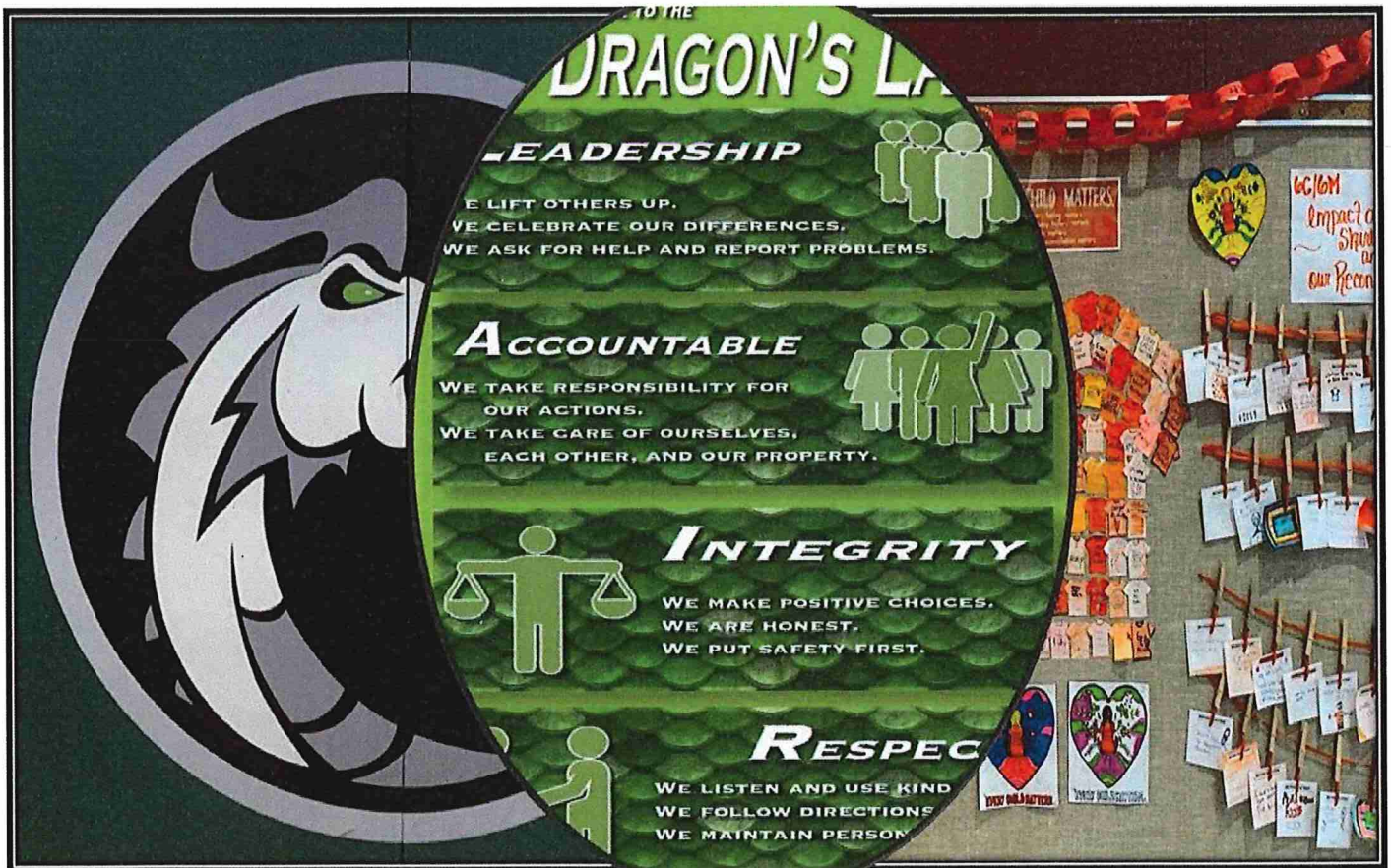




Langdon  
School

# School Education Plan 2023/24



May 2024

# Table of Contents

Administrators' Message.....4

School Profile.....5

Student Feedback from Spring 2023 .....6

Parent Feedback from Spring 2023 .....7

RVS Four-Year Plan Survey Results .....8

RVS Assurance Results.....9

Alberta Education Assurance Measure Results .....10

Advancing students numeracy and literacy skills .....11

Building future-ready students .....13

Creating inclusive, engaging, healthy learning opportunities for all students .....15

