

Exshaw School 2019 - 20

Annual Report (2018/2019) and Education Plan (2019-2022)



Vision, Mission, Motto

Vision:

To inspire and motivate the whole child as a lifelong learner in a professional and caring environment

Mission:

Learning Together for Student Success

Beliefs:

We Believe

- All students are capable of success and that success is measured in many ways.



School Profile

School Community:

Exshaw School is a kindergarten to grade 8 school located in the community of Exshaw, Alberta. Our students come from the community of Exshaw and the nearby Stoney First Nations Reserve of Morley. 198 students attend Exshaw School with 99% identifying as Indigenous.



School Profile Continued

All of our Indigenous students come from three of the Stoney bands; Bearspaw, Chiniki and Wesley.

One of the opportunities that we have noticed in the last three - five years is that students transfer frequently back and forth between the Morley schools and Exshaw school.

Many times, students continue on from Exshaw School to Canmore Collegiate High School.



School Profile

Our Staff

Teaching Staff 18.5 FTE

Administrative Assistant 1.0 FTE

Family School Liaison Social Worker 1.0 FTE

Librarian Technician 0.6 FTE

Housekeeper 0.6 FTE



Educational Assistants 8.0 FTE

Lunchroom Cook 1.0 FTE

Lunchroom Supervisors 2.0 FTE

Custodian 1.0 FTE



School Profile

- Daily physical education for all students taught by physical education specialists
- Strong focus on experiential, outdoor, and cultural learning opportunities using Elders, Knowledge Keepers and the Outdoor Learning Centre
- Music instruction for students kindergarten through grade six
- Breakfast program and affordable, nutritious lunch program that is supplemented by Alberta Nutrition grant
- Universal programming on socio-emotional needs led by Exshaw School liaison worker



School Profile

- Collaboration time built into teachers' schedules weekly to ensure that they collaborate
- Success teacher supporting transitions of students to high school and building connections with peers throughout the district
- Reading Teacher, Literacy and Numeracy Support Teacher and Learning Support Teacher to support student needs
- Teacher timetabling maximized to ensure that students are supported in every possible time frame by qualified professionals
- Elders support attendance by connecting with families whose attendance is less than 75% to discuss barriers and offer supports in collaboration with school



School Profile

- CTF Options for junior high students are based on students' preferences (art, music, coding, outdoor pursuits, skiing)
- Student voice has been echoed through the choice of clubs: sports (volleyball, basketball, cross country running, track and field), art, beading, drumming, cooking, spirit
- School wide focus of formative assessment to improve teacher practice thus directly impacting student growth



School Profile APORI Results 2018/2019

Measure Category	Measure	Exshaw 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
Safe and Caring Schools	Safe and Caring	61.9	67.5	69.4	89.0	89.0	89.3	Very Low	Maintained	Concern
Student Learning Opportunities	Program of Studies	59.1	62.5	65.9	82.2	81.8	81.9	Very Low	Maintained	Concern
	Education Quality	76.9	78.6	75.8	90.2	90.0	90.1	Very Low	Maintained	Concern
	Drop Out Rate	*	*	n/a	2.6	2.3	2.9	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	7.4	32.1	21.3	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	0.0	2.4	1.2	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	93.3	73.3	72.6	83.0	82.4	82.6	Very High	Improved	Excellent
	Citizenship	67.0	64.4	68.1	82.9	83.0	83.5	Low	Maintained	Issue
Parental Involvement	Parental Involvement	53.3	47.9	40.7	81.3	81.2	81.1	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	60.6	48.4	58.2	81.0	80.3	81.0	Very Low	Maintained	Concern

