

2025 - 2026 School Year

SCHOOL EDUCATION PLAN

Exshaw School

Canadian Rockies Public Schools



principal's message

Principal Name - Craig Kestle



Exshaw School lies along the Bow River, nestled between Heart and Exshaw mountains. Exshaw School services both the Hamlet of Exshaw and the neighbouring Mînî Thnî Nation.

At Exshaw School we embrace whole child education and ensure each child's physical and emotional needs are met throughout the day. We foster a strong sense of community and well-being through our focus on the Circle of Courage: Belonging, Generosity, Independence, Mastery. The school also prioritizes the development of foundational literacy and numeracy skills, providing engaging and authentic learning opportunities designed through the lens of the Teaching Effectiveness Framework. We offer unique land based learning experiences with the support of both the Canadian Rockies Knowledge Keepers and the Outdoor Learning Centre.

The Exshaw School Annual results highlight strengths in the areas of decreasing levels of anxiety, depression and increased measures of self esteem and safety. Students strongly agree that they have access to appropriate supports and services at the school. Furthermore, students feel their feedback is valued and used to make decisions about their school.

At Exshaw school areas of further focus include parental involvement in decisions about their child's education and the school community, students planning on completing secondary education and active citizenship. Student well-being and foundational literacy and numeracy skills are ongoing areas of growth.

Learning together, Exshaw School will continue to inspire the hearts and minds of all students within the Bow Valley.

GOALS



learners are ready to learn

We recognize that learners thrive in safe, supportive, and inclusive learning environments. By infusing a variety of supports, our staff fosters a sense of belonging, promotes wellness, and nurtures social-emotional learning, ensuring learners are prepared to learn.



learners are inspired to succeed

We design real world learning experiences that ignite curiosity, collaboration, communication and critical thinking. Through thoughtful instruction and assessment practices, learners gain the confidence and skills to navigate their unique journey, turning challenges into opportunities for growth.



learners are future ready

We foster the knowledge, skills, and attitudes learners need to navigate an increasingly complex world with confidence and adaptability. Through enacting the Shared Vision of Learning, we empower learners to become engaged citizens who apply their learning to real-world situations, embrace innovation, and contribute positively to their communities.

SHARED VISION OF LEARNING

We are committed to inspiring hearts & minds. Our “Shared Vision of Learning” defines our collective beliefs about learning that guide our actions.

“In what ways will we strive to empower learners to be critical, creative thinkers, innovators, problem solvers, effective communicators and collaborators, who are globally aware, independent, responsible citizens?” We believe:



Instructional excellence and leadership are essential to ensuring each learner will flourish in our complex, exponentially changing and interconnected world.



Exemplary teachers consistently design and assess to ensure that all learners develop, create, and find joy in learning.



In and embrace the importance of whole child education in the development of each learner.



Diversity of experiences and connections in nature and community enhance learning beyond the classroom.



Positive relationships foster effective and engaging learning experiences.



Direct relationship between professional learning, personal commitment, and instructional excellence.



our vision

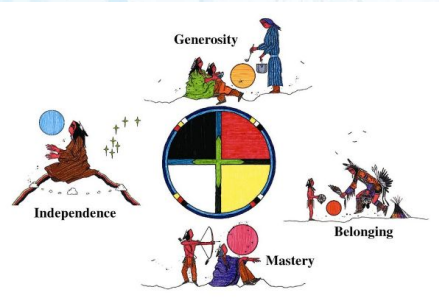
Creating a better world through transformational education that celebrates nature, diversity and well-being

our mission

Inspiring the hearts and minds of every student

our motto

Learning Together







school

Exshaw School
Craig Kestle, Principal
27 Mount Allen Dr
Exshaw, AB T0L 2C0
(403) 673 - 3656
craig.kestle@crps.ca
<https://exs.crps.ca/>



profile

Kindergarten to Grade 8
176 Students:
15 Teachers
13 Support Staff



unique features

Stoney Language: Kindergarten to Grade 5
Knowledge Keepers
Breakfast and Hot Lunch Program
Land based learning through CRPS Outdoor
Learning Centre

assurance statement

I, **Craig Kestle**, certify that the School Education Plan for **Exshaw School** was developed in consultation with staff and with advice from the school council and according to the other parameters, guidelines and expectations outlined by Canadian Rockies Public Schools.

