



2026 School Planning

Tuesday, February 17, 2026
(online)

learning | **as unique** | as every student



Calgary Board
of Education

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cbe.ab.ca/dialogue



2026 School Planning

- Welcome
- Agenda
 - Presentation – School Development Plan (SDP) and School Budget & Fees
 - Q & A
 - Gather feedback
 - Meeting evaluation



2026 School Planning

The purpose of this meeting is to:

- Share information about school planning at Belfast
- Gather feedback that may be considered in making future school planning decisions





Calgary Board of Education

School Planning and You





How is Our School Development Plan Used?

- Guides ongoing assessment and review of goals and actions.
- Our school development plan is the driver for closing learning gaps and informs:
 - Instructional strategies
 - Professional learning
 - School structures and processes for learning
 - Resources to improve student learning
 - Data-informed decision making

School Development Plan – School Goal 1: Student achievement in literacy will improve. (Year 2 of 3)



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



School Development Plan – Outcome Measures

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



School Development Plan – Data for Monitoring Progress



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

School Development Plan – Actions



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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

School Development Plan – Actions



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Professional Learning

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

Structures and Processes

Classroom

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

School

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

Resources

- High Quality Summative Assessment K-9
- Belfast Student Regulation Script
- K-9 ELAL Understanding Grade Level Writing
- 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 – School Goal 2: Students’ and staff’s experience of feeling safe and welcome at school will improve. (Year 2 of 3)



**Students’ and staff’s sense of belonging and
safety at school will improve.**



School Development Plan – Outcome Measures



- AEAMs Survey: “At school I feel like I belong”, “I feel welcome at my school”, and “I feel safe at school”
- Our School Survey: sense of belonging, positive friendships, and safety at school (survey questions and school-generated questions)

School Development Plan – Data for Monitoring Progress



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

School Development Plan – Actions



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

School Development Plan – Actions



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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 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

Resources

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

What does the SDP look like in action? How are we moving work forward at Belfast?



Belfast SDP in Action...

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2025-2026
SDP in
Action



Literacy

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

Learning Excellence Actions

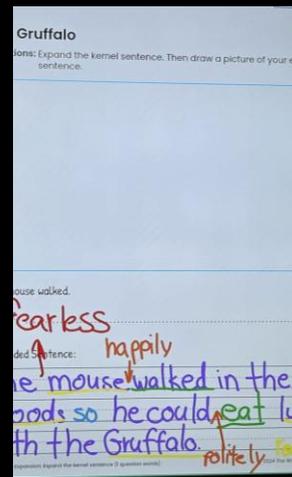
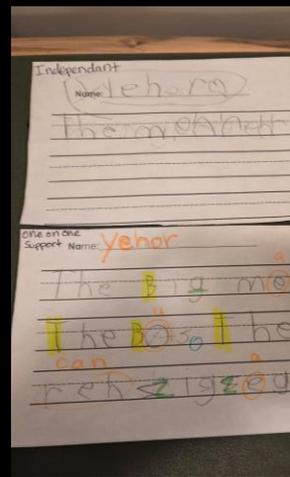
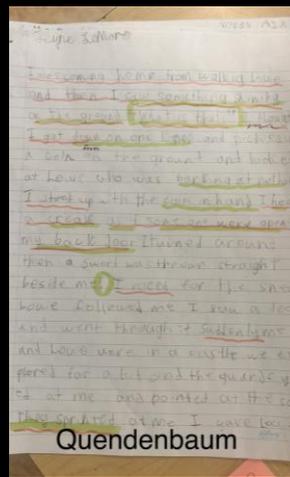
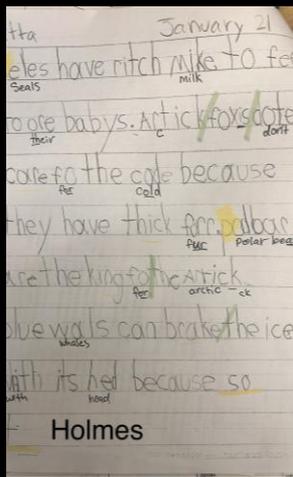
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Well-Being Actions

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Truth & Reconciliation, Diversity and Inclusion Actions

- Spirit: Gathering and empowering student voice throughout the year
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Kindergarten – Focus on daily Heggerty; beginning sound spelling with feedback; beginning self- and peer-assessment in writing

Grade 1/2 - Reviewing “The Writing Revolution 2.0”; annotating student writing; immediate feedback loops for corrections; explicit lessons on sentence formation, spacing, punctuation, letter cases, etc.

