

School Annual Education Results Report 2021-22

Our Annual Education Results Report provides stakeholders with accurate, accessible, and easy to understand information on the progress of achieving goals as outlined in our education plan. As part of a continuous improvement cycle, we have analyzed data, considered local context, developed insights, drawn conclusions, and identified next steps in advancing student growth and achievement. These results are used to report on our performance and to determine strengths, areas for growth and next steps. We share this information on an ongoing basis and seek input from students, staff, parents, and community. Key insights from results analysis outlined in this Annual Education Results Report informs next steps in our education plan and provides assurance to our stakeholders that we are advancing our priority of engagement, support, and success for each learner.

[School Education Plan](#)

[School Website](#)

School Land Acknowledgement

Vision

Engagement, Support and Success for each learner.

Mission

Each learner entrusted to our care, has unique gifts and abilities.
It is our mission to find out what these are...Explore them...Develop them...Celebrate them!

Priorities

Engagement: Ensure and maintain Division wide engagement that is timely, meaningful, and collaborative with all learners and communities.

Support: Ensure and maintain Division wide learning environments that are welcoming, caring, respectful, safe, and inclusive.

Success: Ensure and maintain Division wide excellence in teaching, learning and school/Division leadership.

[FSD Board Policy 01: Division Foundational Statements](#)

Providing Assurance

Our planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance. Engaging with our stakeholders on an ongoing basis has been critical in the development and implementation of our Education Plan and Annual Education Results Report. Our FSD strategic Planning Process is outlined in FSD [Administrative Procedure \(AP\) 100: Three-Year Education Plans and Annual Education Results Report \(AERR\)](#) , [AP 102: School Annual Education Plan Results Report](#) and [AP 118: Annual Assurance Actions](#).

About Our School

Cameron Crossing School is an Outreach School that supports Student with Promise with academic and social/emotional needs from across the greater Foothills School Division attendance boundaries. We work with students and families with significant mental health, addictions, behavioral and other social/emotional needs. We also strongly believe in flexible learning/scheduling, Community and Local High School partnerships. Since we focus on meeting our students where they are at, we celebrate their accomplishments and continued focus to graduate outside of the traditional 3 year approach.

A Year in Review

Highlights and Accomplishments

- Cameron Crossing School expanded our ability to assist more FSD learners through it's new building expansion. We can now support up to 30 students, doubling our capacity
- Cameron Crossing graduated 4 students in 21/22 that would **not** have graduated if they remained in a traditional school setting
- Cameron Crossing will have 10+ students eligible for graduation in the 2022-23 school year
- School, Divisional and Provincial data all highlight that parents and students alike see Cameron Crossing School as a Safe and Caring Learning Environment
- Staff turnover rate is non-existent and allows for year-to-year consistency and strong relationships between school, family and students
- Increase in attendance rates and student began to reconnect with school and supports
- Cameron Crossing was able to reconnect kids with outside programs (Food Bank, Kennel Care, PE related activities) after COVID shutdowns

Trends and Challenges

- Due to the nature of our school/programming, our school trends high in Citizenship.
- Cameron Crossing has a Very High Trend in the following areas:
 - Citizenship
 - Program of Studies-At Risk Students
 - Safe and Caring
 - Satisfaction with Program Access
 - School Improvement

- Due to our school size, available programs and the wording of questions around school Education Quality and Program of Studies, Cameron Crossing School's trend is a low.
- Due to our At Risk School Population, our trend is to have a very low 3 year High School Completion data for many of our students require significant additional time to graduate.
- Due to our At Risk student population Cameron Crossing has a high Drop Out rate in comparison to other Alberta School. The proper way to look at this section is that we are graduating 89% of students that would have not graduated in the first place if they stayed in traditional Schooling.

Alberta Education Assurance Measures Report Summary

Measure Evaluation

Impact of strategies implemented (Adapted from Alberta Education)

*We understand that our results have been impacted by the pandemic and they will continue to be impacted through this time of recovery and renewal.
We strive to maintain results we have achieved as we advance student growth and achievement post-pandemic.*



Engagement

Our Story of Engagement

Cameron Crossing staff worked extremely hard throughout the year to keep kids and families engaged in a very disruptive school year due to the impact of COVID, ongoing wellness challenges associate with COVID. Cameron Crossing School completed SOSQ, APORI/AERR, and Intellectual Engagement Surveys. Cameron Crossing staff also ensured that student basic needs where being met through a variety of food programs, personal hygiene, and clothing programs. Students also engaged in multiple personality and learning style questionnaires/surveys to better understand who they are both as a learner and as a person. Cameron Crossing continues to engage with students and families alike through daily connections and individual programs built to meet each student’s needs.

