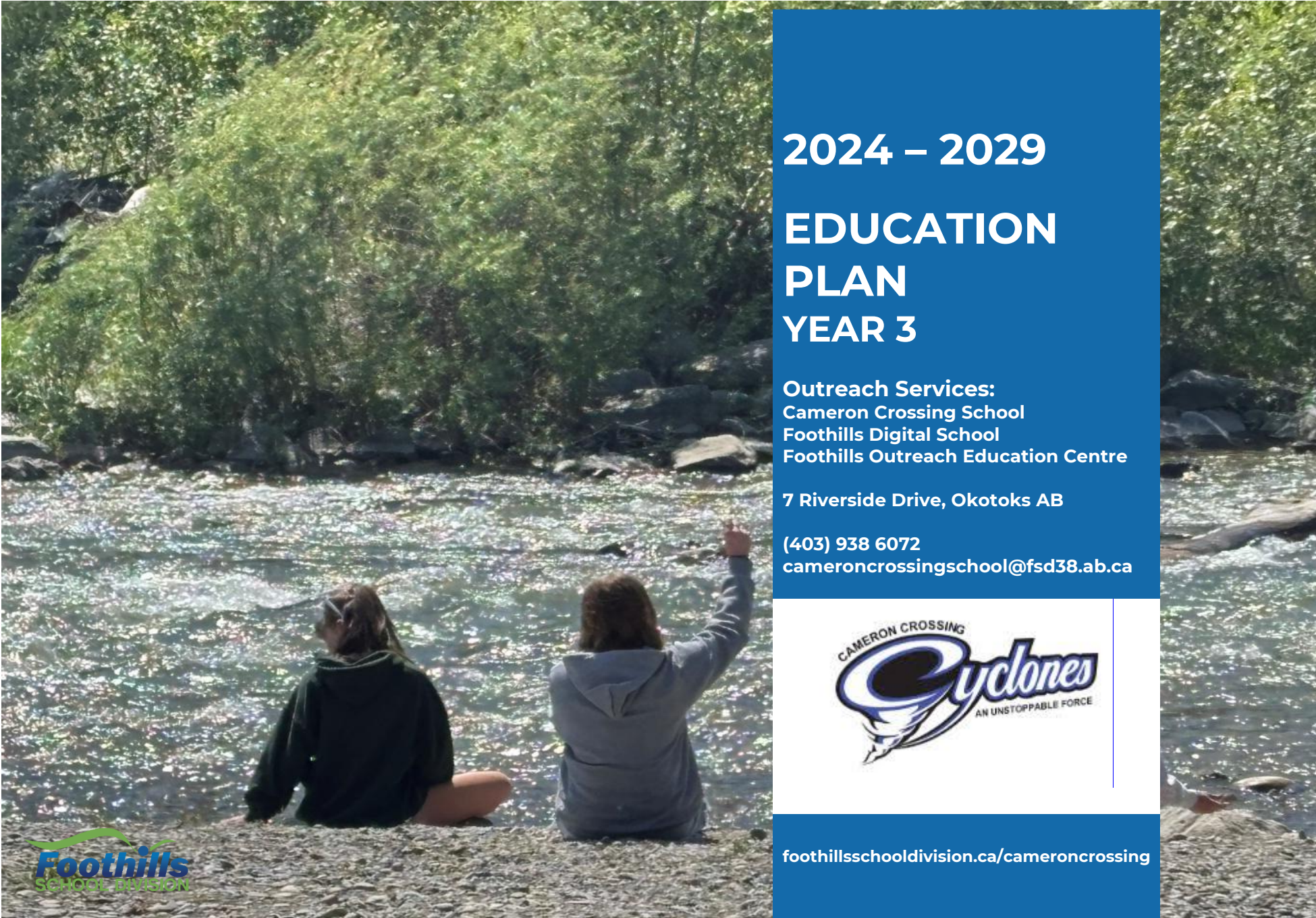




2024 – 2029

EDUCATION PLAN YEAR 3

Outreach Services:

Cameron Crossing School

Foothills Digital School

Foothills Outreach Education Centre

7 Riverside Drive, Okotoks AB

(403) 938 6072

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foothillsschooldivision.ca/cameroncrossing

OUTREACH SERVICES

EDUCATION PLAN 2024 - 2029 (YEAR 3)

Our 2024-2029 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.

