

## Emily Follensbee School

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### Alberta Education Outcomes

- Alberta's students are successful.
- First Nations, Metis, 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.

### CBE Results Policies

- Results 1: Mission
- Results 2: Academic Success
- Results 3: Citizenship
- Results 4: Personal Development
- Results 5: Character

See the CBE Board of Trustees' [Results Policies](#) for the full and detailed Results statements

### CBE 2024-27 Education Plan



#### Learning Excellence

Strong student achievement for lifelong learning and success

#### Well-Being

Students and employees thrive in a culture of well-being

#### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

## School Development Planning

### Introduction

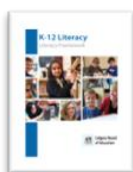
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In accordance with Alberta Education's Requirements for School Authority Planning and Results Reporting, schools then provide assurance to school communities by communicating student growth and achievement in a school annual results report. This report demonstrates improvement results and next steps and support continuous improvement of the quality and effectiveness of education programs provided to students while also improving student learning and achievement (Funding Manual for School Authorities 2025-26 School Year p. 213).

The School Development Plan is based on results data relative to the goals and outcomes set in the 2024-25 School Development Plan for Year One and the school's Alberta Education Assurance Survey results. A summary of the results can be found in the Data Story section of this report. It includes:

- Celebrations
- Areas for Growth
- Identified Next Steps

For detailed results from the 2024-25 School year, please refer to the 2024-25 School Improvement Results Report on our school website.

<https://emilyfollensbee.cbe.ab.ca/documents/Emily-Follensbee-School-SIRR-24-25.pdf>





## School Development Plan – Year 2 of 3

### School Goal

*Student foundational skills in expressive and receptive communication will improve.*

### Outcome:

*Students' expressive and receptive communication will improve across all disciplines through intentional opportunities for students that address personalized goals and strategies as outlined in Individual Program Plans (IPPs).*

### Outcome Measures

- Individualized communication goals and strategies documented in every student's Individual Program Plan
- Communication Matrix Profile
- June Communication Matrix Summative Statement highlighting student achievement and progress for all students
- Modified Bridge Assessment: Foundations of Reading for 75% of students for the 2025-2026 school year
- Formative and summative cross disciplinary documentation

### Data for Monitoring Progress

- Individual Program Plans
- Communication Matrix Assessment
- Comparative analysis of individual multi-year communication profiles at grade 3, grade 6 and point of exit
- Modified Bridge Assessment
- Evidence of robust anecdotal documentation across disciplines
- Staff and parent perception data
- Alberta Education Assurance Survey

### Learning Excellence Actions

- Classroom teams will complete a Communication Matrix Assessment for every student and engage in an analysis of assessment data to deepen understanding of each student's communication profile and developmental progression.
- All staff are aware of each student's Individual Program Plan goals; and personalized strategies are visible and implemented across contexts.
- Staff will support the use of multimodal communication tools in structured and non-structured learning.
- Staff will teach, model and provide responsive feedback to support

### Well-Being Actions

- Staff will strengthen their ability to maintain physical, emotional and mental well-being while responding compassionately to all members of the school community.
- Staff will teach, model and provide responsive feedback to students' expressive and receptive communication to develop and strengthen the understanding of emotional states, self-awareness and regulation.
- Staff will support the use of multimodal expressive and receptive communication tools that support regulation in both

### Truth & Reconciliation, Diversity and Inclusion Actions

- Each classroom will engage with the Indigenous Lead teacher to support building and applying application foundational knowledge about First Nations, Metis and Inuit.
- Intentional exposure of learning experiences for all students facilitated by our school based Indigenous Committee, Indigenous Artists, and Indigenous Artists in Residence to provide knowledge around music, storytelling, and protocols that support Truth & Reconciliation, Diversity and Inclusion.
- Advance understanding of Truth and ReconciliACTION with students, staff, and families through land based





*students' expressive and receptive communication.*

- *Expressive and receptive communication development is intentionally included in disciplinary task design.*
- *Literacy & communication open house and literacy week to support parent involvement with literacy and communication.*
- *School wide home reading program to support literacy and communication.*

*structured and non-structured learning.*

*learning, music, and stories.*

### Professional Learning

- *School wide Collaborative Response team meetings focused on the development and shared understanding of Emily Follensbee School's continuum of supports*
- *Engaging complex learners with a communication focus*
- *Maatoomsii'Pookaiks*
- *Blackfoot Tipi Teachings*
- *Building Compassion Resilience – Alberta Teachers Association professional development session*
- *Cortical Visual Impairment and Light Box Learning to Support Student Learning and Engagement*
- *Inclusive Learning workshops:*
  - Eye Gaze to Support Communication Development*
  - Augmentative and Alternative Communication Technology*
  - Understanding How Complex Medical Profiles Impact Expressive and*