Grade 3/4 - Students have their individual goals posted in the rooms and focus on them in each subject area; co-creating stronger exemplars for tasks

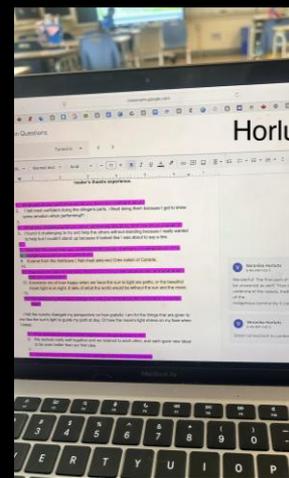
Grade 5/6 – Learning editing tools online; peer- and self-assessment built in; reflecting on changes and seeing revisions in each draft

LEAD – Focus on feedback loops in writing; peer- and self-assessment; 1:1 writing workshops

Bob and Ted complied with his call
 suddenly Bob and Ted were lifted high into
 sky destined to a puffy castle.
Posada
 "RUFF" yelled Ted's fear.
 Eventually they had to meet the King
 looking downtrodden and tired but still pleasant
 two.
 "My children, thank you for arriving to my castle
 bring my precious sword back to me." Before he
 was done talking Bob went down to revivise the
 "WAIT!" It was too late, not knowing what to do
 followed along.
 When they crashed Bob's eyes were covered in dirt
 rubbing his eyes only to see the propaganda fig.
 All it said was "MY NAME IS BOB!" In a desperate tone
 Bob grabbed Bob away ^{a creature writing notes on}
 "NO PLEA-AAAAH!!!" Bob scrambled ^{immediately} disrespectfully to
 ran back to the shed in fear hoping the King could

name Lillian
 W S I T C T A P O S
 The big man saw
 The yellow cat
 on the top of
 The U.S.

Powell
 *make sure to start at the beginning of the line and use a finger or popsicle stick
 ← The soft yellow
 ← sat on the
 ← The yellow cat
 ← on the top of
 ← loose The
 ← lings The
 ← buds ran so



name Lillian
 W S I T C T A P O S
 The big man saw
 The yellow cat
 on the top of
 The U.S.

All
 The cat said about Decided
 words were so I can pay with
 fast. Use outside to the about of the
 Birthdays
 On December 1st I went to
 with my family. First we went
 homeless man, got H was the
 about signs. My mom and my
 wanted to give the man
 That was very kind.

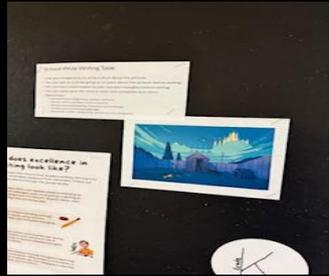
Medland
 Revise & Edit



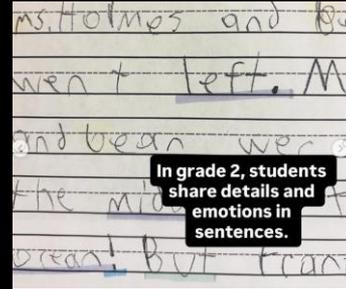
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Whole School Write

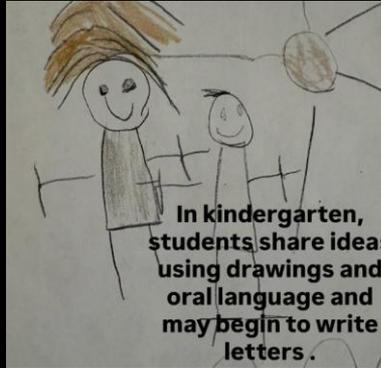
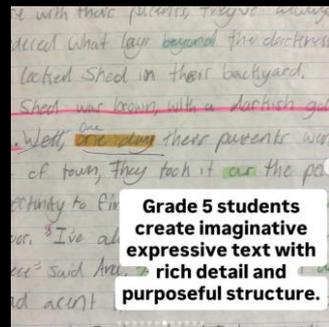
- We did a whole-school write this fall, and will do another one in the spring
- We learned how to annotate writing accurately and how to ensure our feedback is actionable through two teacher PL sessions on annotating
- We added EAL Quickbytes and writing to every staff meeting
- We calibrated as a grade team and as a school to ensure our expectations are consistent
- We are using the system-wide rubrics
- Connecting LEAD students with “Computers for Schools”



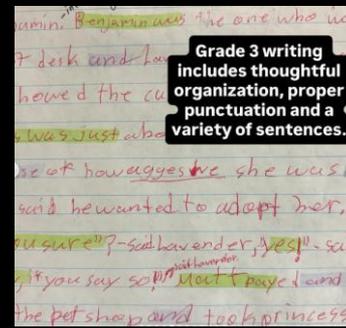
In grade 2, students share details and emotions in sentences.



