

2022 - 2023 Exshaw
School Year

Exshaw School ANNUAL RESULTS REPORT MANUAL

Exshaw School

Canadian Rockies Public Schools

Quality is never an accident. It is always the result of intelligent effort. ~ John Ruskin



inspiring hearts  minds

Land Acknowledgement

CRPS acknowledges that our school division sits on ancestral and traditional lands of many North American Indigenous Peoples. 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.



01

Exshaw School CONTEXT

Parent quotes: “I love Exshaw school and all of the learning opportunities about tradition that have started happening”.

“The Stoney Language lessons have been great. We also like the cultural aspects of the school”.

principal's message

Jody Keon

At Exshaw School it is a priority to ensure that learning environments are welcoming, caring, respectful, and safe. We follow the Circle of Courage philosophy, whereby Belonging, Generosity, Independence and Mastery are discussed daily and celebrated monthly.

Teachers at Exshaw School feel that they have worthwhile professional development to support them and we continue to identify and implement strategies that support student and teacher well-being.

We are fortunate to have Knowledge Keepers join us regularly to support students and staff in recognizing and addressing the learning needs of First Nations, Métis, and Inuit students as defined by the Teaching Quality Standard #5.

At Exshaw School we follow an “away for the day” policy as a way to encourage students to interact, play sports join clubs and take a break from social media. Teachers indicate that digital citizenship is routinely incorporated into their instruction.

Partnerships with the RCMP, Iyarhe Nakoda Youth Outreach Program, Spirit North, promote family and student outreach for help and support. We are focused on students’ social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready.





our mission

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

our vision

Learning Together for Student Success

our 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 Exshaw School Culture
- In celebrating diversity

In enhancing learning through communication and teamwork with all members of the learning community





school

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profile

Kindergarten to Grade 8
181 Students, 98% Indigenous fr. Mini Thni
15 Teachers
8 Support Staff



unique features

Stoney Language, Gr's K-2
Knowledge Keepers who share
authentic and relevant traditional
knowledge
Breakfast and Hot Lunch Program for
all students
Land based learning with our Outdoor
Learning Centre

assurance statement

I, Jody Keon, certify that the Exshaw School Annual Results Report for Exshaw School was developed in consultation with staff and with advice from the Exshaw School Council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.



Principal Signature



02

OVERVIEW

Parent quote: “My children are eager to go to school. They both enjoy it. It makes me feel confident about their future learning journey”.

overview of accomplishments

Priority 1: Health and Wellness

- Teachers feel that they have professional development to support them and we continue to identify and implement strategies that support student and teacher well-being.
- Teachers indicate that digital citizenship is routinely incorporated into their instruction to promote online safety for all students at home and at school.
- Free, healthy breakfast, snacks and lunch options are provided to all students

Priority 2: Engaged Learning

- 89% of Grade 4-6 students at EXS reported feeling interested and motivated to learn. This is higher than both CRPS and Canadian averages.
- The majority of students at EXS agree that their feedback is valued and used to make decisions at the school.
- 100% of teachers feel that professional learning focused on the Teaching Effectiveness Framework is effective has contributed to their ongoing professional growth.



overview of accomplishments

Priority 3: Student Supports

- 100% of Exshaw School teachers feel that they have been provided with an opportunity to build their foundational knowledge of FNMI people
- Aligned systems and structures (continuum of supports, referral forms, collaborative team meetings, student support team meetings) in order to better support students academic and social emotional needs
- P.A.T. results are trending in the upward direction in Mathematics, Language Arts and Social Studies. More students are achieving the acceptable standard



priority areas for future SEP

Priority 1: Health and Wellness

- Continue to focus on ensuring learning environments are welcoming, caring, respectful, and safe
- Focus on students' social-emotional needs, recognizing that academic catch-up can occur when students are emotionally ready
- Continue to incorporate digital citizenship into daily instruction in order to promote online safety for all students at home and at school

Priority 2: Engaged Learning

- Ensure all new teachers are engaged in a mentorship program and experienced teachers continue to hone their instructional practices based on current research
- Support Jr. High students with interest and motivation in their learning





priority areas for future SEP

Priority 3: Student Supports

- Empower teachers to design authentic and worthwhile learning experiences that embed Indigenous ways of knowing
- Engaging parents to support student learning
- Develop teacher competency within TQS 5: Applying Foundational Knowledge about First Nations, Métis and Inuit
- Focus on student achievement across all subject areas and in particular in language arts and math.

