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Calgary Board of Education

Glendale School

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School Development Planning

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

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.

SIRR 2024-25

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School Development Plan – Year 2 of 3

School Goal
Student achievement in numeracy will improve.

Outcome:
Students will improve their conceptual understanding of mathematical procedures.

Outcome Measures
- Numeracy assessment (ie. SLAs, SaskMath)
- Report Card data (number outcome)
- Perception survey data (AAS, OS, CBE student survey)

Data for Monitoring Progress
- PLCs – Learning Sprints
- Locally developed surveys, student self-assessment, student interviews

Learning Excellence Actions
- Explicit teaching for conceptual understanding with intentionally strategies to models and manipulatives (ie. Number talks, math routines, games arrays, base-10 blocks, number lines, fraction strips)
- Teaching of multiple addition/subtraction/multiplication/division strategies (ie. Demonstrate strategies with tools (ten-frames, rekenreks, base-10 blocks, open number lines, arrays; Teach more than one strategy for each operation)

Well-Being Actions
- Build and increase student growth mindset (ie. Mistakes are treated as learning opportunities
- Create a culture that values the thinking process and strategies over speed and algorithms (ie. Students explain their thinking, not just give answers, Multiple strategies are visible in the classroom, Standard algorithms are connected to conceptual strategies)
- Classroom Routines that focus on regulation, relationship and responsibility. *(ie. Circle, Mental Math Mondays, number talks)*

Truth & Reconciliation, Diversity and Inclusion Actions
- Celebrate different ways of seeing, understanding, and representing mathematics. (ie. Students share their own approaches to solving a problem; use cultural patterns like beadwork and weaving to explore multiplication, arrays, and symmetry)
- Land based learning (ie. using natural materials to model mathematical procedures, explore measurement, capacity, and comparison outdoors)

Professional Learning
- System Professional Learning
- Professional development for the implementation of Number Talks that include multiple representations and models
- Mentorship of task design allowing for use of models and manipulatives, linking manipulatives to specific strategies.

Structures and Processes
- Student accessibility to and Intentional use of tools, models and manipulatives
- Collaborative Response
- Calibration with colleagues
  PLCs; Learning Sprints, Common tasks and assessments, calibration

Resources
- *Mathematics Equity & Identity Guide*
- *Build Procedural Fluency from Conceptual Understanding Document*
- *MathUP (K-6)*
- *Watch and discuss Graham Fletcher's numeracy progressions*
- *SEL D2L shell*

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School Development Plan – Data Story

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2024-25 SDP Goal: Student achievement in numeracy will improve.

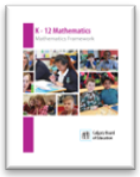
Outcome: Students will improve their conceptual understanding of mathematical procedures.

Celebrations

- More students can connect models to procedures and explain their mathematical thinking using models, multiple strategies, and clear reasoning with confidence.
- *"Math is interesting to me" 51% → 63%.*
- *"I share my ideas and ask questions in math class" 63% → 72%.*
- *"I think deeply and slowly when solving problems" 71% → 85%.*
- Report-card data (*Math 1/2 indicators for Number/Understands number, patterns, & algebra June 2024-29.17% to June 2025-28.63%)*, interviews, and observations point to stronger conceptual understanding and richer mathematical communication; *At-risk numeracy levels dropped significantly from 88% (Sept 2023) → 38% (Sept 2024) → 27% (June 2025).*
- Teachers are more consistently implementing Number Talks and model-based routines; *from 1 per month (Oct/Nov/Dec/Jan) to 3 to 4 times per month (Feb/Mar/Apr/May)*
- PLC learning sprint cycles reveal stronger conceptual understanding, improved mathematical discussions, and increased scores

Areas for Growth

- Some students still rely on procedures without being able to justify their thinking or transfer strategies.
- Not all students can consistently connect manipulatives/visuals to formal algorithms.
- Teachers vary in comfort designing tasks that assess conceptual reasoning.

Next Steps

- Strengthen consistent use of manipulatives, visual models, and model–strategy–procedure connections across all grades.
- Provide targeted PD: linking models to strategies, strengthening Number Talks, designing tasks that require explanation, supporting discourse, and using models in more complex content.
- Increase student self-reflection on reasoning and strategy use and use these perception surveys to track shifts in confidence, interest, and willingness to explain thinking.
- Implement common conceptual-understanding tasks multiple times per year using shared rubrics.
- Identify and support students who rely on procedure without understanding through targeted groups and metacognitive prompts.