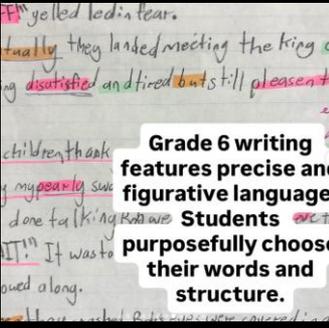
Grade 5 students create imaginative expressive text with rich detail and purposeful structure.



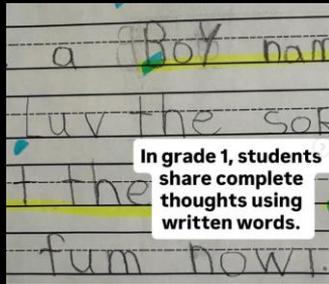
In kindergarten, students share ideas using drawings and oral language and may begin to write letters.



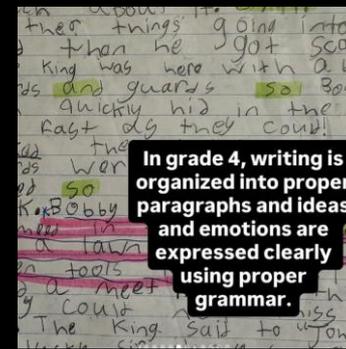
Grade 3 writing includes thoughtful organization, proper punctuation and a variety of sentences.



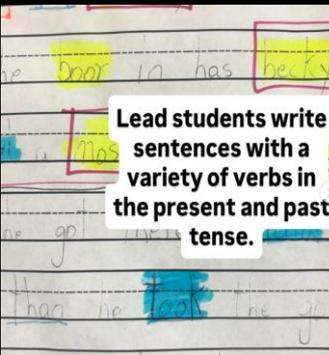
Grade 6 writing features precise and figurative language. Students purposefully choose their words and structure.



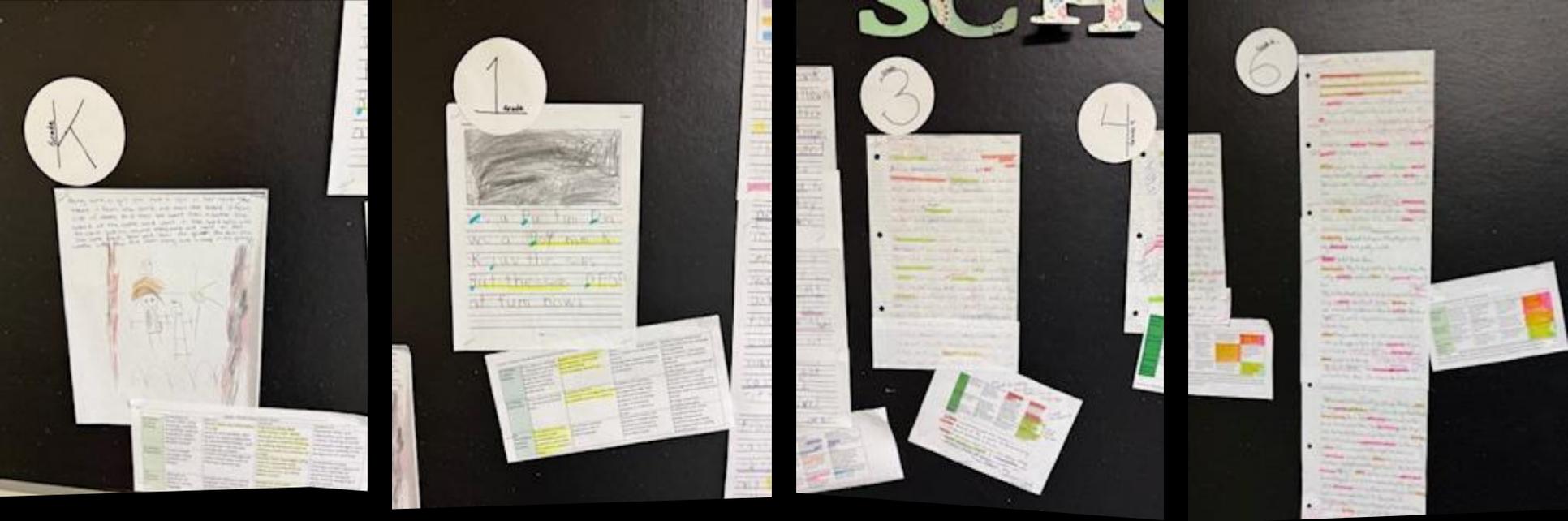
In grade 1, students share complete thoughts using written words.



