



Belfast 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

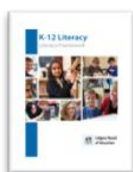
Alberta Education requires each school to create a plan to improve student learning. The School Development Plan (SDP) aligns individual school goals with the identified goals in CBE Education Plan | 2024 - 2027. Each year, schools capture evidence of continuous improvement towards the goals set. In 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://belfast.cbe.ab.ca/documents/78cbb60e-9489-4560-9274-52c4fde2b23c/School-Improvement-Results-Report.pdf>





School Development Plan – Year 2 of 3

School Goal

Student achievement in literacy will improve.

Outcome:

Student writing will improve through responsive, actionable feedback from teachers.

Outcome Measures

- CC3 and LeNS data
- Report card data: reading and writing
- Grade 6 PAT data: writing
- EAL Benchmarks Analytics writing strand

Data for Monitoring Progress

- Pre- and post-surveys for staff (October, March, and June)
- OurSchool survey for students
- AEAMs survey for students, teachers, and parents
- Whole-school common writing task (November and April)

Learning Excellence Actions

- Design high quality writing tasks with high level of engagement
- Learning goals: Build clear success criteria with students, connected to writing goals
- Actionable feedback: Provide multiple opportunities for feedback prior to summative assessment within each learning cycle
- Formative assessment: Engage in iterative cycles of instruction, assessment, and adjustment
- Summative assessment: Design high quality summative assessments
- Student agency: Co-construct and refine success criteria with students throughout the learning cycle

Well-Being Actions

- Student agency: Students are actively involved in the assessment process
- Push-in intervention: Weekly grade team support

Truth & Reconciliation, Diversity and Inclusion Actions

- Spirit: Gathering and empowering student voice throughout the year
- Spirit: Use the script for regulation
- Heart: Student success is shared with families
- Heart: Consistent and predictable classroom routines
- Body: Follow school-wide continuum of supports
- Mind: Ensure holistic approaches are actioned to support student learning

Professional Learning

- ELAL Insite – Professional Learning
- EAL D2L Toolbox
- Learn Alberta Intervention Resources
- The Writing Revolution 2.0 (Hochman & Wexler)

Structures and Processes

Classroom

- Use of Sharepoint for accessing and sharing common resources
- Make exemplars visible in classrooms

Resources

- High Quality Summative Assessment K-9
- Belfast Student Regulation Script
- K-9 ELAL Understanding Grade Level Writing





- The Alberta Professional Learning Consortium
- The Writing Rope (Sedita)

School

- Engage in CBE Universal Calibration Protocol and document accordingly
- PLCs, CTM, grade team meetings
- Whole-group diagnostic assessments

- Teacher Self-assessment Tool: Supporting Student Success
- Making Teaching and Learning Visible
- Assessment and Reporting in the CBE and the companion guide





School Development Plan – Year 2 of 3

School Goal

Students' and staff's experience of feeling safe and welcome at school will improve.

Outcome:

Students' and staff sense of belonging and safety at school will improve.

Outcome Measures

- AEAMS survey: "At school, I feel like I belong" and "I feel welcome at my school" and "I feel safe at school"
- OurSchool survey: sense of belonging, positive friendships, and safety at school (survey questions and school-generated questions)

Data for Monitoring Progress

- Pre- and post-surveys for staff (October, March, and June)
- OurSchool survey for students
- AEAMs survey for students, teachers, and parents
- Attendance

Learning Excellence Actions

- Provide opportunities for students to learn collaboratively across classes and grades
- Plan engaging, high-interest school-wide events to bring students, families, and the school together
- Monitor attendance and ensure early interventions and family support

Well-Being Actions

- Make visible the Dates of Significance Calendar and incorporate key dates into instruction
- Offer a variety of engaging, high-interest clubs
- Schedule regular cross-school regrouping through Communities and Choice Days
- Design engaging tasks that explicitly target PEW outcomes related to friendship, safety, and belonging

Truth & Reconciliation, Diversity and Inclusion Actions

- Ensure students see themselves and their culture represented in texts, Dates of Significance, and lessons
- Action Belfast's TRC Commitment
- Offer students a wide variety of club options

Professional Learning

- Dr. Linita Mathew collaboration for supporting students and staff through trauma and grief
- Culture Commons
- Social Emotional Learning Brightspace Course
- Creating Welcoming, Caring, Respectful and Safe Learning Environments – The Walk Around: Teacher Companion Tool

Structures and Processes

Classroom

- Circle pedagogy
- Intentional learning on and from the land

School

- PLC group focused on belonging and safety
- Offer a wide variety of clubs, including those with targeted wellness

Resources

- Ever Active Schools Healthy Schools
- Student Well-Being Framework Companion Guide
- AHS Health Promotion Facilitator (School Nurse)
- Belfast School TRC Commitment, 2025-2026





- outcomes, that are responsive to student need
- SLTs and CTMs will identify students who could benefit from particular clubs or activities
 - Communities (monthly) and Choice Days (twice a year)
 - Designated sensory space for regulation and support

School Development Plan – Data Story





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2024-25 SDP GOAL ONE: Students' achievement in literacy will improve.

Outcome one: Students' writing will improve through responsive, actionable feedback from teachers.

Celebrations

- Less students in Grades 1-3 are requiring additional supports in June than in January
- More students are achieving an Indicator 4 (Excellent) in writing
- Less students are receiving an Indicator 1 (Not Meeting) in writing
- 94.7% of Belfast students met the Acceptable Standard on the Provincial Achievement Test (PAT) for ELAL
- Teacher engagement in the writing PLC and reflection on the Teacher Self-Assessment Tool demonstrate growth
- 29% of EAL students showed growth in writing by moving up a proficiency level during the school year

Areas for Growth

- Move students out of "Requiring Additional Supports" on the LeNS and CC3
- Continue to increase the number of students receiving Excellence on the writing component of the PAT
- Improved alignment between reading and writing scores

Next Steps

- Explicit focus on developing EAL student writing through intentional task design and other high-impact language strategies
- Lean on the PLC group to share understanding with colleagues about sentence structure (lowest-performing area on PAT exam)
- Access writing professional learning beyond the school
- Individualized tracking for each students' intervention
- Ensure every student has a goal for writing

2024-25 SDP GOAL TWO: Students' and staff's experience of feeling safe and welcome at school will improve.

Outcome one: Students' and staff's sense of belonging at school will improve.

Celebrations

- Our "Sense of Belonging" improved in every area examined





- For the second year in a row, 100% of parents on the AEAM Survey “Agree or strongly agree their child’s school is a welcoming place to be”
- Many clubs and school activities are available to students and students have a high level of engagement

Areas for Growth

- Although the parent data has improved, both students and teachers indicate less engagement with learning at school (teachers: 92.5%, down from 100% in 2024; students: 52.7%, down from 61.7% in 2024)
- Overall, less teachers, parents, and students felt that the “learning environments are welcoming, caring, safe, respectful, and safe” (85.2% agreed, down from 90.4% in 2024)
- Students’ feelings of safety and their experience of positive friendships do not align with feelings of belonging

Next Steps

- What we are doing to foster inclusion, belonging and a sense of welcome is working – we need to continue these actions
- Increased focus on safety and fostering positive friendships is warranted
- A focus on engagement in learning to bolster belonging is warranted

