

# Cameron Crossing School Annual Education Results Report 2020-2021

Our 2020-2021 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 and areas for growth. 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 priorities of engagement, support and success for each learner.

*For further information follow links to*  
[School Education Plan](#)  
[School Website](#)

## Land Acknowledgement

We honour the spirit, life and lessons this land and its ancestors teach us. We acknowledge the traditional territories of the Siksika, Piikani, Kainai, Tsuut'ina, Îyârhe Nakoda and the Métis Nation Region 3.

## 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](#)*

### **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.

## **Providing Assurance**

### **Guiding Principles**

Our school's 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 including:

- o Developing/updating plans based on results, contextual information and provincial direction.
- o Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- o Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities.
- o Implementing research and practice-informed strategies to maintain or improve performance across domains.
- o Monitoring implementation and adjusting efforts, as needed.
- o Measuring, analyzing and reporting results.
- o Using results to identify areas for improvement and to develop strategies and targets for the next plan.
- o Communicating and engaging with stakeholders about school authority plans and results.

## School Highlights and Celebrations: 2020-2021

- Cameron Crossing School graduated 5 students that would not have graduated from High School from their original school of choice.
- Looking forward to moving into our new building and the students are excited to help with the designing, moving and creation of their work space.
- School data highlights that parents and students alike see Cameron Crossing School as a Safe and Caring Learning Environment
- 94.6% of our students feel they have access to supports when they are feeling at risk.
- Cameron Crossing Students were able to navigate COVID fairly well with our learning from home periods and return to in-person learning.
- Consistent staff presence that included teachers, FSLC, Ed Assistant and YDC for the better part of the year.
- Developed a strong working relationship with McMan Agency, United Church food program, Okotoks Food Bank.
- Advanced our FSLC to a Divisional Placement- better support learners across FSD through the experienced gained here at Cameron Crossing.

## Engagement

### *Our story of engagement for each learner*

Cameron Crossing staff worked extremely hard throughout the year to keep kids and families engaged in a very disruptive school year due to COVID. Cameron Crossing School completed SOSQ, Grade, APORI, Intellectual Engagement Surveys. Cameron Crossing staff also ensured that student basic needs were 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.

### Stakeholder Engagement

<p style="text-align: center;"><b>Goal</b></p> <p style="text-align: center;"><i>Desired Result</i></p> <p>Creating respectful and mindful students that work together to support themselves and others both in academic and social environments</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what Cameron Crossing seeks to achieve.</i></p> <ul style="list-style-type: none"> <li>• Learners communicate, collaborate, think critically and solve problems in advancing educational excellence</li> <li>• Fostering relationships and communication</li> <li>• Community supports and partnerships</li> <li>• Stakeholders engagement</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>• Completion of High School Requirements</li> <li>• Overall student engagement in campus and off campus activities</li> <li>• Completion of surveys, parental and student and community feedback</li> <li>• School attendance</li> <li>• Participation in community based needs/programs</li> <li>• The school engages students and their families, staff, and community in a shared vision for student success</li> <li>• Student and family participation and usage of community supports and partnerships</li> <li>• School usage of outside agency and support networks</li> <li>• Student participation in community volunteerism and mentorship</li> <li>• Collaborative design of student programming</li> </ul>
<p><b>Measures and Targets</b></p> <p><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Parent Involvement:</b> Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>FSD Engage Participation Rates:</b> Increase in stakeholder (students, staff, parents &amp; community) participation in a variety of engagement opportunities.</li> <li>• <b>Stakeholder Involvement:</b> Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having a voice in education planning and decision making.</li> <li>• <b>Evidence of Principles and Practices</b> 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)</li> </ul>		
<p><b>Strategies</b></p>		

*Strategies are actions taken to achieve goals and desired outcomes.*

**School:**

- Student Voice in academic planning
- My Blueprint
- Academic counseling
- Academic and personal goal setting
- Blended programming
- Dual credit programming
- Volunteerism
- Art program
- PE program
- Foods program
- Photography program
- Newsletter
- Social Media platforms
- Community billboard
- School visits
- Daily attendance communication
- Regular parental communication
- Progress reports
- Cameron Crossing Celebration Café
- Cameron Crossing Student of the month
- Student Matters

