

Cameron Crossing School 2021-24 Education Plan

Our Education Plan is based on contributions from students, parents, staff, business/community leaders and service providers who provide ongoing and direct feedback in the development of goals and strategies for engagement, support and success of each learner.

Follow Links to:

[School Annual Education Results Report](#)
[School Website](#)

About our School

Cameron Crossing School is an Outreach School that supports At Risk learners 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 and community and Local High School partnerships.

School Highlights and Celebrations

- Cameron Crossing School is expanding our ability to assist more FSD learners through it's new building expansion in the 2021-2022 school year
- Cameron Crossing will graduate 4 students this year (2021) that would **not** have graduated if they remained in a traditional school setting
- Cameron Crossing will have 10+ students eligible for graduation in the 2021-22 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

Providing Assurance

Our School's planning and reporting processes reflect the guiding principles, domains and enabling processes outlined in Alberta Education's Assurance Framework. Our School's effective planning and results reporting occurs in a continuous improvement cycle which is integral to our accountability and assurance including:

- Developing/updating plans based on results, contextual information and provincial direction.
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate.
- Implementing research and practice-informed strategies to maintain or improve performance across domains.
- Monitoring implementation and adjusting efforts as needed.
- 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 plans and results.

Key insights from results analysis of the impact of Engagement, Support and Success strategies Strengths and Areas for Refinement (list 4-8 key insights)

- Survey data shows 100% of parents and students view Cameron Crossing Staff as caring and fair
- Survey data consistently indicates that both parents and students do not have any concerns about Cameron Crossing's Educational Design/Program
- SOSQ data highlights Cameron Crossing's strength within the Safe and Caring Component
- SOSQ data highlights Cameron Crossing's need for refinement within the Components of Internal Resilience and Peer Relations
- Intellectual Engagement Data indicates that Math and Social Studies are areas for refinement

Engagement

for each learner

Engagement that is timely, meaningful and collaborative

Our story of engagement for each learner at our school

PARENT QUOTES

- Cameron Crossing has been a life-line for our family, without this school and the amazing staff my child would not have succeeded the way they have.
- The staff at Cameron Crossing go above and beyond to meet the needs of challenging and diverse learners. They are amazing.
- I wanted to say how well Cameron X has contributed to an improvement in my daughters behaviour and attendance at School. It feels like the teachers really care and they appear to put a lot of time and effort into educating children both academically and in life skills. Well done.

<p align="center">Goal <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance stakeholder engagement and communications</p> <p>Advancing stakeholder engagement practices and communication strategies ensures our School 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 our School 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"> ● 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 School. ● Stakeholder engagement informed decision making and education plans.

<p align="center">Strategies</p>	<p align="center">Measures and Targets</p>
<p>Strategy 1: Student Engagement - In order to advance student engagement at Cameron Crossing School, the following strategies will continue to be developed.</p> <p>Strategies that celebrate students</p> <ul style="list-style-type: none"> ● Student Matters ● Student of the Month ● STEM Awards ● Progress Reports ● Student Celebrations ● Attendance Incentives (Friday Lunch) <p>Strategies to enhance student voice</p> <ul style="list-style-type: none"> ● Student Voice in Academic Planning, Timetabling and Daily Schedule ● Academic Counseling ● My Blueprint 	<p align="center"><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"> ● Parent Involvement: Increase in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. <p>Local</p> <ul style="list-style-type: none"> ● Stakeholder Participation Rates: Increase in stakeholder (students, staff, parents & community) participation in a variety of engagement opportunities. ● Stakeholder Involvement: Evidence of stakeholders (students, staff, parents, community/business) communicating, collaborating, thinking critically, solving problems and having voice in education planning and decision making. ● 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 to support success

- Blended Programming with Local High Schools
- Volunteerism & Work Experience
- Off Campus/Community Programming (Art, PE, WE etc)
- Morning Check-ins
- Counselling and YDC services
- Pet Therapy
- Breakfast/lunch Program

Strategy 2: Staff Engagement: In order to advance Staff Engagement at Cameron Crossing School, the following tactics will be implemented in order to impact this strategy.