A handwritten signature in blue ink, appearing to read 'Craig Kestle', is displayed within a white rectangular box. The signature is stylized and cursive.

Principal Signature



overview of 2024/25 accomplishments

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

- Across Grades 4- 8 there was a noted increase in the measures of Positive Self Esteem and Feel Safe at School
- In Grades 7-8 there was a noted decrease in the measures of Anxiety and Depression
- Students strongly agree that they have access to appropriate supports and services at school.

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

- Across Grades 4-8 students strongly agreed that they were interested and motivated in their learning.
- Students in Grade 7-8 strongly indicated that student feedback is valued and used to make decisions about their school.

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

- Teachers strongly indicated, 85% that professional learning focused on the Teaching Effectiveness Framework is effective and has contributed to their ongoing professional growth.
- Students strongly indicated, 83% that an adult helped them when they needed help in reading and writing

STUDENT SUPPORTS - Outcome: Students are literate and numerate.

- All teachers, 100% indicated that Canadian Rockies Public Schools has provided the opportunity to engage in professional learning in the area of literacy and numeracy

priority areas of focus

LEARNERS ARE READY TO LEARN

- Anxiety and depression
- Positive self esteem and and feeling safe at school
- Parental involvement in decisions about their child's education

LEARNERS ARE INSPIRED TO SUCCEED

- Students who find their learning interesting and relevant
- Students are engaged in their learning
- Foundational literacy and mathematical skills

LEARNERS ARE FUTURE READY

- Students planning on finishing high school and then pursuing trade, apprenticeship or post secondary education.
- Students model the characteristics of active citizenship
- Teachers who indicate that collaborative professional learning opportunities are effective and have contributed to their ongoing professional growth.





01

LEARNERS ARE READY TO LEARN

GOAL 1

learners are ready to learn



Outcome 1.1: Learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning (SEL)* for all.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who agree that learning environments promote wellness, safety, a sense of belonging and Social Emotional Learning for all.
- (CRPS)** Student and staff perceptions that students are ready to learn, as identified through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Strategies:

- Implement the Action Plan for School Change as defined in “Supporting Positive Behaviours in Alberta Schools.”
- Build teacher capacity around the Universal Design for Learning (UDL) guidelines to create classrooms that are accessible, inclusive, and challenging for every learner.

**(SEL = Self Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision-Making)*



school action steps

- School wide monthly focus on the key components of the Circle of Courage - Belonging, Generosity, Independence, Mastery and recognition of student's positive actions/choices through the distribution of 'Circle of Courage Tickets'
- Standardize the use of 'Exshaw Restorative Practices' to foster empathy, build social-emotional skills, promote positive communication, and create a more supportive and inclusive learning environment
- Create an Exshaw School Behavior Matrix for staff to implement across all areas of the school indicating expected and unexpected behaviors and choices referring to the [Action Plan for School Change](#)
- Learn more about and further implement the 'Competencies Progression', Alberta Education into House Teams and task design across the core curricular subjects
- Further research and implement Trauma Informed Practices, focusing on the areas of grief and attachment theory
- Wellness Team strengthen universal and targeted supports in the areas of self regulation and peer relationships

GOAL 1



Outcome 1.2.: Learning environments support the unique needs and backgrounds of all learners.

Performance Measures:

- (CRPS)** The percentage of students, parents, and staff who indicate that learning environments support* the unique needs and backgrounds of all learners.
- (CRPS)** The level of inclusive education implementation across schools, based on CRPS' Indicators of Inclusive Schools.
- (ABed)** The percentage of teachers, parents and students who agree students have access to the appropriate supports and services at school.

Strategies:

- Implement and build capacity around CRPS' Continuum of Supports by defining the universal, targeted and specialized supports available in each school.
- Define, implement and build capacity around the Indicators of Inclusive Schools.