School Council Review .....17

# 2023 - 2027 Four-Year Education Plan

## Focus on the Future

The 2023 - 2027 Education Plan was shaped around goals important to our community of parents/ guardians, students and staff: advancing students' numeracy and literacy skills; building future- ready students; and creating inclusive, engaging, healthy learning opportunities for all students. Collectively, these goals build a foundation on which our students can grow and flourish in life.



### Advancing students' numeracy and literacy skills

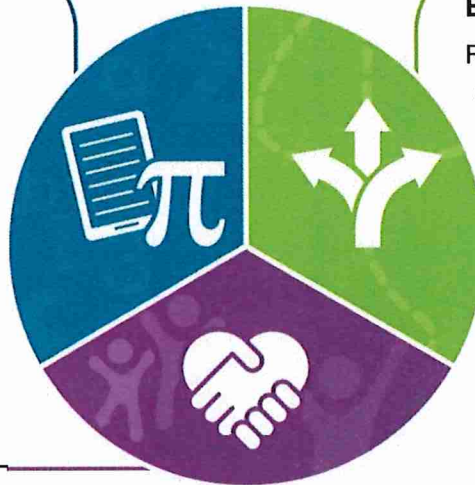
Numeracy and literacy skills remain the cornerstone of learning; building these skills in students is critical for all our teachers. RVS is committed to using proven, research-based, effective strategies to help students read, write and perform math. Our AERR will showcase the results of this focus.



### Building future-ready students

RVS students will be ready for the future, in any path they choose.

This will be accomplished through the achievement of Alberta student competencies: critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being.



### Creating inclusive, engaging, healthy learning opportunities for all students



While focusing on numeracy, literacy and critical student competencies, RVS students will also find joy and engagement in their learning. Consistent teaching practices help to create positive and inclusive learning experiences for everyone; RVS will use division practice guides to assist with this to help create inclusive, engaging and healthy learning opportunities for all.

## Priorities

RVS will achieve the goals in the Education Plan by...

#### Providing active learning

Students have an authentic voice in their learning while being provided choice in the best ways to demonstrate their understanding.

#### Effective instruction and assessment practices

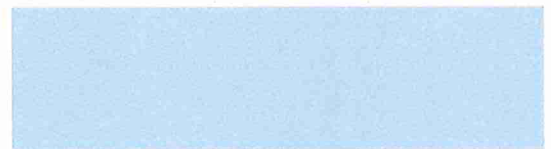
Meaningful, relevant teaching and assessment opportunities will be delivered while integrating Indigenous Ways of Knowing.

#### Creating communities of inclusivity

All students are connected to each other and their larger communities, creating thriving, positive students who belong.

#### Promoting healthy, safe environments

Students learn best when they are well and feel secure and respected.



## Administrators' Message

*You walk by a grade 8 classroom and see groups of students at various whiteboards solving math problems together. A couple of grade 6 classes are outside working on a project about trees and forests and making Indigenous connections to the land. Students in grade 9 are reading to their grade 2 buddies in the hallway. A grade 5 student is verbally sharing their learning about the regions of Canada while a teacher scribes for them. A grade 1 class is sitting in a circle on the carpet sharing about their day. These are some of the examples of learning, inclusion and connection you will see when you come to Langdon School.*

At Langdon School we know that literacy and numeracy skills are the foundation for learning. Students who are literate can communicate their thoughts and ideas effectively in a variety of ways. Students who understand numeracy are problem-solvers and can make informed decisions and navigate a quickly changing world. Langdon teachers are using data to guide their planning to better support students at whatever level they are at. Differentiation is key to ensure all students feel included and successful regardless of abilities and rate of growth. Teachers are using evidence-based practices such as layers of literacy, phonemic awareness, and benchmark assessments for literacy. Numeracy practices include explicit instruction, cooperative learning opportunities, using word problems and patterns, and hands on manipulative work. We will continue to provide engaging numeracy and literacy lessons that will lead to confident students who take risks and can apply their learning to everyday life.