Strategies to create connection

- Daily morning and after school briefings
- Sharepoint

Strategies to create shared leadership

- Weekly COP meetings
- Text & phone contacts
- Shared leadership
- Professional Growth Opportunities (School, Divisional & Personal)

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.

Strategies to enhance communication

- Daily Communication
- Monthly “Zoom Meetings”
- Individualized Parent Orientation
- Cameron Crossing Celebration Cafe
- Newsletters

strategies to develop relationships

- Parents have access to Principal’s Cell & Email
- Surveys (Intellectual Engagement, School Based Surveys)

- Social Media (Instagram & Twitter)
- Webpage

strategies to increase voice

- Daily Communication
- Open Door Policy
- Parents have access to Principal's Cell & Email
- Surveys (Intellectual Engagement, School Based Surveys)
- Participation in Student Academic Planning

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:

- 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
- Hub & Spokes

Strategy 5: Communications: To advance Communication at Cameron Crossing School, the following tactics will be implemented in order to achieve this strategy.

- 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 align="center">Goal</p>	<p align="center">Outcomes</p>	<p align="center">Indicators</p>
<p align="center"><i>Desired Result</i></p> <p 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 align="center"><i>Measurable statements of what FSD seeks to achieve.</i></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. 	<p align="center"><i>Indicators of achieving outcomes.</i></p> <ul style="list-style-type: none"> ● The School's Education Plan and Annual Education Results Report (AERR) represent evidence-informed decision making and continuous improvement. ● 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. ● In the AERR data is analyzed, local and societal context considered, insights developed and conclusions drawn to inform education plans. ● 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.

Strategies

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 Cafe

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

- **FSD School Assurance Survey:** Increase in percentage of teachers, parents and students 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. (i.e. professional learning evidence, classroom evidence and stakeholder voice)

- 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

- Hub & Spokes

Assurance Links for ENGAGEMENT

For Further Information Follow Links to

[Cameron Crossing School Parental School Survey](#)

[Cameron Crossing SOSQ Data](#)

[Cameron Crossing Intellectual Engagement Survey](#)

Support

for each learner

Learning environments that are welcoming, caring, respectful, safe and inclusive.

Our story of support for each learner at our school

Cameron Crossing School supports students with promise with a wraparound focus that considers where each individual is with respect to their overall 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, 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 been a life line for our family, without this school and the amazing staff my child would not have succeeded the way they have.
- The staff at Cameron Crossing go above and beyond to meet the needs of challenging and diverse learners. They are amazing.

- I wanted to say how well Cameron X has contributed to an improvement in my daughters behaviour and attendance at School. It feels like the teachers really care and they appear to put a lot of time and effort into educating children both academically and in life skills. Well done.

<p>Goal <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance wellness and well-being Develop collective efficacy in advancing a culture of wellness and well-being.</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 continuum of support. <p>“Students will learn</p> <ul style="list-style-type: none"> • to develop a better understanding of themselves that will allow them to make decisions, achieve goals, build resiliency, and adapt to change • to build resilience and positive mental health skills for suicide prevention • to know the difference between and how to manage health stress and traumatic stress” <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 11</i></p> <p>“As a pluralistic society, Alberta recognizes and supports unity and a commitment to the common good among a diverse citizenry. A peaceful, pluralistic society and an energized civilization requires respect and mutual understanding among people of different faiths, experiences, and backgrounds.”</p> <p><i>Guiding Framework - Design and Development of K-12 Provincial Curriculum page 17</i></p>	<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. • 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.
<p>Strategies</p>		<p>Measures and Targets</p>

Strategy 1: SEL Competencies: Cameron Crossing School will support all learners in the SEL Competencies by committing to the following:

Connection Strategies

- 2x10's
- Circle Work
- Descriptive Praise

Staff Training

- Staff Training around SEL
- Mental Health/Social Literacy
- Mindfulness and coach
- NVCI training for all staff
- CSTAG training

Social Emotional Learning Strategies

- 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

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.