**(Supports = Academic, Behavioural, Executive Functioning, Physical and Cultural)*



school action steps

- Continue to follow our Collaborative Response framework by scheduling School Support Team Meetings monthly and Collaborative Team Meetings weekly to ensure timely and effective student support planning and tracking
- Regularly track and analyze both provincial and school-based assessment data to inform instructional decisions and implement timely, targeted literacy and numeracy interventions
- Review the Indicators of Inclusive Schools checklist with staff and the Student Wellness Committee to identify areas of concern and create action plans with staff and students to address them
- Indigenous Success Teacher collaboration with classroom teachers to further the implementation of Indigenous ways of knowing across curriculum in all grade levels through the creation of Knowledge Keepers Year Long Plans
- Further Knowledge Keepers support within the school in the area of reconnecting students who experience prolonged periods of absenteeism



goal one implementation plan

Resources to be Used

- Circle of Courage Theory by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern
- Indicators of Inclusive Schools, Alberta Education
- CRPS continuum of Supports
- Collaborative Response Model by Kurtis Hewson
- Provincial and School Based Assessments
- Trauma Informed Practices - Dr. Peter Levine, Dr. Julie Nicholson, Dr. Bruce Perry
- CRPS Knowledge Keepers

Professional Learning to be Undertaken

- Collaborative Problem-Solving - Essential Foundations for all staff
- Calgary Regional Consortium - Trauma Informed Practices
- Calgary Regional Consortium - Universal Design For Learning
- Being Trauma Aware - Luna Child and Youth Advocacy Centre, online course
- MANDT training





02

LEARNERS ARE INSPIRED TO SUCCEED

“People are kind. Teachers are kind. If you are sad they cheer you up.” -Student

GOAL 2

learners are inspired to succeed



Outcome 2.1: Learner achievement is fostered through real world learning experiences that spark curiosity, collaboration, communication, and critical thinking.

Performance Measures:

- (CRPS)** The percentage of students, parents and staff satisfied that students learn through real world experiences that spark curiosity, collaboration, communication, and critical thinking.
- (CRPS)** Student perceptions that they are inspired to learn as explored through small group discussions.
- (ABed)** The percentage of teachers, parents and students who agree that students are engaged in their learning at school.
- (ABed)** The percentage of teachers, parents and students satisfied with the overall quality of basic education.

Strategies:

- Transfer knowledge and instructional expertise among new and experienced teachers through a mentorship program to renew teacher capacity around the understanding, design and implementation of the Teaching Effectiveness Framework.
- Build capacity around the understanding and design of experiential learning to enhance the implementation of the K to 12 curriculum. (University of Calgary)



school action steps

- Further land based and experiential learning opportunities with CRPS Outdoor Learning Centre through the creation of long range year plans for all classes with connections to curriculum and Indigenous ways of knowing
- Indigenous Success Teacher collaboration with classroom teachers to further the implementation of Indigenous ways of knowing across curriculum in all grade levels through the continued development of the Knowledge Keepers Year Long Plans
- Expand the Career and Technology Foundations courses for Grade 7 and 8 students to include further opportunities in Makerspace - 3D Design and trades such as tailoring and the culinary arts
- Continue to collaborate with Spirit North and the yarhe Nakoda Youth Program (INYP): both empower Stoney Nakoda youth to support healing, growth, wellbeing and community connections and land based experiences

GOAL 2



Outcome 2.2: Instruction and assessment practices support the unique needs of learners, build confidence, and inform their learning journey.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** The percentage of Gr. 1 to 6 students reading independently at grade level / working at grade level in math.
- (CRPS)** School administrator observations and evidence that instruction and assessment supports student learning.
- (ABed)** The percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- (ABed)** Early Years Literacy & Numeracy Assessments Results for K to Gr. 3 Students.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard & Standard of Excellence on PAT.
- (ABed)** The percentage of students writing 1 or more diploma exams by the end of their 3rd year of high school.
- (ABed)** The percentage of All/EAL/Indigenous students who achieved the Acceptable Standard and Standard of Excellence on DIP.