[View our Cameron Crossing 2024-2025 School Annual Education Results Report](#)

[View our Foothills Digital School 2024-2025 School Annual Education Results Report](#)

OUR LAND ACKNOWLEDGEMENT

We honour the spirit, life, and lessons this land and its ancestors teach us. We acknowledge the traditional land and territories of the Siksika, Piikani, Kainai, Tsuut'ina, and îyârhe Nakoda as well as the Foothills District and the Rocky View District within the Battle River Territory of the Otipemisiwak Métis government of Alberta.

[Truth and Reconciliation for Learner Success Toolkit in Foothills School Division](#)

OUR VISION

Engagement, Support and Success for each learner

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!

OUR PURPOSE

Education at the centre of a flourishing community.

OUR 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.

OUR DIVISION

[Board of Trustees](#)

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

[Board Policy 14: A Place for All](#)

[Accountability and Assurance](#)

[Alberta Education & Childcare and Foothills School Division](#)

[Goal Alignment](#)

[Systems Thinking](#)

ALIGNMENT OF PROVINCIAL OUTCOMES, ASSURANCE, DOMAINS & FOOTHILLS SCHOOL DIVISION GOALS

ALBERTA EDUCATION & CHILDCARE OUTCOMES	FOOTHILLS SCHOOL DIVISION GOALS	ASSURANCE DOMAINS
Ministry of Education & Childcare Business Plan 2024-2027	Foothills School Division Education Plan 2024-2029	Alberta Education & Childcare Funding Manual 2026-2027
• Alberta's students are successful • First Nations, Métis, and Inuit students in Alberta are successful • Alberta's students have access to a variety of learning opportunities to enhance competitiveness in the modern economy • Alberta's K-12 education system and workforce are well-managed	• Learning that transfers • Numeracy and literacy • Wellness and wellbeing • Continuum of supports • First Nations, Métis, and Inuit student success • Innovation and design • Learning that transfers • Excellence in teaching, learning, and leading • Stakeholder engagement and communications • Continuous improvement and assurance	• Student growth & achievement • Learning support • Student growth & achievement • Learning support • Student growth & achievement • Teaching and leading • Local and societal context • Local and societal context • Governance

SCHOOL COUNCILS REGULATION

Section 12(1) of the School Councils Regulation under the Education Act requires school boards to provide school councils with the opportunity to provide advice on the development of the school's foundational statements (vision, principles, and beliefs); Education Plan; annual results report; and budget. Section 12(2) requires school boards to provide the school council with the results for the school from provincial assessments and an interpretation of those results as well as the information that the board disseminates through its reporting and accountability system per Section 67 of the **Education Act**.

OUR GOALS & ASSURANCE MEASURES		
ENGAGEMENT	SUPPORT	SUCCESS
Local and Societal Context	Learning Supports	Student Growth and Achievement
Goal: Advance Stakeholder Engagement and Communications Assurance Measure: FSD provides trust and confidence that the education system responds proactively to local and societal contexts.	Goals: Advance Wellness and Well-being Advance Continuum of Supports 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.	Goals: Advance Innovation and Design Advance Learning for Transfer Advance Literacy and Numeracy Advance First Nations, Métis, and Inuit student success Assurance Measure: FSD provides trust and confidence that students demonstrate citizenship, engage intellectually, and grow continuously as learners.
Governance		
Goal: Advance Continuous Improvement and Assurance Assurance Measure: FSD provides trust and confidence that policy leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency, and accountability.	Teaching and Leading Goal: Advance Excellence in teaching, learning and leading. Assurance Measure: FSD provides trust and confidence that certified teachers and certified leaders demonstrate their respective professional practice standards (Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard).	

