

Bayside School

15 Auburn Crest Park SE, Calgary, AB T3M0Z4 t | 403-817-3436 f | 403-587-933-9941e | Bayside@cbe.ab.ca

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

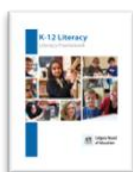
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://bayside.cbe.ab.ca/documents/Bayside-School-Improvement-Result-Report-2024-25.pdf>





School Development Plan – Year 2 of 3

School Goal

Through task-design based on formative assessment information, student well-being and achievement will improve.

Outcome:

Student achievement in reading will improve.

Outcome (Optional)

Student well-being with regards to self-regulation will improve.

Outcome Measures

- CC3 screening assessment, grades 1-3
- Report Card ELAL indicator related to Reading, grades 1-5
- Report Card Physical Education and Wellness (PEW) indicator “Develops/ Demonstrates skills to support the well-being of self and others.
- Our School Data “Students with positive self-regulation”, grades 4 & 5
- Alberta Education Assurance Survey Results “Percentage of students who are satisfied that students model the characteristics of active citizenship”

Data for Monitoring Progress

- Classroom-created formative assessments (shared in PLC and CTM Meetings)
- CC3 & LeNS screening assessments, September, January, May
- ORF reading assessment (grades 3-5), September, January, May
- Our School survey, October & May
- Teacher and student self-regulation survey, November, February, May
- Documentation of class engagement with the 4 domains of the Holistic Lifelong Learning Framework

Learning Excellence Actions

- Use formative assessment data to design learning tasks with multiple entry points.
- Incorporate key elements of fluency instruction: model fluent reading, provide assisted reading through paired, choral, and echo reading, read and re-read pieces of complex content are text together, utilize fluency protocols (repeated reading, echo reading, paired reading, close reading, choral reading) to support reading comprehension through

Well-Being Actions

- Design cross-curricular learning tasks that incorporate opportunities for students to engage in regulation strategies in order to prepare for learning
- Provide spaces and adult support for students to engage in regulation strategies
- Explicit Social Emotional Instruction to model and increase students' self-awareness and self-management (ability to regulate) for learning

Truth & Reconciliation, Diversity and Inclusion Actions

- Design student and staff learning tasks that intentionally activate the spirit, heart, body, and mind
- Incorporate explicit vocabulary instruction for English as an Additional Language learners who are identified at a LP1 and LP2 overall benchmark level
- Provide targeted small-group and individualized interventions, particularly for early learners and students with EAL and IPPs





intersecting skills when reading text.

- Continued explicit instruction using UFLI program to improve phonological awareness and decoding text.
- Continue to Incorporate key components of a comprehensive vocabulary program into literacy instruction: provide rich and varied language experiences, foster word consciousness, teach word-learning strategies, teach individual words

- Incorporate circle protocols into daily classroom routines focused on the four pillars of the Holistic Lifelong Learning Framework: Spirit-To Be, Heart- To Belong, Body- To Do, Mind- To Know

- Utilize and provide access to inclusive, linguistically diverse, culturally diverse, and inviting texts
- Consider student identity in task design and text selection

Professional Learning

- School-based professional learning Friday afternoons building capacity around vocabulary instruction, fluency strategies & routines, formative assessment, and circle protocols.
- Maatoomsii'Pookaiks: System Indigenous Education professional learning day- designing learning through ethical space (April 24, 2026)

Structures and Processes

- Collaborative grade-team planning time for task design
- PLC meetings to examine student data to inform task-design and flexible groupings for intervention
- Collaborative response focused through the lens of SEL competencies "self-awareness" and "self-management" to improve literacy instruction.

Classroom:

- Use manipulatives like whiteboards, Elkonin boxes, mirrors, letter tiles, magnets, sand, playdough
- Utilize routines and games: word ladders, matrices, puzzles, word sorts
- Consolidate with literacy centres
- Use classroom routines to create a vocabulary-rich learning environment
- Weekly Fluency Protocols: teacher modelling, repeated reading, readers theatre, phrased reading,

Resources

- [CBE Literacy Framework](#)
- [CBE EAL Toolbox \(D2L\)](#)
- [Vocabulary Continuum](#)
- [Understanding Reading Gr 4-9](#)
- [Reading Assessment Decision Tree \(RAD\) Gr 4-12](#)
- [ELAL K-3 Scope & Sequence](#)
- [ELAL 4-6 Scope & Sequence](#)
- [CBE Well-being Framework and Companion Guide](#)
- [CBE Holistic Life-long Learning framework and Companion Guide](#)
- [HeartMind online Resources for Educators](#)
- [Be Good People "life skills" resource](#)
- [Reading and Interventions: ELA/ELAL Insite | Interventions](#)
- [Ensoulng Our Schools: A Universally designed framework for mental health, well-being, and reconciliation by Jennifer Katz with Kevin Lamoureux](#)





paired reading, recorded reading, audio-assisted reading

- Use a variety of texts: songs, poetry, read-alouds, diverse text
- Daily circle protocols incorporated into classroom routines
- Flexible grouping for instruction

Classroom routines that encourage students to self-monitor and self-regulate



School Development Plan – Data Story

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2024-25 SDP GOAL ONE: Through task-design based on formative assessment information, student well-being and achievement will improve.

Outcome one: Student achievement in reading will improve.

Outcome two: Student well-being with regards to self-regulation will improve.

Celebrations

- The percentage of students identified as requiring additional literacy supports on the CC3 Alberta Screening test decreased significantly from 21.81% (fall 2024) to 9.71% (spring 2025), indicating strong growth in foundational reading skills.
- The proportion of students receiving 1 on the report card reading outcome decreased by 1%, showing movement along the achievement continuum (more students achieving 2 in reading)
- Students' skills in supporting their own and others' well-being improved by 4.4 percentage points from June 2024 to June 2025 on the Physical Education and Wellness (PEW) outcome.
- Citizenship scores on the Alberta Education Assurance survey increased from 77.5% to 82.3% overall, with student satisfaction increasing 10%, reflecting growth in students' sense of active citizenship and positive community contribution.

Areas for Growth

- **Reading:** While report card data showed movement of students along the achievement continuum from 1 (Not Yet Meeting) to 2 (Basic), there is a need for continued improvement and in fluency and comprehension to support overall reading achievement across grade levels.
- **Reading Interventions:** The grade 2 cohort (2024-25) showed an increase in students achieving a 1 in reading. Additional targeted support is needed to address growing complexity (increased EAL and IPP populations).
- **Access to supports and services:** Assurance survey data shows this measure as Very Low (71.6% agreement), indicating a need to strengthen student access to targeted academic and wellness supports. In addition, a large proportion of parents (56%) chose "I don't know" in answer to the





question “Your child can easily access programs and service at school to get help with school work”, indicating that improved communication regarding available supports and services would be beneficial.

Next Steps

- Provide targeted small-group and individualized interventions, particularly for early learners and students with EAL and IPPs
- Continue to integrate explicit self-regulation strategies within daily classroom practice to support well-being.
- Incorporate circle protocols and the Holistic Lifelong Learning Framework into daily classroom routines school-wide to support student self-reflection, regulation, and active citizenship.
- Strengthen teacher collaboration and cross-disciplinary planning to design integrated learning tasks that connect reading and wellness outcomes
- Review and enhance access to learning and wellness supports by refining referral processes, communication with families, and staff professional learning