Within this section, there is some conflicting data around school/FSD survey results and those from Alberta Education. For example, our school/FSD data indicates that 100% or respondents are satisfied with the Quality of Education our students are receiving and Alberta Education results indicate a result of 77.7%

Stakeholder Engagement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance stakeholder engagement and communications Advancing stakeholder engagement practices and communication strategies ensures FSD is responsive to local needs, increases stakeholder understanding of education matters and improves decision-making. It provides stakeholders and the public with accurate, accessible, and easy to understand information about the progress and performance of FSD in relation to provincial assurance domains and the Division priority of engagement, support, and success for each learner.</p>	<p>Purposeful and appropriate stakeholder engagement and communication strategies ensure:</p> <ul style="list-style-type: none"> • governance aligns with and is responsive to the needs and expectations of the learning community. • stakeholder engagement improves decisions made and provides assurance, trust, and confidence in the system. • communication provides assurance. 	<ul style="list-style-type: none"> • Measures demonstrate that stakeholders actively participate in engagement opportunities provided by the Foothills School Division. • Stakeholder engagement informed decision making and education plans.

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Parent Involvement:** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Local

- **Stakeholder Engagement:** Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems, and having a voice in education planning and decision making through engagement opportunities.
 - What stakeholders were involved?

<ul style="list-style-type: none"> ● Morning Check-ins ● Counselling and YDC services ● Pet Therapy ● Breakfast/lunch Program 	
<p>Staff Engagement:</p> <p>Strategy 2: Staff Engagement: To advance Staff Engagement at Cameron Crossing School, the following tactics will be implemented in order to impact this strategy.</p> <p>Strategies to create connection</p> <ul style="list-style-type: none"> ● Daily morning and after school briefings ● Sharepoint <p>Strategies to create shared leadership</p> <ul style="list-style-type: none"> ● Weekly COP meetings ● Text & phone contacts ● Shared leadership ● Professional Growth Opportunities (School, Divisional & Personal) 	<p style="text-align: center;">Good</p> <p style="text-align: center;">Good</p>
<p>Parent Engagement:</p> <p>Strategy 3: Parent Engagement: In order to advance Parental Engagement at Cameron Crossing School, the following tactics will be implemented in order to Impact this strategy.</p> <p>Strategies to enhance communication</p> <ul style="list-style-type: none"> ● Daily Communication ● Monthly “Zoom Meetings” ● Individualized Parent Orientation ● Cameron Crossing Celebration Cafe ● Newsletters <p>strategies to develop relationships</p>	<p style="text-align: center;">Excellent</p> <p style="text-align: center;">Good</p>

<ul style="list-style-type: none"> ● Parents have access to Principal’s Cell & Email ● Surveys (Intellectual Engagement, School Based Surveys) ● Social Media (Instagram & Twitter) ● WebPage <p>strategies to increase voice</p> <ul style="list-style-type: none"> ● Daily Communication ● Open Door Policy ● Parents have access to Principal’s Cell & Email ● Surveys (Intellectual Engagement, School Based Surveys) ● Participation in Student Academic Planning 	<p>Excellent</p>
<p>Community Engagement:</p> <p>Strategy 4: Community Engagement: Community connections and engagement opportunities will be used to advance student engagement at Cameron Crossing School. The following community groups will be accessed and engaged as partners in education:</p> <ul style="list-style-type: none"> ● Social Media Accounts ● United Way ● United Church ● 100 Women Who Care ● Volunteerism ● Foothills Inclusion ● McMan Calgary & Area ● Calgary Centre for Sexuality ● Rowan House ● Foothills Therapeutic Riding Association ● Sandstone Lodge ● South Health Campus ● RCMP & Alberta Justice ● FSCD ● AHS Addictions 	<p>Good</p>

<ul style="list-style-type: none"> • Children Services • Okotoks Food Bank • Woods & Hull Homes • Hub & Spokes 	
<p>Communications:</p> <p>Strategy 5: Communications : To advance Communication at Cameron Crossing School, the following tactics will be implemented in order to achieve this strategy.</p> <ul style="list-style-type: none"> • Daily attendance Texts • Family and Student Emails • Google Hangouts & Meets • Google meets • Newsletter • Social Media Accounts • School Webpage • Progress Reports • ILP's • Ongoing phone check-ins • Open Door Access • Home Visits 	<p>Good</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Created a school climate for successful engagement during a pandemic • Student/Family voice was very positive and enhanced during this difficult year <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Community involvement: we lost our ability to have our students and community members come together due to health restrictions • Blended programming with local based community High Schools- Reconnect partnerships <p>Next Steps:</p> <ul style="list-style-type: none"> • Reestablish relationships with Community based High Schools and Community Groups to advance blended programs and volunteerism/community involvement as it was in prior to Health Restrictions • Enhancing social media and school webpage to better inform our community and parents 	

Continuous Improvement Results Analysis

Goal <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p style="text-align: center;">Advance evidence-based continuous improvement and assurance</p> <p>Learners communicate, collaborate, and solve problems together to advance education excellence and provide assurance for student growth and achievement.</p>	<p>Assurance has been achieved through:</p> <ul style="list-style-type: none"> ● Building relationships. ● Engaging with education partners and stakeholders. ● Creating and sustaining a culture of continuous improvement and collective responsibility. 	<ul style="list-style-type: none"> ● Education Plan and Annual Education Results Report represent evidence-informed decision making and continuous improvement. ● Education Plan clearly identifies priorities and outcomes to be achieved, measures used to assess progress, and appropriate research and practice-informed strategies implemented to achieve priorities. ● In the AERR data is analyzed, local and societal context considered, insights developed, and conclusions drawn to inform education plans. ● Provide assurance to the government, stakeholders, and community, through provincial and local measures, that we are fulfilling our responsibility for continuous improvement in student growth and achievement.

