

# **Langdon School**



**2015 - 2019 School Education Plan**

**May 2018**

**Year Four**

## **MESSAGE FROM SCHOOL PRINCIPAL**

Literacy is at the foundation of successful learning and living. It's an active, life-long process that begins almost from birth, when parents first start reading to us and develops over our whole lives. Foundational literacy may include reading, writing, and meaning-making. No matter how far we stretch the definition of literacy, these foundational skills – particularly those gained in the early years – are still the building blocks upon which other skills can develop. At Langdon School, the early literacy programming continues to support the foundations of literacy development.

Literacy is more than basic reading and writing skills. Literacy education is about helping kids find ways to make sense of the world by acquiring, understanding and communicating information in a variety of ways. Speaking, listening, and communicating with efficiency are part of literacy skills. Many more facets make up the complex literacies our students will experience throughout their lives.

Digital literacy is encompassing. It includes the ability to responsibly use appropriate technology to communicate, solve problems, and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and. Are you reading this on a Smartphone or tablet? Did you send a text to your family members or colleagues today? Answer emails? These devices reach into all of our lives daily. Teaching our students how to use multiple digital devices with accuracy, purpose and respect are central to our work in schools. By using computers, iPads, and specialized equipment in the day as part of how we 'do business', our students will build competency to be able to identify, locate, evaluate, and effectively use information for an issue or problem at hand.

Media creation and consumption is changing at a rapid pace. Someone who is "media literate" can adapt to new communication formats – whether that's instant messaging, push notifications, wikis, online communities, blogs, or vlogs. Our students are mass consumers of media and use a variety of platforms to choose the most effective medium for communication in any given situation. In essence, a media literate person can think critically about what they see, hear, and read in books, newspapers, magazines, television, radio, movies, music, advertising, video games, the Internet, and new emerging technology.

Financial literacy impacts our lives daily, from balancing our personal banking accounts to investing in stocks. When we understand the basics of managing our money, we feel empowered and in control of our lives. In math, we provide word problems that center on money or sales tax, depending on the grade level. We also have outside experts provide support and resources for the students, such as Jr. Achievement.

At Langdon School, we are devoting a daily block of time to build literacy skills. Each day, students will work with teachers to build their literacy tool kits. Explicit instruction of strategies and best practices will be our focus. Option classes also provide opportunities for students to explore different forms of technology and meaningful ways to use it.

## **SCHOOL PROFILE**

### **School Name:**

Principal: Tammy Rahn

Address: 17 Brander Ave, Langdon, AB T0J 1X2

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Email: [langdon@rockyview.ab.ca](mailto:langdon@rockyview.ab.ca)

Website: <http://langdon.rockyview.ab.ca>

### **School Profile:**

Grade Configuration: K-9

Student Population: 611

No. of Teachers: 33

No. of Support Staff: 20

### **Unique Features of our school include:**

- Grades K-5 are Conscious Discipline classrooms
- Mind Up K-9 A teaching curriculum and framework that helps students develop social and emotional skills.
- Students in grades 7-9 bring/use personal devices to class
- Langdon Leaders provide leadership and student voice in our school
- In-school mentorship programs take place between our middle school and elementary classes
- Wee Read – our grade nine students act as mentors to elementary students by sharing their love of books by reading aloud, playing vocabulary games and talking about stories that inspired them.
- FNMI Artifact showcase – students were given the opportunity to tour the school and view/explore different artifacts created by students across the grades.
- Every year Langdon School puts on a Spring Musical as an extra-curricular activity.
- Student created and facilitated Sports Day, an action packed full day event that creates opportunities for our entire school community to connect in a fun and active way.
- Daily Friendship group takes places twice daily and provides a safe, caring and interactive place for everyone to hangout during recess and lunch breaks.

## **Quotes from Parent Advocates**

“As a parent of middle school children, I love how the staff at Langdon School engage our children to think as individuals by motivating them to think outside the box. Watching the middle school students interacting and mentoring the elementary students brings about a sense of community that feels like family.”