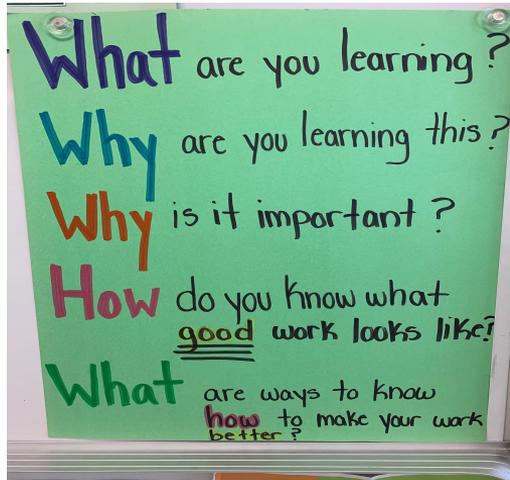
2018/2019 APORI Results Overview

- Substantial increase in continuous improvement (previous year 48.4 - current result 60.6)
- Substantial increase in work preparation (previous year 73.3 - current result 93.3)
- Increase in parental involvement (previous year 47.9 - current result 53.3)
- Increase in citizenship (previous year 64.4 - current result 67.0)



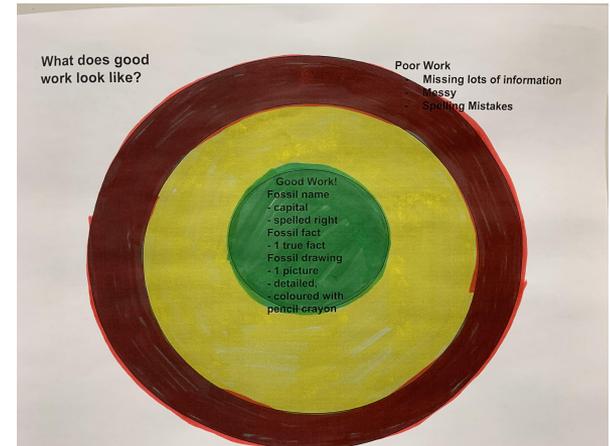
Overview Continued

- Exshaw School continues to have an emphasis on having the greatest number possible of students writing PATs as possible. As staff teams, we analyze the results and determine areas of focus that need improvement. Time was given during staff meetings to discuss and look at key strategies aligned with district goals. Formative assessment is our big goal. All teachers are using common language within the classes (What are you learning? Why is it important? How do you know it is good work? How do you receive feedback? How do you make it better?)



Areas for Continued Focus

- To respond to a more timely delivery of servicing of students at risk, we revamped our Teacher Collaboration Time Cycle to address reading and math needs. Intervention plans reflect a systematic approach to address student needs that has immediate action plans with all members of the school team.
- Continue with Elders monthly attendance meetings to address attendance issues and challenges to removing barriers to attending



Areas of Continued Focus

- From the Tell Them From Me Survey Results, students in the junior high range voiced a decline in the education quality and the teachers expressed an increase in the education quality. We further surveyed the students to drill deep and created CTF that appealed to their learning preferences and involved students in co-creating the units of study and involved them in the iterative feedback loops
- Continue with embedding Circle of Courage in assemblies and circles within classrooms to address issues from the Tell Them From Me Survey to further promote and encourage belonging and connection among all students, staff and community
- Continue to collaborate with Nakoda Bus Lines to discuss ways to ensure safety of transportation of our students as this is an area of concern
- Continue emphasis of stronger results on the provincial achievement tests