OUR SCHOOL

Outreach Services includes **Cameron Crossing School**, **Foothills Outreach Education Centre**, and **Foothills Digital School**, offering flexible and responsive educational programming designed to meet the diverse needs of students across Foothills School Division and Alberta.

Cameron Crossing School provides alternative programming for at-risk youth in grades 7–12 who have struggled to find success in traditional school settings and may have become disconnected from their schools and communities. Many students face challenges related to trauma, mental health concerns, abuse, addiction, and complex socio-economic factors, creating both real and perceived barriers to learning. Cameron Crossing offers a welcoming, safe, and caring environment where students are supported academically, socially, and emotionally. Programming is designed to meet students where they are, build on their strengths, and re-engage them in learning. Through partnerships with community agencies and Foothills School Division resources, students have access to volunteer opportunities, mentorship connections, part-time employment and apprenticeship experiences, physical and mental health supports, income support opportunities, physical education, arts, music, and trades programming. The overall goal is to help students reconnect with their education, their strengths, and their communities.

Foothills Digital School (FDS) provides full-time online education for students in grades 1–12, as well as adult learners and Grade 12 upgrading students across Alberta. Foothills Outreach Education Centre allows students to access their learning both in person and online. Guided by skilled and caring educators, FDS and FOEC deliver high-quality, flexible learning aligned with Alberta Programs of Study. Learning is primarily delivered through Moodle, allowing students greater flexibility in when and where they access their education. Strong relationships and a sense of community remain central to the school's approach, with students and families able to connect directly with teachers and administrators through email, chat, virtual meetings, and in-person support when available. Since joining Outreach Services in August 2024, FDS and FOEC has expanded opportunities for students to access in-person learning spaces, direct teacher support, and additional resources, creating a blended model that enhances flexibility while maintaining meaningful connections and individualized support.



Engagement



Support



Success

OUR STORY OF ENGAGEMENT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance stakeholder engagement and communications by:

- Increasing the frequency and variety of communications concerning students and our school to parents and the greater community.
- Continuing to create opportunities for parent and caregiver involvement through parent Engagement (PECC) meetings, celebrations, and volunteer opportunities.
- Inviting families into the process of student learning through regular, proactive communication regarding individual student progress and next steps in learning.

Advance evidence-based continuous improvement and assurance by:

- **Evidence-informed decision-making:** Ensure a continuous improvement cycle in which participants are persistently attentive to gathering ongoing, triangulated evidence to inform next steps.
 - Gather ongoing student input through regular student surveys, questionnaires, and a suggestion box to collect meaningful qualitative feedback and inform school planning to support student success.
 - PLCs to review student-related data to support student success
 - Utilizing our divisional and local data measures to support our staff in engaging in the adjustment cycle related to task design and assessment.
- **Engagement:** Develop effective engagement processes that rely on education partners working together for the purposes of bringing about positive change, with all partners recognizing that the nature of the engagement will vary according to the needs of the participants.
 - Utilizing the structures outlined above to ensure our stakeholders have the information and access necessary to engage meaningfully with us.
 - Clarify and refocus the purpose and intent of the Lead Team by expanding membership and establishing regular meetings focussed on supporting student success.
- **Learning and Capacity Building:** Develop a dynamic assurance process that provides opportunities for building capacity for change and ongoing improvement.
 - Providing a clear mentorship and feedback structure for Administration and staff that promotes continual learning and professional growth.

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Parent Involvement (AECA):** Increase/maintain in percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.
- **School Improvement (AECA):** Increase/maintain percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.
- **Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Stakeholder Engagement:** Increase/maintain participation of stakeholders to inform decisions.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.