Strategies:

- Build capacity around researched-based practices , targeting literacy, numeracy, and Indigenous education across all subject areas to ensure at least one year's growth. ([EAL Benchmarks 2.0](#) / [Literacy & Numeracy](#) / [Enriched Academy](#) / [The Thinking Classroom](#) / [Building Success for First Nations, Métis and Inuit Students](#) / [National Centre for Truth and Reconciliation](#))
- Inform students and teachers' next steps in learning by standardizing CRPS' K to 12 approach to researched-based equitable formative and summative assessments and reporting practices. ([Grading for Equity](#) / [Embedded Formative Assessment](#) / [The Differentiated Classroom: Responding to the Needs of all Learners](#) / [Embedding Formative Assessment](#)).



school action steps

- Incorporate low floor/high ceiling tasks to engage, enrich and reach all learners across core curricular subjects
- Strengthen intervention practices at the tier two classroom level in the areas of literacy and numeracy through collaboration with the Learning Support team during Collaborative Team Meetings and team teaching opportunities
- Align Literacy and Numeracy blocks across divisions including Building Thinking Classroom routines, feedback loops and other formative assessment practices
- Strengthen understanding and implementation of Universal Design for Learning strategies and share current best practices at the school level
- Further access and implement tools and strategies from: Building Success for First Nations, Métis and Inuit Students and the National Centre for Truth and Reconciliation to strengthen pedagogy in the area of Indigenous ways of knowing



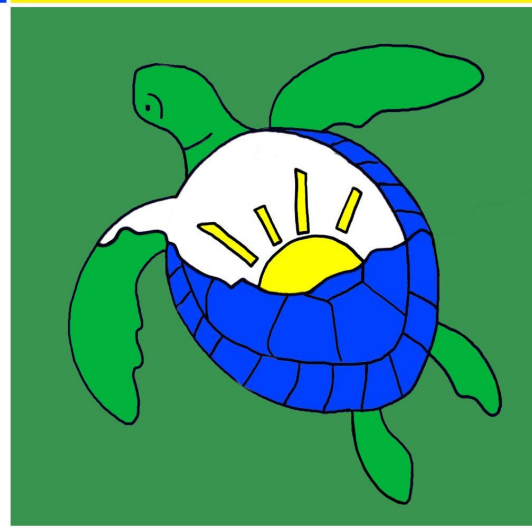
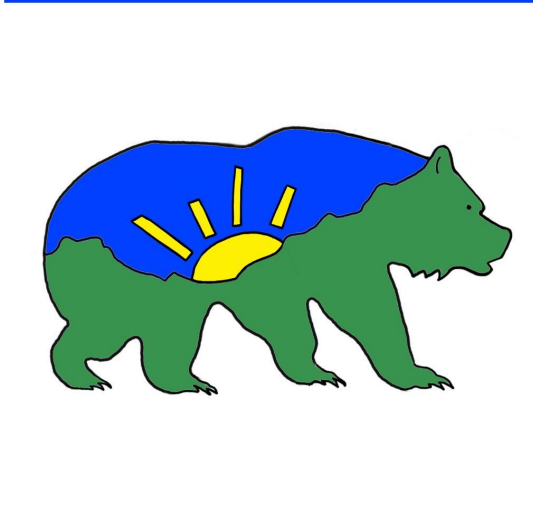
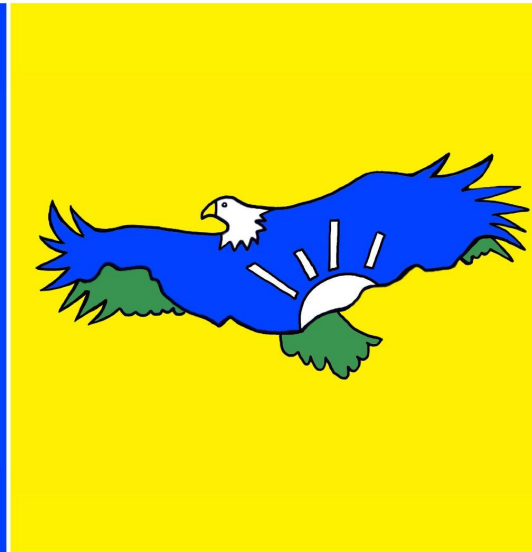
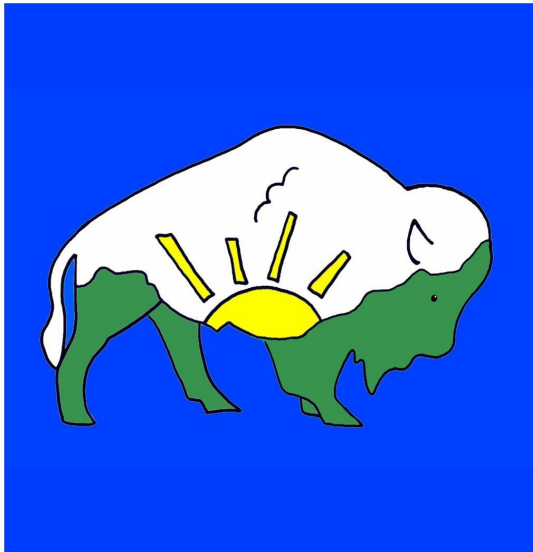
goal two implementation plan