Student speaking to accountability pillar





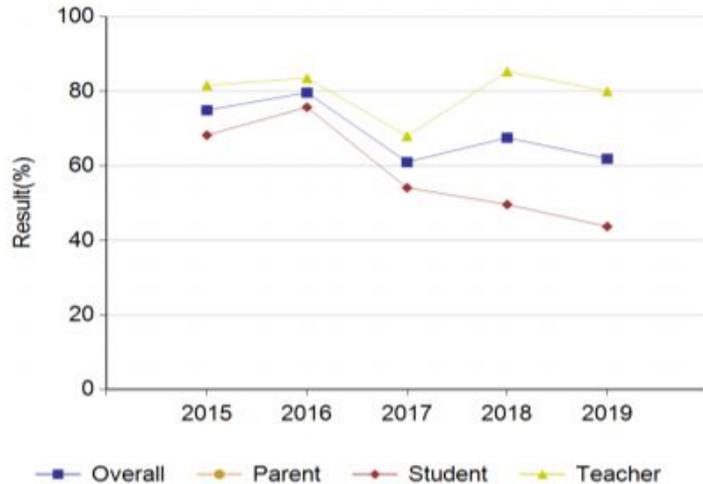
School: 5239 Exshaw School

Province: Alberta

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

Exshaw School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
69	74.9	83	79.6	78	61.0	96	67.5	67	61.9	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0

Exshaw School



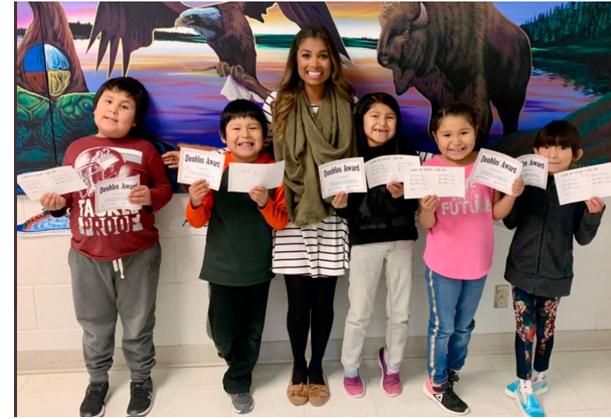
School: 5239 Exshaw School

Province: Alberta

English Language Arts 6

		Exshaw School				
		2015	2016	2017	2018	2019
Participation	Students Enrolled	15	17	22	21	17
	Students Writing	12	14	13	16	10
	Students Writing (%)	80.0	82.4	59.1	76.2	58.8
Results Based on Number Enrolled	Acceptable Standard (%)	46.7	29.4	18.2	57.1	17.6
	Standard of Excellence (%)	0.0	0.0	4.5	4.8	0.0
	Below Acceptable Standard (%)	33.3	52.9	40.9	19.0	41.2
Results Based on Number Writing	Acceptable Standard (%)	58.3	35.7	30.8	75.0	30.0
	Standard of Excellence (%)	0.0	0.0	7.7	6.3	0.0
	Below Acceptable Standard (%)	41.7	64.3	69.2	25.0	70.0

Highlights from Exshaw School



Highlights from Exshaw School

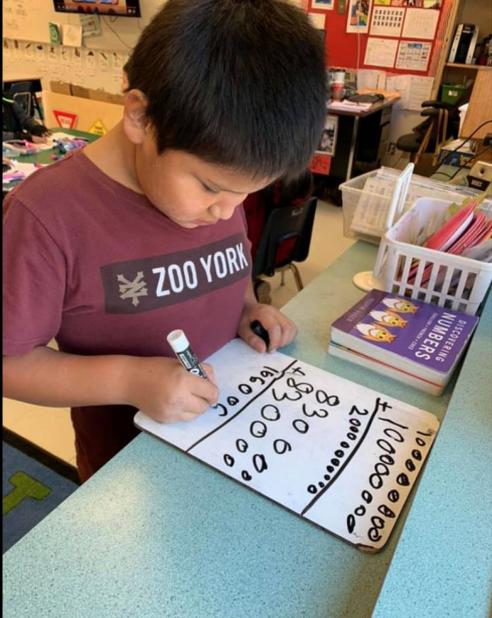


School: 5239 Exshaw School

Province: Alberta

Mathematics 6

		Exshaw School				
		2015	2016	2017	2018	2019
Participation	Students Enrolled	15	17	22	21	17
	Students Writing	12	11	14	15	12
	Students Writing (%)	80.0	64.7	63.6	71.4	70.6
Results Based on Number Enrolled	Acceptable Standard (%)	26.7	17.6	9.1	28.6	0.0
	Standard of Excellence (%)	0.0	0.0	0.0	0.0	0.0
	Below Acceptable Standard (%)	53.3	47.1	54.5	42.9	70.6
Results Based on Number Writing	Acceptable Standard (%)	33.3	27.3	14.3	40.0	0.0
	Standard of Excellence (%)	0.0	0.0	0.0	0.0	0.0
	Below Acceptable Standard (%)	66.7	72.7	85.7	60.0	100.0



