.
- (CRPS) Percentage of teachers who indicate that they have been provided with opportunities to build their foundational knowledge of First Nations, Métis, and Inuit peoples.
- (CRPS) Percentage of students who indicate that they have learned about First Nations, Métis, and Inuit people in school.
- (ABEd) High school completion results for students/First Nations, Métis, and Inuit students.
- (ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students.
- (ABEd) Diploma exam results for students/First Nations, Métis, and Inuit students.
- (ABEd) Parental Involvement: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

### Outcome 2: Students are Literate and Numerate

#### Strategies

- ◆ Maintain a focus on literacy and numeracy within the instructional design process across all subject areas and across all grades as per the Teaching Quality Standard.
- ◆ Provide teachers and leaders with opportunities to engage in high quality literacy and numeracy professional learning.
- ◆ Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 12 within a collaborative response model.

### Performance Measures

- (CRPS) Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process.
- (CRPS) Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy or numeracy.
- (CRPS) Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics.
- (CRPS) Percentage of students who enter their grade with foundational literacy skills.
- (CRPS) Percentage of students who enter their grade with foundational mathematical skills (year 3).
- (ABEd) Provincial Achievement Test results for students/First Nations, Métis, and Inuit students. ■

Blue = Whole World Perspective / Orange = Whole Teacher Approach  
Red = Whole Learning Approach / Green = Whole Community Approach





## Strategies Embedded in Practice

Based on what CRPS learned from its 2022/23 Annual Education Results Report and subsequent planning process, strategies removed from the plan as they are embedded in practice are:

### Priority 2

- ◆ Continue to expand learning opportunities through the use of technology for students.

### Priority 3

- ◆ Support a continued focus on student and staff acquisition and application of foundational knowledge of First Nations, Métis, and Inuit experiences to advance reconciliation.
- ◆ Create staffing allocations within the budget that are coherent with the outcomes of the four-year education plan.
- ◆ Engage students and their families, staff, and community members in the ongoing implementation of the shared vision for student success as outlined in the four-year education plan. ■

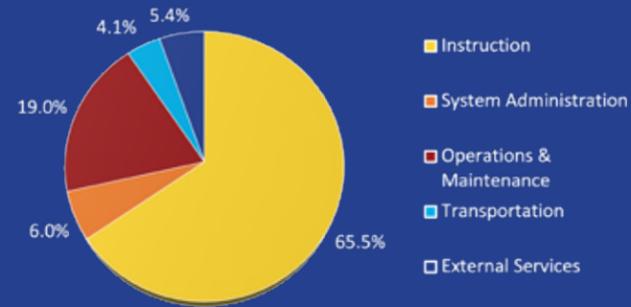


# 2024/25 Budget

CRPS is committed to providing the best education it can afford students. CRPS' 2024/25 Budget was built around five operating principles: consideration of the learning needs of all students; resource allocations are driven by CRPS' Four-Year Plan; funding allocations reflect the needs of each school; balanced expenditures with available revenues; and financial stewardship.

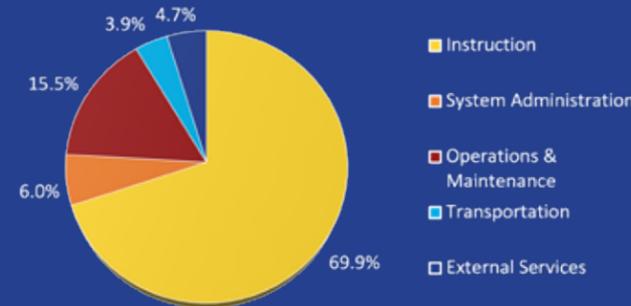
## Revenues - \$37,546,226

Instruction	\$24,585,779
Operations & Maintenance	\$7,129,073
Transportation	\$1,562,561
System Administration	\$2,257,821
External Services	\$2,010,992



## Expenditures - \$37,530,651

Instruction	\$26,235,108
Operations & Maintenance	\$5,822,273
Transportation	\$1,463,053
System Administration	\$2,254,268
External Services	\$1,755,949



# 2024/25 Capital & IMR Projects

## Capital Projects

Capital projects are selected based on the priorities of: the health and safety of students, the condition of buildings, and enrolment trends. Each year, CRPS submits its capital requests to Alberta Education for funding approval.

- Lawrence Grassi Middle School
  - ◆ Lands Development

- Canmore Collegiate High School
  - ◆ Outdoor Atrium Renovation
  - ◆ Kitchen Front End Renovation
  - ◆ School entrance retrofit
  - ◆ Mechanics Classroom Upgrade

- Elizabeth Rummel School
  - ◆ Gender Neutral Bathroom

- Banff Community High School
  - ◆ Home Economic Room Upgrade
  - ◆ Construction Room Retrofit
  - ◆ Makerspace Room Retrofit

- Outdoor Learning Centre
  - ◆ Expansion

## Infrastructure Maintenance & Renewal (IMR) Projects

IMR funding is used to preserve and improve the quality of school facilities through planned repair or replacement of major building components that are near, or have reached, the end of their life cycle.

- ◆ Banff Elementary School/Banff Community High School Boilers
- ◆ Banff Elementary School Roofing
- ◆ Banff Community High School Gym Resurface
- ◆ Canmore Community High School Roofing
- ◆ Elizabeth Rummel School Roofing and Venting
- ◆ Exshaw School Venting
- ◆ Elizabeth Rummel, Exshaw, Lawrence Grassi, Canmore Collegiate, Banff Community New Security Doors / Lock System / Wheelchair Access)
- ◆ Canmore Collegiate High School Mechanics Paint

### Notes:

- ◆ CRPS' [Budget](#) and [Capital Plan](#) is available on the Division's website under "About Us / Plans & Reports."
- ◆ Questions can be forwarded to CRPS' Treasurer / Associate Superintendent at 403.609.6072. ■





## | Our Commitment

Canadian Rockies Public Schools (CRPS) is committed to providing its communities with access to information regarding its students' achievements, as well as its operational successes and challenges. Information contained in the 2021 - 2025 Four Year Plan - Year 4 is accessible through CRPS' public website under "About Us / Plans & Reports."

School Education Plans and School Annual Results Reports are built collaboratively with each school community and its parents and will be available at the school and on school websites in the Winter. ■

### Learn More About CRPS:



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### Contact Us:

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