INDUS SCHOOL

On the track to success!

INDUS EXPRESS

INNOVATORS BY DESIGN

ROCKY VIEW SCHOOLS

October
2022

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FOUR-YEAR PLAN: INNOVATORS BY DESIGN

In RVS, we design learning so innovators…

CONNECT TO PASSIONS, INTERESTS AND PEOPLE

RVS teachers understand students have an innate curiosity and eagerness to learn. By intentionally designing learning activities that connect students to what and who they care about, teachers expand learning beyond the classroom and support students in understanding why their learning matters and how it can make a difference. Along the way, students develop creative confidence, communication and social skills, and agency in their lives.

- Students engage in real-world, hands-on learning experiences that matter to them.

- Students demonstrate ownership of their learning.

ACHIEVE THEIR POTENTIAL

RVS teachers understand that not all students learn in the same way, at the same age, to the same performance level, in all areas of study. By designing classroom instruction to address students' personal learning styles and capabilities, students develop foundational skills and core competencies to acquire, create, connect, and communicate knowledge in a variety of contexts. In partnership with parents, teachers communicate high expectations, motivating students to expand their individual potential, pursue excellence and overcome challenges.

- Students are literate, numerate and acquire core competencies.

- Students meet high expectations and learning outcomes, tailored to their individual capabilities.

NAVIGATE SUCCESSFULLY AS GLOBAL CITIZENS

RVS teachers understand students thrive in schools that care about the development of the whole child – physically, emotionally, socially and intellectually. Fostering learning environments that value student voice, opportunity, fairness, compassion, citizenship, choice and diversity, teachers instill a sense of belonging, building empathy, resilience and the desire in students to take an active role in their community, and work with others to make the planet more equal, fair, vibrant and sustainable.

- Students are healthy, safe, resilient and value diversity, cultures and traditions.

- Students make a positive difference in their life, school, community and the world.

To achieve our plan, we will focus on:

- **Student engagement:** Enhance and measure student voice in the co-construction of their learning.

- **Inclusion:** Refine and implement an inclusive framework to ensure all students are equally valued, safe and have their diverse needs met.

- **Instructional practices:** Align pedagogical approaches to ensure instruction is relevant and meaningful for all students.

- **Make learning visible:** Enhance the visibility of all students' learning journey and growth.

SCHOOL ADMINISTRATION MESSAGE

To achieve our Four-Year Plan, Innovators by Design, our threefold school focus is on increasing student achievement, strengthening our positive school culture, and utilizing digital portfolios to develop students' metacognitive skills while making their learning visible to parents. As we focus on the three priorities outlined herein, we hope to see our students blossoming, each to their own potential.

We will increase student achievement through effective benchmark assessment of student needs, particularly in the areas of literacy and numeracy. In September 2022, Indus teachers began using **CC3 (**Castles and Coltheart Reading Test 3), the **LeNS** (Letter Name and Sound test), the **Alberta Numeracy Assessment** the **MIPI** (Math Intervention/Programming Instrument) and the **Fountas & Pinnell Reading BAS** (Benchmark Assessment System). These assessment results provide more than just data for our teachers — they inform teaching practice and drive learning forward. At Indus School, teachers are lifelong learners who continually refine their skills as they seek to meet the needs of all students. Our professional learning plan for 2022-23 will support teachers as they continue building their capacity for utilizing a variety of differentiation strategies and planning lessons and units with the principles of Universal Design for Learning (UDL) in mind.

A tremendous source of pride among Indus School Staff is our incredibly positive school culture. We look forward to maintaining and strengthening the safe, caring, welcoming and inclusive reputation of our school by implementing Positive Behavioral Interventions and Supports (PBIS) around three key concepts: **Respect, Responsible** and **Safe.**

This year, we will continue in our quest to make students' learning visible to parents by improving and enhancing our use of the digital portfolio tool, **myBlueprint**, at all grade levels. By using **myBlueprint** on a more regular basis, teachers have already noticed that this tool provides an outstanding opportunity to teach effective reflection skills and, consequently, our students of all ages are building their metacognitive skills. As well, by looking at the assignments and reflections that are posted in **myBlueprint**, parents can develop a more meaningful understanding of their children's learning and build connections with them by discussing the material posted in **myBlueprint.**

