

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Ladysmith Secondary

Principal: Scott Jackson

Our Story/Our Learners

Ladysmith Secondary School is located on the traditional, ancestral, and unceded territory of the Stz'uminus First Nations.

Each day, our school welcomes 693 students in grade 8 through 12. Of these students, 165 are of Indigenous ancestry, 25 are registered in French Immersion programming, and 41 are international students visiting from a variety of different countries. We also have 64 dedicated staff members who work to provide meaningful and equitable learning opportunities to our school community.

Ladysmith Secondary School is rich in Coast Salish art and understandings. As a school community, we work each day to move closer towards truth and reconciliation. Within our school community, we hold the belief that each student brings with them unique gifts and knowledge. By embracing and celebrating these individual gifts, we fortify our collective strength and uplift one another. Culture and language are an important aspect of our school community.

Ladysmith Secondary serves a diverse group of learners, including a significant population of Indigenous students and students with diverse abilities. Literacy is foundational to student success across all curricular areas, and early Grade 8 data provides an important baseline to guide instruction and intervention. The school is committed to ensuring equitable access to literacy development through universal classroom practices and targeted supports

Goal 1 Data Analysis and Rationale:

DIBELS Grade 8 fall screening (ORF accuracy and fluency composite) indicates that approximately 80% of students are meeting Grade 8 literacy expectations, while approximately 20% are performing below benchmark. Indigenous learners and students with diverse abilities

are disproportionately represented among students performing below benchmark. A small number of learners demonstrate significantly low fluency and accuracy or inconsistent engagement in literacy assessment. Students below benchmark are at risk of ongoing difficulty accessing grade-level text across subject areas, which may impact overall academic success, engagement, and graduation outcomes.

This matters because literacy proficiency is foundational to success across all subject areas and aligns with district priorities to increase literacy success rates for all students while improving outcomes for priority populations.

Goal 2 Data Analysis and Rationale:

Attendance data from September 2025 to May 2026 indicates approximately 31,000 total absences, with 20,000 (65%) identified as unexcused. A significant number of students are missing instructional time. Rather than viewing this as non-compliance, we understand these patterns as signals of disconnection, unmet needs, or barriers to participation. Indigenous learners and students with diverse abilities are disproportionately impacted, reflecting broader systemic inequities.

Students experiencing frequent absences may:

- Feel disconnected or unsafe in school environments
- Encounter barriers related to mental health, identity, or life circumstances
- Experience interrupted learning and reduced confidence
- Be at increased risk of disengagement over time

Attendance data is therefore interpreted as an invitation to respond with curiosity, compassion, and support, not judgment. Improving attendance requires us to focus on conditions for engagement, not just attendance itself.

We know that students are more likely to attend and engage when they:

- Experience predictable and caring relationships with adults
- Feel a strong sense of belonging and cultural safety
- Have access to flexible and responsive learning environments
- Are supported in ways that reduce stress and increase regulation

Addressing unexcused absences, therefore, means reducing barriers, strengthening connection, and building trust over time.



School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, the percentage of Grade 8 students at Ladysmith Secondary meeting Grade 8 literacy expectations (as measured by DIBELS ORF accuracy and fluency composite) will increase from approximately 80% to 90%, with a particular focus on improving outcomes for Indigenous learners and students with diverse abilities, reducing the proportion of these students performing below benchmark.

This goal directly supports the district priority to increase literacy success rates and improve outcomes for Indigenous learners and students with diverse abilities.

Implementation Plan:

School-based Action	Strategy Type
Implement school-wide literacy strategies across subject areas	Universal
Increase structured reading opportunities	Universal
Small-group literacy intervention / Outreach literacy support	Targeted
Monitor Indigenous learners and students with diverse abilities	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
% meeting benchmark	October 2026 / May 2027
% Indigenous learners meeting benchmark	October 2026 / May 2027
% students with diverse abilities meeting benchmark	October 2026 / May 2027

Ongoing Engagement:

LSS will work in partnership with the Stz'uminus First Nation, Indigenous Education, Learning Support Services, staff, students, families, and community partners to co-develop, implement, and refine strategies that advance this goal. Through regular meetings, PLCs, student voice opportunities, family engagement, and case management processes, partners will contribute perspectives, expertise, and feedback to guide decision-making and monitor progress. Together, we will strengthen culturally responsive and inclusive practices, improve alignment of supports, and deepen connections between school, home, and community. This collaborative approach will foster greater student engagement, belonging, and success while supporting continuous reflection and improvement.

School Goal #2

Board Goal:

Student and Employee Wellness

Board Objective:

Increase the number of students who feel welcome, safe and have a sense of belonging in their school.

Focused Improvement Goal:

By June 2027, Ladysmith Secondary School will increase students' sense of belonging, connection, and engagement, with particular attention to Indigenous learners and students with diverse abilities, as measured by student voice and school-based evidence.

This work supports the NLPS Strategic Plan by increasing the number of students who feel welcome, safe, and connected by addressing systemic barriers affecting priority learners.

Implementation Plan:

School-based Action	Strategy Type
Establish consistent, predictable, and welcoming environments that support emotional and cultural safety	Universal
Ensure access to safe, supervised, and inclusive spaces throughout the school day and build staff capacity in trauma-informed and equity-based practices	Universal
Assign trusted adult mentors/case managers to students experiencing chronic absenteeism and co-develop individualized re-engagement plans with students and families	Universal
Provide flexible programming options (adapted schedules, gradual return plans, alternative pathways)	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Reduction in total absences (no focus on distinction between excused and unexcused): School-wide Indigenous learners Students with diverse abilities Number of students identified with chronic absenteeism	Fall (Sept–Oct): Establish baseline and identify priority students Monthly: Review attendance trends with an equity and problem-solving lens Mid-Year (Jan/Feb): Adjust supports and strategies based on impact Spring (May/June): Evaluate progress toward goal and identify next steps
Student voice data on: Sense of belonging Feeling safe and respected Connection to adults in the school	October 2026/May 2027
Feedback from families and community partners and staff observations of engagement and participation	October 2026/May 2027

Ongoing Engagement:

LSS will collaborate with Stz'uminus First Nation, community partners, the Indigenous Education Department, school-based support staff, teachers, students, and families to identify and address barriers impacting priority learners. Through relationship-centred meetings and circles, collaborative case management, student voice opportunities, family engagement, and ongoing staff learning, partners will help shape, implement, and refine actions in support of this goal. Together, we will strengthen culturally responsive, trauma-informed, and relationship-based practices while improving alignment between student needs and available supports. This shared approach will foster increased belonging, trust, engagement, and success for all learners, with a particular focus on those who have been historically underserved.