“When we moved to Langdon right before a new school year started, we heard nothing but great things about Langdon School from our new neighbours. I was apprehensive about my son starting school with new friends, in a new place, but from the moment we walked in on that first day we knew we were in the right place. The teachers and other staff are so encouraging and supportive of their students as they learn and grow academically and creatively. We love the partnerships between the older and younger grades, and any time you walk into the school you get a real sense of community spirit. I'm looking forward to the continued support and success as my younger kids start going to school. We are so proud of how everyone works together, and I'm very excited to look toward the future!”

## RECENT ACHIEVEMENTS

### Engaging Students through Design Thinking and Showcases

**Poetry Café:** connecting the *art* of language through poetry. Our grade six students had the opportunity to explore firsthand what it is meant when their teachers described poetry as expressive, colorful and flavorful language that is used to evoke feeling and emotion. Poetry Café began by hooking the students using a blind taste test. Volunteers were blindfolded and asked to taste a variety of powerful tastes like Tabasco sauce and honey. While the volunteers squirmed with distaste with some, and relished in delight from the sweetness of other samples, their peers recorded their observations as descriptively as possible. Used to jump start more specific figurative language lessons, the grade six students then practiced the art of “SMAPH dat poem” – identifying similes, metaphors, alliteration, personification and hyperboles. Research became the next step in the student’s learning journey. With guidance, students chose a favored poet, and explored his/her work before eventually choosing a favorite piece to recite at their classroom’s very own Poetry Café. As an extension, some students wrote their own poetry and shared this alongside their researched piece. The Poetry Café served food and drink, brought potlatch style, to students and guests alike and was adorned with a stage and sound system that gently pumped jazz music into the background while amplifying the student’s voice as they recited their poet’s work. A crackling fire projected in the background helped present an intimate setting for sharing and connecting to the art within the language. With a little bit of ingenuity, poetry for our grade six students became one of the highlights of their ELA year.

D. Wimmer Gr. 6 & 8 Teacher

**Making Christmas Count:** The 12 Days of Giving was an incredible campaign designed, planned and executed by 45 Langdon Leaders at Langdon School. Students in grades 6 – 9 had previously banded together in a leadership team to plan and host events for the school, as well as give back to the community. They have done many different types of campaigns around the holiday season including shoeboxes for Operation Christmas Child and Socks for the Mustard Seed. This year, students wanted to design their own campaign. They thought of different ideas and decided it would be fun to have themed days it was then that they came up with the 12 days of giving back idea. The list of most needed items came from doing research into the 2 organizations that we decided to support: Drop In Center (Calgary) and the Overnight Shelter (Strathmore). Langdon Leaders knew that with a little competition, students, K-9, would be determined to bring in as many items as possible. Classes in the elementary grades were paired up with the middle school to see which pair could bring in the most items. The response over the 12 days from the Langdon School community was overwhelming. Over 3000 items were brought in and delivered to both organizations. To celebrate our success, the grade 9 Langdon Leaders received a personalized tour at the Drop- In Center and were able to volunteer in the clothing sorting room. This was a remarkable time at Langdon School, where all staff and students came together to have conversations about people in need and found a way to collectively give back.

S. Moskal Gr. 9 Teacher.

### **Spring Musical**

The Spring Musical has become a very important event to Langdon School. Over the years we have strived to have as many students as possible be involved in musical theatre. Each year, there are 40-50 middle school students working for 4 months to produce a great show.

Along with the standard acting opportunities, students also have many other "on stage" parts that they can be involved in:

- Some students that do not like to be on "center stage" can be a part of the chorus which is a group singing role.
- -We also have smaller and non-speaking roles that they may want to try.
- We have Masters of Ceremony to open and close the show that have a separate script.