School: 5239 Exshaw School

Province: Alberta

Science 6

		Exshaw School			Alberta		
		2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg	2015 - 2017 Avg	2016 - 2018 Avg	2017 - 2019 Avg
Participation	Students Enrolled	19	22	20	48,180	49,520	51,966
	Students Writing	11	15	14	43,460	44,772	47,006
	Students Writing (%)	59.5	70.0	68.2	90.2	90.4	90.4
Results Based on Number Enrolled	Acceptable Standards (%)	17.9	21.2	16.1	77.1	77.9	77.8
	Standard of Excellence (%)	0.0	2.4	1.6	27.1	28.9	29.4
	Below Acceptable Standard (%)	41.7	48.8	52.1	13.1	12.5	12.7
Results Based on Number Writing	Acceptable Standards (%)	29.9	28.3	21.9	85.4	86.2	86.0
	Standard of Excellence (%)	0.0	2.9	2.0	30.1	31.9	32.5
	Below Acceptable Standard (%)	70.1	71.7	78.1	14.6	13.8	14.0

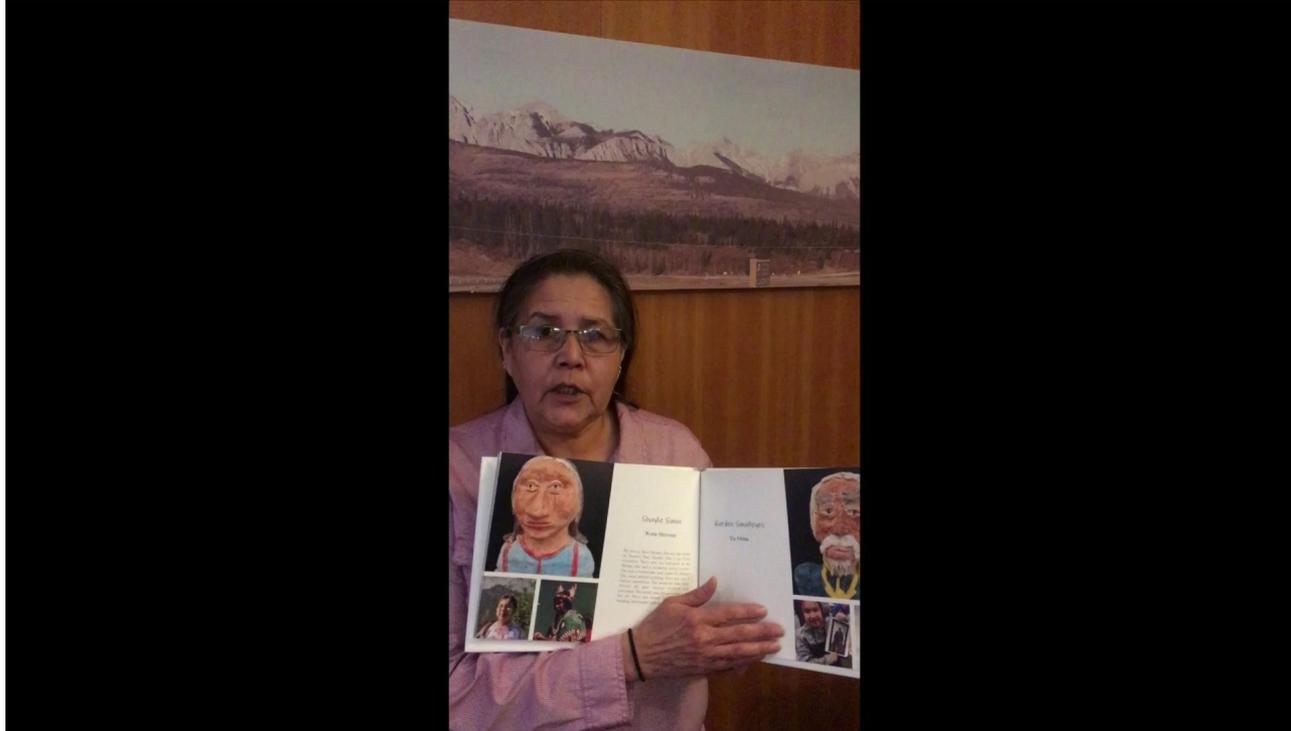
School: 5239 Exshaw School

Province: Alberta

Social Studies 6

		Exshaw School					Alberta				
		2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Participation	Students Enrolled	15	17	22	21	17	47,503	47,522	49,485	51,525	54,802
	Students Writing	9	12	14	15	9	42,675	42,876	44,523	46,734	49,670
	Students Writing (%)	60.0	70.6	63.6	71.4	52.9	89.8	90.2	90.0	90.7	90.6