Gone are the days of rote learning and teachers being the keepers of knowledge. Understanding by Design (UDL) planning has the student at the centre of all learning. Students have voice and choice not only in how they learn but how they show their learning. This leads to increased motivation and a feeling of ownership. Langdon teachers approach planning from an outcomes-based approach to ensure the learning activities align with assessments. As we look to the future, teachers will continue to outline clear goals, promote critical thinking through exploration and provide authentic assessments that allow for reflection and application to their own lives. All students are capable of learning and through UDL teachers can differentiate for all abilities, so our students have a variety of entry points, tools and strategies to be successful and choice in their final learning product.

Last school year Langdon School officially started on our Positive Behaviour Intervention and Supports (PBIS) journey. Staff and students decided on the values that make us a great school – L.A.I.R. – Leadership, Accountability, Integrity, Respect. Consistency with expectations and consequences means we are all on the same page. Explicit teaching and on-going communication is key. This year we want to continue to recognize and reward students for demonstrating these values. We collected and will continue to collect data to inform our decisions on what is needed in our school. Our goal is to continue to see a reduction in poor choices and to have the most productive learning environment possible and this includes students' social-emotional well-being. PBIS supports inclusion because we meet the needs of all students regardless of age or abilities. It is our intention to work collaboratively with our entire school community, including parents/caregivers, to strengthen our understanding of PBIS and reinforce what it means to be a Langdon Dragon!

Kind regards,

Shannon Storey, Principal

Brent Legault, Assistant Principal

## School Profile

<p><b>Principal:</b> Shannon Storey  <b>Assistant Principal(s):</b> Brent Legault  <b>Website:</b> <a href="http://www.rockyview.ab.ca/langdon">www.rockyview.ab.ca/langdon</a></p>	<p><b>Mission:</b> Langdon School  <b>Beliefs:</b> We are committed to enhancing the lives of our students by providing an engaging classroom experience. Our goal is to create an environment that fosters the development of the whole child through Leadership, Accountability, Integrity and Respect (L.A.I.R.).</p>
---	--

**Total Number of Students:** 546

**Grades Served:** K-9

**Total Number of:**

- Classroom Teachers: 24
- Learning Support Teacher(s): 1.5
- Learning Assistant(s): 6
- CDA(s)/Guidance Counsellor(s): 2
- Learning Commons Facilitator(s): 1
- Office staff: 2
- Caretaking staff: 2.5

### School Diversity Profile

Langdon School reflects a rich and diverse learning community that includes learners who self-identify as Indigenous (5 per cent of our students self-identify as Indigenous students) and English as an Additional Language Learners. As an inclusive school, we welcome 2.6 per cent of our students who have significant learning needs. Additionally, our school offers mentorship opportunities, a wealth of extra-curricular activities, friendship club, GSA, reading buddies, community therapy dog visits, Wyze Guys, Rainbow Grief program, Kimochis, MindUp, a breakfast program and life skills programming.

## Student Feedback from Spring 2024

### What do students think are some things that are going well?

- Like the staff (“teachers are nice”, “staff are kind”)
- The LAIR visual to remind them of expected behaviours
- Resources such as rolling white boards, erasable desks/tables
- Body break rooms
- Students listening more
- Dragon of the Month awards
- PhysEd every day
- Breakfast program (love parent volunteer)
- Off campus Fridays for junior high
- Variety of sports
- Community Therapy dogs (especially for vaccinations)
- Band camps, outdoor school, field trips
- Events leading up to holidays
- Homework room
- Variety of books
- Longer morning recess
- Birthday announcements
- Lessons are interesting
- Options
- Maker space