03

HEALTH AND WELLNESS

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

Local performance measure

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	100	0
CRPS	95	5

Analysis:

This data suggests that all teachers at Exshaw School feel that school based professional learning is available to support positive mental health.

local performance measure

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

Grade	Positive Self Esteem (%)	Feel Safe at Exshaw School(%)	
	Gr. 7 - 12	Gr. 4 - 6	Gr. 7 - 12
Exshaw School	37	56	31
CRPS	58	68	61
Canadian Norm	73	65	66

Analysis:

This data indicates that Exshaw School students have a lower self-esteem and do not feel safe at school in comparison to CRPS students and the Canadian Norm. We are prioritizing all the ways that we can support students with feeling a sense of belonging and safety at Exshaw School. As mentioned the Circle of Courage philosophy, is used by staff and students as it is grounded in creating a safe environment.



local performance measure

Percentage of students who experience anxiety and/or depression.

Grade	Depression (%)	Anxiety (%)	
	Gr. 7- 12	Gr. 4 - 6	Gr. 7-12
Exshaw School	48	36	56
CRPS	33	24	32
Canadian Norm	24	22	26

Analysis:

This data indicates that EXS and CRPS students experience higher rates of depression and anxiety than their peers across the country.

At Exshaw School, teachers, administrators, counsellors and specialists meet as a team monthly to discuss universal and targeted, social emotional lessons and strategies to optimize supports for students.

Local performance measure

Percentage of students who feel that their learning environment is inclusive.

	Advocate at School	Positive Teacher Student Relations	Positive Learning Climate	Expectations for Success
Exshaw School Gr. 4-6	7.1/10	7.8/10	6.4/10	7.8/10
Exshaw School Gr. 7-8	3.5/10	6/10	6/10	7.1/10
CRPS Gr. 4-6	6.4/10	7.7/10	6.1/10	7.9/10
Canadian Norm Gr. 4-6	6.4/10	8.3/10	6.9/10	8.6/10
CRPS Gr. 7-12	2.7/10	6.2/10	6.1/10	6.9/10
Canadian Norm Gr. 7-12	2.9/10	6.5/10	6.4/10	7.4/10

Analysis:

It appears that in Canada, high school students have difficulty identifying advocates within their schools. Generally, students across our division perceive similar levels of positive relationships, positive learning climate, and expectations for success. EXS students in grades 4-6 are above the Canadian norm for advocates at school, while students in grades 7-8 are also above the Canadian norm in the same category.

provincial performance measure

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	74.9	83.0	84.7
Parents	n/a	83.2	85.6
Students	57.5	73.5	76.6
Teachers	92.4	92.2	92.0

Analysis:

There seems to be a disconnect with the small sample of teachers (15 total) who strongly agree that our school is welcoming, caring, respectful and safe and student results. There were 76 students who took the survey and these results suggest that students are less inclined to feel welcomed, cared for, respected and safe. As a result of this data, a school survey was conducted “YOUR VOICE MATTERS,” whereby all students (K-8) in small groups or individually discussed what Exshaw School does well, between, Safety, Teaching and Food found on slide 20.

provincial performance measure

The percentage of teachers, parents, and students who agree that students have access to appropriate supports and services at school.