Results Based on Number Enrolled	Acceptable Standard (%)	6.7	11.8	13.6	9.5	5.9	69.8	71.4	72.9	75.1	76.2
	Standard of Excellence (%)	0.0	0.0	0.0	0.0	0.0	18.1	22.0	21.7	23.2	24.4
	Below Acceptable Standard (%)	53.3	58.8	50.0	61.9	47.1	20.1	18.8	17.1	15.6	14.4
Results Based on Number Writing	Acceptable Standard (%)	11.1	16.7	21.4	13.3	11.1	77.7	79.2	81.0	82.8	84.1
	Standard of Excellence (%)	0.0	0.0	0.0	0.0	0.0	20.1	24.4	24.1	25.6	27.0
	Below Acceptable Standard (%)	88.9	83.3	78.6	86.7	88.9	22.3	20.8	19.0	17.2	15.9

Heroes Project - Elders' Speak

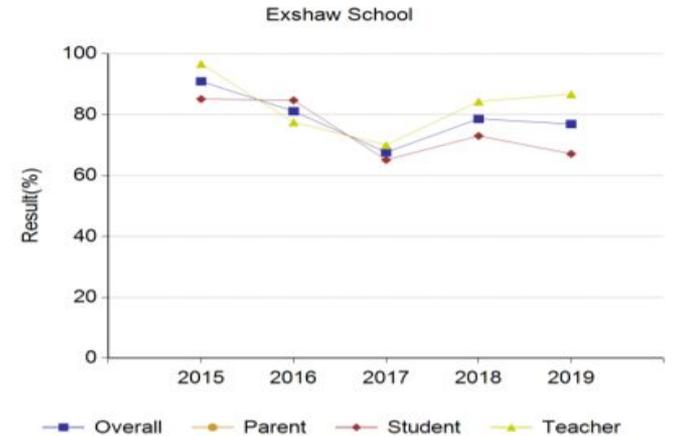


School: 5239 Exshaw School

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Exshaw School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	70	90.9	84	81.1	82	67.6	98	78.6	67	76.9	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2
Parent	n/a	n/a	1	*	1	*	3	*	4	*	32,219	85.4	33,675	86.1	32,880	86.4	35,499	86.0	35,262	86.4
Student	60	85.1	67	84.7	72	65.1	83	73.0	52	67.1	248,954	87.4	221,094	88.0	235,901	88.1	185,888	88.2	197,282	88.1
Teacher	10	96.7	17	77.5	10	70.0	15	84.3	15	86.7	28,883	95.9	30,448	96.0	31,472	95.9	32,639	95.8	33,297	96.1