In grade 4, writing is organized into proper paragraphs and ideas and emotions are expressed clearly using proper grammar.



Lead students write sentences with a variety of verbs in the present and past tense.



Whole-school Writing: Annotating, Calibrating, and Actionable Next Steps

Well-being: Safe & Welcoming

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

Professional Learning

- Dr. Linita Mathew collaboration for supporting students and staff through trauma and grief
- [Culture Commons](#)
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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 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)
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Resources

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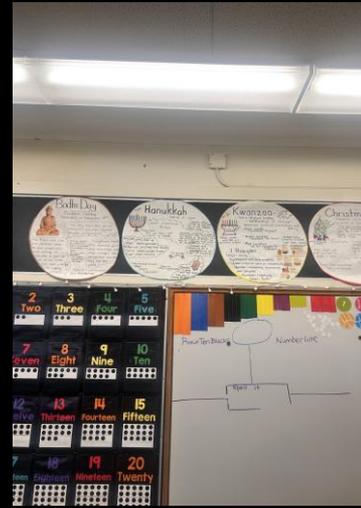
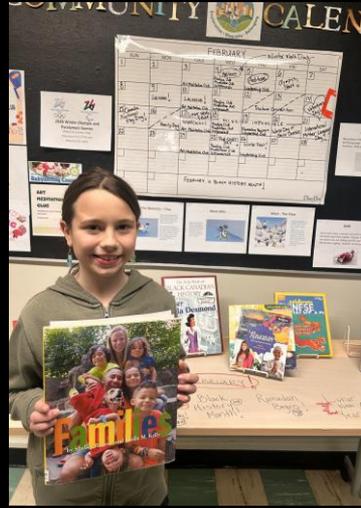
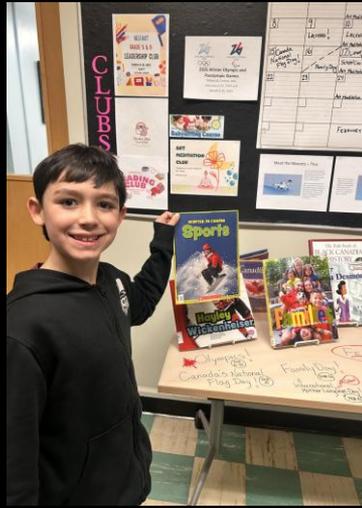
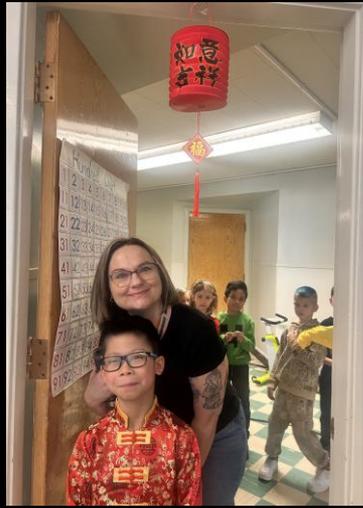
Well-Being Actions

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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

Kindergarten – Celebrating attendance; looking at who they are in the school and why they matter; learning rules about safety
 Grade ½ - Celebrating diversity of cultures; figuring out their place in the world; being “leaders” to the kindergartens
 Grade ¾ - Learning about their role in the community and becoming active citizens; emphasizing “junior leadership” roles
 Grade 5/6 – Learning on the “leadership” piece; active voices (farewell committee, clubs, Winterfest, etc.); representation and setting the tone for the school
 LEAD – Some in leadership (biggest numbers this year); voice in the school – for instance, Ramadan planning
 Fine Arts – Diverse mix of texts in class; explicit language instruction; many different roles in the productions (ex. Backstage help; lighting, etc.)
 PEW – Scaffolding for diversity; wheelchair adaptive sports; language building





- We have built one opportunity at least per month for families to come into the building or to be involved
- Our school-wide events, like the Welcome Back BBQ, the upcoming Family Movie Night, are well-attended
- We have focused on inclusive practices with more intentionality; for instance, only using Halal-friendly candy for Valentine's Day sales, rather than two separate candies
- We want students to feel excited about coming to school, through activities like Communities, Choice Days, Elf on the Shelf, caroling, Winterfest, Summerfest, etc.
- Our clubs are more responsive to interest – for instance, Slime Club – even after the strike
- We have actioned our TRC Commitment for learning on and from the land
- We encouraged cross-grade connections, rather than strict 'buddies'
- We focus on being active citizens and giving back to the community
- Connecting families to housing, food, etc.
- Denise in classrooms for diversity
- Using our sensory room as a proactive tool for ANY student that needs it
- Coming up: Culture Fair and Parade of Nations
- Check out Instagram @belfastschoolcbe

Questions?

