

# Cameron Crossing School ED Plan 2018-2019

*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*

*Inspire and Connect*

## To achieve optimum student learning all stakeholders will...

<b>Goals</b>	<p><b>develop essential knowledge, skills, understandings and attitudes for personal excellence.</b></p> <p style="text-align: center;"><i>Preparing students for their future while ensuring personal best standards of academic achievement.</i></p>	<p><b>collectively contribute to and cultivate a safe, caring and welcoming culture.</b></p> <p style="text-align: center;"><i>Foster a safe, healthy, and inclusive environment for learning.</i></p>
<b>Learning Priorities</b>	<ul style="list-style-type: none"> <li>• Design intellectually engaging learning opportunities that are relevant, purposeful and inclusive that meet the diverse needs of our students</li> <li>• Ensure that our students are meeting the standards for graduation as set out by Alberta Education</li> </ul>	<ul style="list-style-type: none"> <li>• Foster a Culture of belonging where inclusiveness is expected and celebrated</li> <li>• Develop and implement a Continuum of Supports that meets the individual needs of each student</li> <li>• Foster growth and development in programs that directly address Peer Interactions, Self Confidence &amp; Resiliency</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Ensure High School Graduation</li> <li>• Achievement towards Personal Best in all areas of school and community</li> <li>• Continuous academic growth</li> <li>• Effective classroom instruction and interventions                             <ul style="list-style-type: none"> <li>○ Personalization</li> <li>○ Assessment</li> </ul> </li> <li>• Effective &amp; timely communication</li> <li>• Goal setting</li> <li>• Writing of resumes</li> <li>• Conduct themselves in an interview</li> <li>• Get a job and keep a job</li> <li>• Show leadership skills and engagement in their school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships with peers and adults within the school are central in all aspects</li> <li>• Foster Social Emotional Wellness and competencies</li> <li>• Create a strong sense of belonging with the school and community</li> <li>• Celebrate &amp; share their talents and abilities with the school and community through volunteerism and mentorship</li> <li>• Understand life choices and how to make positive decisions</li> <li>• Live a balanced life: How to balance family-school-work and the complexities between them</li> <li>• Building resiliency, self-advocacy and taking ownership in &amp; of their own lives</li> </ul>

**Guiding Questions**

- How will we help all students achieve personal best standards?
- How will we improve our practice to meet the academic, behavioral and social emotional needs of all of our students?
- How will we provide high quality instruction and intervention to meet the diverse needs of our students?
- How will we effectively monitor and report student progress (Academic, Behavioral & Social Emotional)?
- How are students responding to various levels of intervention?
- How can we use student data to adjust our practices to meet our student needs?

- How can we best support positive mental wellness for all of our students?
- How can we ensure healthy and respectful relationships are being fostered?
- Are we accessing all the necessary internal and external wellness resources for ensuring student success?
- Are students and families following through on all supports being offered?
- Are we celebrating our student successes in the right manner and format?
- How can we encourage community and school engagement?

**Core Courses –Grade and Stream Specific:**

- ELA
- Math
- Social
- Science
- Calm 20 (3-6 credits)
- PE 10 (3 or 5 credits)

**Optional course offerings:**

- Chemistry
- Biology
- Physics
- Mentorship
- Leadership
- First Aid (1 Credit)
- Mental Health Curriculum (2+ credits)
- PE 20 & 30 (3 or 5 credits)
- Work Experience (15 credits)
- Learning Strategies (15 credits)
- Art 10/20/30
- Art 11/21/31

**Individual/Interest Course offerings:**

- ADLC offerings
- Forensics (Hub)
- Sociology (Hub)
- Psychology (Hub)
- Dual Credit courses

**Transitional Course Offerings:**

Courses from local High School in supporting individual student transitions

**Instructional Methods:**

- Academic courses are blended face-to-face and online through the HUB
- ADLC Print modules and CTS Print modules
- One to two core courses at a time that focuses with a flexible timeline based on where our students are at.

**Using our universal strategies and referring to our progressive discipline continuum.**

- NVCI training for all staff
- Daily Wellness time (Mental Health Literacy Curriculum)
- Yoga Ed
- Mindfulness
- Literacy programming
- Visual journaling
- Goal setting (academic, emotional and behavioral)
- Classroom agreements
- Mentorship/Menteeship/Volunteering
- Restorative practices
- Strengths Finder/Self Inventory
- Sharepoint: Timely Communication & Student Tracking

**Targeted best practice includes:**

- ERP (Exposure Therapy)
- Restorative circles and mini conferences
- Targeted SEL groups around anger, anxiety, executive functioning, self-regulation
- Volunteer & employment opportunities
- Job shadowing & Community Mentors

**Individualized practice includes:**

- Outside agency referrals
- Therapeutic interventions
- Assistive technology
- ILPs/BSP's/Safety Plans
- Case conferences (HUB & LINK)
- Literacy intervention
- Individual agreements and individual conferences
- Individualized multi-agency conferences

**Working closely with the following agencies to offer wrap around support for our students:**

- FSLC Lead: Stephanie Laborge
- YDC Worker: Shanda Harper
- AHS Drug addiction counselor: Jason Neufield
- CFS
- FSCD
- SNAPS
- RCMP and School based resource officer: Const. Gillis
- Learning Coaches: Jeff Mason
- Juvenile Justice: Breanne Campbell

**Partnerships with other schools to encourage positive mentorship**

- Westmount School
- Percy Pegler
- DMG

**Partnerships within Okotoks & Foothills Area:**

- Sandstone Lodge
- Town of Okotoks Snow Angels
- Town of Okotoks Volunteer Group
- United Way Volunteer Group
- Local High Schools (OHS, FCHS, HHS)

- Student goal reviews (Student personal growth plan/SMART goals)
- Parent/student survey
- Students marks and completion rates
- Retention/attendance
- ILPs/BSPs
- Report Cards/progress reports
- Attendance Protocol Notes
- United Way survey
- SOS-Q Survey
- APORI Survey
- Hub & CC Teacher feedback
- Community program feedback

- Volunteer/mentorship evaluations
- Volunteer & W.E. Hours
- ILPs/BSPs
- Referrals to outside agencies (Outside agencies involved)
- Characteristics of a Responsible Learner
- Student/parent survey
- Empathy Surveys
- SOS-Q
- Successful matches with formal & informal mentors in community
- Anecdotal Family data