	Exshaw School (%)	CRPS (%)	Alberta Education (%)
Overall	76.3	78.9	80.6
Parents	n/a	79.5	75.7
Students	65.9	75.4	79.9
Teachers	86.7	81.9	86.2

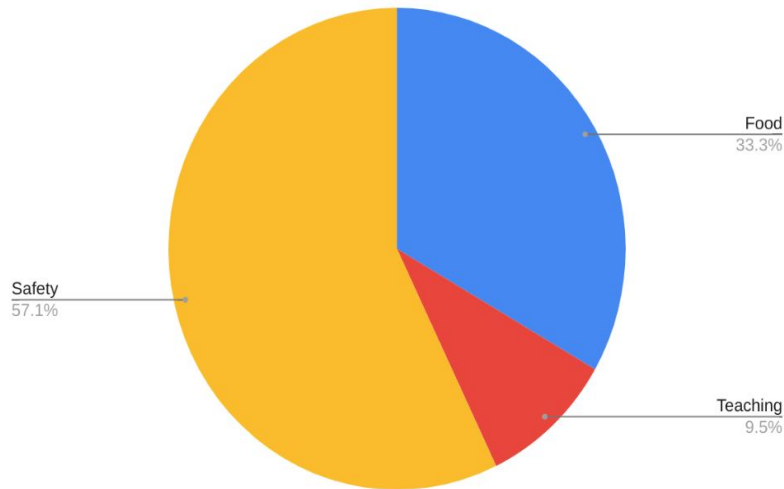
Analysis:

This data shows that although teachers are well aware of and confident in students' access to appropriate support and services, parents and students may not be aware of all of the services available. With further parent involvement we look forward to sharing the wide range of supports and services available at our school.

Exshaw School Performance measure

Exshaw School Your Voice Matters Survey

What Does the School Do Well?



Analysis:

Exshaw School conducted a YOUR VOICE MATTERS survey whereby 146 students were surveyed individually or in small groups. A large portion of students rated that safety is something that Exshaw School does well. We have had parents share that they choose to send their children to EXS as they feel it is a safe environment.

04

ENGAGED LEARNING

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

local performance measure

Percentage of Gr. 7 to 12 students who find their learning interesting and relevant.

	Teachers Use Real World Problems (%)			Teachers Use Hands-On Activities (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Exshaw School	63	7	30	46	12	42
CRPS	68	10	21	55	31	14

Analysis:

EXS scored below the CRPS measures in both use of real world problems in instruction and in incorporating hands-on activities in their lessons. There are a large number of students who are unsure what these activities look like. With our continued focus on the Teaching Effectiveness Framework (TEF), Principle 1 – Teachers are Designers of Learning and Principle 2 – Work Students are Asked to Undertake is Worth Their Time and Attention will support growth in hands-on activities and weaving real-world problems.

local performance measure

Percentage of students who indicate teachers regularly use real world problems and examples to help them learn.

	Relevance of Instruction	Interest and Motivation
Exshaw School 4-6	7.2/10	89%
Exshaw School 7-8	6.9/10	27%
CRPS Gr. 4-6	7.2/10	75%
Canadian Norm Gr. 4-6	8.0/10	86%
CRPS Gr. 7-12	6.1/10	28%
Canadian Norm Gr. 7-12	6.2/10	40%

Analysis:

Our data suggests that our students are similar to both divisional and national averages with respect to the perceived relevance of instruction to students. However, there is room for growth in developing their interest in content and their motivation to learn. In the YOUR VOICE MATTERS survey results on slide 32, this data digs further into student motivation to come to school.

local performance measure

Percentage of Gr. 7 to 12 students who indicated student feedback is valued and used to make decisions at their school.



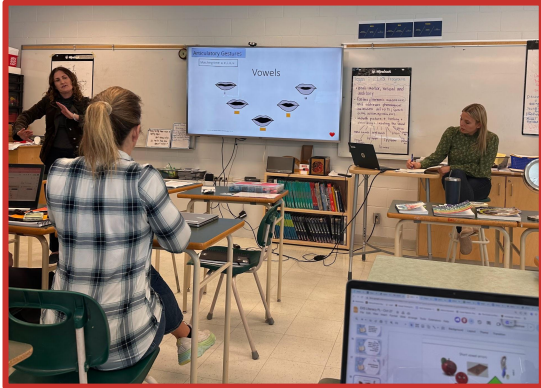
	Student Feedback is Valued (%)		
	Agree	Disagree	Unsure
Exshaw School	56	8	36
CRPS	56	18	26

Analysis:

Although students at EXS agree that their feedback is valued and used to make decisions at the school, there are many students who are unsure if or how their voice is heard. Celebrating student voice through student council, is a strategy that we are using as a school.

local performance measure

Percentage of teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.