- Morning welcomes and departures
- Morning routines
- Breakfast/coffee/tea
- Creation of Individual Ed Programs
- Student Social Club

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

Provincial

- **Safe & Caring:** Increase in percentage of teachers, parents and students 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.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** 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.
- **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)

- Student of the Month
- Celebration Café
- Restorative Group Work
- Social interaction games
- Classroom agreements
- Job shadowing
- Community mentors

<p align="center">Goal <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance our Continuum of Supports</p> <p>Continue to develop and advance our continuum of support.</p>	<p>FSD maintains a robust continuum of support that is visible and accessible to all learners at the divisional level and within individual schools.</p> <p>“A board, as partner in education, has the responsibility to (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education.” <i>Alberta Education Act, pages 39-40</i></p> <p>“To support children and students in attaining the goals as stated in the <i>Ministerial Order on Student Learning</i>, school authorities must ensure that all children and students...have access to meaningful and relevant learning experiences that include appropriate instructional supports.” <i>Alberta Guide to Education, Page 27</i></p>	<p>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.</p> <ul style="list-style-type: none"> ● Students and staff demonstrate understanding and respect for the uniqueness of all learners. ● 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. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Collaboration with education partners to support student learning and well-being. ● Wrap around services and supports that enhance conditions required for optimal learning and student well-being.

- Structures and systems support learning and meet the needs of students, families, staff and communities.

Strategies

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

- 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
- Woods & Hull Homes
- Hub & Spokes

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:

- Continuum of Supports
- Positive Behavioral Support Plan
- SOSQ
- Attendance
- Academics
- Social Emotional Needs

Measures and Targets

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

Provincial

- **Program Access:** 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.
- **Students at Risk:** Increase in the percentage of teachers, parents and students agree that programs for children at risk are easy to access and timely.

Local

- **SOS-Q (Student Orientation to School Questionnaire):** 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.
- **School Continuum of Supports**
Evidence demonstrates students have access to a continuum of supports to support overall success, achievement and well-being.
- **School-based Students' Matters Engagement**
Evidence from student analysis of information gathered from student generated engagement opportunities created through Students' Matters.
- **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)

- Outside Agency Involvement
- ILP's & BSP's

Assurance Links for SUPPORT

For Further Information Follow Links to

[Continuum of Support, PBS, Attendance Continuum Documents](#)

[Cameron Crossing Weekly COP & Student Support Meetings](#)

Success

for each learner

Student Growth and Achievement

Excellence in teaching, learning and leadership

Our story of success for each learner at our school

Cameron Crossing works with our greater Community to build successful structures, Learning Plans and wrap around services in order to celebrate each individual student's successes and talents. Cameron Crossing believes that with the help of our greater community, we can help ensure that every student finds a means to being successful where they are at during their life journey.

- Cameron Crossing has been a life line for our family, without this school and the amazing staff my child would not have succeeded the way they have.
- The staff at Cameron Crossing go above and beyond to meet the needs of challenging and diverse learners. They are amazing.
- I wanted to say how well Cameron X has contributed to an improvement in my daughters behaviour and attendance at School. It feels like the teachers really care and they appear to put a lot of time and effort into educating children both academically and in life skills. Well done.

<p style="text-align: center;">Goal 1 <i>Desired Result</i></p> <p style="text-align: center;">Advance innovation and design</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>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p>“Students will integrate the board knowledge base of these subjects to learn to think for themselves, solve problems creatively, collaborate, and communicate effectively. Students will be encouraged to approach the world with intellectual curiosity and humility, understanding our inherited traditions, engaging new ideas and diverse viewpoints, questioning assumptions with reason, evaluating sources of information with discernment, and applying their learning in a variety of life and work situations.” <i>AB ED Ministerial Order on Student Learning, p. 2</i> Innovation occurs when students can transfer what they know to new situations and are empowered to be creative, innovative and think critically.</p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></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 style="text-align: center;">Strategies</p> <p>Strategy 1: Work Experience/Volunteerism: Cameron Crossing School will advance Students’ exposure to Work Experience/volunteerism by refining the following Learning Opportunities</p> <ul style="list-style-type: none"> • Expand Work Experience & Volunteering opportunities within our community • Work Experience • Volunteerism 	<p style="text-align: center;">Measures and Targets <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"> • Program of Studies: Increase in percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. 	