### What do students think could be worked on or improved?

- Bigger playground, add to rock park, add swings
- More respect from some students
- Vaping concerns
- Keep addressing conflict and bullying
- More art time (Mrs. Loewen back)
- Big kids taking over bathroom, bathrooms do not feel safe at times (need more supervision?), more privacy in boys’ bathrooms, vandalism, broken locks in bathrooms
- Sometimes school cleanliness an issue
- Snack buckets in all classrooms
- More frequent whole school activities (i.e. pep rallies)

## School Education Plan 2023/24

- Would like to use phones for educational purposes
- Let students in before 8:05am
- Hot lunch lines too crowded
- Water fountains
- Rough housing
- Students cleaning up after themselves
- Maybe different criteria for Dragon of the Month or awarded more often
- Hallway behaviour

## Parent Feedback from Spring 2023

### What do parents think are some things that are going well?

- Appreciated receiving weekly newsletter
- Volunteer Orientation informative
- Enjoyed Showcase of Learning evening
- Kids are talking about L.A.I.R. at home
- Extra-curricular activities

### What do parents think could be worked on or improved?

- More consistent communication practices (every teacher is different)
- Too many passwords (safe arrival, PS, MyBlueprint, etc)
- More lunch activities
- More parent engagement
- Clear consequences for behaviour



# RVS Four-Year Plan Survey Results

[Langdon\\_EdPlanSurvey\\_2023\\_06\\_13.pdf](#)

## **What does the survey indicate is going well?**

- Parents/Guardians feel their child has opportunities to be creative. Teachers are designing meaningful learning opportunities and encouraging students to show what they know in different ways
- 86% of students know they can do well in school
- Grade 3-5 students all feel they are learning how to take care of their mental health. Langdon School has a variety of programs and supports in place such as MindUp, Kimochis, friendship groups, etc. CDAs work with individuals, small groups and classrooms for Social-Emotional learning support.

## **What does the survey indicate could be worked on or improved?**

- 19% of Grade 6-9 students feel they do not have an adult to talk to about how they are doing. We need to ensure every child has a connection to at least one caring adult in the building.
- We could build more connections in the community in order to offer more opportunities to volunteer outside of school.

## RVS Assurance Results

	Data Source	Results as of June 2023
Percentage of students performing math at or above grade level on the Math Intervention/ Programming Instrument (MIPI) Grade 4 – 9.	MIPI	66.7%
Percentage of students reading at or above grade level on the Benchmark Assessment System (BAS) Grade 1 – 8.	BAS	70%
Percentage of students who are absent less than 10 per cent during the school year.	PowerSchool	76.88%
Percentage of students with Individual Program Plans who are achieving their learning goals.	Dossier Data	74.3%

### What does this data tell us is going well?

- We have a common language and consistent practices that are having a positive impact on school culture and identity (first TFI).
- Most students with IPPs are reaching their goals within the school year. Some of these goals continue to the following year.

### What does this data tell us could be improved or worked on?

- As many students as possible need to be reading at grade level. We want to see this go up by 10% by the end of the school year.
- 23% of students were absent more than 10% during the school year. We will enhance communication about the long-term impact on student learning (i.e. by grade 12 they will have missed a full year of school)

# Alberta Education Assurance Measure Results



## Required Alberta Education Assurance Measures - Overall Summary Spring 2023

School: 1117 Langdon School

Assurance Domain	Measure	Langdon School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	72.8	81.3	81.3	84.4	85.1	85.1	n/a	Declined	n/a
	<a href="#">Citizenship</a>	67.8	66.4	65.9	80.3	81.4	82.3	Low	Maintained	Issue
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	66.7	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	11.7	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	75.2	n/a	n/a	n/a	n/a
Teaching & Leading	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	18.2	n/a	n/a	n/a	n/a
	<a href="#">Education Quality</a>	83.1	83.5	85.2	88.1	89.0	89.7	Low	Maintained	Issue
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRESLE)</a>	77.4	78.4	78.4	84.7	86.1	86.1	n/a	Maintained	n/a
	<a href="#">Access to Supports and Services</a>	73.4	76.3	76.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	<a href="#">Parental Involvement</a>	67.0	65.5	67.3	79.1	78.8	80.3	Very Low	Maintained	Concern

### What does our data indicate is going well?

- Student citizenship has slightly improved and this may be due to the many leadership opportunities, the increased student voice, mentorship programming and our buddy classes.
- The majority of students feel welcome and cared for at our school. Most students can identify at least one caring adult in the building.