- Outside agencies
  - Foothills Inclusion
  - AHS Addiction counsellor
  - Children Services
  - FSCD
  - RCMP & School resource officer
  - Juvenile Justice
  - Rowan house
  - Calgary Center for Sexuality
  - United Way
  - United Church
  - Foothills Therapeutic Riding Association
  - Sandstone Lodge
  - Okotoks Food Bank
  - Woods & Hall Homes
- Hub & Spokes

Performance Measures	Student Engagement	Staff Engagement	Parent Engagement	Community Engagement	Communications
	Excellent	Excellent	Excellent	Excellent	Good
Overall Achievement	58.0% (AERM) 100% (School based Survey)	100% consistently or deeply embedded on Divisional Professional Learning Survey	100% (School based survey)	N/A	N/A

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

[https://fsd365-my.sharepoint.com/:b:/g/person/masonj\\_fsd38\\_ab\\_ca/EbG7z0wVgYpEgXW-EOULjvkBeztGNDnkzF8jjIVeHJ0xpA?e=CvcYIN](https://fsd365-my.sharepoint.com/:b:/g/person/masonj_fsd38_ab_ca/EbG7z0wVgYpEgXW-EOULjvkBeztGNDnkzF8jjIVeHJ0xpA?e=CvcYIN) (Parent Survey 20-21)

[https://fsd365-my.sharepoint.com/:b:/g/person/masonj\\_fsd38\\_ab\\_ca/EV\\_rBq3h\\_3xKoicpVaJeYq4BaJPPpRxxgIRmCX6ZVd5-gNfQ?e=jN1qPY](https://fsd365-my.sharepoint.com/:b:/g/person/masonj_fsd38_ab_ca/EV_rBq3h_3xKoicpVaJeYq4BaJPPpRxxgIRmCX6ZVd5-gNfQ?e=jN1qPY)  
(Alberta Education Assurance Measures Results 2021)

[https://fsd365-my.sharepoint.com/:b:/g/person/masonj\\_fsd38\\_ab\\_ca/ET8A2eCMA15AolK8gHErXDgBBC7tbcgSR6TbBB4bRbLtEA?e=MU56e8](https://fsd365-my.sharepoint.com/:b:/g/person/masonj_fsd38_ab_ca/ET8A2eCMA15AolK8gHErXDgBBC7tbcgSR6TbBB4bRbLtEA?e=MU56e8)  
(FSD Professional Learning Survey)

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

“The staff at Cameron Crossing go above and beyond to meet the needs of challenging and diverse learners. They are amazing.”

- Parent School Based Survey data indicates strong satisfaction with school and academic purpose
- Student response indicated that Math was an area of concern in both understanding purpose and interest in course material.
- Math scores significantly impacted the overall scores in this area

- Overall data indicates that Student Interest in academic areas is low. This is due to the social-emotional and overall mental health of our student population
- Due to staffing size, Staff data is not calculated
- Due to parent responses, the size of responses could not warrant a source
- Communication: the school uses daily text/phone calls, Social Media, Newsletter, Email and School based webpage. Parents and students alike have full access to these means of communication. Some families are engaged in these, while a larger percentage of students and families are non-responsive due to previous interactions and dealings with prior school experiences

**Areas of Strengths:**

- Safe and caring school based results speak to our student's comfort and welcoming presence
- Individualized programming enhances student engagement in academics and schooling as a whole
- Mental Health Programming and Resources within the school continue to support student engagement

**Areas of Growth**

- AERM data indicates a lot of scores in the "I don't know" category, as well as our small data source skews all of our data- better inform our students of how to interpret the survey.
- School Based Data and AERM data are not aligned with respect to Student and Parent Engagement
- Alter the deliverance and modifications of courses (Math/Science & Humanities)

**Continuous Improvement**

<b>Goal</b>	<b>Outcomes</b>	<b>Indicators</b>
<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"> <li>● Building relationships.</li> <li>● Engaging with education partners and stakeholders.</li> </ul> <p>Creating and sustaining a culture of continuous improvement and collective responsibility.</p>	<ul style="list-style-type: none"> <li>● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement.</li> <li>● The School's 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.</li> <li>● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans.</li> </ul> <p>The School provides assurance to the government, local stakeholders and the public that they are fulfilling their responsibility for continuous improvement in student growth and achievement through provincial and local measures.</p>