- Mentorship
- Partnerships with Local High Schools for Blended Learning
- Student Leadership
- Dual Credit

Strategy 2: Flexible Learning Environment: Cameron Crossing School commits to ensuring students have access to

- Individualized Education Plans
- Academic Planning for each student
- Individual Goal Setting
- Self-Paced Learning
- Modified Timetables/Schedules
- Career Planning
- Myblueprint
- Guest Speakers

Strategy 3: Option/CTS Programming: Cameron Crossing School commits to ensuring access to meaningful and current learning opportunities in the CTS realms

- Provide opportunities for students to take part in Hub@Home CTS options
- Off Campus Learning
 - Work Experience
 - Green Certificate Program
 - RAP (Registered Apprenticeship Program)

- **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.

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 each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **MyBlueprint:** Evidence of advancing use of MyBlueprint as an ePortfolio and career exploration tool.
- **Learner Profiles:** Growth in student achievement in maker-centered learning/CTF/CTS and competency development.
- **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)

<p>Goal 2 <i>Desired Result</i></p>	<p>Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p>Indicators <i>Indicators of achieving outcomes.</i></p>
<p>Advance learning for transfer Advance learning for transfer to deepen student thinking and understanding of concepts through</p>	<p>Learners will be able to explore and develop their skills and passions and achieve their highest potential.</p>	<ul style="list-style-type: none"> ● Improvement in students' ability to apply knowledge, skills and understanding of concepts in a variety of contexts.

<p>learning experiences that can be applied now and in the future for success.</p>	<p>Students will be well prepared for their future while remaining current and relevant in the local and global contexts.</p> <p>“Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p. 52</i></p> <p>“Understanding is about putting pieces of knowledge into logical and meaningful order with other knowledge. Understanding is more complex than knowledge, showing that a student is learning how to organize knowledge to understand a concept. By understanding, one can apply what they have learned to new situations in other contexts.” <i>The Guiding Framework for the Design and Development of Kindergarten to Grade 12 Provincial Curriculum, 2020</i></p>	<ul style="list-style-type: none"> ● Improvement in students using ongoing feedback to reflect continuously on progress, identify strengths and areas of need and set new learning goals.
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<p style="text-align: center;">Strategies</p>	<p style="text-align: center;">Measures and Targets</p>
<p>Strategy 1: Off Campus/Community exposure/engagement Opportunities: Cameron Crossing School commits to ensuring that Transference of Learning is supported in the following areas.</p> <ul style="list-style-type: none"> ● Work Experience ● Volunteerism ● Mentorship ● Partnerships with Local High Schools for Blended Learning ● Student Leadership ● Dual Credit <p>Strategy 2: Student Leadership Opportunities: Cameron Crossing School commits to ensuring that Transference of Learning is supported in the following areas.</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>Provincial</p> <ul style="list-style-type: none"> ● 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. ● Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate: Growth and Improvement shown in each area. <p>Local</p>

<ul style="list-style-type: none"> ● Student Social Club ● Student Matters ● Peer Instructed Mental Health Sessions 	<ul style="list-style-type: none"> ● Student Intellectual Engagement Survey: Increase in percentage of students who chose agree or strongly agree in 50% of questions in Grades 4 -12 in each of the following areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS). ● Teacher plans show evidence of the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● School Professional Learning Plans indicate a focus on the principles in the Sustained Conceptual Learning For Depth and Transfer Planning Guide. ● 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)
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<p align="center">Goal 3 <i>Desired Result</i></p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></p>
<p align="center">Advance First Nations, Métis and Inuit student success</p> <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>	<p>First Nations, Métis and Inuit learners are successful.</p> <p>Strong relationships between students, parents, school, division, Elders, Knowledge Keepers, Cultural Advisors, local leaders and community positively impacts learner success.</p> <p>Learners advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.</p> <p>“Students will develop an understanding of and respect for the histories, contributions, and perspectives of Indigenous peoples in Alberta and Canada, including Treaty Rights and the importance of reconciliation.” <i>AB ED Ministerial Order on Student Learning, p. 2</i></p>	<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 in the areas of attendance, achievement, high school completion, program options and flexibility, career and academic advising, graduation planning, careers and post-secondary programs. ● Improvement in First Nation, Metis and Inuit families that are actively involved in educational decisions.

