

Action Plan for Learning 2025-26

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SCHOOL VISION/MISSION:

Fostering a culture of learning at Langley
Secondary to provide access for all learners.

How do our instructional and assessment practices at LSS lead to an increase in student hope, efficacy, and resilience?

SCHOOL GOALS:

Intellectual Development:

Goal #1: To improve literacy and numeracy scores using effective intervention in a multi tiered approach.

Human and Social Development:

Goal #2: To track attendance rate for priority learners and identify the barriers.

Career Development:

Goal #3: To offer initiatives to support student transition beyond high school.

RESOURCES TO SUPPORT OUR WORK:

KEY RESOURCES & ANCHOR DOCUMENTS

- Framework for Enhancing Student Learning
- First People's Principles of Learning
- District Strategic Plan
- Response to Intervention
- Designing Learning for All with Novak Education
- Karen Power: Professional Learning Communities
- Katie White Assessment

UNIFIED ACTIONS:

- **Teams:** Administrative team, Department Heads, Learning Support Team, Enhanced Support Team, Professional Learning Communities, Parent Advisory Committee
- **Student Learning:** Continued use of gr 9 PLS measured through common assessments. Tier 1 UDL practice. Implementation of Tier 1 literacy and numeracy learning cycle (assess, intervene, reassess). Small group PLS work during REP Time. Tier 3 interventions for literacy.
- **Community:** Parent Advisory, SWISS, CYMH, The Foundry, Encompass, Foundation, Food Donations, Christian Life Assembly, Family of Schools, Community Link, Wave Program, Scholarships, Kinsmen, Lions Society, City of Langley, Township of Langley, Project Black Feather, Game Ready, Her Time
- **Data & Measurement:** 94% Grad Rate, Continued tracking of results for 6 week Tier 1 Literacy assessments gr 9 - 12. Continued tracking of gr 9 numeracy results. Drilled down data collection for literacy and numeracy for priority learners. Continued Tier 3 tracking for reading ability with Lexia. Data collection for attendance rates and barriers for our priority learners. Continued use of Tell it From Me survey to measure safe place, inclusion, cultural identity.
- **Professional Learning:** Continued collaborative PLC with a focus on UDL practice (variability, accessibility through tools, removing barriers and improving learner agency).
- **Environmental Design:** RTI structure: Tier 1 UDL practice, Tier 2 REP Targeted Prioritized Learning Standards, Resource Tier 3), PLC collaboration throughout school year, daily REP Time, Resource and LA supports, Complex Resource, Fine Arts Community Link for family of schools, Homework Club, Support Services, Transition meeting, Alt Ed, Student Leadership, Peer Mentor, DEI,
- **Financial Sustainability:** Growing population, PAC Gaming Funds, Feeding Futures Funding, Community Donations, Community Link Funding, Langley Foundations, International Program

LITERACY AND NUMERACY DATA:

2023-05 Math Common Assessment Data.pdf

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Math 9 Common Assessment S2 2023-24 and S1 2024-25

2023-2024										2024-2025 Fall end of S1					
	S1 - Start		S2 - Start		S2 - End		Percentage Change		S1 - Start		S1 - End		Percentage Change		
	Number of students	75	Number of students	43	Number of students	97			Number of students	168	Number of students	159	S2		
	# of correct answers		# of correct answers		# of correct answers		% Increase in Questions		# of correct answers		# of correct answers		% Increase in Questions		
	correct	correct	correct	correct	correct	correct			correct	correct	correct	correct			
Integer Operations	1	69	92	38	88	86	89	0.333%	151	90	141	92	1.06%		
	2	53	71	30	70	63	89	93.99%	117	70	144	94	35.41%		
	4	47	63	23	49	71	71	49.88%	77	40	120	78	71.12%		
	4	42	56	23	53	83	86	59.97%	62	37	126	82	123.15%		
	5	49	65	20	47	43	44	-4.69%	69	39	88	58	46.41%		
	6	29	39	10	23	24	25	6.39%	47	28	34	22	-20.57%		
	7	33	31	9	23	37	38	82.25%	24	27	47	31	158.04%		
	8	48	64	22	51	64	66	28.96%	60	36	110	72	101.31%		
Fractions	9	53	71	13	30	58	60	97.78%	42	25	88	58	130.07%		
	10	42	56	13	30	56	58	90.96%	48	29	104	68	137.93%		
	12	75	100	38	88	90	93	4.99%	141	84	137	90	6.69%		
	12	45	69	13	68	56	58	90.96%	56	33	71	46	39.23%		
	13	47	63	20	47	56	58	24.12%	51	30	76	50	63.63%		
	14	32	43	7	16	37	38	134.32%	25	15	46	30	102.04%		
	15	39	52	14	33	38	39	20.32%	27	16	50	33	103.34%		
	16	48	64	11	26	48	49	93.44%	44	26	76	50	89.64%		
Rational Solving Equations	17	39	52	21	49	69	71	45.66%	49	28	62	50	106.16%		
	18	66	88	24	56	61	63	12.67%	80	48	106	69	45.49%		
	19	61	81	19	44	73	75	70.32%	66	39	121	79	101.31%		
	20	73	97	22	51	20	21	-59.70%	55	33	33	22	-34.12%		
	21	38	52	10	23	39	40	71.89%	47	28	77	50	79.59%		
	22	50	67	9	35	50	52	47.77%	43	24	121	76	208.98%		
	23	41	55	9	21	28	29	37.92%	23	14	95	62	353.54%		
	24	47	63	7	16	35	36	121.65%	40	24	80	52	119.61%		
Average	25	50	67	18	42	46	47	33.29%	47	28	106	69	147.64%		
Average Increase										47.02%	35.33	59.86	92.67%		

Numeracy: Gr 9 numeracy common assessments reflect great improvement in integer operations, fractions, radicals and solving equations following identified learning gaps, interventions and reassessment.

Literacy: Successful 6 week cycle for mainstream literacy assessments reflects an improvement in vocabulary, _____ due to Tier 1 interventions.