



Education Plan 2021-2025

Year 2



Land Acknowledgement

Here at Exshaw School we acknowledge that our school sits on Treaty 7 territory – the ancestral and traditional land of the Stoney Nakoda Bands which include Wesley (now changed to Goodstoney), Bearspaw and Chiniki and the other Treaty 7 tribes of the Kainai, Piikani and Siksika, as well as, the Tsuu T'ina First Nations. We acknowledge the many First Nations, Métis and Inuit whose footsteps have marked these lands for generations. We are grateful for the traditional Knowledge Keepers and Elders who are with us today and those who have gone before us.

OVERVIEW

Vision, Mission, Motto

Program Offerings

Priorities:

- **Health and Wellness**
- **Engaged Learning**
- **Student Supports**



Vision, Mission, Beliefs

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.
- In mutual respect, trust and responsible citizenship in a safe and caring school culture
- In celebrating diversity
- In enhancing learning through communication and teamwork with all members of the learning community



School Profile

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. 181 students attend Exshaw School with 98.9% identifying as Indigenous. All of our Indigenous students come from all three of the Stoney bands; Bearspaw, Chiniki and Goodstoney.

The majority of our students continue on to Canmore Collegiate High School after completing grade 8.



Program Offerings

- Social emotional programming and support led by our counselor for all grades
- Success teacher supporting transitions of students to high school and building connections with peers throughout the district, attendance, and academic supports
- Strong focus on experiential, outdoor, and cultural learning opportunities
- Breakfast program and, nutritious lunch program
- Weekly Addressing Student Needs Meetings



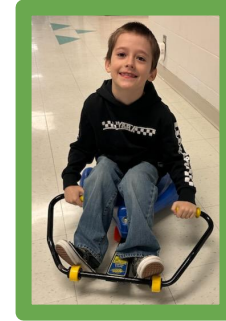
PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Continue the implementation of AP271, Healthy School Communities, to support active living and healthy eating

School Actions:

- Consistent communication through school and classroom communication to ensure all students and families are following the “choose most often” category for beverages and foods within our snacketeria and foods and/or beverages being brought from home
- All classrooms incorporated regular movement/sensory breaks during academic instruction to avoid extended periods of sitting or sedentary screen time
- Movement stations throughout the hallway to stimulate increase movement/sensory breaks



PRIORITY: Health and Wellness



PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

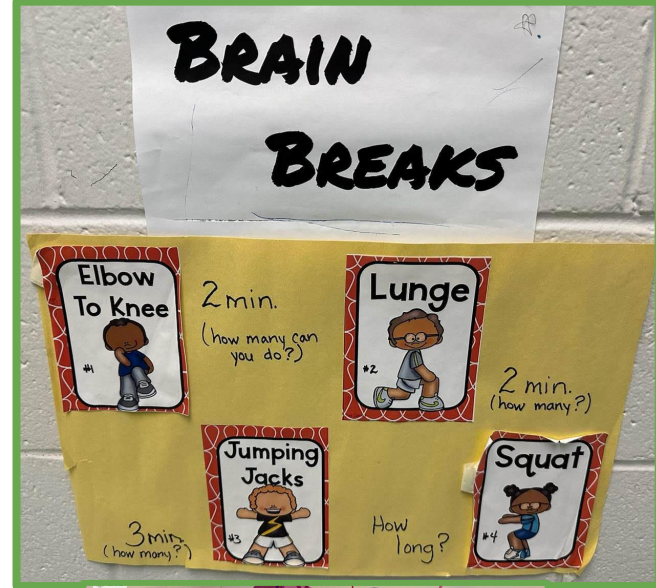
Strategy: Provide student mental health support within a [continuum of supports](#) model that addresses students' sense of belonging, anxiety, depression, and self-esteem

school Actions:

- Consistent, scheduled universal programming that embeds Circle of Courage language with Elders and Counsellor to address positive self-esteem
- Each class had a buddy class to promote and develop each student's sense of belonging and develop ways for students to interact with other classes
- Part of this work was to co create a deep understanding of self esteem by students and staff