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Parent Involvement:** Increase/maintain percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **Continuous Improvement:** Increase/maintain 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.
- **Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.

Local

- **FSD School Assurance Survey (Parent):** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Guiding Principles for Assurance:** Evidence that planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measure	Education Quality	Parental Involvement	Continuous Improvement
2020-2021	68.4	N/A	Maintained
2021-2022	77.7		Maintained
Evaluation	Very Low	N/A	Maintained

FSD Assurance Survey (Parent): Parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Assurance Measures	Student Learning Engagement	Citizenship	Education Quality	Safe, Caring and Welcoming	Access to Supports	Parental Involvement
2021-2022	80	100	100	94	83	88
Evaluation	Good	Excellent	Good	Excellent	Excellent	Good

Strategies <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>	Evaluation <i>Impact of strategies implemented</i>
<p>Strategy 1: Maintaining a Safe & Caring Learning Environment: In order to Advance Cameron Crossing School’s Safe & Caring Learning Environment, the school will focus on the following physical, mental and emotional health strategies</p> <ul style="list-style-type: none"> • Food Programs • Daily Check-ins • Regulation Space • Daily Counselling • Wellness, Mindfulness & Mental Health • Social interaction opportunities (Cards, games, puzzles, walks, movies etc) 	Excellent
Strategy 2:	

Student & Family Voice: In order to Advance Cameron Crossing School's Student and Family Voice assurances, the school will focus on the following

Communication Strategies

- Daily Communication
- Newsletters
- Social Media (Instagram & Twitter)

Connection Strategies

- Open Door Policy
- Parents have access to Principal's Cell & Email
- WebPage
- Monthly "Zoom Meetings"

Student Agency strategies

- Surveys (Intellectual Engagement, School Based Surveys)
- Participation in Student Academic Planning
- Individualized Parent Orientation
- Cameron Crossing Celebration Café
- Student Voice in Academic Planning, Timetabling and Daily Schedule
- Academic Counseling
- My Blueprint
- Blended Programming with Local High Schools
- Volunteerism & Work Experience
- Off Campus/Community Programming (Art, PE, WE etc)
- Student Matters
- Student of the Month
- STEM Awards
- Progress Reports
- Student Celebrations
- Attendance Incentives (Friday Lunch)
- Morning Check-ins
- Counselling and YDC services

Excellent

Good

Good

<ul style="list-style-type: none"> • Pet Therapy • Breakfast/lunch Program 	
<p>Strategy 3: Community Involvement: In order to Advance Cameron Crossing School’s Community Involvement presence, the school will focus on creating opportunities for students to interact positively in the community, and to connect with support structures in the community, through relationships with the following community groupsL</p> <ul style="list-style-type: none"> • Social Media Accounts • United Way • United Church • 100 Women Who Care • Volunteerism • Foothills Inclusion • McMan Calgary & Area • Calgary Centre for Sexuality • Rowan House • Foothills Therapeutic Riding Association • Sandstone Lodge • South Health Campus • RCMP & Alberta Justice • FSCD • AHS Addictions • Children Services • Okotoks Food Bank • Woods & Hull Homes 	<p>Good</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Continued to support all students through our Safe and Caring Learning Environment • Ensured open and ongoing communication strategies with our families, students and community members alike <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Community involvement opportunities • Improving parental community supports <p>Next Steps:</p>	

- Expanding opportunities for our students to serve the community
- Working with outside agencies to better educate and support the entire student family

Support

Our Story of Support

Cameron Crossing School supports students with promise with a wrap around focus that considers where each individual is with respect to their Mental Health, Academic abilities and Social Emotional Needs. Cameron Crossing school is heavily supported by Foothills School Division in providing 2 full time teachers, a full time Family School Liaison Counselor, a Youth Development Coach and an Educational Assistant, as well as an Administrator. Cameron Crossing School's belief is that each student needs to be provided with flexible learning environment that meets them where they are at.

Cameron Crossing has a very strong working relationships with local support agencies such as McMan agencies, United Way, Alberta Health Service, and Woods and Hull Homes. The school operates in conjunction with these agencies to best support our students, whether that is on campus, off campus or during hospital stays. Working with our community organizations such as: Okotoks Food Bank; Foothills Therapeutic Riding; Kotar Kennels; Sandstone Senior Lodge; United Church and our Divisional High Schools, our students develop a sense of community, belonging and realize the value in volunteerism within the community and the benefits that are achieved by each.