	Agree (%)	Disagree (%)
Exshaw School	100%	0%
CRPS	87	13

Analysis:

All teachers indicated that their professional learning opportunities are effective and have contributed to their ongoing professional growth. We will continue to ask staff for feedback, and be apart of the planning for professional learning, to support their unique interests and areas of expertise.

local performance measure



Percentage of teachers who indicate that digital citizenship is routinely incorporated into their instruction.

	Agree (%)	Disagree (%)
Exshaw School	100%	0%
CRPS	79	21

Analysis:

All teachers indicated that digital citizenship is routinely incorporated into their instructional practice. This is a strength at Exshaw School, whereby teachers engage with the CRPS digital citizenship resources, shown on slide 31.

provincial performance measure

The percentage of teachers, parents, and students who agree that students are engaged in their learning.

	Exshaw School (%)	CRPS (%)	Alberta Education (%)
Overall	79.5	79.9	84.4
Parents	n/a	79.4	87.3
Students	70.7	69.3	70.9
Teachers	88.3	90.9	95.1

Analysis:

Students feel they are as engaged in their learning as their peers in CRPS. Unfortunately, we do not have parent feedback to determine how they are feeling about their students being engaged in their learning. Teachers are slightly below the provincial average and this is an area to dig into deeper, to help determine what factors might be causing disengagement.

provincial performance measure

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

	Exshaw School (%)	CRPS (%)	Alberta Education (%)
Overall	82.3	84.5	88.1
Parents	n/a	77.7	84.4
Students	82.3	83.3	85.7
Teachers	88.8	92.4	94.4

Analysis:

Students and teachers are closer to the Alberta norm in their satisfaction with the overall quality of basic education. Without parent survey data, we wonder how to ensure that parents are aware of all of the wonderful programming that is happening. We intend to hear parent voice, as much as possible, through surveys and school council meetings.

provincial performance measure

The percentage of teachers, parents, and students agree that students model the characteristics of active citizenship.

	Exshaw School (%)	CRPS (%)	Alberta Education (%)
Overall	76.4	77.2	80.3
Parents	n/a	75.7	79.4
Students	59.4	65.8	71.3
Teachers	93.3	90.0	90.3

Analysis:

There is a disparity between what students and teachers, believe in regard to active citizenship. The data collected shows that students are less likely to see themselves as active citizens than teachers.

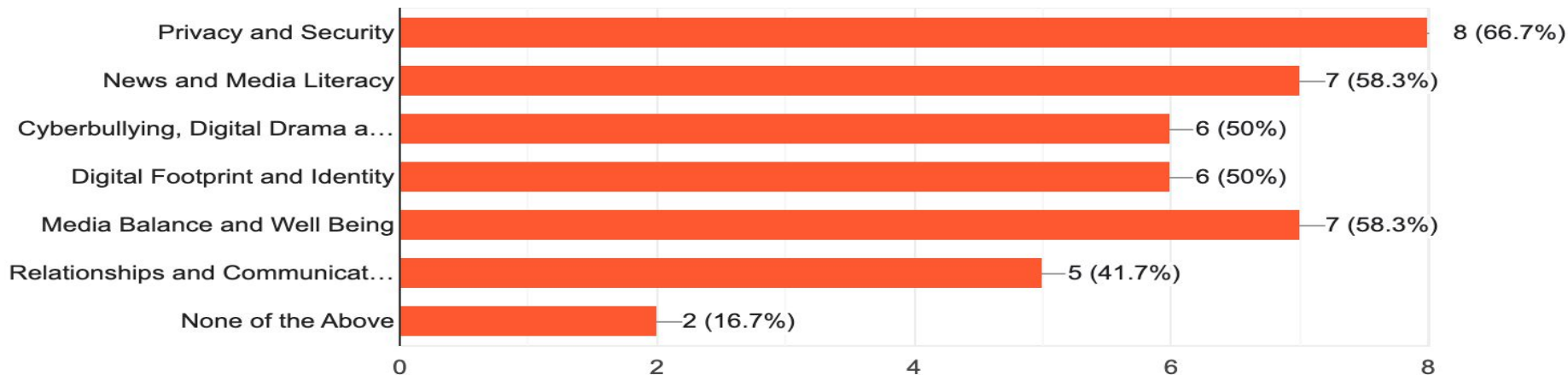
Exshaw School Performance measure

EXS Teacher Digital Citizenship Survey

I have already taught the following themes with all my students using our CRPS resources.