PRIORITY: Health and Wellness



PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Strategy: Foster inclusive learning environments with high expectations for all, where all learners feel a sense of belonging and are treated with dignity and respect

School Actions:

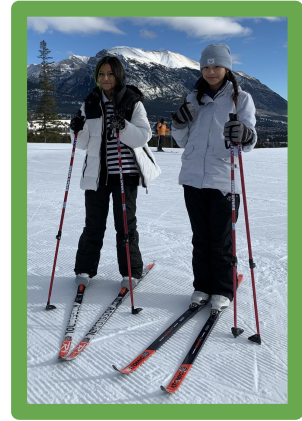
- Universal teaching on what positive self esteem looks like in school and how it translates to the classroom: Staff co-creating what it looks like in a K-2, 3-5, 6-8 classroom and consistent languaging around high expectations. What does organization look like? What does intervention look like in the classroom?
- Consistent use of [learning support team meeting referral form](#) and use of [Exshaw Continuum of Supports](#)



PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Performance Measures:



- 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.

	Agree	Disagree
Exshaw School	92%	8%
CRPS	81%	19%

PRIORITY: Health and Wellness

Outcome: Learning and working environments support the positive well-being of students and staff.

Performance Measures:

- Percentage of students who indicate that they have positive self esteem and who feel safe attending school.

	Positive Self Esteem	Feels Safe At School	
	Grades 7-8	Grades 4-6	Grades 7-8
Exshaw School	43%	53%	44%
CRPS	63%	68%	63%
Canadian Norm	77%	65%	64%



PRIORITY: Health and Wellness

Performance Measures (Cont'd)

- Percentage of students who experience anxiety and/or depression.

	Depression	Anxiety	
	Grades 7-8	Grades 4-6	Grades 7-8
Exshaw School	37%	45%	52%
CRPS	31%	28%	29%
Canadian Norm	20%	22%	24%

PRIORITY: Health and Wellness Performance Measures (Cont'd)

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
Exshaw School Grades 4-6	7/10	7.4/10	6.5/10	7.3/10
Exshaw School Grades 7-8	2.8/10	6.7/10	6.3/10	7.4/10
CRPS Grades 4-6	6.9/10	8.4/10	6.4/10	8.1/10
Canadian Norm Grades 4-6	6.4/10	8.3/10	6.5/10	8.6/10
CRPS Grades 7-12	2.3/10	6.4/10	6.3/10	7.3/10
Canadian Norm Grades 7-12	3.2/10	6.7/10	6.4/10	7.7/10

PRIORITY: Health and Wellness

Performance Measures (Cont'd):

- **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.

	Exshaw School	CRPS	Alberta Education
Overall	80.3%	82.9%	86.1%
Parents	n/a	82.2%	86.9%
Students	68.0%	72.9%	77.7%
Teachers	92.6%	93.5%	93.6%

Health and Wellness

- Student Learning Engagement: The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Exshaw School	CRPS	Alberta Education
Overall	81.9%	82.0%	85.1%
Parents	n/a	83.8%	88.7%
Students	73.8%	68.5%	71.3%
Teachers	90.0%	93.6%	95.5%

PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.

Strategy: Develop K-12 students' core *competencies* for successful learning, living and working, enabling them to be engaged citizens and to be successful in their pursuits after high school.

School Actions:

- Staff continued to ensure students address digital literacy within every classroom weekly from kindergarten through grade eight. Surveys were conducted three times a year to determine growth.
- Clear, consistent detailed professional development linked to ensuring all teachers use TEF, SVIE to develop authentic learning experiences that embed iterative feedback loops that enhance consolidation of student learning.



PRIORITY: Engaged Learning

Outcome: Students and staff are meaningfully engaged in their learning.



Priority: Engaged Learning

Performance Measures: Percentage of students who find their learning interesting and relevant.

	Relevance of Instruction	Interest and Motivation
Exshaw School	7.0/10	47% (45% of the girls and 64% of the boys)
CRPS grades 4-6	7.1/10	76%
Canadian Norms grades 4-6	8/10	86%
CRPS grades 7-12	6.1/10	29%
Canadian Norms grades 7-12	6.2/10	40%

Priority: Engaged Learning

- Percentage of students who indicate that they have had many opportunities to engage in real world, experiential learning.