Cameron Crossing Staff is well trained in Trauma Informed Care, At Risk Youth, along with Risk Reductions and Non-Crisis Intervention work. These are important strategies to guide staff work with all students and families so to best support their academic, social emotional and mental health needs

Learning Supports Results Analysis

Goals <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</p> <p>Advance our Continuum of Supports Continue to develop and advance our continuum of support.</p>	<ul style="list-style-type: none"> • Learners contribute to developing and advancing cultures of wellness and well-being. • Learners contribute to and feel welcomed, cared for, respected and safe. • Learners access a robust continuum of supports. • Students will develop a better understanding of themselves that will allow them to make decisions, achieve 	<ul style="list-style-type: none"> • Improved wellness and wellbeing in students and staff. • All students and staff demonstrate understanding and respect for the uniqueness of all learners. • All learning environments are welcoming, caring, respectful and safe. • Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. • Improved understanding of an inclusive education system is shared by all education partners.

	<p>goals, build resiliency, and adapt to change.</p> <ul style="list-style-type: none"> • Students will build resilience and positive mental health skills. • Students will know the difference between and how to manage health stress and traumatic stress. 	<ul style="list-style-type: none"> • Improved collaboration with education partners to support learning. • Improved wrap around services and supports that enhance conditions required for optimal learning and wellness. • Structures and systems continually improve to support learning and meet the needs of students, families, staff, and communities. • Programs, services, strategies, and local measures demonstrate that each learner has access to a continuum of supports and services that is consistent with the principles of inclusive learning.
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Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Safe & Caring:** Increase/maintain percentage of teachers, parents and students who agree 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.
- **Access to Supports and Services:** Increase/maintain percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community through a continuum of supports.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Access to Supports through a Continuum of Supports:** Evidence demonstrates students have access to a continuum of supports to support overall success, achievement, and well-being (FSD Assurance Survey-Parent, Intellectual Engagement Survey-Student, FSD Professional Learning Survey-Staff).
- **Staff Advisory** (Guarding Minds Survey) and **Students' Matters** input and feedback.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Safe and Caring	Access to Supports and Services
2020-2021	83.6	94.6

<ul style="list-style-type: none"> ● Mental Health/Social Literacy ● Mindfulness and coach ● NVCI training for all staff ● CSTAG training <p>Social Emotional Learning Strategies</p> <ul style="list-style-type: none"> ● Intentional use of breakout/regulation space ● Movement Breaks ● Gardening ● Trauma informed practices ● Daily wellness time ● Yoga Ed ● Visual journaling ● Goal Setting ● Exposure Therapy ● Targeted SEL groups 	<p>Excellent</p>
<p>Strategy 2: Building/fostering a culture of caring and respect: Cameron Crossing School will ensure all learners are supported in Building/fostering a culture of caring and respect by committing to the following opportunities for purposeful connections with peers, staff and community members.</p> <ul style="list-style-type: none"> ● Morning welcomes and departures ● Morning routines ● Breakfast/coffee/tea ● Creation of Individual Ed Programs ● Student Social Club ● Student of the Month ● Celebration Café ● Restorative Group Work ● Social interaction games ● Classroom agreements ● Job shadowing 	<p>Excellent</p>

- Community mentors

Areas of Strength:

- We provide a safe and caring learning environment where students genuinely feel heard, accepted, valued and cared for.
- Cameron Crossing staff have a very positive and influential connection with students and families.

Areas for Growth:

- Improving student self confidence over their extended learning time
- Improving Internal Resilience with respect to the SOSQ and our students

Next Steps:

- Continue our work in supports students through our Mental Health courses, Mindfulness, and celebrations of student success.
- Continue to provide students with opportunities to challenge and advance their Internal Resiliency through exposure therapy and access to community and peer involvement
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<p align="center">Strategies: Advance Continuum of Supports <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Wrap Around Supports: Cameron Crossing School will support all learners in ensuring that the following Wrap Around Supports are available to help advance their overall wellness</p> <ul style="list-style-type: none"> • YDC • FSLC • Learning • Foothills Inclusion • McMan Calgary & Area • Calgary Centre for Sexuality • Rowan House • Foothills Therapeutic Riding Association • Sandstone Lodge • South Health Campus • RCMP & Alberta Justice • FSCD • AHS Addictions • Children Services • Okotoks Food Bank 	<p align="center">Excellent</p>

<ul style="list-style-type: none"> • Woods & Hull Homes • Hub & Spokes 	
<p>Strategy 2: Ongoing Review and Planning Adjustments: Cameron Crossing School will ensure Ongoing Reviews and Planning Adjustments, utilizing the following data points and information items, are embedded in order to advance our Continuum of Supports for all students:</p> <ul style="list-style-type: none"> • Continuum of Supports • Positive Behavioral Support Plan • SOSQ • Attendance • Academics • Social Emotional Needs • Outside Agency Involvement • ILP's & BSP's 	<p>Good</p>