### What does our data tell us could be improved on?

- Parent engagement has gone up slightly but continues to be low. Parent Volunteer Orientation sessions allowed us to communicate important information about academic supports, social- emotional supports, and our PBIS plan. A Showcase of Learning in the spring got a lot of positive feedback with respects to making learning visible and helping people feel more connected as a school community. That being said, there are still a lot of misconceptions about what inclusion is, and a skepticism with some aspects of positive reinforcement and restorative practices.
- Student learning engagement is a concern. We need to enhance teaching practices so students can find relevance to their lives. Students need choice in their learning and a variety of assessment possibilities to show that learning.

# Advancing students numeracy and literacy skills



**Outcome:** Students are numerate and literate.

**Outcome:** Students are actively engaged in meaningful and relevant learning.

## How Might We: Increase student proficiency and build teacher capacity with literacy/numeracy planning and assessment?

**School Goal 1:** Increase literacy/numeracy assessment results by 10-15% for those grades with less than 80% at or above grade level

**Data that informed this goal:** MIPI data, AB numeracy screening tool, CC3, LeNS, BAS i.e. In June 2023, 29% of grade 8 students were performing mathematics at or above grade level. In June 2023 BAS results for grade 1 indicate only 28% were at grade level or above for reading

**Connection to the practice guide(s):**

*Inclusive Education Guide* page 9 – Build Capacity: All stakeholders have ongoing responsibilities, opportunities, relationships, and resources that develop, strengthen, and enhance their understanding, skills, and abilities to create flexible, physically and emotionally safe and responsive learning environments.

*Professional Learning Practice Guide* page 8 – principles: evidence-informed, collaborative, innovative, personalized

*Instruction and Assessment Practice Guide* page 10 - Teachers triangulate data from a variety of sources (observations, conversations, products) to determine grades. Data is collected, analyzed, reported, and used to guide instruction to support learning for all learners. (AP360)

**Strategies:**

- Dedicated Learning specialist time in school to assist with Thinking Classroom, use of manipulatives, combined classes strategies, literacy practices (i.e. book clubs)
- Teachers examine data from June which drives planning for homeroom 20-minute daily literacy/numeracy blocks
- Ensure explicit instruction/intervention continues into upper grades as well as lower

**Measures:**

- K-3 teachers implementing UFLI and K-2 using Heggerty
- BAS data, LeNS, MIPI

**Parents can:**

- Read stories and play math games
- Encourage storytelling and journaling.
- Apply numeracy to everyday life, i.e. money, measurements, etc.

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>• We were chosen for learnin cycle 2 with RVS Learning specialists. This has been very well-received by teachers. Coaching and co-teaching is happening regularly with all division1 teachers and 6 division 2 and 3 teachers. This involves Building Thinking classrooms, Morphology and word work, UFLI with gr.1-4 and UDL/maker space planning. Administration has already observed changes to practice.</li> </ul>	<ul style="list-style-type: none"> <li>• We are going to provide more direction for the daily literacy and numeracy time.</li> <li>• We need to dedicate more time for data analysis. November 29 teachers will examine assessments more thoroughly and compare to recent formative/summative assessments. This will occur again at the beginning of February.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>• More teachers have embraced the numeracy/literacy block and are trying new resources including games, apps, thinking classroom strategies.</li> <li>• Some staff meeting and PL time has been spent analyzing MIPI results and the numeracy screening. One grade team meeting was dedicated to guided numeracy reflections (based off the admin meeting document) and a walk-through/practice time on the RVS Numeracy Reflection Tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering implementing a carousel during literacy/numeracy block to increase buy-in from Junior High teachers and students. Teachers would move to different homerooms for a specific time period based on their strengths. This could include AI, read alouds, math challenges, vocabulary and word work for specific subjects, etc.</li> </ul>



## Building future-ready students

**Outcome:** Students demonstrate strong abilities in critical thinking, communication, problem solving, collaboration, managing information, cultural and global citizenship, creativity and innovation, and personal growth and well-being (Alberta Education student competencies).