	Teachers use Real World Problems			Teachers use Hands on Activities		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Exshaw School grades 7-12	74%	4%	11%	52%	7%	33%
CRPS grades 7-12	72%	10%	17%	52%	16%	32%

Priority: Engaged Learning

- Percentage of students who state that student voice counts in their school.

	x		
	Agree	Disagree	Unsure
Exshaw School grades 7-12	88%	8%	4%
CRPS grades 7-12	50%	21%	29%

Priority: Engaged Learning

- 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.

	PL opportunities are effective		Digital Citizenship is incorporated into their instruction	
	Agree	Disagree	Agree	Disagree
Exshaw School	100%	0%	85%	15%
CRPS	90%	10%	85%	15%

Priority: Engaged Learning

Performance Measures (Cont'd):

- Education Quality: percentage of teachers, parents, and students satisfied with the overall quality of basic education.

	Exshaw School	CRPS	Alberta Education
Overall	87.3%	85.7%	89.0%
Parents	N/A	80.3%	86.1%
Students	81.3%	82.9%	85.9%
Teachers	93.3%	94.1%	95.0%

Priority: Engaged Learning

Performance Measures (Cont'd):

- **Citizenship:** The percentage of teachers, parents and students who agree that students model the characteristics of active citizenship.

	Exshaw School	CRPS	Alberta Education
Overall	77.8%	76.0%	81.4%
Parents	N/A	70.8%	80.4%
Students	61.7%	64.4%	72.1%
Teachers	93.9%	92.8%	91.7%

Provincial Achievement Tests Performance Measures (Cont'd):

- (AbEd) Provincial achievement test results: **Grade 6.**

	Acceptable		Excellence	
	EXS	AB	EXS	AB
L.A.	13.6%	76.1%	0.0%	18.9%
L.A. (FI)	n/a	n/a	n/a	n/a
Math	0.0%	64.1%	0.0%	12.6%
Science	0.0%	71.5%	0.0%	23.7%
Social	4.5%	67.8%	0.0%	20.1%

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Target First Nations, Métis and Inuit student growth and success from K-12, using multiple methods, to close the achievement gap.

School Actions:

- All teachers within Exshaw School were involved in a comprehensive structure of responding to students' needs.
- All teachers ensured that screeners were performed in both literacy (Benchmark Assessment System) and numeracy (Math Intervention Programming Instrument - grades two and up).
- Teachers then used the data to determine how to program for individualized student needs.
- Teachers documented the interventions to address each need and next steps.
- As a school team (principal, learning support teacher, CRC critical thought partner and teachers) met together monthly to discuss each student and provide additional strategies for teachers to apply for each to move forward. This was documented for each student.



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Facilitate teacher and leader collaborative engagement in the ongoing collection and analysis of student evidence to improve formative assessment practices and the creation of authentic, intellectually engaging learning as per the Teaching Effectiveness Framework (2009)

School Actions:

- Exshaw School has three cycles of evidence collection rounds to analyze student evidence in October, February and April. Teachers did a pre assessment of formative assessment in October and a post assessment to determine growth in April. Student evidence and growth was collected.



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Strategy: Develop students' ability to use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set new learning goals;