12 responses

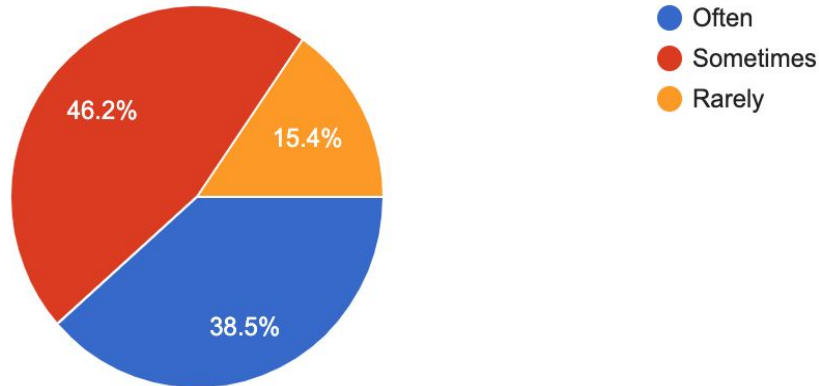


Exshaw School Performance measure

EXS Teacher Digital Citizenship Survey

I incorporate digital citizenship skills into my day-to-day tasks.

13 responses



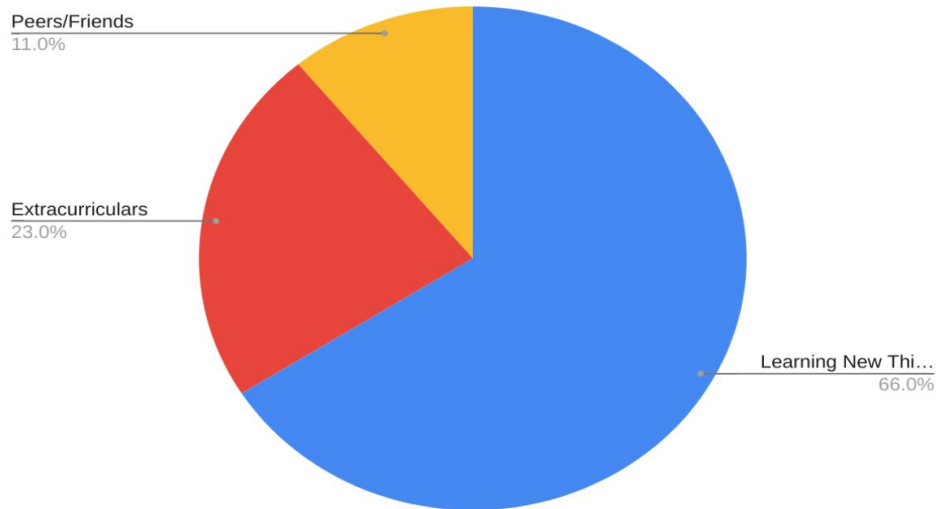
Analysis:

Staff are surveyed annually to determine how they are feeling about incorporating digital citizenship into their day-to-day tasks. 46.2% of teachers surveyed feel that they sometimes incorporate technology, and 36.5% often do.

Exshaw School Performance measure

EXS YOUR VOICE MATTERS SURVEY

Motivation to Come to School



Analysis:

This graph indicates that students rated Learning New Things in the highest rating with 66% indicated for their motivation to come to school. This was ahead of Extracurricular Activities 23%, and Peers at 11%.

05

STUDENT SUPPORTS

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

Local performance measure

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



	Agree (%)	Disagree (%)
Exshaw School	100	0
CRPS	93	7

Analysis:

All teachers are finding value in using the teaching effectiveness framework to improve their practice similar to other teachers in the Division.

local performance measure



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.