Areas of Strength:

- Cameron Crossing school provides significant and timely supports for all students and families alike.
- Cameron Crossing continues to graduate students that would not have graduated if they remained in the traditional school setting

Areas for Growth:

- Attendance
- SOSQ

Next Steps:

- Continue to work with students and families on building strategies to help ensure students attend on a regular basis
- Continue our work with students and staff in recognizing areas of strength and improvement with respect to SOSQ categories

Success

Our Story of Success

Student Growth and Achievement Results Analysis

Goal 1 <i>Desired Result</i> Advance innovation and design	Outcomes <i>Measurable statements of what we seek to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p>Learners participate in maker-centered, career foundations technology and career technology studies that engage learners in authentic, real-world, experiential, hands-on learning environments and experiences.</p>	<p>Build on existing high-quality learning in FSD by cultivating a culture of innovation and design to deepen student understanding of knowledge, skills and competencies through robust programs and career exploration that develops life-long learners and active citizens that are prepared for the future.</p>
Goal 2 <i>Desired Result</i> Advance learning for transfer	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance learning for transfer to deepen student thinking and understanding of concepts through learning experiences that can be applied now and in the future for success.</p>	<ul style="list-style-type: none"> • Learners will be able to explore and develop their skills and passions and achieve their highest potential. • Students will be well prepared for their future while remaining current and relevant in the local and global contexts. 	<ul style="list-style-type: none"> • Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts. • Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths, areas of need and set learning goals.

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **Student Learning Engagement:** Increase/maintain percentage of teachers, parents and students satisfied that students are engaged in their learning at school.
- **Program of Studies:** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase/maintain 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.
- **Citizenship:** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning:** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate:** Growth and Improvement shown in each area.

Local

- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Innovation and Design & Advance Learning for Transfer

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Alberta Education Assurance Survey: Provincial reporting of staff, student, and parent attitudes to learning within the domains of student growth and achievement, teaching and leading, learning support and governance.

Provincial Performance Measures	Program of Studies	Work Preparation	Citizenship	Quality of Education	Life-Long Learning	Student Learning Engagement
2020-21	54.3% (POS) 94.6%(POS-ARS)	N/A	75%	68.4%	N/A	58%
2021-22	66% (POS) 96.5 (POS-ARS)	N/A	87.1%	77.5%	N/A	65%
Evaluation	Very Low (POS) Very High (POSARS)	N/A	Very High Maintained Excellent	Very Low Maintained Concern	N/A	N/A

Alberta Education Assurance Measures Report

Provincial Performance Measures	Drop-out rate	High School Completion 3 year 5 year	Transition Rate	Rutherford Scholarship	Exam Participation
2020-21	0.0%	37.7% N/A	N/A	11.1%	N/A
2021-22	11.2%	50% N/A	N/A	62.5%	N/A
Evaluation	Very Low Declined Concern	Very Low Maintained Concern	N/A	Intermediate Improved Good	N/A

FSD Intellectual Engagement Survey: Survey measures student intellectual engagement (engagement in the act of learning) and flow (the appropriate balance of learning challenge with student skill). This survey measures the domains of High Expectations for student success, Relevance of learning experiences, Academic Rigor, Student

Effort, and Flow.

Students responding Agree or Strongly Agree to at least half of the questions each factor below

Students responding Agree or Strongly Agree to “I often lose track of time because I am engaged in the learning”

Performance Measures	High Expectations	Relevance	Rigor	Effort	ELA/SS	Math/Science	CTS/CTF
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	94%	70%	83%	88%	40%/40%	40%/100%	20%
2021-2022	90%	63%	69%	74%	50%/21%	29%/57%	50%
Evaluation	Excellent	Good	Good	Good	Issue	Issue	Issue

Strategies: Advance Innovation and Design

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

Strategy 1:

Work Experience/Volunteerism: Cameron Crossing School will advance Students’ exposure to Work Experience/volunteerism by refining the following Learning Opportunities

- Expand Work Experience & Volunteering opportunities within our community
- Work Experience
- Volunteerism
- Mentorship
- Partnerships with Local High Schools for Blended Learning
- Student Leadership
- Dual Credit

Good

<p>Strategy 2: Flexible Learning Environment: Cameron Crossing School commits to ensuring students have access to</p> <ul style="list-style-type: none"> ● Individualized Education Plans ● Academic Planning for each student ● Individual Goal Setting ● Self Paced Learning ● Modified Timetables/Schedules ● Career Planning ● Myblueprint ● Guest Speakers 	<p style="text-align: center;">Excellent</p>
<p>Strategy 3: Option/CTS Programming: Cameron Crossing School commits to ensuring access to meaningful and current learning opportunities in the CTS realms</p> <ul style="list-style-type: none"> ● Provide opportunities for students to take part in Hub@Home CTS options ● Off Campus Learning <ul style="list-style-type: none"> ○ Work Experience ○ Green Certificate Program ○ RAP (Registered Apprenticeship Program) 	<p style="text-align: center;">Good</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> ● Volunteer opportunities for our students at various community organizations/events ● Student voice in their programming needs <p>Areas for Growth:</p> <ul style="list-style-type: none"> ● Work Experience opportunities ● CTS/options <p>Next Steps:</p> <ul style="list-style-type: none"> ● Reestablish partnerships with local business to better provide work experience and/or RAP opportunities for our students ● Continue to expand CTS/Options that are of student interest within our community supports 	