We invite you to explore the information in our 2022-23 School Workbook. Thank you to the committed professionals who work at Indus School and to our incredibly supportive school community. It is because of your support and dedication that we can guide our students *On the Track to Success.*

E Kane	
Liz Kane, Assistant Principal	Chael Wyper, Principal

SCHOOL PROFILE

Principal: M.G. Wyper **Assistant Principal:** E. Kane **Website:** indus.rockyview.ab.ca	**Mission:** The purpose of Indus School is to build in students a multifaceted personal foundation to carry them successfully through life. **Beliefs:** All members of the Indus School Community will work to ensure all learners have access to high quality educational opportunities. As such: **Everyone has the right** • to a safe, caring, and welcoming environment; • to learn; • to develop his or her own unique personality. **It is everyone's responsibility:** • to be engaged and participatory in learning; • to be considerate of the needs of others; • to be focused on growth and success; • to be thoughtful and reflective; • to be supportive of others; • to be positive influences; • to be appreciative; • to be respectful; • to be tolerant; • to be kind.

Total number of:	**Grades Served:**
Teachers: 13 Support Staff: 8.4 Students: 199	**K - 9**

Percentage of students:	**Unique features of our school?**

• identified with specialized or exceptional needs: 14.5%
• who are English Language Learners: 2.5%
• who self-declare as First Nations, Inuit, or Metis: 5%
• students scoring *Meeting Expectations* or *Exceeds Expectations* on the Fountas and Pinnell reading Benchmark Assessment:
   ○ Grade 1: TBD
   ○ Grade 2: 78%
   ○ Grade 3: 81%
   ○ Grade 4: 72%
   ○ Grade 5: 100%
   ○ Grade 6: 87%
   ○ Grade 7: 78%
   ○ Grade 8: 56%
   ○ Grade 9: 65%
	• One class at each grade
	• Continuity of staff: we have staff members who have been at Indus for as many as 20 years, and one who is just starting this year, but the staff average is10.2 years
	• Wetland observation deck
	• Functioning Aquaponics Centre for holistic science inquiry
	• Cutting edge "Makerspace"
	• 3m tall sundial
	• Model of the community grain elevator
	• Pneumatic pumpkin launcher for use on November 1
	• Close proximity to BVAS Rec Center with skating rink, commercial kitchen, curling rinks, and a town hall

• Students identified as "Not At-Risk" on the Alberta Education Numeracy Screening test: o Grade 1: 79% o Grade 2: 57% o Grade 3: 89% • students identified as "Do Not Require Attention" on MIPI (Math Intervention/Programming Instrument): o Grade 4: 40 % o Grade 5: 12.5 % o Grade 6: 54.5 % o Grade 7: 50 % o Grade 8: 35.7 % o Grade 9: 20 %	

Students Insights to guide our plans and goals for the 22-23 *year*

What do students think are some things that are going well?
- Great teachers who make learning fun with the right amount of challenge
- Options – both the subject matter and the variety of subject matter
- Extra-curricular activities: sports, noon activities (Wonderfully Whimsical Wednesdays)
- Learning support teacher and assistants
- Use of Google Classroom

What do students think could be worked on or improved?
- More clubs (eg. cheer, chess, etc.)
- More pictures on social media (but only flattering ones)
- More "hands-on" activities in some classes
- Ensuring marks are entered into PowerSchool in a timely manner

In response to what students think, what actions could our school take to do better?
- Additional clubs, where sponsor capacity and scheduling permit
- Increase social media presence with contributions from all staff members
- Reflect on teaching practices in all classes, looking for "hands-on" opportunities where appropriate
- Ensure teachers are entering marks into PowerSchool in a timely manner

Parents Insights to guide our plans and goals for the 22-23 year

What do parents think are some things that are going well?
- Great teachers
- Strong academic program
- Strong Health/Self-care program

- Variety in option classes
- Positive School Atmosphere

What do parents think could be worked on or improved?
- Increased explanation of how to use PowerSchool
- Increased parent involvement in MyBlueprint

In response to what parents think what are actions could our school take to do better?
- Ensure all parents receive information and tutorials regarding the use of PowerSchool
- Increase posting (and notifications) of artifacts and reflections in MyBlueprint