We'll take a few minutes to answer questions about our school development plan.

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Our School Budget

- Our school received \$1 718 192 in 2025-26 to provide a quality education to our students and meet the goals in our school development plan (SDP).
- Roughly 75% per cent of budgeted funds covers **staffing** (at Belfast, it is roughly 98%) and the remaining portion covers instructional and operational **supplies**.

Our 2025-26 School Budget

- Our student enrolment for the current year was funded for 166 in October; currently, we have 176 students.

Budget Information

RAM Allocations:

Per School total	\$ 869,953
Per Student total	\$ 848,239
Total RAM Allocations	\$ 1,718,192

RAM Deployment Plans:

Organization	Scenario A	
		FTEs
Teachers	\$ 1,258,383	11.1
Support staff	\$ 194,264	3.3
Administration	\$ 236,911	2.6
Total staffing	\$ 1,689,558	16.9

Supplies / other	\$ 28,634
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Total RAM Deployment Plans	\$ 1,718,192
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Our 2025-26 School Fees

- Each year, we consult with families by outlining proposed activities for the upcoming year that may require a fee for cost recovery.

There are central fees (transportation, lunch supervision, student supplies) that are not determined or collected by the school. We are looking at our school-based fees only.

- At Belfast, our Parent Fundraising Society generously subsidizes many trips and enrichment opportunities for our students. What we charge parents is significantly less thanks to our Council and Society.
- For this school year, our fees are:
 - Field trips (including Outdoor School in alternating years)
 - We adhere to the School Fee Guide: <https://cbe.ab.ca/FormsManuals/School-Fee-Guide.pdf>



Our 2025-26 School Fees

- 2024-25 Report to Parents on Fees: <https://belfast.cbe.ab.ca/documents/13ba16e4-bbe1-402e-9790-705b653691de/Report-to-Parents-on-Fees>
- Last year, we had a deficit of \$4448 in unpaid fees, largely from Outdoor School and the overnight trip to Drumheller. Fees do continue to trickle in, but this plays a factor in deciding whether or not we offer these trips in the future.
- We have had significantly less field trips this year, in large part due to October's labour action.

Questions?

We'll take a few minutes to answer questions about our school budget and fees.

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Gathering Your Feedback



Feedback is important as we consider school planning. When students, families and staff work closely together, students achieve greater success in their learning.

We'd now like to gather your feedback on some specific questions.

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Gathering Your Feedback



School Development Plan (SDP)

- Our two goals this year are on improving writing and a sense of belonging.
- Do you agree that these are areas we should focus on?
 - If yes, do you have a reason for this that you can share?
 - If no, what would you like us to prioritize?



Gathering Your Feedback



School Budget & Fees

- Schools must operate within their budget and too many fees can be unmanageable for families.
- This year, we only had field trip fees.
 - Each year, we run a deficit in fees, particularly field trip fees. What suggestions do you have for us when it comes to field trip fees and best practices?
 - Less trips?
 - More walking trips?
 - More notice?
 - Anything else?



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Next Steps

- We will update our school website with:
 - A summary of feedback gathered at tonight's session by the end of April.
 - A meeting evaluation summary by the end of April.
- Share information about student results and the school development plan at our October, 2026 school council meeting.
- Our updated school development plan will be posted on our school website by Nov. 30, 2026.



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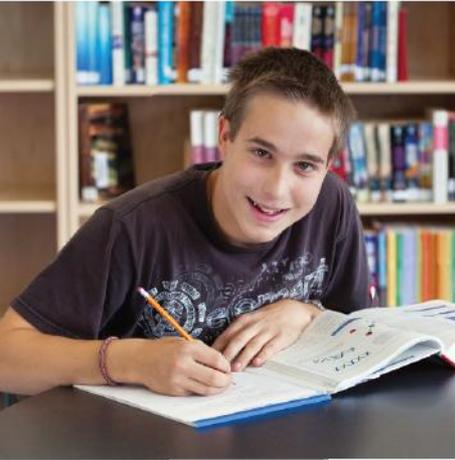
Wrap-Up

- Thank you for your participation!
- Please take a few minutes at this time to share your feedback about this meeting, our SDP, and our budget/fees:

Belfast School - School Planning Meeting Evaluation



[Belfast School - School Planning Meeting Evaluation – Fill out form](#)



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There can be no dialogue without you.