If some students do not want to be on stage, they also have opportunities to get involved "behind the scenes":

- We have students working on set design and costume design
- A couple of students are trained on the sound system and will run music and lights during performances
- A team of students will work together during performances to manage props, microphones and costumes
- -A group of students help with theatre make-up and photography
- -We have had students that help run the live feed video for family members that cannot attend the show
- -We have a group of students that act as ushers for audience members

Even though our spring play is busy and sometime chaotic, it is an amazing experience for those involved. Each year the interest grows and we try to involve as many students as possible to help foster interests and imagination.

C. Bird Gr. 6 Teacher

## **AREAS OF FOCUS**

### **Literacy and Numeracy**

Langdon School will focus on creating a school wide comprehensive literacy and numeracy program that is grounded by research and evidence, developed to meet the diverse needs of our students and provides cross curricular connections. As a teaching staff, we will develop an understanding of the importance of literacy a dedicated block for intentional instruction of literacy and numeracy strategies will support student learning. across all subjects and learn strategies for supporting this development in content specific classes. We will continue to work towards the utilization of a streamlined approach for identifying, measuring growth, and developing targeted interventions to support students.

### **Supporting Students**

Langdon School will continue to operate as a place where students not only acquire academic skills, but also as a safe place where students become more resilient in the face of adversity, feel more connected with those around them and set SMART goals that reflect their aspirations for their futures. As a staff, we are recognizing the social and emotional needs of our students is increasing and becoming more complex.

Mind Up and Conscious Discipline will continue to serve as our school-wide, evidence based framework and curricula to support a positive shift in perspectives, support positive behavior, improved relationships, increased engagement and academic success. Our Child Development Advisor will continue to provide both individual and small group support to any student(s) who identifies as someone who would benefit. Alongside this, wrap around service providers like, Caring Tails, Equine Therapy, and our district psychology team will continue to use their expertise to support students.

### **Real Time Reporting**

Over the last two years, we have examined our assessment practices, learned how to use Power Teacher Pro and engaged our parent community in accessing the parent portal as a means for timely information about student growth and achievement. As a result, we are pleased to participate in the divisional prototype for Real Time Reporting.

Communication of student learning will continue to be timely, specific and achievement focused using the parent portal as our main platform for sharing this information. Parents and students alike will continue to access this information in real time. The main difference will be the generation of one final report card in June, instead of two additional reports throughout the year. We will use the parent portal, triad conferencing, My Blue Print/All About Me and SMART Goal setting to create fluency in our student achievement communication with parents. Our parents who access PowerSchool are vicarious users of the platform, checking their child's progress.