Resources to be Used

- Digital Resources on Instruction: Building Success for First Nations, Métis and Inuit Students and the National Centre for Truth and Reconciliation, The Differentiated Classroom: Responding to the Needs of all Learners
- Digital Resources on Assessment: Embedded Formative Assessment, [Walking Together: First Nations, Métis and Inuit Perspectives in Curriculum](#)

Professional Learning to be Undertaken

- Calgary Regional Consortium - Designing Literacy and Numeracy Blocks
- Universal Design for Learning
- Formative Assessment - Culturally Responsive Assessment for Indigenous Students



House Teams

03

LEARNERS ARE FUTURE READY

“Continuing PLN opportunities with colleagues in other schools to create well designed learning tasks, assessment practices with specific goals and student needs in mind.” -Teacher

GOAL 3

learners are future ready



Outcome 3.1 Learners develop the knowledge, skills and attitudes (KSA) to thrive in a rapidly changing world.

Performance Measures:

- (CRPS)** The percentage of students, parents and teachers who agree instruction and assessment practices support the unique needs of students, builds confidence and informs their learning journey.
- (CRPS)** Student retention rates (K-12).
- (CRPS)** The percentage of students who transition to post-secondary or the workforce within two years of graduating.
- (ABed)** The percentage of teachers, parents and students who report that students model the characteristics of active citizenship.
- (ABed)** High School to Post Secondary Transition Rate.
- (ABed)** All/EAL/Indigenous Three- and Five-Year High School Completion.

Strategies:

- Engage K-12 students to reflect on their learning, set meaningful goals, explore career pathways, and build the competencies (KSAs) needed to transition successfully through school and beyond.
- Equip students and staff with the skills to effectively use current and future technologies to enhance student learning and personal development.



school action steps

- Focus on further embedding 'Student Competencies' into task design, referencing the 'Competencies Progression' (Alberta Education)
- Strengthen the collaboration between Exshaw School and Canmore Collegiate High School to align instruction and assessment to support transition of students in Grade 8
- Strengthen the real world connections and applications within Grade 7 and 8 Career and Technology Foundations classes while also furthering collaboration with experts in connected fields and professions.

GOAL 3



Outcome 3.2: Ongoing professional learning and instruction empower learners to enact the Shared Vision of Learning.

Performance Measures:

(CRPS) The percentage of educators who indicate that professional learning in CRPS has contributed to their ability to demonstrate the Shared Vision of Learning.

(CRPS) Administrators and teachers demonstrate the tenets of the Shared Vision of Learning.

(ABed) The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(ABed) The 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.

Strategies:

- Engage administrators in the Nurturing Excellence in Instructional Leadership (NEIL) process to advance instructional leadership skills.
- Build capacity around the Indicators of Shared Vision of Learning to strengthen teacher practice and improve student achievement.



school action steps

- Further the implementation of the Shared Vision of Learning throughout the school community:
 - Learning Cafes/Staff meetings to showcase examples monthly
 - School Newsletter to highlight student learning and connection to Shared Vision
 - Continue to add to and build up a 'capsule' of visible Shared Vision moments on the designated vision wall outside the library
- Nurturing Excellence in Instructional Leadership rounds to strengthen administrations leadership capacity and teachers growth in the areas of instruction and assessment
- Scheduled classroom observations to support teacher growth in applying the principles of the Teaching Effectiveness Framework and the Shared Vision of Learning



goal three implementation plan

Resources to be Used

- Shared Vision of Learning
- Alberta Education Competencies and Competency Progressions
- Guide to Career and Technology Studies
- NEIL protocols
- Teacher Professional Growth Plans

Professional Learning to be Undertaken

- School based professional learning and
- Learning Cafes/Staff Meetings - mini focus times for professional development to further connect the Shared Vision of Learning with Trauma Informed Practices, instruction and assessment