 [Goals, Outcomes, Indicators, Measures, Details](#)

 [4 Year Data Trends and Key Insights](#)

OUR STORY OF SUPPORT

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance wellness and well-being by:

- An intentional focus on integrating authentic Indigenous ways of being, doing, belonging, and knowing through the Circle of Courage teachings to support all students develop an understanding of Indigenous Knowledge systems and Indigenous students can see themselves and their culture in the work of teaching and learning
- Amplify student voice and leadership through Students' Matters initiatives.
- Continuing to support the development of student self-awareness and self-regulation through direct teaching of Social-Emotional Learning (SEL) skills.
- Focusing on reconnecting students with their community through coordinated activities such as volunteer and work experience. opportunities, community mental health and wellness activities, and collaborative partnerships with community resources that support wellness.
- Build on our school's understanding regarding trauma informed, inclusive, and wellness practices to support each student in our care while leveraging partnerships with divisional supports and outside agencies.

Advance a continuum of supports by:

- Collaboratively developing of individualized learning plans for all students.
- Providing access to student supports and services through our school-based continuum of supports.
- Engaging in regular Collaborative Response Team (CRT) meetings to proactively identify individual student and whole school needs action strategies.

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

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



Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

OUR STORY OF SUCCESS

Strategy Implemented in 2024-2025

Strategy Continued For 2025-2026

Strategy Continued For 2026-2027

Strategy Continued For 2027-2028

Strategy Continued For 2028-2029

GOALS & STRATEGIES

Advance innovation and design by:

- Supporting students to engage in volunteer, work experience, and dual credit opportunities.
- Advance career education by providing students with authentic, hands-on experiences connected to real-world contexts.
- Offer innovative and flexible learning opportunities for students that support multiple career pathways into post-secondary studies or the workforce.
- Piloting the Career Education and Financial Literacy curriculum for students, to be timetabled within CTF (Career and Technology Foundations) courses to support consistent delivery and align with CTF clusters and Occupational Areas.

Advance learning that transfers by:

- Engaging students in daily reflection and feedback loops related to their current learning.
- Engaging students in cross-curricular activities that connect multiple curricula and real-world applications of their learning.
- Utilizing My Blueprint to support students in exploring career and education options and co-create plans to meet learning and career goals.
- Increasing dual-credit, Registered Apprenticeship Program (RAP), and work experience opportunities for our students through increased community connections.
- Implementing transdisciplinary financial wellness for students across science, math, and humanities curriculum

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Student Learning Engagement (AECA):** Increase/maintain percentage of teachers, parents and students satisfied students are engaged in their learning at school.
- **Program of Studies (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.
- **Work Preparation (AECA):** Increase/maintain percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.
- **Citizenship (AECA):** Increase/maintain percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.
- **Overall Quality of Education (AECA):** Increase/maintain percentage of teachers, parents and students satisfied with the overall quality of basic education.
- **Lifelong Learning (AECA):** Increase/maintain percentage of teachers and parents satisfied that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.
- **Drop-out Rate, High School Completion Rate, Transition Rates, Rutherford Scholarship, Exam Participation Rate (AECA):** Growth and Improvement shown in each area.
- **FSD Assurance Survey:** Increase/maintain percentage of parents satisfied with Assurance Measures.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement, student growth and achievement.

Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance literacy and numeracy by:

- Utilizing My Blueprint to support students in exploring career and education options and co-create plans to meet learning and career goals.
- Integrating daily silent and partnered reading for students in grades 1-9.
- Providing one on one and small group interventions for students in the areas of literacy and numeracy.
- Investigating digital tools and strategies for reliable support for students and data analysis related to literacy and numeracy in a digital environment.
- Adding targeted interventions for students grades 7-9 to enhance literacy and numeracy learning

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase/maintain FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies, and Science.
 - Increase/maintain FSD performance results 'At or Above' provincial average for Acceptable Standard and Standard of Excellence on Grade 12 diploma exams.
- **Provincial Literacy and Numeracy Assessments:**
 - **Assessment (Literacy):** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Common Literacy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Common Numeracy Assessment (4-9):** Increase percentage of students who are at or above grade level expectations.
- **DELf (Speaking, Listening, Reading, and Writing assessment in French):** Increase number of students completing the DELF exams (B1 in grade 9 and B2 in grade 12) and increase percentage of students who achieve above 50% on the assessment.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.