**Measures and Targets**

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

**Provincial**

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

**Local**



- **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. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

## **Strategies**

*Strategies are actions taken to achieve goals and desired outcomes.*

**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**

- Food Programs
- Daily Check-ins
- Regulation Space
- Daily Counselling
- Wellness, Mindfulness & Mental Health
- Social interaction opportunities (Cards, games, puzzles, walks, movies etc)

**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
- Pet Therapy
- Breakfast/lunch Program

**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 groups:**

- 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

Continuous Improvement Results Analysis					
Performance Measures	Parental Involvement	Continuous Improvement	Overall Quality of Education	Guiding Principles of Assurance	Principles & Practices

<b>Overall Achievement</b>	<b>Good</b> N/A	<b>Good</b> 76.9%	<b>Good</b> 68.4	<b>Good</b> N/A	<b>Good</b> N/A
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**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

Parental involvement happens via email, text and phone calls. Daily texts are sent and received in response to attendance, student’s mental health and ongoing program development. Parents also access teacher and counsellor through one on one meetings that are scheduled on an as needed basis. School Based Surveys indicate that parents are overall satisfied with access to school, programs, supports and teacher/administration.

Cameron Crossing staff (Teaching and Support Staff) work together to provide the best possible wrap around supports in order to best support individual students. Staff are continually working with outside agencies, Positive Behavioral Supports, Continuum of Supports and School goals as a means to best support our students and meeting them where they are at.

There is a concentrated effort from the school to focus its resources on supporting our students overall mental health given the nature of our school and our students. Given that Cameron Crossing has a teaching staff of 2.5 full time teachers, we use a variety of embedded subject matter (Mental Health, Learning Strategies, and Social Literacy) to help meet our student’s wellness, curricular and credit needs. By doing this, we know that we are not developing other areas of learning such as CTS and Language options. We continue to offer courses through ADLC and Hub materials to help those students with other interests. Cameron Crossing also supports student learning outside of the classroom through Work Experience, Volunteering and RAP programs.

[https://fsd365-my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/EbG7z0wVgYpEgXW-EOULJvkBeztGNDnkzF8jIIVeHJ0xpA?e=CvcYIN](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EbG7z0wVgYpEgXW-EOULJvkBeztGNDnkzF8jIIVeHJ0xpA?e=CvcYIN) (Parent Survey 20-21)

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

- Due to our population base, we do not have extensive data in this section, but our School Based Survey and parental feedback has been positive and meaningful throughout the year
- Our continuous improvement has had slight declines in the past 2 years as a result of the ongoing Pandemic and the ongoing interruptions in learning.
- Quality of Education Data has also had slight declines and as a result of this have made significant changes to how Math/Science and Humanities are being delivered, as well as course content being rewritten throughout this year.
- School Based Data indicates that Parents view Cameron Crossing School as an effective learning institution for their children and are very pleased with the overall work and education from the staff and school.

**Areas of Strength:**

- Given the past experiences of our families with school relationships, Cameron Crossing school has a very positive relationship with all of it's families.
- Given the impact of COVID, CC has had to make significant changes to it's off campus programming, despite this, CC school has been able to support a large percent of it's students with ongoing off campus learning opportunities through Work Experience and volunteering.

**Area of Growth:**

- CC continues to look to make alterations to it's online hub courses in order to best support our students. Data indicates that there needs to be a concentrated focus on Math and Social Studies. As a result of this, CC has added a staff and altered the delivery of it's math program for the 2021-22 school year.

