



#### 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

## Emily Follensbee School

5139 14 Street SW Calgary, AB T2T 3W5 t | 403-777-6980 f | 587-933-9711 e | [EmilyFollensbee@cbe.ab.ca](mailto:EmilyFollensbee@cbe.ab.ca)

# 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 an annual report that demonstrates improvement results and next steps. These results 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 2024-25 School Year p. 196).

This report includes results relative to the goals and outcomes set in the 2023-24 School Development Plan and the school's Assurance Survey results.

## Data Story

### Learning Excellence

We analyzed data collected from Communication Matrix assessments, student Individual Program Plans (IPPs), formative and summative statements across curricular contexts detailed in PowerTeacher, Specialized Progress Reports, anecdotal documentation maintained throughout the school year, and parent and staff perception data. 100% of students continue to have a communication goal on their IPP. 100% of staff and parent perception data indicates that communication is central to learning in all contexts for every student. Analysis of the Communication Matrix data indicates that 13.15% of students are communicating at the behavioral level, 73.68% of students are communicating at the gestural level, 7.89% of students are communicating at the symbolic level, and only 5.26% are using some aspects of conventional language. This clearly indicates the need to prioritize the development of expressive and receptive communication for all students within our context. Data from formative and summative statements, Specialized Progress Reports and anecdotal documentation show incremental growth and also highlight the importance of continuing to support students with their expressive and receptive communication as every student will continue to have a communication goal on their IPP.

### Well-Being

We analyzed data collected from student Individual Program Plans, Specialized Progress Reports, parent and staff perception data, and anecdotal documentation specific to regulation.



## CBE 2024-27 Education Plan



### Learning Excellence

Strong student achievement for lifelong learning and success

- Students achieve excellence in literacy and mathematics
- Student learning improves through fair and equitable assessment practices
- Learning opportunities prepare students for future learning and success

### Well-Being

Students and employees thrive in a culture of well-being

- Structures and processes improve students' sense of belonging and well-being
- Employees are supported in building skills, strategies and relationships that contribute to positive well-being

### Truth & Reconciliation, Diversity and Inclusion

Students and employees experience a sense of belonging and connection

- Students who self-identify as Indigenous experience improved well-being and achievement
- Students experience inclusive teaching and learning that reflects and celebrates diverse cultures and identities
- Working and learning environments promote equity, diversity and inclusion

It is clear from data analyzed that the development of expressive and receptive communication is key when supporting students' regulation and well-being and is a continued area of focus for all students.

### Truth & Reconciliation, Diversity, and Inclusion

100% of our school population is comprised of diverse and complex learners whose educational needs are in the severe range. Students learning needs are addressed through individualized and modified educational programming to support student success.

### Alberta Education Assurance Measure Results Survey

Highlights from the Alberta Education Assurance Measure from parents and teachers:

- Student Learning Engagement increased by 11.9% to 100% from 88.1% the previous year
- Citizenship measures increased 2.8% to 97.2% from 94.4% the previous year
- Education Quality increased by 14.7% to 94.2% from 79.5% the previous year
- Welcoming, Caring, Respectful and Safe Learning Environments increased by 4.2% to 97.9% from 93.7% the previous year
- Access to Supports and Services increased by 3.7% to 91.6% from 87.9% the previous year
- Parent Involvement increased by 10.5% to 94.1% from 83.6% the previous year

Within each domain of the survey, our results are in the range of excellence and far exceed the provincial average. We will continue to strive to improve in the identified areas of Access to Supports and Services, and Parent Involvement, as they are the lowest scoring domains and are an essential component in supporting student expressive and receptive communication development.





# School Development Plan – Year 1 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

- *Communication Matrix Profile*
- *Communication Matrix Summative Statement highlighting student achievement and progress*
- *Individualized communication goal and strategies documented in every student's IPP*
- *Introduction of Modified Bridge Assessment for language and literacy development with 50% of students having a completed assessment for the 2024-2025 school year*
- *Assurance Survey*
- *Formative and summative cross disciplinary comments detailed in PowerTeacher*

## Data for Monitoring Progress

- *Individual Program Plans*
- *Communication Matrix Assessment*
- *Evidence of robust documentation anecdotal across disciplines*
- *Staff and parent perception data*

## Learning Excellence Actions

- *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 students' expressive and receptive communication.*
- *Expressive and receptive communication development is intentionally included in disciplinary task design.*

## Well-Being Actions

- *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 structured and non-structured learning.*

## Truth & Reconciliation, Diversity and Inclusion Actions

- *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 learning, music, and stories.*





- Literacy & communication open house and literacy week to support parent involvement with literacy and communication.
- School wide home reading initiative to support literacy and communication.

### Professional Learning

- School wide Collaborative Response
- Shared Reading professional development for all staff to support communication and literacy development
- Mathematics for Complex Learners with a communication focus
- Modified Bridge Assessment
- Maatoomsii'Pookaiks
- Culturally Responsive Teaching – ATA PD Session
- Clarifying Learning Outcomes and Creating a Responsive Learning Environment
- The Responsive Learning Cycle: Moving Learning Forward
- What Students Say Matters: Navigating Classroom Complexity
- Effectively Communicating Achievement: Clear and Meaningful Reporting
- Stacey Bablitz – Regulation for Complex Learners – System PD

### Structures and Processes

- Book Study
- Collaboration with SLP, OT, PT 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

- 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
- Project Core- Shared Reading

