



## Christine Meikle

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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.

[Christine Meikle School SIRR 2024-25](#)





# School Development Plan – Year 2 of 3

## School Goal

Student regulation will improve.

## Outcome:

Student regulation will improve through the development and application of multimodal communication to express shared interests, understandings, and feelings.

## Outcome Measures

- Communication Matrix
- Teacher Perception Survey
- Internal Student Perception Survey
- Prompt Hierarchy Independence Levels

## Data for Monitoring Progress

- 'Look for' observations of teacher modelling and student interactions
- Ongoing professional learning data regarding impact on professional growth.
- Ongoing SLT data
- Analysis of class team debrief forms

## Learning Excellence Actions

- Staff model AAC language and symbols, first on their own device and then on the students' personal communication platform, all day, across different contexts, increasing students' exposure to language and pictures.
- Support students' development of communication through rich language opportunities to respond using multimodal communication devices and wait time.

## Well-Being Actions

Provide opportunities for student voice through:

- Slowing down and reducing adult talk through use of AAC.
- Debriefing incidents with students, when ready.
- Explicitly teaching students how to use their devices to express shared interests, understandings and feelings.

## Truth & Reconciliation, Diversity and Inclusion Actions

- Provide access to inclusive, diverse and inviting texts.
- Encourage students' active choice in decisions through multimodal communication.
- Design learning tasks that intentionally activate spirit, heart, mind and body.

## Professional Learning

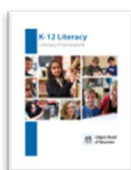
- Whole staff learning about effective multimodal communication with AAC and multimodal devices.
- Professional Learning Committees
- CBE Inclusive Education Professional Learning
- Online training modules

## Structures and Processes

- Develop common 'Look Fors' and commitments to modelling AAC.
- Classroom:
- Daily morning Collaborative team meetings
- School:
- Whole staff professional learning
  - Learning Committees
  - Wing Meetings
  - Whole staff Mandt training

## Resources

- Jane Farrall AAC Evidence Based Practice: Communication for the 21<sup>st</sup> Century (online training)
- CBE Specialists
- Speech Language Practitioners & extended SSIL network
- Presentations from experts (Ability Hub, Easter Seals, AAC users)
- Connecting to Spirit teachings from Indigenous knowledge keeper or elder



## School Development Plan – Data Story

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### 2024-25 SDP GOAL ONE: Student regulation will improve.

Outcome one: Increasing students' ability to co-regulate and self-regulate through direct teaching of strategies.

Outcome two: Increasing student voice and choice through a sustained focus on functional communication and meaningful decision-making.

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### Celebrations

- Half of all IPP goals were met (51% communication, 49% regulation), showing steady progress in both areas.
- 43% of students improved in communication independence and 31% improved in regulation independence.
- PLCs supported stronger collective understanding of co-regulation strategies, while Collaborative Response strengthened individualized communication planning.
- Both outcomes reflected increased student autonomy with more independent regulation and more independent communication.

### Areas for Growth

- Staff found communication-focused professional learning less helpful compared to regulation learning.
- Transitions, routines, and flexibility appeared in only 7% of regulation goals, limiting generalization of self-regulation skills.
- Social and interactive communication goals (12%) were underrepresented compared to expressive and AAC-focused goals.

### Next Steps

- Continue explicit instruction in co-regulation strategies and expand application during transitions and routines.
- Increase AAC modeling and partner-assisted communication coaching to strengthen independence and expressive autonomy.
- Use the seven-level prompt hierarchy consistently across classrooms to measure growth in independence for both regulation and communication.