# Support

*Our story of support for each learner*

*For further information on SUPPORT follow links to:*

<p style="text-align: center;"><b>Goals</b></p> <p style="text-align: center;"><i>Desired Result</i></p> <p>Foster a safe, healthy and inclusive environment for learners</p>	<p style="text-align: center;"><b>Outcomes</b></p> <p style="text-align: center;"><i>Measurable statements of what FSD seeks to achieve.</i></p> <ul style="list-style-type: none"> <li>• Learners contribute to and feel welcomed, cared for, respected and safe</li> <li>• Learners access a continuum of supports</li> <li>• Collective efficacy and leadership of learners is cultivated</li> </ul>	<p style="text-align: center;"><b>Indicators</b></p> <p style="text-align: center;"><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>• Students are attending, participating, active and well</li> <li>• Parental participation in student programming and school events</li> <li>• Students demonstrate respect for self, peers, staff, family and the greater community</li> <li>• Students feel safe sharing learning and social emotional needs</li> <li>• Social emotional and learning environments create a safe, caring and healthy place</li> <li>• Continuum of supports is responsive and meets the needs of individuals and families</li> <li>• Students take initiative in leading self and others in various community activities</li> </ul>
<p style="text-align: center;"><b>Measures and Targets</b></p> <p style="text-align: center;"><i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></p> <p><b>Provincial</b></p> <ul style="list-style-type: none"> <li>• <b>Safe &amp; Caring:</b> Increase in the 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.</li> <li>• <b>Program Access:</b> Increase in the percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.</li> <li>• <b>Students at Risk:</b> Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.</li> </ul> <p><b>Local</b></p> <ul style="list-style-type: none"> <li>• <b>SOS-Q (Student Orientation to School Questionnaire):</b> Increase 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.</li> <li>• Evidence of feedback from Staff Advisory and Students’ Matters impacts decision making.</li> <li>• <b>School and Divisional Student Continuum of Supports</b> Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.</li> <li>• <b>Evidence of Principles and Practices</b> 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)</li> </ul>		

**Strategies**

*Strategies are actions taken to achieve goals and desired outcomes*

*Strategies are actions taken to achieve goals and desired outcomes.*

**School:**

- SEL Competencies
  - 2x10's
  - Circle work
  - Descriptive Praise
  - Intentional use of breakout space
  - Movement Bikes
  - Spring gardening
  - Staff training around SEL
- Building/fostering a culture of caring and respect
- Morning welcomes and departures
- Morning routines
- Breakfast/coffee/tea
- Creation of Individual Ed Programs
- Student Social Club
- Student of the Month
- Celebration Café
- Support for All Learners Team
- Restorative Group Work
- Mental Health/Social Literacy
- Mindfulness and coach
- Social interaction games
- Student Matters
- Relationship based program
- NVC training for all staff
- CSTAG training
- Trauma informed practices
- Daily wellness time
- Yoga Ed
- Visual journaling
- Goal Setting
- Classroom agreements
- Mentorship/menteeship/volunteering
- Strengths finder self-inventory (My Blueprint)
- Exposure Therapy
- Targeted SEL groups
- Job shadowing
- Community mentors
- Outside agency referrals
- Therapeutic interventions
- Assistive technology
- ILP/BSP/Safety plans
- Case conference
  - Hub
  - Link
- Literacy intervention
- Individualized multi-agency conferences
- Wrap Around Supports
  - FSLC counsellor
  - YDC
  - Addiction Counsellor
  - CS
  - FSCD
  - Foothills Inclusion
  - RCMP School Resource Officer
  - Learning Coach
  - Juvenile Justice
- Partnerships with other schools to encourage positive mentorship
- Partnerships within Okotoks and Foothills area

## Learning Supports Results Analysis

Performance Measures	Safe and Caring	Program Access	Students at Risk Services	SOS-Q: Safe & Caring	SOS-Q: External Resilience	SOS-Q: Self Confidence	SOS-Q: Internal Resilience	SOS-Q: Peer Relations
	Excellent	Excellent	Excellent	Excellent	Excellent	Good	Poor	Poor
<b>Overall Achievement</b>	83.6% 91%*	77.7% 100% (SBS)	94.6%	60%	83%	64%	21%	35.7%

### Evidence: Provincial and Local Measures

*Provincial and local measures assessed progress on achieving outcomes.*

- 2020 APORI data tables
- SOSQ Data Sept 2020-June 2021
- Cameron Crossing AERR 2019-20 document
- Cameron Crossing Parent Survey

[https://fsd365-my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/EbG7z0wVgYpEgXW-EOULjvkBeztGNDnkzF8jjIVeHj0xpA?e=CvcYIN](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EbG7z0wVgYpEgXW-EOULjvkBeztGNDnkzF8jjIVeHj0xpA?e=CvcYIN) (Parent Survey 20-21)