Goals, Outcomes, Indicators, Measures, Details

4 Year Data Trends and Key Insights

GOAL & STRATEGIES

Advance First Nations, Métis, and Inuit student success by continuing to refine and enhance our continuum of supports, systems, structures, and programs to:

- Improve education outcomes for First Nations, Métis, and Inuit Students through system, program, and instructional supports.
 - Engaging in ongoing professional learning that promotes and supports all staff and students in acquiring foundational knowledge of First Nations, Metis, and Inuit for the benefit of all.
- Address the systemic education gap for self-identified First Nations, Métis, and Inuit students.
 - Utilizing authentic learning tools to promote intentional integration of Indigenous knowledge systems into online teaching and learning to support all students, and for Indigenous students can see themselves and their culture in the work of teaching and learning.
- Support the implementation of Truth and Reconciliation Commission recommendations.
 - Incorporating the Land Acknowledgement in all gatherings
 - Leverage the FSD Truth & Reconciliation for Learner Success Toolkit with authentic resources for access by all stakeholders
 - Strengthen culturally responsive and authentic learning experiences across subject areas to support all students.

 **Goals, Outcomes, Indicators, Measures, Details**

 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS: PROVINCIAL & LOCAL

- **Learning Outcomes (PAT & Diploma):**
 - Increase in FSD performance results 'At or 'Above' provincial average for Acceptable Standard and Standard of Excellence on grade 6 and 9 provincial achievement tests in Language Arts, Math, Social Studies and Science for self-identified First Nations, Métis, and Inuit students.
 - 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.
- **High School Completion Rate 3 and 5 Years (AECA):** Increase in percentage of self-identified First Nations, Métis, and Inuit students who completed high school within five years of entering grade 10.
- **Provincial Literacy and Numeracy Assessments:** Provincial Grade 1 Literacy Assessment (LeNS), Grade 2 and 3 Literacy Assessment (CC3) and Numeracy Assessments (Grade 1-3 Numeracy Screening Assessments)
- **Cultural Perspectives Survey:** As part of the Student Intellectual Engagement Survey, we ask all students grades 4-12 their perspectives regarding diverse cultures including but not only First Nations, Métis, and Inuit peoples. This survey is further disaggregated to compare the general population's perspectives with those self-identifying as First Nations, Métis, and Inuit peoples.
- **SOS-Q (Student Orientation to School Questionnaire):** Increase/maintain in percentage of students who are at or above the National Norm in the areas of Safe and Caring, External Resilience, Internal Resilience, Self-Confidence, Peer Relationships, Utility of School and Extracurricular Activities.
- **Student Intellectual Engagement Survey:** Increase/maintain percentage of students who chose to agree or strongly agree in 50% of questions in Grades 4 -12 in the areas: High Expectations, Relevance, Rigor, Effort, Lose Track of Time (ELA, Math, Social Studies, Science, CTF/CTS).
- **Common Literacy and Numeracy Assessments (4-9):** Increase percentage of students who are at or above grade level expectations.
- **Evidence of Principles and Practices** that tell the story of learning and provides assurance of continuous improvement and student growth and achievement.

GOAL & STRATEGIES

Advance excellence in teaching, learning, and leading by:

- Engaging in continuous professional learning, focused on our educational plan goals, and created through collaborative, shared leadership.
- **Actively align professional learning, classroom practice and measurable impact on student learning outcomes.**
- Promoting staff engagement in local and provincial professional learning opportunities focussed on increasing student success related to the Education Plan goals and strategies.
- Continually utilize available data in our staff meetings and PLCs to reflect on our practices and adjust to meet the needs of each of our students.

🔗 **Goals, Outcomes, Indicators, Measures, Details**

🔗 **4 Year Data Trends and Key Insights**

MEASURES AND TARGETS:

PROVINCIAL & LOCAL

- **In-service jurisdiction needs (AECA):** 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.
- **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 provides assurance of continuous improvement and student growth and achievement. (i.e., professional learning evidence, classroom evidence and stakeholder voice)