## GOAL: LEARNERS ARE SUCCESSFUL

<i>Outcome</i>	<i>RVS Performance Measure</i>	<i>Strategies for Langdon School</i>
Learners are literate and numerate.	<ul style="list-style-type: none"> <li>(AE) Percentage of students/FNMI students in who achieved the acceptable standard and standard of excellence on Provincial Achievement Tests (cohort) and Diploma Exams.</li> <li>(RVS) Percentage of students, parents, and staff who agree that students are literate and numerate.</li> <li>(RVS) Percentage of Gr. 1-8/9 students attaining grade level expectations in English Language Arts and Mathematics.</li> </ul>	<ul style="list-style-type: none"> <li>Create common literacy and numeracy blocks across the grades for explicit instruction</li> <li>Establish literacy and numeracy teams for on-going support with the development and implementation of programs</li> <li>Create school-wide literacy events to encourage community participation</li> <li>Access professional learning and RVS supports to build a common language, strategy bank/tools for literacy numeracy teaching and learning.</li> </ul>
Learners build 21 <sup>st</sup> C competencies (skills and knowledge).	<ul style="list-style-type: none"> <li>(AE) Percentage of teachers, parents, and students who agree that students model the characteristics of active citizenship.</li> <li>(AE) Percentage of students/FNMI students who achieve the acceptable standard and standard of excellence on provincial Student Learning Assessments (competency measures). (Pending)</li> <li>(RVS) Percentage of students, parents, and staff who agree that students are building 21<sup>st</sup> C competencies.</li> </ul>	<ul style="list-style-type: none"> <li>Review Alberta Education curricular documents and include 21st Century competencies in cross curricular learning opportunities</li> <li>Expand the Personally Owned Devices to include grade 7 level students</li> <li>Continue to provide blended learning environments using classroom management systems, e.g. Moodle, School Bundle, Google Classroom</li> <li>Use My Blueprint/All About Me as a means for communicating 21Cs, goals and personal reflections.</li> </ul>
Learners take ownership of their learning.	<ul style="list-style-type: none"> <li>(AE) High school completion rate of students/FNMI self-identified students within three years of entering Grade 10.</li> <li>(AE) Annual dropout rate of students/FNMI students aged 14 to 18.</li> <li>(AE) Percentage of students/FNMI students eligible for a Rutherford Scholarship.</li> <li>(AE) High school to post-secondary transition rate of students/FNMI students within six years of entering Grade 10.</li> <li>(RVS) Percentage of students, parents, and staff agreement that students take ownership for their learning.</li> <li>(RVS) Percentage of staff that use balanced assessment practices to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>Create and provide opportunities for local FNMI elders and program providers to visit Langdon School to help students and staff connect culture with identity.</li> <li>Provide increased opportunities for our middle school students to mentor our elementary students using literacy and numeracy as a foundation for connecting (Wee Reads/Wee Math, Lunch Buddies)</li> <li>Provide increased opportunities for grade teams to develop cohesive norms and sense of belonging.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure



## GOAL: LEARNERS ARE ENGAGED.

Outcome	RVS Performance Measure	Strategies
Real-world, hands-on learning experiences engage learners.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students and parents who believe teachers help students learn through engaging practices.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree students are engaged in learning.</li> <li>▪ (RVS) Percentage of staff that understands and use inquiry and project-based learning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase student leadership opportunities.</li> <li>▪ Mind Up and Conscious Discipline used to support the development of conflict management skills, self-regulation and mind/body awareness</li> <li>▪ Increase the number of cross-curricular projects completed in the school, linking learning with real world experiences/audiences</li> </ul>
Innovative and effective practices enrich learning.	<ul style="list-style-type: none"> <li>• (AE) Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.</li> <li>• (RVS) Percentage of staff satisfied that professional learning has positively impacted their instruction and/or effectiveness.</li> <li>• (RVS) Percentage of students who feel connected, confident, and resilient (SOSQ data).</li> </ul>	<ul style="list-style-type: none"> <li>▪ Increase meaningful participation of community experts in project learning</li> <li>▪ Encourage collaboration and feedback on best practices by providing teachers time to observe learning (Learning Walks, Video Lessons)</li> <li>▪ Continue the development of technology skills for using specialized equipment such as VR, Green Screen, 3D printing, Graphic Printing.</li> </ul>
Partnerships enhance and fuel learning.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.</li> <li>▪ (RVS) Percentage of staff and parents who agree that the schools build meaningful relationships with home and partnership with the community.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use electronic parent surveys to increase the number of opportunities parents have over the year to provide timely feedback into planning and decisions.</li> <li>• Maintain an active School Council</li> <li>▪ Identify more community partners to support the development of our students' life skills (First Edition School First Aid)</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## GOAL: LEARNERS ARE SUPPORTED.