Strategies: Advance Learning for Transfer <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i>		Evaluation <i>Impact of strategies implemented</i>
Strategy 1: Off Campus/Community exposure/engagement Opportunities: Cameron Crossing School commits to ensuring that Transference of Learning is supported in the following areas. <ul style="list-style-type: none"> ● Work Experience ● Volunteerism ● Mentorship ● Partnerships with Local High Schools for Blended Learning ● Student Leadership ● Dual Credit 		<p style="color: green; font-size: 1.2em;">Good</p>
Strategy 2: Student Leadership Opportunities: Cameron Crossing School commits to ensuring that Transference of Learning is supported in the following areas. <ul style="list-style-type: none"> ● Student Social Club ● Student Matters ● Peer Instructed Mental Health Sessions 		<p style="color: green; font-size: 1.2em;">Good</p>
Areas of Strength: <ul style="list-style-type: none"> ● Volunteerism ● Mental Health Lessons Areas for Growth: <ul style="list-style-type: none"> ● Work Experience opportunities ● Student Matters Next Steps: <ul style="list-style-type: none"> ● Reestablish partnerships with local business to better provide work experience and/or RAP opportunities for our students ● Refocus on the importance of what Student Matters can bring to the school and individual learners 		
Goal 3 <i>Desired Result</i> Advance First Nations, Métis, and Inuit student success	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>

<p>Advance First Nations, Métis, and Inuit student success by providing high quality instructional programs and educational services for our Indigenous students and to increase understanding and acceptance of Indigenous cultures for all students, staff, and community.</p>	<ul style="list-style-type: none"> • First Nations, Métis and Inuit learners are successful. • Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders, and community positively impacts learner success. • Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. 	<ul style="list-style-type: none"> • Improved programs, services, and strategies for First Nations, Métis, and Inuit student success. • All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools. • The FSD Truth and Reconciliation for Learner Success Toolkit supports improved Indigenous student success. • First Nation, Metis and Inuit families that are actively involved in educational decisions.
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p> <p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement, and success.</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve</i></p> <p>Learners are literate and numerate. Students will have the literacy and numeracy competency to engage in learning across the content areas. “Literacy and numeracy are the foundational building blocks of learning. They shall be pervasive across all subjects and grades and specifically taught using age-appropriate, complete texts of high quality in language classes and standard algorithms in mathematics. These foundations establish core knowledge, shared civic and cultural literacy and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning.” AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes</i></p> <ul style="list-style-type: none"> • Improvement in students’ ability to understand learning outcomes, demonstrated by strengths in literacy and numeracy, across all subjects and grades. • Improvement in students’ knowledge, skills and understanding of foundational literacy, vocabulary, and comprehension (listening and written) • Improvement in foundational numeracy and mathematical knowledge and skills for all students
<p>Measures and Targets</p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented</i></p>		
<p>Provincial</p> <ul style="list-style-type: none"> • Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase/maintain FSD performance results ‘At or ‘Above’ provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science. ○ Increase/maintain FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams. <p>Local</p> <ul style="list-style-type: none"> • RRST (Reading Readiness in English & French): Increase/maintain percentage of students in kindergarten and grade 1 who are at or above grade level expectations. • GRADE (Literacy Assessment in English): Increase percentage of students who are at or above grade level expectations in grades 2 – 9 in the areas of Listening Comprehension, Vocabulary and Written Comprehension. 		

- **GB+ & DRA (Literacy Assessments in French):** Increase percentage of students who are at or above grade level expectations in grades 2-9 in the areas of word recognition and reading comprehension.
- **MIPI (Math Assessment in English & French):** Increase percentage of students who scored 50% or more in grades 2-10 in the areas of Number, Patterns and Relations, Shape and Space, and Statistics and Probability.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement.

Evidence and Key Insights

Advance Literacy and Numeracy & Advance First Nations, Métis, and Inuit student success

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
Impact and effectiveness of strategies implemented in achieving goal*

Provincial Learning Outcomes: Grade 12 Diploma Exams AB ED Diploma reports

Diploma Exams	English Language Arts				Math				Social Studies				Sciences								
Course	30-1		30-2		30-1		30-2		30-1		30-2		Bio 30		Chem 30		Physics 30		Science 30		
Achievement	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	Acc	Exc	
2021-2022	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Diploma Exams	Français /French Language Arts		Etudes Sociales	
Course	30-1		30-1	
Achievement	Acceptable	Excellence	Acceptable	Excellence
2021-2022	N/A	N/A	N/A	N/A

GRADE Assessment (Literacy): This is an assessment, given to all students from grade 2-9, and any new FSD students entering grade 10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of students at or above grade level (Grades 2 – 9) GRADE Assessment

Performance Measures	Listening	Vocabulary	Comprehension
2019-2020	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A

Note: Based on our student needs and construct along with ongoing discussions with FSD Director of Inclusive Learning, it is in the best interest of our students not to be administered this assessment as it is a significant trigger for their overall mental wellness.