B.3 Program of Studies - At Risk Students Measure History

School: 5239 Exshaw School

Province: Alberta

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

Exshaw School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
10	90.0	17	86.0	55	63.4	97	77.2	67	67.9	132,601	84.2	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7





Belonging at Exshaw School

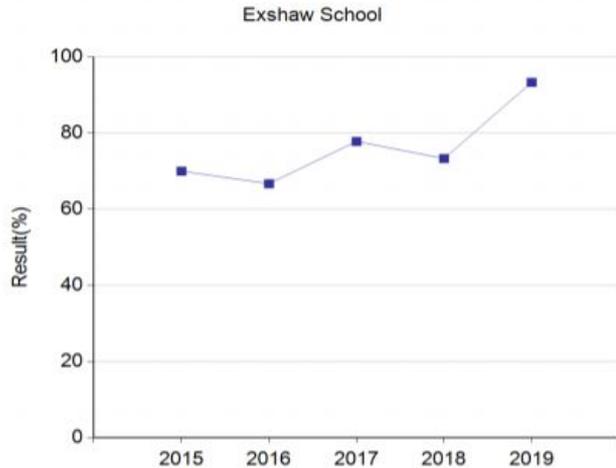


School: 5239 Exshaw School

Province: Alberta

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Exshaw School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
10	70.0	15	66.7	9	77.8	15	73.3	15	93.3	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0



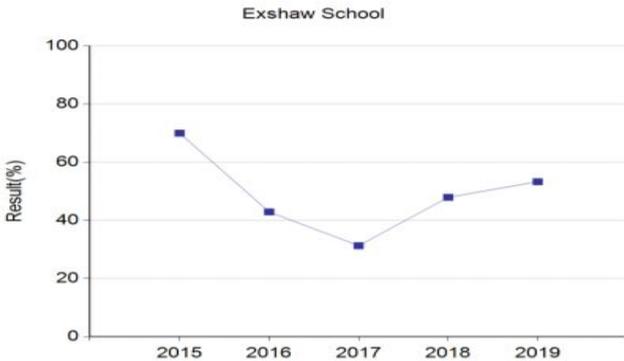
C.1 Parental Involvement History with Groups

School: 5239 Exshaw School

Province: Alberta

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Exshaw School										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	10	70.0	17	42.9	10	31.3	15	47.9	15	53.3	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3
Parent	n/a	n/a	1	*	1	*	3	*	4	*	31,919	73.4	33,351	73.5	32,505	73.9	34,998	73.4	34,944	73.6
Teacher	10	70.0	17	42.9	10	31.3	15	47.9	15	53.3	28,838	88.1	30,388	88.4	31,400	88.5	32,511	88.9	33,172	89.0



What We Heard From Parents

Parental Involvement

Our sample is too small to be registered electronically. However, anecdotally, we have a much greater number of families coming into the school, contacting administration and teachers, and reaching out to our Elders. As well, you will note that our Facebook page has grown immensely over the last four years.