<b>Outcome</b>	<b>RVS Performance Measure</b>	<b>Strategies</b>
Learners feel well, safe, valued, and respected.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students who agree that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.</li> <li>▪ (RVS) Percentage of students, parents, and staff who agree that learning environments are caring, safe, and respectful and promote wellness.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mind Up and Conscious Discipline will continue to be an integral part of classroom environments.</li> <li>▪ Make connections with local FNMI elders and create opportunities for them to connect with staff and students</li> <li>▪ Increase CDA support</li> </ul>
Learning is accessible, individualized, and challenging.	<ul style="list-style-type: none"> <li>▪ (AE) Percentage of teachers, parents, and students satisfied with the overall quality of basic education.</li> <li>▪ (RVS) Percentage of students and staffs who agree that they have appropriate technical and learning supports to meet student needs.</li> <li>▪ (RVS) Percentage of parents and staff who agree that students with special needs are meeting their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Common literacy and numeracy blocks for all students have been built into the schedule.</li> <li>▪ Collaborate with division staff including psychologist, family school liaison, and learning specialists to identify strategies for best supporting our students.</li> <li>▪ Increase community awareness and acceptance of individuals with complex needs.</li> </ul>
Student-centered decisions propel achievement.	<ul style="list-style-type: none"> <li>▪ (RVS) Percentage of students, parents, and staff who agree schools have a student-centered focus.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strong student leadership teams at the middle school level will identify, create and facilitate monthly opportunities for cross graded and whole school culture building opportunities.</li> <li>▪ Langdon Leaders, grades 7-9, will act as the voice of our student body when choosing extra-curricular opportunities that engage and support our greater community.</li> <li>▪ Develop CTF cross curricular courses.</li> </ul>

(RVS) Jurisdictional Measure (AE) – Alberta Education Measure

## BUDGET HIGHLIGHTS

	2016/17	2017/18	2018/19
Certificated Staff	3 178 702.00	3 250 192.00	3 214 832.00
Support Staff	670 691.00	767 213.00	652 854.00
Services & Supplies	122 100.00	115 685.00	65 212.00
Other	0	0	0
Contingency	0	0	41 128.00
TOTAL EXPENDITURES	3 971 492 .00	4 133 090.00	3 974 026.00

## PROFESSIONAL LEARNING INQUIRY

### Goal:

RVS leaders and teachers will create the conditions within which quality teaching and optimal learning can occur and be sustained to enable achievement of learning outcomes.

### RVS Essential Question:

*In the pursuit of best serving students' learning needs, how might the school help staff become self-directed, lifelong learners?*

### Langdon School's Essential Question:

*What aspects of our school culture are shaped through literacy and numeracy practices?*

## SCHOOL BUNDLE ROLL-OUT

### School Bundle Roll-out

Administrator Debriefing	▪ March 20, 2019		
Public Website Development	▪ March 13 & 14, 2018	Mayette Schrauwen, Gwen Dawes Harker, Tammy Rahn,	▪ 2 Subs to cover instructional time
SGF Centralization and Ecommerce Development	▪ March 11 & 12, 2018	▪ Linda Brooks, Lynette Barrett, Sabrina Stumborg	
Staff Web Portal Introduction	▪ April 5, 2018	▪ Staff Meeting Time	
Onsite Support	▪ April 12, 2018	▪ 40	

## 2015-2019 SCHOOL EDUCATION PLAN (Year Four) APPROVAL FORM

Expectation: The plan was made in keeping with system parameters and in consultation with staff and the advice of School Council.

There has been consultation with:

	Yes	Date(s)
School Staff	<input checked="" type="checkbox"/>	May 9, May 18, April 4 2018
School Council	<input checked="" type="checkbox"/>	May 9 2018

I, Tammy Rahn, certify that the proposed School Education Plan was developed in consultation with staff and with advice from the School Council and according to the other parameters, guidelines and expectations outlined by Rocky View Schools.

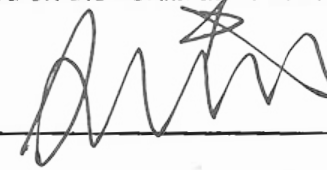
  
Principal Signature

May 25 2018  
Date

  
School Council Chair Signature

May 25, 2018  
Date

Subject to monitoring and review, I approve in principle the proposed School Education Plan based on the certification above.

  
Superintendent of Schools

July 6, 2018  
Date

(Signatures should be scanned in and inserted as a .tiff in the document.  
Please note the resolution of a .jpeg is too low.)