**Outcome:** Students graduate high school prepared to be successful for any path they choose.

### How Might We: Increase student engagement through thoughtful and effective planning and assessment strategies?

<p><b>School Goal 1:</b> Student engagement will increase by 10% to be in line with the provincial results – Alberta Education Assurance Measures</p>
<p><b>Data that informed this goal:</b> Alberta Education Assurance Measures Spring 2023</p>
<p><b>Connection to the practice guide(s):</b></p> <p><i>Inclusion Practice Guide</i> page 4 – sustained multi-tiered systems of teaching and learning, supports and services to meet the diverse needs of all students and continuously and consistently use multiple triangulated data sources to guide and inform decisions, practice and pedagogy.</p> <p><i>Professional Learning Guide</i> p. 9 - To navigate the complex, diverse, inclusive and dynamic classrooms of today, all members of the learning organization must embrace a disposition of inquiry and reflection. Collaborative and collective inquiry aligned with school, departmental, jurisdictional and provincial priorities is the most meaningful and effective professional learning.</p> <p><i>Instruction and Assessment Practice Guide</i> page 4 - Universal Design for Learning (UDL): Intentionally planning learning around the student, taking into consideration where each is on their learning journey, is critical for success.</p> <p>Page 9 - Teachers will use a variety of strategies and tools for assessment, including Indigenized planning and assessment methods to give students a range of opportunities and a variety of ways to demonstrate their knowledge, skills and attitudes pertaining to expected outcomes. Teachers will balance gathering of evidence by triangulating their data using a blend of conversation, observation and product to assess learning.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Students are provided real-world, meaningful examples to help them be engaged and learn. This would include explicitly teaching the 21<sup>st</sup> century competencies such as creativity, critical thinking, and collaboration so students will make possible career connections.</li> <li>• Through teacher collaboration and classroom profiles/reviews, all students have entry points and differentiated ways of showing their work and product.</li> <li>• Teachers all using “ReBooting Assessment” as well as tools to gather and organize evidence of student learning.</li> </ul>
<p><b>Measures:</b></p>

- Percentage of students who have growth in their indicators of success (i.e. progressing to advancing)
- Evidence of creativity and innovation in CoSL (i.e. MyBlueprint) and physical spaces in the school
- Number of staff requests for PL or coaching around UDL practices and balanced assessment

**Parents can:**

- Regularly check PowerSchool, MyBlueprint or attend Showcase of Learning and Parent/Teacher/Student conferences.
- Talk to their child about their learning and possible career interests.

<b>Check-Ins</b>	<b>Progress and Analysis</b>	<b>Adjustments to Plan</b>
<b>November 24</b>	<ul style="list-style-type: none"> <li>• A teacher and administrator attended a “train the trainer” session for MyBlueprint. The teacher led staff through a session on the November PL day. 90% of teachers have accessed this platform (with students)</li> <li>• We have continued work with “Re-booting Assessment”, led by RVS specialists. Three elementary teachers have adopted more UDL strategies and have created cross-curricular, cross-grade outcomes based projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Information is needed to see how frequently teachers refer to and adjust classroom profiles.</li> <li>• More support is required to assist teachers with differentiation strategies, especially around multiple entry points.</li> </ul>
<b>March 15</b>	<ul style="list-style-type: none"> <li>• More teachers are taking risks with cross-curricular outcomes planning</li> <li>• Students are regularly accessing the Makerspace to create and collaborate on a variety of projects, especially those involving elements of STEAM</li> </ul>	<ul style="list-style-type: none"> <li>• We will request that Learning Specialist Joshua LaFleur come and spend time with staff working through UDL strategies.</li> <li>• There have been a few temporary teachers this year so time to onboard is a necessity.</li> </ul>

# Creating inclusive, engaging, healthy learning opportunities for all students



**Outcome:** Students are happy, healthy, feel they belong and are safe, and experience success in learning environments that are inclusive of every learner and celebrate diversity.