MIPI Assessment (Numeracy): This assessment is given to all students from grade 2-10. The purpose is two-fold. The first is to use the results to design instruction for all levels along the UDL continuum. The second is to flag students that may require a more in-depth diagnostic assessment to identify gaps in learning.

% of correct responses - First administered in September 2019

Performance Measures	Number	Patterns and Relations	Shape and Space	Statistics and Probability
2019-2020	N/A	N/A	N/A	N/A
2020-2021	N/A	N/A	N/A	N/A
2021-2022	N/A	N/A	N/A	N/A
Evaluation	N/A	N/A	N/A	N/A

Note: Based on our student needs and construct along with ongoing discussions with FSD Director of Inclusive Learning, it is in the best interest of our students not to be administered this assessment as it is a significant trigger for their overall mental wellness.

Strategies: Advance First Nations, Métis, and Inuit student success

Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement

Evaluation

Impact of strategies implemented

<p>Strategy 1: First Nations, Metis and Inuit Teachings: Cameron Crossing School commits to ensuring that First Nations, Métis and Inuit student success is supported through the following areas.</p> <ul style="list-style-type: none"> ● Strength of our People Workshop ● Engagement of FSD FNMI Worker 	<p>Good</p>
<p>Strategy 2: First Nations, Metis and Inuit Awareness events: Cameron Crossing School commits to ensuring that First Nations, Métis and Inuit awareness events are supported through the following areas.</p> <ul style="list-style-type: none"> ● Orange Shirt Day ● Aboriginal Day Celebrations ● Sweat lodge and Po ● Restorative Circles ● Utilizing 4 Canoes Resource 	<p>Excellent</p>

Areas of Strength:

- Recognition and commitment to Strategy 2
- Improved engagement with FSD FNMI worker

Areas for Growth:

- Extension of Professional Development in this area
- Incorporate more FNMI awareness around Truth and Reconciliation

Next Steps:

- Expand PD and commit to having one staff attend FSD Indigenous Learning Lead
- Expand Divisional FNMI Worker’s role with respect to students, staff and school community

<p>Strategies: Advance Literacy and Numeracy <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p>Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1:</p> <p>Staffing: In order to advance Numeracy and Literacy, Cameron Crossing School acknowledges the following refinements and will work to advance them.</p> <ul style="list-style-type: none"> ● Create In House Subject specific teachers <ul style="list-style-type: none"> ○ Math/Science 	<p>Good</p>

<ul style="list-style-type: none"> ○ ELA/Social Studies 	
<p>Strategy 2: Curricular Development: In order to advance Curricular Development, Cameron Crossing School acknowledges the following refinements and will work to advance them.</p> <ul style="list-style-type: none"> • Develop ELA Moodle Courses specific to the Cameron Crossing Learner • Develop Social Studies Courses specific to the Cameron Crossing Learner • Develop Math 10-3 & 20-3 courses 	<p>Good</p>
<p>Strategy 3: Staff IPGP: Cameron Crossing will advance Individual IPGP so as to align with Ed Plan Goals and Strategies so as to have a more consistent alignment.</p> <p>Collaborative and focused presence across the team</p>	<p>Excellent</p>
<p>Areas of Strength:</p> <ul style="list-style-type: none"> • Strong alignment between School Ed Plan and individual IPGP • Strong collaborative presence across all staff at Cameron Crossing School <p>Areas for Growth:</p> <ul style="list-style-type: none"> • Curricular development with respect to Humanity based courses • Curricular development with respect to Math/Science courses <p>Next Steps:</p> <ul style="list-style-type: none"> • Continuation of course development and refinement with our humanity-based courses • Continuation of course development and refinement with our math/science-based courses 	

Teaching, Learning and Leadership Results Analysis

Goal 5 <i>Desired Result</i>	Outcomes <i>Measurable statements of what FSD seeks to achieve</i>	Indicators <i>Indicators of achieving outcomes</i>
<p>Advance excellence in teaching, learning, and leading those results in improved student growth and achievement.</p>	<p>Teachers and leaders continuously improve their professional practice through professional learning opportunities, collaboration, reflective practice and use of a wide range of evidence to advance teaching,</p>	<ul style="list-style-type: none"> • Improved collective efficacy of teachers and leaders responding with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all.

learning and leading. FSD “maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.”
[Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56](#)

- Teachers and leaders improve their professional practice in design, instruction and assessment through professional learning, collaborative engagement, and reflective practice.
- Teachers and leaders improve their professional practice in learning for transfer.
- Improved collaboration between teachers, leaders, students and families and other professionals enables optimum learning.
- Improved use of a range of data and evidence by teachers and leaders to inform cycles of evidence-based continuous learning.