[https://fsd365-my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/EV\\_rBq3h\\_3xKoicpVaJeYq4BaJpPpRxxgIRmCX6ZVd5-gNfQ?e=jN1qPY](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EV_rBq3h_3xKoicpVaJeYq4BaJpPpRxxgIRmCX6ZVd5-gNfQ?e=jN1qPY)

(Alberta Education Assurance Measures Results 2021)

[https://docs.google.com/document/d/1csdAmUYx10qUcryDghDVvQV5hNTwIK1C2dXW1L\\_gDg8/edit?usp=sharing](https://docs.google.com/document/d/1csdAmUYx10qUcryDghDVvQV5hNTwIK1C2dXW1L_gDg8/edit?usp=sharing)  
(SOSQ data)

### Key Insights from Results Analysis: Areas of Strength and Areas for Refinement

*Impact and effectiveness of strategies implemented.*

- Provincial data indicates that Cameron Crossing is a safe and Caring place for all
- SOSQ data indicates that students continue to struggle with Peer Relations, Internal Resilience and Self Confidence
- Program access data indicates that we are doing a good job in meeting the accessibility, effectiveness and efficiency of programming and meeting student service needs.

#### Area of Strength

- Students at Risk are supported at Cameron Crossing



- Cameron Crossing Students continue to feel safe and cared for while at school
- Considering that Cameron Crossing students are at risk, their External Resiliency is extremely high

**Area of Growth**

- Peer Relations
- Internal Resilience
- Self Confidence

# Success

## *Our story of success for each learner*

Cameron Crossing school celebrates the ongoing academic and social emotional work that our students are doing day in and day out. Students at Cameron Crossing School come to us with Trauma Based Experiences that have significant impact on their overall wellbeing and academic abilities. Cameron Crossing School recognizes these challenges and focuses on building individualized programming and pacing that helps to meet the student at a place where they are capable of beginning the work to graduate.

*For further information on SUCCESS follow links to:*

## Student Growth and Achievement

<b>Goals</b>	<b>Outcomes</b>	<b>Indicators</b>
<p><i>Desired Result</i></p> <p>Preparing students for their future while ensuring personal best standards of academic achievement</p>	<p><i>Measurable statements of what FSD seeks to achieve.</i></p> <ul style="list-style-type: none"> <li>• Learners are Literate</li> <li>• Learners are Numerate</li> <li>• Learners develop/deepen outcomes and competencies</li> <li>• Learners take ownership and develop efficacy in learning</li> <li>• First Nations, Metis and Inuit learners are successful</li> <li>• Learners are meaningfully engaged</li> </ul>	<p><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> <li>• Completion of High School Requirements</li> <li>• Survey results</li> <li>• FNMI and other students accessing cultural programs</li> <li>• Usage of My Blueprint</li> <li>• Improvement in literacy and numeracy skills</li> <li>• Students use continual staff feedback to improve one's social emotional and academic competencies</li> <li>• engaging in creating their own individual program to support their curricular and social emotional needs</li> </ul>

## Measures and Targets

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

### Provincial

- **Program of Studies:** Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation:** Increase in 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 in percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education:** Increase in percentage of teachers, parents and students satisfied with the overall quality of basic education.

- **Lifelong Learning:** Increase in percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.
- **Learning Outcomes (PAT & Diploma).**
- **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 in percentage of students who chose 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).
- **RRST (Reading Readiness in English & French):** Increase in percentage of students in Kindergarten and Grade 1 who are at or above grade level expectations.
- **GRADE (Literacy Assessment in English):** Increase in 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.
- **MIPI (Math Assessment in English & French):** Increase in 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. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

#### Strategies

*Strategies are actions taken to achieve goals and desired outcomes.*

- Grade Assessment
- F&P Assessment
- Literacy Programming
- Journaling
- Monday Morning Pages
- ILP
- Individualized Academic Planning
- Self-paced learning
- Assistive Technology
- Work Experience
- Volunteerism
- Student Leadership
- Dual Credit
- Blended Programming with local High Schools
- Calm, HCS 3000, HCS 3010

