

**Christine Meikle School**

3525 50 St NW, Calgary, AB, T3A 2Y5 t | 403-817-3524 f | 587-933-9777 e | christinemeikle@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

Achievement in literacy, mathematics and wellbeing will be measured through students' achievement of IPP targets.

Students' Individual Program Plans (IPPs) are the main source of learning and achievement data used to inform School Development planning.

Within the IPP documents, Priority Learning Areas identify essential areas of focus for student learning, and the strategies listed as means to support students in achieving their learning targets offer information about the range of instructional strategies used by our teachers.

A review of June 2024 IPP data indicated:

- 79% of our students met their learning targets for communication
- 80% of our students met their learning targets for regulation
- 76% of our students met their learning targets for recognizing patterns and relationships

Well-Being

We were delighted to have 22 students participate in the Christine Meikle Student Survey during the Spring of 2024. There was high agreement with statements about their teachers liking them, feeling safe at school, liking coming to school, being able to make choices at school, having places to play



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

and relax, liking their teachers, and having friends at school. A small number of students expressed uncertainty about whether they could ask for help at school and whether their friends were kind to them.

Truth & Reconciliation, Diversity, and Inclusion

Our demographic data represents a school population of approximately 122 junior high and high school age students with moderate to severe cognitive disabilities and/or complex learning, medical, emotional, sensory or behavioural needs. The curriculum is modified to support the personalization of learning according to the unique strengths and needs of each student. Programming focuses on building foundational skills in functional academics, communication, social interaction, leisure skills, vocational skills and skills for self-regulation.

'Walking Together' has become embedded in the daily work of all staff and students at our school. We are coming alongside our students in ways that are highly attuned, supportive, and responsive without being overly prescriptive or directive. Pedagogically, walking together can be understood as a respectful, reciprocal motion of assessment and instruction.

At Christine Meikle School we acknowledge and support the Truth and Reconciliation Commission of Canada's (TRC) Calls to Action. We are committed to the act of 'Walking Together'. Being present with our students and responsive to their needs, and their learning journey, is our daily work. Through direct teaching and school wide projects we will take time to notice our connection to our place and honour the voice of each student as we walk their learning journey together.

Perception data from staff and families in the Alberta Education Assurance Measures, appear to show a correlation between an increase in education quality and student learning engagement. With an increase in direct teaching of co-regulation and self-regulation skills we are hoping to further increase the student's ability to access their learning.

Alberta Education Assurance Measures showed a significant increase in:

- Student learning engagement increased by 7.9% to 100%
- Education quality increased by 10.1% to 96.6%

We are continually working towards teaching, practices, attitudes and instructional materials that are culturally responsive.





School Development Plan – Year 1 of 3

School Goal

Student regulation will improve

Outcome:

Increasing students' ability to co-regulate and self-regulate through direct teaching of strategies

Outcome (Optional):

Increasing student voice and choice through a sustained focus on functional communication and meaningful decision making

Outcome Measures

- Data used to measure our impact will be gathered through an analysis of students' IPP targets.
- Improvement within our School Goal will be measured through a process of professional conversations (PLCs and Collaborative Response), and documentation.
- Student perception about their wellbeing at school using the adapted CBE Student Survey for regulation and communication

Data for Monitoring Progress

- CBE Student Survey data for students who can access the questions in various ways (choice boards, adult as scribe, switches for yes/no etc.)
- PLC conversations will be documented
- Collaborative Response Team Meeting conversations will be documented
- Attendance data tracked monthly to help understand which students are consistently missing direct instruction for regulation strategies
- IPP learning targets and successful strategies will be tracked and data collection will be used to adapt and create appropriate personalized learning targets.

Learning Excellence Actions

- Creating conditions for success that promote increased used of communication for student voice and choice, through task design, and robust assessment
- Developing classroom routines that encourage voice, choice, and exploration within predictable structures to promote emotional regulation
- Assessment-informed task design to build communication and regulation into daily programming

Well-Being Actions

- Provide easy access to a variety of organized learning materials
- Provide easy access to regulation materials and regulation spaces
- Provide opportunities for student voice, choice, and agency
- Offering open-ended learning experiences where students encounter opportunities for authentic voice and choice, practicing regulation strategies, and generalizing skills to new contexts

Truth & Reconciliation, Diversity and Inclusion Actions

- Christine Meikle Curriculum links directly to the Truth and Reconciliation Call to Action for 2024/2025 as we commit to being present and responsive to each individual student, noticing together our connections to place and honouring each voice and learning journey
- Consider student identity in task design and text selection
- Provide access to inclusive and culturally diverse texts
- Make connections to learners' first language when possible





- Offering structured learning experiences that target specific areas for further growth through intentional, sequenced learning progressions
- Co-regulation opportunities provided for all students throughout the day that creates opportunities for students to be available for learning

Professional Learning

- System Professional Learning
- The Mandt System (crisis prevention and intervention training)
- Indigenous Education Professional Learning
- Curriculum development (building upon draft Christine Meikle Curriculum from January 2024)
Designing Curriculum – as most students work outside of the Alberta Program of studies, Christine Meikle School will further develop workshops to identify learning priorities and progressions for students
- Working with data sets – particularly school-created data (Master Tracking Sheets, Seclusion Room data tracking and monitoring for progress, Staff Surveys, Anecdotal Notes, Collaborative Response Team Meeting notes, PLC meeting notes)
- Ongoing professional learning around student communication and promoting student voice, choice, and agency

Structures and Processes

Classroom:

- Team Time
- Crisis debriefs
- Transition Meetings
- Consultation with Multidisciplinary Therapy Teams (OT, PT, SLP, Psychology, DHH, Vision)

School:

- Professional Learning Communities
- Student Learning Teams (SLT) meetings
- Mentorship and co-teaching opportunities
- Collaborative Response meetings
- IPP's
- Transition meetings with families and other schools

Resources

- [Christine Meikle Curriculum](#)
- [School Development Plan | Well-Being for Learning Support 2024-2025](#)
- [CBE Student Wellbeing Framework](#)
- [CBE Student Wellbeing Framework Companion Guide.pdf](#)
- [CBE Indigenous Education Holistic Lifelong Learning Framework](#)
- Targeted resources as recommended by the Multidisciplinary Team (OT, PT, SLP, Psychology, DHH, Vision)
- [Jigsaw Learning - Collaborative Response](#)