Measures and Targets

Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented

Provincial

- **In-service jurisdiction needs:** Increase in 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.

Local

- **FSD Professional Learning Survey:** Increase in the percentage of teachers who have indicated that their school has started, is consistently doing, or having deeply embedded these practices in 50% of survey questions in the areas of Shared Mission, Vision and Values; Collaborative Culture; Collective Inquiry and Reflective Practice; Commitment to Continuous Improvement and Results and Action Oriented.
- **Evidence of Principles and Practices that tell the story of learning** and that provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)

Evidence and Key Insights

*Provincial and Local Measures: 3-Year trend results analysis (where available and appropriate)
 Impact and effectiveness of strategies implemented in achieving goal*

FSD Professional Learning Survey: This is a staff only survey to measure the impact of professional learning and collaborative structures in schools and across the system.

Performance Measures	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs (AEAR)
2019-2020	N/A	N/A	N/A	N/A	N/A	N/A
2020-2021	100	100	100	100	100	100
2021-2022	100	100	100	100	100	100

Evaluation	Excellent	Excellent	Excellent	Excellent	Excellent	Excellent
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<p align="center">Strategies: Advance excellence in teaching, learning, and leading <i>Strategies are actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement</i></p>	<p align="center">Evaluation <i>Impact of strategies implemented</i></p>
<p>Strategy 1: Focus on Safe and Caring, and Trauma Informed Educational Practices: Cameron Crossing School commits to advancing Staff Excellence by ensuring access to the following:</p> <ul style="list-style-type: none"> • Online/in-person Professional Develop opportunities • Special Ed & Outreach Professional Develop opportunities 	<p align="center">Good</p>
<p>Strategy 2: Strategy 2: Focus on FSD Based Professional Development sessions: Cameron Crossing School commits to advancing Staff Excellence by ensuring access to the following:</p> <ul style="list-style-type: none"> • Incorporate into Moodle platform of ELA & Social Studies courses 	<p align="center">Good</p>
<p>Strategy 3: Strategy 3: Collaborative & Shared Leadership Approach: Cameron Crossing School commits to advancing Staff Excellence by ensuring access to the following;</p> <ul style="list-style-type: none"> • Weekly COP meetings • Shared staffing presence (everyone works with students) <p>Shared Staff Experiences/ expertise</p>	<p align="center">Excellent</p>

Areas of Strength:

- Teachers drive school-based PD
- Teachers and Admin create school-based PD as a team and adjust PD according to school need at that time

Areas for Growth:



- Math programs need to provide choice and agency for individual student needs
- Social Studies and ELA Moodle based course work to provide choice and agency for individual student needs

Next Steps:



- Continue to develop alternative Math programs to provide choice and agency for individual student needs

- Continue to develop and alter Social Studies and ELA Moodle based course work to provide choice and agency for individual student needs

Engagement, Support, and Success for Each Learner in Foothills School Division

<p>Our Vision Engagement, Support and Success for Each Learner.</p> <p>Our Mission Each Learner entrusted to our care has unique gifts and abilities. It is our mission to find out what these are...Explore them... Develop them...Celebrate them!</p>	<p>Our Commitments for Optimum Student Learning</p> 	<p>Our Priorities</p> <p>Engagement: Ensure and maintain division-wide engagement that is timely, meaningful, and collaborative with all learners and communities.</p> <p>Support: Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe, and inclusive.</p> <p>Success: Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement
<p>Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p>Assurance Measure: FSD provides confidence that resources are managed effectively in establishing learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected and safe.</p>	<p>Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.</p>
Governance		Teaching and Leading
<p>Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, community, engagement, transparency, and accountability.</p>		<p>Assurance Measure: FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>

Foothills School Division Goals and Strategic Plans 2021-2024

Engagement		Support		Success	
Local and Societal Context		Learning Supports		Student Growth and Achievement	
Goal 1 Advance stakeholder engagement and communications	Strategic Plan Stakeholder Engagement and Communications	Goal 1 Advance wellness and well-being	Strategic Plan Wellness and Well-being	Goal 1 Advance innovation and design	Strategic Plan Innovation and Design
		Goal 2 Advance our continuum of support	Strategic Plan Continuum of Support	Goal 2 Advance literacy and numeracy	Strategic Plan Literacy and Numeracy
		Vision 2034: Prepared for the Future		Goal 3 Advance First Nations, Métis, and Inuit student success	Strategic Plan First Nations, Métis, and Inuit student success
				Goal 4 Advance learning for transfer	Strategic Plan Learning for Transfer
Governance				Teaching and Leading	
Goal 2 Advance evidence-based continuous improvement and assurance	Strategic Plan Continuous Improvement and Assurance			Goal 5 Advance excellence in teaching, learning and leading	Strategic Plan Excellence in teaching, learning and leading