- Self-Advocacy
- PLC work on FNMI
- FSD FNMI worker
- Orange Shirt Day
- Aboriginal Day
- Restorative Circles
- Connections with Elder
- Connection to sweat lodges
- Student Social club
- Student voice
- Modified student timetables
- Off campus learning opportunities

## **Student Growth and Achievement Results Analysis**

### **Innovation, Creativity and Competency Development**

Performance Measures	Program of Studies	Work Preparation	Citizenship	Intellectual Engagement (CTF/CTS)	Competency Development	MyBluePrint	Principles & Practices
Evaluation Overview	54.3% 100% (SBS)	N/A	75.0%	30%	<i>Anecdotal</i>	<i>acceptable</i>	<i>Work on innovation and design and competency development</i>

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

[https://fsd365-](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EXoVzsfwiytAul8Pfd5GkzgBT6zuiSxEt0Xaa9p3cGPGUA?e=aQZOMR)

[my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/EXoVzsfwiytAul8Pfd5GkzgBT6zuiSxEt0Xaa9p3cGPGUA?e=aQZOMR](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EXoVzsfwiytAul8Pfd5GkzgBT6zuiSxEt0Xaa9p3cGPGUA?e=aQZOMR)

**IE Engagement**

**Competency Development:** Cameron Crossing School focuses teaching Competency Development through it's Mental Health and Wellness portions of it's courses. CC staff embed these skills sets throughout the day with all of their individual and group check ins and lessons.

**MyBluePrint:** is used on an individual basis throughout the school year as a tool to support ongoing student learning. CC staff focus on the Learning and Personality surveys, as well as the informational tools associated with post-secondary programs for those student that show an interest in continuing their learning past High School.

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

- School Based Data and AERM Data do not support each other. School Based Data indicates parents and students find Program of Studies to be higher than the AERM data. In digging deeper into the AERM data, there were a lot of student responses in the "I don't know" response which did not appear on our school data. This would explain the discrepancies.
- Intellectual Engagement for CTS data indicates that this area is very low. This is a result of Cameron Crossing's focus on supporting student with At Risk tendencies and the added fact that we have a staff of 2.5 and are in a single school room learning environment.

**Learning that Transfer**

**Learning Outcomes: Provincial Achievement Tests/Diploma Exams Results**

Performance Measures	Quality of Education	Life-Long Learning	Drop-out rate	High School Completion	Transition Rate	Rutherford Scholarship	Exam Participation
Overall Achievement	<b>Very Low</b> 68.4%	N/A 100% (SBS)	<b>Very High</b> 0.0	<b>Very Low</b> 3 YR= 37.7 5 YR= n/A	NOT APPLICABLE	<b>Very Low</b> 11.1	N/A
Performance Measures Intellectual Engagement	High Expectations 96%	Relevance 46%	Rigor 69%	Effort 74%	ELA/SS 30%/0%	Math/Science 40%/50%	CTS 30%
Overall Achievement	<b>Excellent</b>	<b>Concerned</b>	<b>Good</b>	<b>Excellent</b>	<b>Concern</b>	<b>Concern</b>	<b>Concern</b>

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

[https://fsd365-my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/EWjy7F\\_jQ0lEoma9eKh5LpAB0vi\\_6FVjC\\_OuNCSLTdIGcQ?e=CTzuOS](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/EWjy7F_jQ0lEoma9eKh5LpAB0vi_6FVjC_OuNCSLTdIGcQ?e=CTzuOS)  
(IE Full Survey)

### **Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement***

*Impact and effectiveness of strategies implemented.*

- As indicated in previous sections, Quality of Education data is in conflict with AERM and School Based Data.
- Drop out Rates continue to be a Highlight of the hard work that the students, staff and families do to help achieve graduation.
- Due to the nature of Cameron Crossing learners, our students due not tend to continue on with post secondary learning, the data supports this student role through Transition Rates and Rutherford rates.
- I.E engagement data indicates that Relevance, ELA/SS, Math/Science and CTS are areas of Concern wher as High Expectations, Effort and Rigor are all in the excellent and good areas.