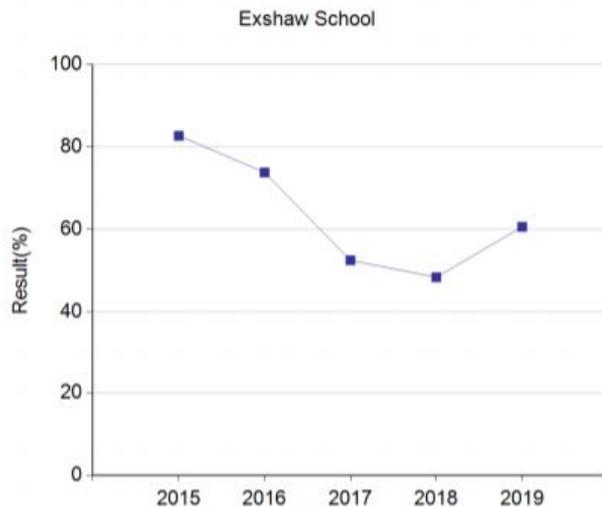


School: 5239 Exshaw School

Province: Alberta

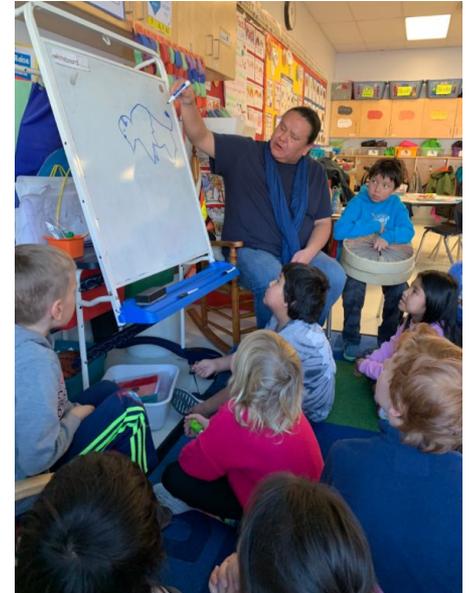
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

Exshaw School										Alberta									
2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
67	82.7	83	73.8	78	52.5	97	48.4	67	60.6	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0



Overall School Priorities 2019-2021

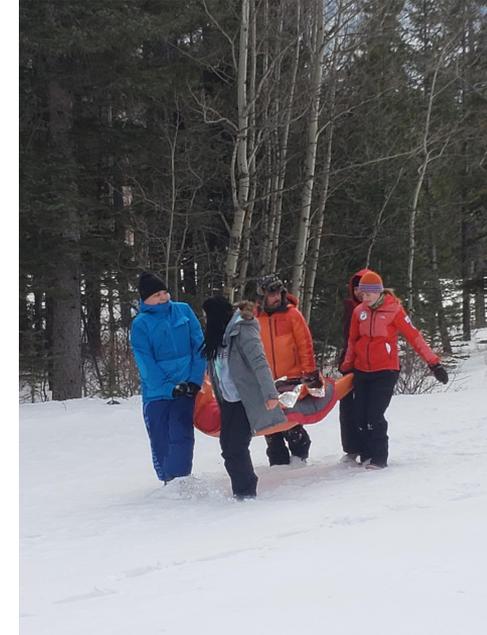
- Improving Attendance/Engagement
- Fostering Independence in our Students
- Opportunities to Embed Actions Related to Truth and Reconciliation/Culture



2019-2021 Strategies

CRPS Outcome #1: Alberta's students are successful School Strategies:

- Continue to communicate and enhance attendance policy to all students, families and staff
- Increase consultation and collaboration with students, CRPS staff, parents, Elders, and community organizations to develop sustained responses to trauma
- Develop partnership with Stoney Health Centre to embed community connections within the school once a week



CRPS Outcome #1: Alberta's students are successful

- Align all assemblies and behaviour support with themes from Circle of Courage
- Provide intentional and focussed professional learning for all staff on themes of trauma informed and culturally appropriate practices
- Provide a 4 week cycle of teacher collaboration focused on literacy, numeracy, learning support needs, formative assessment and cultural learning



2019-2021 Strategies

CRPS Outcome #2: The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated

School Strategies:

- School-based Professional Learning on how trauma affects the brain and on eliminating the achievement gap for First Nations, Metis and Inuit students
- All staff was involved in discussions regarding provincial achievement tests and identified areas of concern
- Continuation of design work facilitated by lead learners and instructional lead teacher

Grade 5s are self assessing in math. Do you know what good work looks like in math? Ask our grade fives!