	Agree (%)	Disagree (%)
Exshaw School	100	0
CRPS	98	2

Analysis:

Teachers feel that they incorporate feedback loops into their instruction, to support students in identifying next steps.



local performance measure

Percentage of students who find the classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.

	Gr. 4 - 6	Gr. 7 - 12
Exshaw School	7.7/10	7/10
CRPS	7.8/10	6.4/10
Canadian Norm	8.3/10	6.6/10

Analysis:

This data indicates that EXS students' perception of classroom instruction closely matches the CRPS measure and is slightly below the Canadian norm for students in Gr.'s 4-6 and slightly above in Gr.'s 7-8.

local performance measure

Percentage of teachers who indicate that they have been provide the opportunity to build their foundational knowledge of First Nations, Metis, and Inuit people.



Gr. 8 students building hand drums

	Agree (%)	Disagree (%)
Exshaw School	100	0
CRPS	85	15

Analysis:

EXS teachers strongly endorse that they have been provided foundational knowledge of First Nations, Metis and Inuit people. Our Indigenous Services Coordinator, Success Teacher, Knowledge Keepers, and the Iyrahe Nakoda Youth Program regularly work with students and teachers as outlined in Teaching Quality Standard #5.

local performance measure

Percentage of students who indicate that they have learned a lot about First Nations, Metis, and Inuit people.

	Gr. 4 to 8 (%)			Gr. 7 - 12 (%)		
	Agree	Disagree	Unsure	Agree	Disagree	Unsure
Exshaw School	66	14	20	59	15	26
CRPS	80	13	6	76	13	12

Analysis:

EXS teachers strongly accredit that they have been provided foundational knowledge of First Nations, Metis and Inuit people. Our students however are below CRPS' average with indicating that they have learned a lot about First Nations Metis and Inuit people. There are many authentic lessons that are woven into lessons at EXS through Stoney Language instruction and traditional knowledge shared with our Knowledge Keepers. We intend to be more explicit with our students so they are aware of these lessons.

provincial performance measure

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

	Exshaw School (%)	CRPS (%)	Alberta Education (%)
Overall	60.8	70.8	79.1
Parents	n/a	61.4	72.5
Teachers	60.8	80.2	85.7

Analysis:

EXS teachers are below the CRPS average for satisfaction with parental involvement in their child's education, as we have not had a significant amount of parental involvement. This year we have a School Council that is slowly building and we are hopeful to increase our parent engagement.

05

STUDENT SUPPORTS

Outcome: Students are literate and numerate.

Local performance measure



Percentage of teachers who indicate that literacy and numeracy are a priority within their instructional design process.

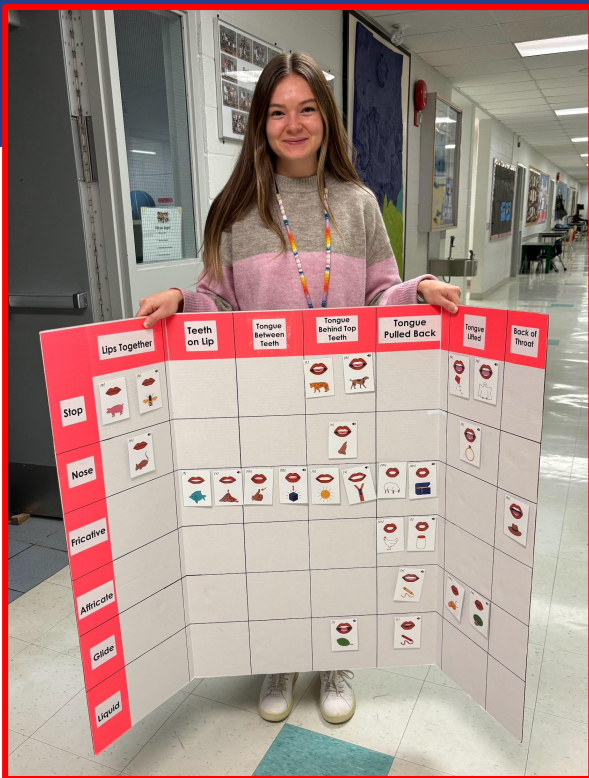
	Agree (%)	Disagree (%)
Exshaw School	92	8
CRPS	95	5

Analysis:

Teachers indicate that literacy and numeracy are priorities as they design their lessons. However, our results are slightly below the CRPS measure. Collaborative Team Meetings occur in 6 week cycles, whereby teachers collaborate and support each other with instructional strategies related to Numeracy and Literacy.