#### **Areas of Strength:**

- High Expectations, Rigor and Effort are all positively scored.
- This highlights that Students and staff work to hold one another to high expectation around academics and social emotional needs
- Students are putting forth great amounts of effort on a daily basis with respect to academics and social emotional learning

#### **Areas of Growth:**

- Cameron Crossing Staff will need to work on improving and connecting the work that is being done to the real world.
- Cameron Crossing and students will work to improving means to improve areas of flow in all of our academic and CTS areas.

**Literacy**

<b>Performance Measures</b> % of students at or above grade level (Grades 2 – 9) GRADE Assessment	<b>Listening</b> 86%  79%	<b>Vocabulary</b> 57%  75%	<b>Comprehension</b> 57%  76%	First percentage number equals test results performed in the fall of 2021. Second percentage number indicates an average of individual scores taken from students over the 3 year range.
<b>Overall Achievement</b>	N/A- only 4 students in data	N/A- only 4 students in data	N/A- only 4 students in data	

**Numeracy & Mathematics**

<b>Performance Measures</b> % of students at or above grade level (Grades 2 – 10) MIPI Assessment	<b>Number</b>	<b>Patterns &amp; Relations</b>	<b>Shape &amp; Space</b>	<b>Statistics &amp; Probability</b>	In conversations with the Director of Inclusive Learning, this assessment is best not administered to our students. We believe we have enough data from our feeder schools to provide the necessary learning and support strategies to help our learners.
<b>Overall Achievement</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	<b>Not Applicable</b>	

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

**MIPI data is not collected or administered at Cameron Crossing due to the nature of the program and curricular choices available to students**

**Key Insights from Results Analysis: Areas of Strength and Areas for Refinement**

*Impact and effectiveness of strategies implemented.*

In consultation with the Director of Inclusive Learning it has been decided that performing the MIPI test does not serve the best interest of the individual student learning based on their past schooling and testing experiences. There is enough local school data to help support the math curriculum

Grade scores were provided in two capacities: 1. 4 students that were tested in the 2021 school year and an average score based on the compilation of data over the past 3 years.



## First Nations, Métis and Inuit Student Success

### **Evidence: *Provincial and Local Measures***

*Provincial and local measures assessed progress on achieving outcomes.*

**Data not available**

### **Key Insights from Results Analysis: *Areas of Strength and Areas for Refinement***

*Impact and effectiveness of strategies implemented.*

Cameron Crossing has just initiated it's work around FNMI and as a result of this, the school has selected the follow pieces as strategies to focus our work on

- PLC work on FNMI
- FSD FNMI worker
- Orange Shirt Day
- Aboriginal Day
- Restorative Circles
- Connections with Elder
- Connection to sweat lodges

## Teaching, Learning and Leadership

### **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)

**Strategies**

*Strategies are actions taken to achieve goals and desired outcomes.*

**Teaching, Learning and Leadership Results Analysis**

Performance Measures % of teachers who agree	Shared Vision, Mission & Values	Collaborative Culture	Collective Inquiry and Reflective Practice	Commitment to Continuous Improvement	Results & Action Oriented	In-service jurisdiction needs
	100	100	100	100	100	
<b>Overall Achievement</b>	Excellent	Excellent	Excellent	Excellent	Excellent	

**Evidence: Provincial and Local Measures**

*Provincial and local measures assessed progress on achieving outcomes.*

[https://fsd365-my.sharepoint.com/:b:/g/personal/masonj\\_fsd38\\_ab\\_ca/ET8A2eCMA15AolK8gHErXDgBBC7tbcgSR6TbBB4bRbLtEA?e=MU56e8](https://fsd365-my.sharepoint.com/:b:/g/personal/masonj_fsd38_ab_ca/ET8A2eCMA15AolK8gHErXDgBBC7tbcgSR6TbBB4bRbLtEA?e=MU56e8)  
(FSD Professional Learning Survey)

**Key Insights from Results Analysis**



*Impact and effectiveness of strategies implemented.*



Given that Cameron Crossing School has 2.5 teaching staff and 0.5 administrative staff, this data is not sufficient to be pulled from this Survey. Staff meet on a daily and weekly base to share information, solutions and next steps in order to best support students and their individual needs. Staff have scheduled meeting times from 8:30 to 9:00 Am and again at 3:10 to 3:30. Cameron Crossing School’s collaborative meetings also happen once a week on Tuesday’s from 3:10 to 4:30.