Staff Insights to guide our plans and goals for the 22-23 year

What do staff think are some things that are going well?
- Positive School Culture: student council, fun interclass competitions, assemblies, teams, clubs, etc.
- Student choice in assignments and projects
- Class-developed rubrics
- Multiple modalities when instructing
- Postings to social media and MyBlueprint
- Learning support – in-class and in support room
- Staff flexibility in operations and lessons
- Support from RVS specialists

What do staff think could be worked on or improved?
- Programming for ELL students
- Ensuring all student programming is appropriate for their level
- Some students lack specific skills related to group work
- Some students struggle to use class working time effectively
- Return to public exhibitions of learning (on hiatus during Covid)
- Streamlining MyBlueprint posting process
- Increased social media presence

In response to what staff think, what actions could our school take to do better?
- Draw on external expertise to provide PL around ELL students
- Provide direct instruction on group and independent work skills
- Provide staff with professional learning about extension activities
- Develop a workflow that will streamline the myBlueprint posting process

RVS Four Year Plan Survey Results

<u>Indus School Results</u>

Methodology for determining significant difference from the RVS norm.

1. Add the results for *Always* and *Usually* (these terms both indicate overall satisfaction)

2. Compare these new numbers between Indus School and RVS

3. Any question on which the difference is greater than 10% is listed below

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What does the survey indicate is going well? >10% above RVS norm
- Students
    a. Learning is fun (3-5)

- Parents
    a. My child has opportunities to be creative
    b. My child demonstrates ownership for their learning
    c. My child has opportunities to demonstrate their learning in different ways
    d. My child feels successful at school
    e. My child can express themselves through writing
    f. My child learns through reading
    g. My child sets goals for their learning at school
    h. Our students are able to get help with learning at school when they need it
    i. My child is provided opportunities to learn about global diversity and world views
    j. My child is taught the components of self-care to support a healthy lifestyle
    k. My child is provided opportunities to contribute positively to their school and/or community
    l. My child is taught the skills to view and critically analyze multiple perspectives
    m. My child is provided opportunities to be involved in volunteer activities and community service projects
    n. My child realizes the impact of their participation in social media

- Staff
    a. Our students have opportunities to be creative
    b. Our students are able to get help with learning at school when they need it
    c. Our students work with their teachers to set goals for their learning

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What does the survey indicate could be worked on or improved? >10% less than RVS norm
- Students
    a. I create things to show what I know (3-5)
    b. I have opportunities to make choices in my learning (6-9)
    c. I think about the different ways I can learn (3-5)
    d. I can use my numeracy/math skills to solve problems in a variety of ways (3-5)
    e. I can overcome obstacles and challenges (6-9)

- Parents
    a. People of all cultures, identities and backgrounds are accepted and valued at my child's school

- Staff
  a. People of all cultures, identities and backgrounds are accepted and valued at our school

In response to the survey we can:
- Investigate how we can enhance the sense of acceptance and being valued in people with diverse background
- Continue in our plan to enhance instructional practice through the framework of Universal Design for Learning
- Continue to support students in developing a mindset that will help them to overcome obstacles and challenges

RVS Assurance Model

	Data Source	2020/21
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool Attendance Data	47 %
Percentage of students excessively absent due to health matters.	PowerSchool Attendance Data	22 %
Percentage of student conflict incidents reported.	PowerSchool Discipline Portal	0 %
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	88%
Fidelity percentage achieved for Tier 1 PBIS by the school	Tiered Fidelity Inventory by Learning Support Specialist	N/A
Percentage of students who document and reflect on their learning.	myBlueprint Participation Stats	94%
Percentage of teachers who report that in the past three to five years the professional development and in-serving received from the school authority has been focused, systematic and contributed significantly to their ongoing growth.	Alberta Education Assurance Measures	76%

Alberta Education Assurance Measures Results

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Indus School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	83.4	83.0	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	87.0	89.1	89.5	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	67.2	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	21.9	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.5	93.5	95.5	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	93.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	86.8	89.9	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	90.0	87.9	87.1	78.8	79.5	81.5	Very High	Maintained	Excellent

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Based on the data above, what do you think is going well?
- High overall satisfaction levels in all measured categories:
  - Citizenship
  - Education Quality
  - Parental Involvement

Based on the data above, what do you think could be worked on or improved?
- We must endeavour to maintain our excellent results
- We will continue to focus on creating a positive environment for all students
- We will continue review and revise the ways in which we support students and their families in accessing supports and services

Based on the data above, what actions could our school take to do better?
- Continue with ongoing programing and operations
- Continue to identify students who face barriers to engagement in school and provide support to help them overcome these barriers
- Continue to focus on implementing Positive Behaviour Interventions and Supports

PROTOTYPE PLANS

Documenting and Showcasing Student Work

How Might We? Improve our students' ability to document and showcase their work.