<p style="text-align: center;">Strategies</p> <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>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 style="text-align: center;">Measures and Targets</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>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in FSD performance results ‘At or Above’ provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams for self-identified First Nations, Métis, and Inuit students. ○ Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10. <p>Local</p> <ul style="list-style-type: none"> ● 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 tools, services and strategies that demonstrate advancing FSD First Nations, Métis, and Inuit learner success. ● Evidence of advancing reconciliation through the Calls to Action as referenced in the Quality Standards for Alberta Educators. ● 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) 	
<p style="text-align: center;">Goal 4 <i>Desired Result</i></p> <p style="text-align: center;">Advance literacy and numeracy</p>	<p style="text-align: center;">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></p> <p style="text-align: center;">Learners are literate and numerate</p>	<p style="text-align: center;">Indicators <i>Indicators of achieving outcomes.</i></p>	

<p>Advance literacy and numeracy development for each learner across all subjects and grades for improved student growth, achievement and success.</p>	<p>Students will have the literacy and numeracy competency to engage in learning across the content areas</p> <p>“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.” <i>AB ED Ministerial Order on Student Learning – Foundations for Learning, p. 1</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 style="text-align: center;">Strategies</p> <p>Strategy 1: 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 ○ 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 style="text-align: center;">Measures and Targets</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>Provincial</p> <ul style="list-style-type: none"> ● Learning Outcomes (PAT & Diploma): <ul style="list-style-type: none"> ○ Increase in 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 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

<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> <ul style="list-style-type: none"> • Collaborative and focused presence across the team 	<p>Number, Patterns and Relations, Shape and Space, and Statistics and Probability.</p> <ul style="list-style-type: none"> • School Professional Learning Plans indicate a focus on the principles and practices of literacy and numeracy design, instruction and assessment. • 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) 	
<p align="center">Goal 5 <i>Desired Result</i></p> <p>Advance excellence in teaching, learning and leading that results in improved student growth and achievement.</p>	<p align="center">Outcomes <i>Measurable statements of what FSD seeks to achieve.</i></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, learning and leading.</p> <p>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.” <i>Government of Alberta, Ministry of Education – Business Plan 2020-23, p.56</i></p>	<p align="center">Indicators <i>Indicators of achieving outcomes.</i></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. • 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.
<p align="center">Strategies</p>		<p align="center">Measures and Targets <i>Provincial and local measures assess progress on achieving outcomes and the effectiveness of strategies implemented.</i></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:

- Online/in-person Professional Develop opportunities
- Special Ed & Outreach Professional Develop opportunities

Strategy 2: Focus on FSD Based Professional Development sessions: Cameron Crossing School commits to advancing Staff Excellence by ensuring access to the following:

- Incorporate into Moodle platform of ELA & Social Studies courses

Strategy 3: Collaborative & Shared Leadership Approach: Cameron Crossing School commits to advancing Staff Excellence by ensuring access to the following;

- Weekly COP meetings
- Shared staffing presence (everyone works with students)
- Shared Staff Experiences/expertise's

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)



Assurance Links for SUCCESS



For Further Information Follow Links to

[Cameron Crossing Professional Development Plan/Schedule](#)

[Cameron Crossing CoP Note/information](#)

**To Achieve our Education Plan we focus on
Engagement, Support and Success for each learner**

<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 align="center">Our Commitments for Optimum Student Learning</p> 	<p align="center">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>
Engagement	Support	Success
Local and Societal Context	Learning Supports	Student Growth and Achievement

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