As for the design of Cameron Crossing School's leadership and design, it is set up so that every staff member has the ability to have input and decision making powers when working with each individual student. Teachers, Ed Assistants, Counsellors and Admin all work together in order to best support the family and student alike.

Given the nature of Cameron Crossing and it's focus on re-establishing connections with at risk learners, there are times when Jurisdictional needs do not align with our school based needs for professional development work.

**The Foothills School Division is focused on the priority of  
Engagement, Support and Success for Each Learner**

<p><b>Our Vision</b> Engagement, Support and Success for Each Learner.</p> <p><b>Our Mission</b> 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><b>Our Commitments for Optimum Student Learning</b></p> 	<p><b>Our Priorities</b></p> <p><b>Engagement:</b> Ensure and maintain division-wide engagement that is timely, meaningful and collaborative with all learners and communities.</p> <p><b>Support:</b> Ensure and maintain division-wide learning environments that are welcoming, caring, respectful, safe and inclusive.</p> <p><b>Success:</b> Ensure and maintain division-wide excellence in teaching, learning and leadership.</p>
<p><b>Engagement</b></p>	<p><b>Support</b></p>	<p><b>Success</b></p>
<p><b>Local and Societal Context</b></p>	<p><b>Learning Supports</b></p>	<p><b>Student Growth and Achievement</b></p>
<p><b>Assurance Measure:</b> FSD provides trust and confidence that the education system responds proactively to local and societal contexts.</p>	<p><b>Assurance Measure:</b> 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><b>Assurance Measure:</b> FSD provides trust and confidence that students demonstrate citizenship, engage intellectually and grow continuously as learners.</p>
<p><b>Governance</b></p>		<p><b>Teaching and Leading</b></p>
<p><b>Assurance Measure:</b> 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><b>Assurance Measure:</b> FSD provides trust and confidence that teachers and leaders grow in their professional practice to ensure optimum and continuous learning.</p>
<p><b>FSD Goals 2020 - 2021</b></p>		
<p><b>Engagement</b></p>	<p><b>Support</b></p>	<p><b>Success</b></p>

Local and Societal Context		Learning Supports		Student Growth and Achievement	
<b>Goal 1</b> Advance system-wide stakeholder engagement	<b>Strategic Plan</b> <a href="#">Stakeholder Engagement</a>	<b>Goal 1</b> Advance a system-wide approach to a safe, caring and welcoming learning environment	<b>Strategic Plan</b> <a href="#">Safe, Caring and Welcoming Learning Environment</a>	<b>Goal 1</b> Advance system-wide innovation, creativity and competency development	<b>Strategic Plan</b> <a href="#">Innovation, Creativity and Competency Development</a>
<b>Governance</b>		<b>Goal 2</b> Advance system-wide continuum of supports	<b>Strategic Plan</b> <a href="#">Continuum of Supports</a>	<b>Goal 2</b> Advance system-wide literacy and numeracy	<b>Strategic Plan</b> <a href="#">Literacy and Numeracy</a>
<b>Goal 2</b> Advance system-wide evidence-based continuous improvement cycles	<b>Strategic Plan</b> <a href="#">Continuous Improvement Cycles</a>	<b>Goal 3</b> Advance system-wide approach to positive mental health, wellness and well-being	<b>Strategic Plan</b> <a href="#">Positive Mental Health, Wellness and Well-being</a>	<b>Goal 3</b> Advance system-wide First Nations, Métis and Inuit student success	<b>Strategic Plan</b> <a href="#">First Nations, Métis and Inuit Student Success</a>
				<b>Teaching and Leading</b>	
		<b>Vision 2034:</b> <b><u>Prepared for the Future</u></b>		<b>Goal 4</b> Advance system-wide high-quality design, instruction and assessment practices	<b>Strategic Plan</b> <a href="#">High-quality Design, Instruction and Assessment</a>
				<b>Goal 5</b> Advance system-wide excellence in teaching and leading	<b>Strategic Plan</b> <a href="#">Excellence in Teaching and Leading</a>