**Outcome:** Students are self-aware, focused and demonstrate perseverance and resilience.

**How Might We: Utilize Positive Behaviour Intervention Supports to have more consistent practices and clear expectations to foster a welcoming, safe and caring environment.**

<p><b>School Goal 1:</b> We will increase our end of year TFI assessment score by 30%.</p>
<p><b>Data that informed this goal:</b></p> <ul style="list-style-type: none"> <li>• Current TFI assessment score of 53%</li> <li>• Anecdotal – conversations around problematic behaviours and locations of behaviours</li> <li>• Use of common language from the schoolwide matrix – L.A.I.R.</li> </ul>
<p><b>Connection to the practice guide(s):</b></p> <p><i>Inclusion Education Practice Guide</i> p. 13 -Set and teach clear schoolwide behavioural expectations, positive acknowledgment practices and consistent consequences along a continuum</p> <p><i>Professional Learning Practice Guide</i> p. 8 - Research and evidence-informed: Critical reflection plays a significant role in establishing high quality professional learning and professional practice.</p>
<p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• tracking student behaviours – positive and negative</li> <li>• Matrices – created for specific spaces (starting with bathrooms and hallways)</li> <li>• Explicit lessons and teaching – refining current lessons for further clarification</li> </ul>
<p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• TFI assessment score will increase by 30% by June</li> <li>• Behaviour Blitz (track positive behaviours for a period of time, and negative for a period of time)– November/May</li> <li>• Citizenship score on Assurance survey will match province at 80%</li> </ul>



**Parents can:**

- Attend school council meetings
- Read weekly Dragon Tales newsletter and teacher communications for updates

- Ask their child about Dragon awards and LAIR – reinforce language at home

Check-Ins	Progress and Analysis	Adjustments to Plan
<p><b>November 24</b></p>	<ul style="list-style-type: none"> <li>•Our Tier Fidelity Index in October was 73%. PBIS was launched with L.A.I.R. in February 2023 so this is an excellent indicator that students and staff understand the values.</li> <li>•The PBIS lead has been assisting teachers with teaching routines, creating LAIR lessons and collecting data.</li> </ul>	<ul style="list-style-type: none"> <li>•More modeling is required in order to see more explicit teaching on routines.</li> <li>•We would like to have a hallway matrix and bathroom matrix early in the school year.</li> </ul>
<p><b>March 15</b></p>	<ul style="list-style-type: none"> <li>•Students are excited about the Dragon of the Month and Principal Wall of Flame. They would like to have weekly recognition as well.</li> <li>•Parents/caregivers are referring to LAIR. When we have guest presenters in the building, we share what it means and they have made connections to their own presentations.</li> <li>•Behaviours have improved in some areas such as assemblies, playground, and some classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>•Classroom wide expectations will be the next focus. Kelsey Bagnall facilitated a PBIS session for the March PL day that focused on the “why” of PBIS and how we might expand LAIR into consistent, explicit classroom expectations.</li> <li>•Administration, Learning Support and the PBIS will model some routines with students in some of the classes. For example, the principal may work with a class to teach expected behaviours for entry and exit. The teacher would then repeat these lessons at regular intervals.</li> </ul>

## School Council Review

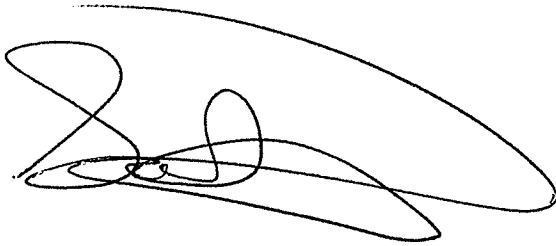
### Presentation of School Education Plan

**School council comments:**

- Good incentives for students

*Signatures indicate agreement with the plan*

**School Council Chair signature on behalf of the parents and community of School**



**Principal's signature on behalf of students and teachers of Langdon School**