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

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Sources of Input

- Teacher, parent and student feedback
- RVS Education Plan survey results
- Consultation with RVS learning specialists

End Goals

- use digital platforms to promote student work and provide opportunities to for students to reflect their work

PROTOTYPES

Name: Showcase Learning

Scope: Utilize a variety of formats, to document, reflect upon, and share learning

Indicator of Success:
- myBlueprint Data showing student learning
- myBlueprint student portfolios
- In person opportunities to showcase student learning to families

Description: We will continue to develop our ability to showcase student learning. Our hope is to celebrate the successes of our students and foster connections with families through this prototype.

Additionally, we would like to help students develop their ability to reflect on their work and document these reflections.

Prototype Iterations:

- What is working? Teachers in every class are facilitating student documentation of work through the myBlueprint platform. Most teachers are engaging students in reflection activities associated with their artifacts. A specific period in the Division 3 timetable has been designated as myBlueprint posting and reflection time.

- What is tricky? Time continues to be a challenge with teachers of our younger students. As the students move up through the grades, they become more proficient in uploading and reflecting on their artifacts. Initially, however, it can be extremely time consuming.

- Moving forward. All of our teachers are invested in ensuring their students regularly post artifacts to myBlueprint. Teachers of students in the younger grades have been exploring the use of parent volunteers to support students with posting their artifacts. As restrictions have lifted, we will identify opportunities for families to come into the school to view student work that has been showcased.

Winter Learnings: Parents have appreciated in person opportunities to showcase student learning. Support for younger students to utilize myBlueprint is helpful.

Spring Learnings: There have been a number of showcases for families this year including: a Math Fair, Science Fair, Grade 2 Showcase, Grade 4 Badlands Showcase and 70th Reunion. These were all very successful and well attended. We would like to continue to build on this by having more showcases next year.   myBlueprint can be challenging to have students use. Some subjects are more engaging for students to document and reflect on.

Improving Student Achievement

How Might We? Improve our students' achievement

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

Sources of Input

- Survey and In-person feedback from students, staff, and parents/guardians
- Feedback from teachers regarding successes and challenges surrounding implementation of ideas in *Teaching to Diversity: The Three Block Model*
- Connections survey
- SOSQ data

End Goals

- To increase the staff's understanding of the students with whom they work through self- assessment and subsequent planning
- To increase and enhance a variety of ways in which students can learn and show what they know through a variety of Universal Design for Learning strategies
- To foster an increased sense of belonging for students through these opportunities

PROTOTYPES

Name: Teaching to Diversity

Scope: Increase our capacity to address the diverse needs of our students

Indicator of Success: Increase in pedagogical practices related to Universal Design for Learning

Description: This year, we will engage in professional learning related to teaching to diversity and apply that learning to the classroom environment. We will spend some time working with our division teams to reflect on the impact that this is having for our students and determine next steps.

Prototype Iterations:
- This is a continuation and revision of a prototype developed last year
- Last year, our work was centered around the book *Teaching to Diversity: The Three Block Model*
- We will continue to draw on that source, but also expand our work to include other sources
- Teachers will complete classroom diversity profiles and implement various strategies as informed by these profiles

Winter Learnings: It was beneficial to utilize professional learning time to learn more about and create classroom diversity profiles. Utilizing the strategies that were identified to support our learners with diverse needs continues to be an area of focus.

Spring Learnings: It has been challenging to complete all the assessments that are required this year, however, this data has helped us to determine areas of need. As a small school, we know our students very well, which helps us to meet the diverse needs of students. Moving forward, additional time to plan for the diverse needs would be appreciated.

Positive School Environment

How Might We? How might we build an even more positive school environment?