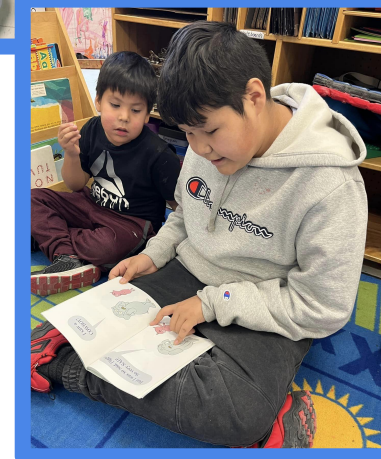
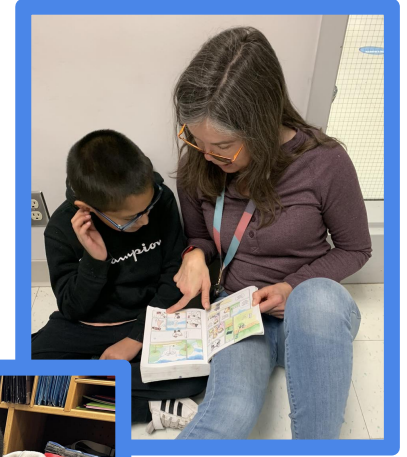
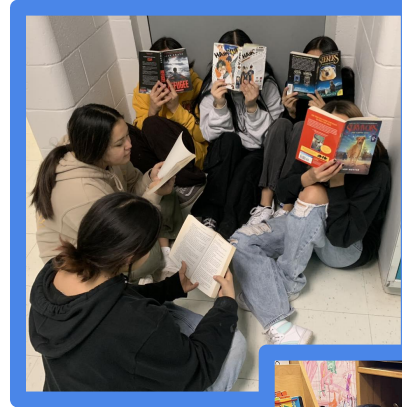
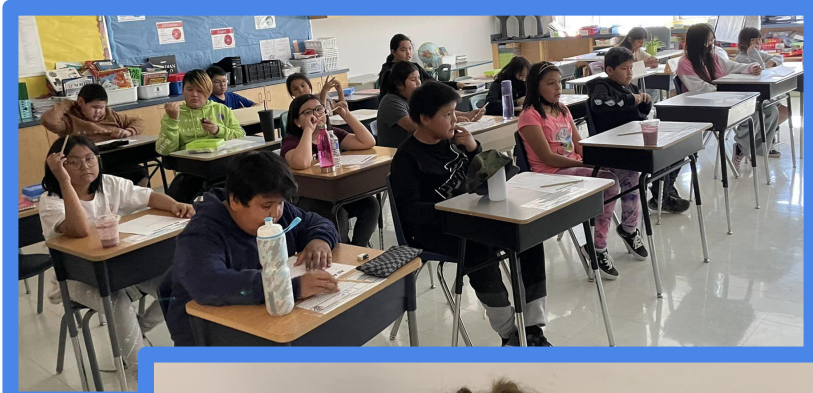
School Actions:

- Each teacher was involved in school based professional learning for formative assessment and authentic learning. Teachers received three school based professional learning led by Garfield Gini-Newman.
- Each teacher responded to each [student's needs in literacy](#) and numeracy based on needs identified in formative assessment practices by each teacher.
 - Each teacher was coached within the school in the areas of literacy and numeracy by our learning support teacher, administration and outside partners.
 - The progress of students was reviewed on a monthly basis through our responding to students' needs meetings.



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.



PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Strategy: Implement evidence-based literacy and numeracy interventions with fidelity from Kindergarten to Grade 8 within a collaborative response model

School Actions:

- Each teacher completed the **Math Intervention Programming Instrument and Benchmark Assessment System** tool on each student to determine the exact instructional level a student is at and use the evidence to program forward for the student.



PRIORITY: Student Supports

Outcome: Students are literate and numerate.



PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- Percentage of teachers who indicate that professional learning focussed on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth

	Agree	Disagree
Exshaw School	100%	0%
CRPS Teachers	90%	10%

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- 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
- Percentage of students who feel that they receive meaningful feedback on their work that helps them learn

	% teachers who indicate they incorporate feedback loops		Percentage of students who feel they receive meaningful feedback	
	Agree	Disagree	Grades 4-6	Grades 7 -12
Exshaw School	100%	0%	7.4/10 (74%)	7.3/10 (73%)
CRPS	98%	2%	7.7/10 (77%)	6.5/10 (65%)
Canadian Norm			8.3/10 (83%)	6.9/10 (69%)

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

	% teachers who indicate they have been provided with opportunities to build their foundational knowledge		Percentage of students who indicate they have learned about First nation, Metis, and Inuit people in School					
	Agree	Disagree	Grades 4-6			Grades 7 -12		
			Agree	Disagree	Unsure	Agree	Disagree	Unsure
Exshaw School	85%	15%	52%	9%	26%	37%	11%	22%
CRPS	98%	2%	77%	6%	17%	76%	11%	13%

