Langley Secondary School

Action Plan for Learning 2026-2027

www.lss.sd35.bc.ca

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:

Literacy: To improve school-wide literacy skills through increased readership, targeted interventions, and the development of higher-order literacy skills across all subject areas.
Numeracy: To improve Grade 9 numeracy skills through targeted assessment, intervention, and data-informed instructional practices.
Human and Social Development: To strengthen every student's sense of belonging by fostering a safe, inclusive, and culturally responsive school community where students feel valued, connected, represented, and supported in their learning and well-being.
Careers: All LSS students will feel empowered through their educational journey to pursue their goals as they transition from secondary school. Through increased exposure to career pathways, students will leave LSS with a strong sense of self, confidence, and a broad range of positive experiences that support successful transitions to post-secondary education, training, employment, and community pathways.

RESOURCES TO SUPPORT OUR WORK:

- Framework for Enhancing Student Learning
- First Peoples Principles of Learning
- Response to Intervention (RTI)
- PLC collaboration and common assessment development
- Learning Assistance, Learning Support, ELL, and STEPS programs
- Literacy intervention blocks
- UDL Guidelines and assessment practices
- Lexia, Diffit, DIBELS, MAZE, and common literacy assessments
- Grade 9 common numeracy assessments and reassessment cycles
- District Strategic Plan
- School, district, and community partnerships
- Careers, Counseling, and Transition Planning supports
- KPU Career Exploration opportunities
- BCIT Youth Train in Trades and certification programs

UNIFIED ACTIONS:

Student Learning

- Increase department readership and literacy opportunities across all subject areas.
- Develop higher-order literacy skills including reasoning, evaluating arguments, making connections, and analyzing evidence.
- Use common Grade 9 numeracy assessments, intervention cycles, and UDL assessment practices to improve foundational numeracy skills.
  Strengthen student ownership through self-assessment, reflection, and goal setting.
- Expand career exploration opportunities through post-secondary partnerships, experiential learning, and transition planning.

Collaboration

- Utilize PLCs to analyze data, monitor learner growth, and refine instructional practices.
- Strengthen collaboration among Learning Support, ELL, STEPS, Careers, Counselling, and classroom teachers.
- Work collaboratively with HDMS to inform Grade 9 scope and sequence development and support transitions into secondary learning.

Community

- Engage families, community partners, post-secondary institutions, and district supports in promoting student success and well-being.
- Continue partnerships supporting belonging, literacy, numeracy, and career development opportunities.

LITERACY AND NUMERACY DATA:

June 20226 Numeracy Presentation – LSS Math Dept. 5

	Entry ID		2024-2025 Fall End of S1 S1 - Start # of students 168		S1- End # of students 153		% Change	2025-2026 Fall End of S1 S1 - Start # of students 152		S1- End # of students 78		% Change
	Total points		# of correct answers	% correct answers	# of correct answers	% correct answers	% Increase in Questions	# of correct answers	% correct answers	# of correct answers	% correct answers	% Increase in Questions
Integer Operations	Points1	1	151	89.9%	141	92.2%	2.53%	123	80.9%	72	92.3%	14.07%
	Points2	2	117	69.6%	144	94.1%	35.14%	107	70.4%	69	88.5%	25.66%
	Points3	3	77	45.8%	120	78.4%	71.12%	69	45.4%	56	71.8%	58.16%
	Points4	4	62	36.9%	126	82.4%	123.15%	56	36.8%	67	85.9%	133.15%
	Points5	5	66	39.3%	88	57.5%	46.41%	58	38.2%	39	50.0%	31.03%
	Points6	6	47	28.0%	34	22.2%	-20.57%	30	19.7%	22	28.2%	42.91%
	Points7	7	20	11.9%	47	30.7%	158.04%	11	7.2%	25	32.1%	342.89%
	Points8	8	60	35.7%	110	71.9%	101.31%	75	49.3%	60	76.9%	55.90%
Fractions	Points9	9	42	25.0%	88	57.5%	130.07%	35	23.0%	47	60.3%	161.68%
	Points10	10	48	28.6%	104	68.0%	137.91%	34	22.4%	51	65.4%	192.31%
	Points11	11	141	83.9%	137	89.5%	6.69%	133	87.5%	75	96.2%	9.89%
	Points12	12	56	33.3%	71	46.4%	39.22%	45	29.6%	41	52.6%	77.55%
	Points13	13	51	30.4%	76	49.7%	63.63%	55	36.2%	42	53.8%	48.81%
	Points14	14	25	14.9%	46	30.1%	102.04%	19	12.5%	30	38.5%	207.69%
	Points15	15	27	16.1%	50	32.7%	103.34%	28	18.4%	30	38.5%	108.79%
	Points16	16	44	26.2%	76	49.7%	89.66%	34	22.4%	41	52.6%	134.99%
	Points17	17	49	29.2%	92	60.1%	106.16%	59	38.8%	45	57.7%	48.63%
	Points18	18	80	47.6%	106	69.3%	45.49%	78	51.3%	49	62.8%	22.42%
Radicals	Points19	19	66	39.3%	121	79.1%	101.31%	57	37.5%	64	82.1%	118.80%
	Points20	20	55	32.7%	33	21.6%	-34.12%	45	29.6%	18	23.1%	-22.05%
solving equations	Points21	21	47	28.0%	77	50.3%	79.89%	39	25.7%	37	47.4%	84.88%
	Points22	22	43	25.6%	121	79.1%	208.98%	44	28.9%	57	73.1%	152.45%
	Points23	23	23	13.7%	95	62.1%	353.54%	24	15.8%	37	47.4%	200.43%
	Points24	24	40	23.8%	80	52.3%	119.61%	41	27.0%	53	67.9%	151.91%
	Points25	25	47	28.0%	106	69.3%	147.64%	54	35.5%	53	67.9%	91.26%
Averages				35.3%		59.8%	69.37%		35.61%		60.5%	69.95%

Literacy: Common assessments, literacy cycles, provincial literacy assessments, progress-monitoring tools, and Priority Learner data will be used to monitor growth in comprehension and higher-order literacy skills.
Numeracy: Common assessments, intervention cycles, student self-assessment, and Priority Learner data will be used to monitor growth in foundational numeracy skills and mathematical proficiency.