What Priority Areas Does It Address?

Student Engagement	Inclusion	Instructional Design	Making Learning Visible

Sources of Input

- Feedback from staff
- RVS PBIS initiative
- SOSQ data
- Student, teacher, and parent RVS survey results
- Student, teacher, and parent AB ED survey results

End Goals
- To create a warm, welcoming, safe, and productive environment at Indus School

PROTOTYPES

Name: Positive Behaviour Intervention and Supports

Scope: Deepen our PBIS work by:

- Create a PBIS visual to display in the school
- Clarifying our school-wide expectations: *Safe, Responsible, Respectful*
- Teaching the school-wide expectations through age-appropriate lessons, to all students

- Continuously reinforce lessons and expectations throughout the school

Indicator of Success:

- Tiered fidelity Inventory Results
- Decrease in student incidents

Description: This year, we will continue our PBIS work by clarifying the key expectations for all students: *Safe, Responsible, Respectful.* We will explicitly teach these expectations to all students. We will also create and display a visual that will be used to teach these expectations.

Prototype Iterations:
- This is a continuation and revision of a prototype developed last year
- At the end of last year, we finalized our key expectations: *Safe, Responsible, Respectful*
- This year, we have developed the first lessons to ensure students know what *Responsible* is
- Working with learning specialists from RVS, we will continue to develop our PBIS framework, clarifying, teaching, and reinforcing expectations.

Winter Learnings: Lessons and a visuals have been developed and are in the process of being implemented. It has been challenging to keep the momentum going as we implement this across all grades in the school.

Spring Learnings: Our younger and older students enjoy getting recognized and rewarded for their positive behaviour. Staff, students and families appreciate clear school wide expectations. Engagement may have decreased slightly but having students become more involved, for example, by announcing expectations that we are focusing on, could help build engagement.

PROFESSIONAL LEARNING PLAN

Driving Questions

- How might we improve our students' ability to document and showcase their work?

- How might we improve our students' achievement?

- How might we build an even more positive school environment?

Learning Outcomes

- An ingrained, streamlined, and effective model for posting artifacts and reflections to myBlueprint

- An improvement in teachers' ability to provide excellent instruction meeting the needs of every student

- An increased ability to meet the social/emotional needs of all students by providing them with

environments that are safe, positive, and productive.

Strategies

- Exploration and implementation of UDL strategies

- Utilize a variety of data to create diversity profiles for classes

- PBIS expectation clarification and lesson development / implementation

- Re-evaluation of shared myBlueprint expectations for each division

- Networking and PL to address operational challenges related to student use of myBlueprint

BUDGET HIGHLIGHTS

	2019/20	2020/21	2021/22	2022/2023
Certificated Staff	1367789	1454413	1384359	1405839
Support Staff	441313	386936	412162	396723
Services & Supplies	118.061	72707	64710	65069
Other	0	0	0	8850
Contingency	0	0	0	
TOTAL EXPENDITURES	1927163	1914056	1861231	1867631
Student Population	233	204	200	197

SCHOOL COUNCIL REVIEW

Date of School Council Engagement: March 13th, 2023

What resonates with parents? What inspired them? • Parents shared that their children are really enjoying PBIS because they appreciate that they are getting recognized for the positive things they do • The artifacts being shared in myBlueprint are appreciated
What questions did they have? • Parents are interested in seeing data we collect about PBIS, they are interested in seeing the impact this will have on increasing desirable behaviours • Would it be possible to have a dashboard of all the apps and programs RVS uses in one spot?
What did they find tricky? • Students feel like students in division one and two get recognized for positive behaviour more than students in division three • Parents aren't always aware of what is being posted on myBlueprint and would appreciate reminders • Parents don't always remember to check things like myBlueprint, with everything that is sent, and the links to different systems in RVS, this is not something all parents remember to check
How can parents play a more active role in its implementation? • Providing families with questions in advance of group workbook consultations could help parents provide more feedback, and more meaningful

This School Workbook was made in keeping with RVS planning norms and the advice and participation of students, staff, and parents.

October 14, 2022

Principal Signature   **Date**

Representing our school's parent body, members of the parent body played an active role in the development of the School Workbook.

Strongly agree	Agree	Do not agree

School Council Chair Signature   **Date -** May 18th, 2023