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures (Cont'd):

- Provincial achievement test results for First Nations, Metis and Inuit Students:

	Grade 6			Grade 6		
	Acceptable			Excellence		
	Exshaw School	CRPS	AB	Exshaw School	CRPS	AB
L.A.	13.6%	10.7	58.2	0.0%	0	7.4
L.A. (FI)	n/a	-	63.7	n/a	-	6.4
Math	0.0%	0	40.3	0.0%	0	3.7
Science	0.0%	3.6	51.2	0.0%	0	9.7
Social	4.5%	3.6	46.8	0.0%	0	7.3

PRIORITY: Student Supports

Outcome: Individual growth and success is fostered for every student.

Performance Measures:

- **Parental Involvement: The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.**

	Exshaw School	CRPS	AB Ed
Overall	67.4%	71.2%	78.8%
Parents	n/a	63.4%	72.3%
Teachers	67.4%	79.0%	85.2%

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- Percentage of teachers (K-12) who indicate that literacy and numeracy are a priority within their instructional design process

	Agree	Disagree
Exshaw School	100%	0%
CRPS	90%	10%

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics (4-6)

	Math			Reading or Writing		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Exshaw School	75%	12%	13%	68%	13%	19%
CRPS	80%	6%	14%	75%	7%	18%

PRIORITY: Student Supports

Outcome: Students are literate and numerate.

Performance Measures (Cont'd):

- Percentage of students who agree that interventions and supports are available to help them in language arts and mathematics

<i>In Language Arts, Math and Science I feel..</i>	Exshaw School Grades 4-6	CRPS Grades 4-6	Canadian Norms Grades 4-6	Exshaw School Grades 7-12	CRPS Grades 7-12	Canadian Norms Grades 7-12
Challenged and Confident	45%	39%	40%	61%	68%	64%
Confident and Not Challenged	18%	32%	35%	9%	35%	19%
Not Confident and Challenged	32%	23%	18%	25%	17%	14%
Not Confident and Not Challenged	5%	6%	7%	5%	2%	2%

KINDERGARTEN Student Supports

Outcome: Students are literate and numerate.

Performance Measures:

- Percentage of students who enter their grade with foundational literacy skills.
- Percentage of students who enter their grade with foundational mathematical skills (year 2)



	% Grade 1-6 Students who enter their grade with foundational literacy skills	% Grade 1-6 Students who enter their grade with foundational mathematical skills
Exshaw School	6%	14%
CRPS	51%	Results being collected for 22/23

Next Steps: PRIORITY: Health and Wellness

- ❑ Continue universal programming from the counsellor
- ❑ Elders to provide foundational knowledge
- ❑ Wrap around supports from a wellness team to address anxiety, depression, self esteem and positive relationships
- ❑ Continue sensory regulation- bikes are available for all classes and sensory stations are set up in hallways
- ❑ Sensory Room was developed for students and is being refined
- ❑ Learning Support Referral Form will be utilized consistently
- ❑ Full time Success Teacher Will be Utilized Throughout the School to Support all Aspects of Administrative Procedure 493
- ❑ Support staff wellness initiatives



Next Steps PRIORITY: Engaged Learning

- ❑ Professional Learning, targeted balanced literacy
- ❑ Continue Student Senate
- ❑ School Spirit building- house teams
- ❑ Your Voice Matters Surveys
- ❑ Continue to Engage OLC in Land Based Learning
- ❑ Authentic learning that demonstrates all the TEF principles and Indigenous Ways of Knowing and Doing
- ❑ Continue Digital Literacy



PRIORITY: Student Supports

- ❑ **Continue, Addressing Student Needs monthly meetings and Classroom Support Plans**
- ❑ **Continue, support from Speech and Language Pathologist**
- ❑ **Continuing to enhance Stoney Language (Gr.'s 4-6 next year)**
- ❑ **Continue our work with TQS, LQS, TEF, NEIL,**
- ❑ **Continuum of Supports**
- ❑ **Continue to analyze Provincial Achievement Test results**
- ❑ **Parent engagement**

Annual Education Results Report for 2021/2022