Local performance measure

Percentage of teachers who indicate that CRPS has provided the opportunity to engage in professional learning in the area of literacy and numeracy.



	Agree (%)	Disagree (%)
Exshaw School	92	8
CRPS	82	18

Analysis:

Much of the professional learning at EXS has been directed toward literacy and numeracy. The EXS average, is above the CRPS average, as we recognize as a staff that literacy and numeracy are a priority in order to close the achievement gap.

provincial performance measure

Gr. 6 Provincial Achievement Participation Rates

	Grade 6 Participation		
	Exshaw School	CRPS	AB
LA	80.0	94.1	84.2
Math	70.0	92.2	84.6
Science	0	95.5	84.2
Social	75.0	92.8	84.5

Analysis:

All students who wrote the Provincial Achievement Tests are Indigenous or Métis. The participation rate in Provincial Achievement Exams is lower than the CRPS and Provincial averages, however this participation rate for Exshaw students is higher than previous years. The timing of exams in June can conflict with Pow Wows and special events for our families and our students will write the exams if they are absent on a given day and return to school. The Gr. 6 teacher piloted the new Science curriculum and for this reason students were exempt from writing the Science P.A.T.

Provincial performance measure

Gr. 6 Provincial Achievement Test Results - Number Writing

	Acceptable (%)			Excellence (%)		
	Exshaw School	CRPS	AB	Exshaw School	CRPS	AB
LA	31.3	80.6	90.4	n/a	19.4	21.9
Math	7.1	73.8	77.4	n/a	21.3	18.8
Science	n/a	80.3	79.3	n/a	29.1	25.9
Social	13.3	64.1	78.3	n/a	20.4	21.3

Analysis:

Exshaw school is below their peers and the provincial averages in all of the core subjects. These results however are an improvement from last year, in L.A. Math and Social Studies.

provincial performance measure

Gr. 6 Provincial Achievement Test Results

Analysis:

Our participation rates in all of the Provincial Achievement Tests increased this year compared to last year. Although Exshaw School is below CRPS and the Alberta averages, we are trending upward in the acceptable standards for Language Arts, Mathematics and Social Studies.

Local performance measure

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

	EXS Gr. 4 - 6 (%)	CRPS Gr. 4 - 6 (%)	Canadian Norms Gr. 4 to 6 (%)	EXS Gr. 7 - 12 (%)	CRPS Gr. 7 - 12 (%)	Canadian Norms Gr. 7 - 12 (%)
Challenged and Confident	42	35	40	32	67	62
Confident and Not Challenged	13	36	35	19	14	17
Not Confident and Challenged	27	21	18	44	17	18
Not Confident and Not Challenged	18	8	7	5	2	3

Analysis:

42% of Exshaw School students in Gr.'s 4-6 feel challenged and confident, which is above their CRPS, peers of 35% and the Canadian Norms of 40%.

Students in Gr.'s 7 and 8 however are at 32% in the challenged and confident category, which is below the average for CRPS (67%) and the Canadian Norms of 62%

local performance measure

Percentage of students who enter their grade with foundational literacy and mathematical skills.

	Gr. 1 to 6 Literacy Skills (%)	Gr. 1 to 6 Mathematical Skills (%)
Exshaw School	6	13.6
CRPS	57	*

Analysis:

Exshaw School students are entering their grade level below their CRPS peers in foundational knowledge of literacy and numeracy. This is an area of focus for our staff, as our Professional Learning, is targeted on Literacy and Numeracy. Targeted interventions in Literacy and Numeracy are happening, along with regular team meetings to discuss strategies and supports.