### Structures and Processes

- *Book Study*
- *Collaboration with Speech Language Pathologist, Occupational Therapist, Physiotherapist and the Low Incidence team from Inclusive Education to support communication across disciplines*
- *Collaboration with Classic LifeCare to support well-being so students can be active participants in their learning*
- *Collaborative Response:*
  - Professional Learning Communities*
  - Classroom Meetings*
  - Collaborative Team Meetings*
  - School Support Team Meetings*
  - School Learning Team Meetings*
  - Individual Student Meetings*
  - Case Consult Team Meetings*
  - School based Committees*

### Resources

- *Carpenter, B., Egerton, J., Cockbill, B., Bloom, T., Fotheringham, J., Rawson, H., & Thistlethwaite, J. (2015). Engaging Learners with Complex Learning Difficulties and Disabilities: A resource book for teachers and teaching assistants (1st ed.).*
- *Routledge. Erickson, K.A., & Koppenhaver, D.A. (2020). Comprehensive literacy for all teaching students with significant disabilities to read and write. Paul H. Brooks Publishing Co..*
- *Staves, L. (2019) Very special maths developing thinking and math skills for pupils with severe or complex learning difficulties.*
- *Stacey, S. (2023). (2nd. Ed.). Pedagogical documentation in early childhood sharing children's learning and teachers thinking. Redleaf Press.*
- *Communication Matrix*
- *Modified Bridge Assessment*





### Receptive Communication Development

- American Sign Language in-school workshops

## Development Plan – Data Story

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**2024-25 SDP GOAL ONE:** Student foundational skills in expressive and receptive communication will improve.

Outcome one: Students' expressive and receptive communication will improve across all disciplines through intentional opportunities for students that address personalized goals and strategies as outlined in Individual Program Plans (IPPs).

### Celebrations

- 100% of students had a completed Communication Matrix, providing a comprehensive understanding of expressive and receptive communication profiles and progress for every student.
- Data analysis from IPPs, Communication Matrix profiles, and robust anecdotal and summative statements shows measurable gains in both expressive and receptive communication for all students.
- Staff intentionally taught, modeled, and provided responsive feedback to enhance students' expressive and receptive communication, supporting overall well-being and connection.
- Student co-regulation and regulation practices are embedded in daily routines and task design, fostering both communication growth and well-being.
- Assurance Survey results continue to be in the "excellent" range across all measures, with notable gains in access to supports, services, and parental involvement.

### Areas for Growth

- Student learning engagement on the Assurance Survey showed a 5.7% decrease, while remaining within the excellent range, highlighting the need to sustain and deepen engagement practices for all learners.



- Continued growth is needed in both expressive and receptive communication, as outlined in each student's IPP, to further strengthen individual communication profiles.
- Enhanced focus on receptive communication will support students' ability to better interpret and respond to information across all learning environments.
- Ongoing support for co-regulation and self-regulation through students' improved communication will remain a key priority to promote well-being and engagement.
- Refinement of instructional strategies to embed communication development within daily routines and task design will ensure continued progress for all learners.

### Next Steps

- Enhance student learning engagement by sustaining and deepening engagement practices across all classrooms. Staff will engage in collaborative learning through Professional Learning Communities (PLC) and classroom team meetings, using Carpenter et al. (2015) Engaging Learners with Complex Learning Difficulties and Disabilities as a guiding resource.
- Continue to strengthen expressive and receptive communication for all students, guided by individualized IPP goals and Communication Matrix assessments, to ensure understanding and ongoing development of each learner's communication profile.
- Implement the Modified Bridge Assessment: Foundations of Reading with a target of 75% student completion for the 2025–2026 school year to deepen understanding of language, literacy, and communication progressions.
- Enhance focus on receptive and expressive communication through literacy and curriculum development by continuing to utilize research-based resources, including Erickson & Koppenhaver (2020) Comprehensive Literacy for All and Staves (2019) Very Special Maths, alongside professional learning opportunities for all staff.
- Sustain intentional support for co-regulation and self-regulation through embedded communication and emotional literacy strategies, ensuring well-being and engagement remain central to daily practice.