CRPS Outcome #2: The achievement gap between First Nations, Metis, and Inuit students and all other students is eliminated

- Continual review of school wide scheduling to support the best use of student support
- Embedded teacher collaboration time to support teacher growth in the areas of teaching, assessment and reporting
- Increased opportunities for staff and students to develop digital literacy and collaboration skills via Google Apps for education
- Development of student voice groups: student leadership, pow wow group, drumming group
- Increased collaboration and consultation with students, families, Stoney Education Authority, Stoney Nakoda Elders, Stoney Health Centre and community groups to create learning opportunities that engage all students
- All grades have targeted time with Canadian Rockies Outdoor Learning Centre to provide experiential learning that embeds culturally appropriate learning
- Expansion of CTF opportunities for our grades seven and eight that involve cultural learning

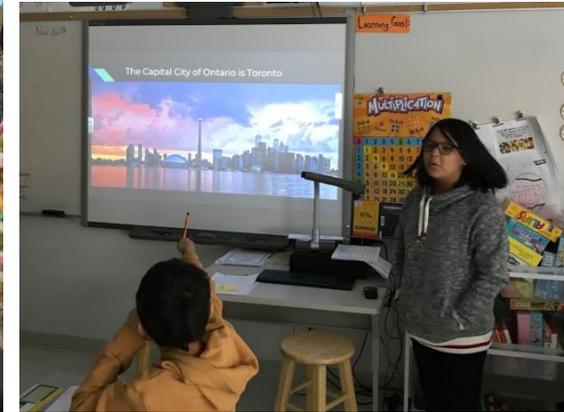
2019-2021 Strategies

CRPS Outcome #3: Alberta's education system is inclusive

School Strategies:

- Inclusion of Indigenous culture in school events and programming
- Development of connections with other peer groups within CRPS
- Students who have attendance challenges are welcomed back in the classroom through support from our in school supports such as administration, family school liaison support support, success teacher and classroom teacher

CRPS Outcome #3: Alberta's education system is inclusive



2019-2021 Strategies

CRPS Outcome #4: Alberta has excellent teachers, school authority leaders

School Strategies:

- Expansion of CTF opportunities for our grades seven and eight that involve cultural learning
- Continue to strengthen community partnerships to support our students
- Use of technology (website, Facebook) to communicate both within our school community and beyond



CRPS Outcome #4: Alberta has excellent teachers, school and school authority leaders

- Engage the resources and expertise of our local communities to enrich student learning and deepen community connections
- Actively seek student input about their educational experience: Tell Them From Me Survey, School Health Advisory Group, Student Leadership



2019-2021 Strategies

CRPS Outcome #5: The education system is well governed and managed

School Strategies:

- Actively seek parent/guardian and elder input regarding how to encourage parent involvement
- Attempt to develop a Parent Advisory Committee
- Development of a school and district School Health Advisory Group
- Continue to be involved with collaborative relationships with community agencies and services to that provide a “wrap-around” approach to support children and their families



Moving Forward 2019 - 21

- School and district focus of formative assessment to address consistent iterative feedback loops to improve student achievement
- Clear professional learning development plan to address formative assessment (administration interviewing and videoing students in all classrooms a minimum of three times this year, followed by staff meeting of analyzing assessment data, then structure of comfortable partners to analyze data)
- Reviewing of all survey data and plans to address steps forward
- A very detailed and concise cycle moving forward to address the diverse learning needs for math and reading
- School Based PD foundational understanding of trauma and appropriate teaching literacy practices for all staff

Moving Forward 2019 - 21

- Continual collaboration with Stoney Health Centre and Alberta Health Services to address whole child wellness
- Continual development of collaboration with Stoney Education Authority
- Continual utilization of greenhouse
- Continuation of Elder Attendance Committee and Greater Involvement in teaching concepts
- Embedded FNMI teachings into curriculum
- Development of a greater cross section of knowledge keepers and Elders throughout the school
- Developing peer mentors to address safety using peer mentoring (Beyond the Hurt program training to start spring 2020)

Moving Forward 2019 - 21



Moving Forward 2019-21

