

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Ladysmith Intermediate

Principal: Sue DeRosa

Our Story/Our Learners

Ladysmith Intermediate (LIS) is located in the heart of Ladysmith, BC, overlooking the stunning Ladysmith Harbor on the traditional and unceded territory of the Stz'uminus people. Our mission statement is "Working together with our school community to ensure a safe, supportive and respectful environment which promotes the development of individual potential and enthusiasm for life-long learning."

Ladysmith Intermediate School (LIS) is a part of Nanaimo-Ladysmith School Public Schools and is situated in the heart of Ladysmith, BC, overlooking the picturesque Ladysmith Harbor on the traditional and unceded territory of the Stz'uminus people. With an approximate population of 9,500 and anticipated growth, Ladysmith offers a vibrant community backdrop. LIS provides a secure, nurturing, and enriching educational environment for 340 students spanning grades 4 to 7. Among these students, 41 have received designations in the areas of chronic health, behavior, or learning exceptionalities.

Our catchment area encompasses a diverse socio-economic community, with approximately 15% of students identifying with Indigenous ancestry. The dedicated staff at LIS includes 13 full-time teachers, 1.3 Inclusion Support teacher, 1 Co-teacher, 5 full-time Educational Assistants (EA's), 1 full-time secretary, and a part-time secretary. Additionally, there is 1 part-time Indigenous Educational Assistant, along with a Librarian, Speech-Language Pathologist (SLP), School Psychologist, Child and Youth Family Support Worker (CYFSW), hul'qumi'num Teacher, and counseling resources, all contributing to the holistic development and support of our students.

Literacy Learner Evidence

An analysis of FSA results, June report cards, Red/Yellow/Green (R/Y/G) data, and Student Learning Survey results (2024-2025) identified a need to strengthen literacy outcomes for some learners. The data indicates that students in Grades 4-7, particularly Indigenous learners and students requiring learning support, are not consistently meeting expectations in reading comprehension and written expression.

Evidence shows that:

- Many students are approaching grade-level expectations; however, gaps remain in critical thinking, vocabulary development, and writing fluency.
- Indigenous learners and students with diverse learning needs demonstrate lower overall achievement trends in literacy.
- Some students experience difficulty organizing and communicating their thinking effectively in written form.
- Students often require additional support to analyze, interpret, and respond to increasingly complex texts.

Evidence-Informed Rationale

Literacy is foundational to success across all areas of learning. The ability to read critically, communicate ideas clearly, and express thinking through writing is essential for meaningful engagement with the curriculum. While many students are developing foundational literacy skills, the data suggests a need to strengthen higher-order comprehension, vocabulary acquisition, and written communication.

By focusing on these areas, we can improve access to learning and achievement for all students while addressing persistent equity gaps for Indigenous learners and students with diverse learning needs. Strengthening literacy instruction will support students in becoming confident, capable learners who can effectively communicate their understanding and demonstrate their thinking across subject areas.

Numeracy Learner Evidence

An analysis of FSA results, June report cards, Red/Yellow/Green (R/Y/G) data, and classroom-based numeracy assessments (2024-2025) identified a need to strengthen mathematical reasoning and problem-solving skills for some learners.

The data indicates that students in Grades 4-7, particularly Indigenous learners and students requiring learning support, are not consistently meeting expectations in mathematical problem solving and reasoning.

Evidence shows that:

- Many students are approaching grade-level expectations; however, gaps persist in multi-step problem solving and the application of strategies to unfamiliar tasks.
- Indigenous learners and students with diverse learning needs demonstrate lower achievement trends in numeracy reasoning tasks.
- Some students struggle to explain and justify their mathematical thinking using mathematical language and representations.
- Students often find it challenging to transfer learned skills and strategies to new contexts and real-world situations.

Evidence-Informed Rationale

Numeracy is essential for developing critical thinking, reasoning, and problem-solving skills across all areas of learning. While many students are developing foundational computational skills, the data indicates a need to strengthen conceptual understanding, mathematical communication, and the ability to apply strategies flexibly. By focusing on rich problem-solving experiences, mathematical discourse, and reasoning, we can improve achievement for all learners while addressing persistent equity gaps for Indigenous learners and students with diverse learning needs. Strengthening these competencies will support students in becoming confident, capable, and resilient mathematical thinkers.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By June 2027, we will increase the number of students meeting or exceeding expectations in reading and writing by at least 10%, with measurable improvements in reading comprehension, vocabulary development, and writing fluency. Attention will be given to improving outcomes for Indigenous learners and students requiring additional learning support to ensure equitable achievement for all students.

This goal aligns with district strategic priorities by:

- Improving literacy outcomes and achievement for all learners.
- Advancing equity through targeted support for Indigenous learners and students with diverse learning needs.
- Strengthening student voice and engagement through authentic reading, writing, and communication opportunities.
- Supporting inclusive and culturally responsive practices that foster a sense of belonging, identity, and success for every learner.

This work will help ensure that all students develop the literacy skills needed to access the curriculum, communicate their thinking effectively, and engage confidently as lifelong learners.

Implementation Plan:

School-based Action	Strategy Type
Guided reading and writing conferences implemented weekly in all classrooms	Universal
Small-group literacy intervention blocks for emerging/developing students	Targeted
Vocabulary and comprehension strategies explicitly taught across subjects	Universal
Student self-assessment, journals, and check-ins ("street data") embedded	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
District literacy assessments	Monthly staff data review meetings Fall, Winter, Spring assessment cycles Ongoing classroom observations Scheduled student check-ins (especially priority learners)
Report card achievement data	Monthly staff data review meetings Fall, Winter, Spring assessment cycles Ongoing classroom observations Scheduled student check-ins (especially priority learners)
School-wide writes done 3 times per year	Monthly staff data review meetings Fall, Winter, Spring assessment cycles Ongoing classroom observations Scheduled student check-ins (especially priority learners)

Ongoing Engagement:

School Staff
Students
Family/caregivers
Stz'uminus First Nation
District Staff
Community Agencies

School Goal #2

Board Goal:

Student Success

Board Objective:

Increase numeracy success rates for all.

Focused Improvement Goal:

By June 2027, we will increase the number of students meeting or exceeding expectations in numeracy by at least 10%, with measurable improvements in multi-step problem solving, explaining mathematical thinking, and application of learned skills to new situations. Attention will be given to improving outcomes for Indigenous learners and students requiring additional learning support to ensure equitable achievement for all students.

This goal aligns with district strategic priorities by strengthening student achievement in numeracy while ensuring equitable outcomes for all learners. Through a focus on mathematical reasoning, problem solving, and communication of thinking, students will develop the skills and confidence needed to engage deeply in their learning and apply their knowledge in meaningful ways.

This matters because numeracy is foundational for critical thinking, real-world problem solving, and success across subject areas. The data shows that while many students are developing procedural skills, they need stronger abilities in reasoning, strategy use, and mathematical communication to fully meet expectations. Addressing these gaps will improve equity outcomes for Indigenous learners and students with diverse abilities, ensuring all learners can confidently apply and explain their thinking in a variety of contexts.

Implementation Plan:

School-based Action	Strategy Type
Daily math talks implemented in all classrooms	Universal
Explicit teaching of problem-solving strategies and reasoning	Universal
Small-group numeracy intervention for emerging/developing students	Targeted
Flexible support blocks and co-teaching model expansion	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
FSA numeracy results	Monthly staff data review meetings
Report card achievement data	Fall, Winter, Spring assessment cycles
District numeracy assessments	Monthly staff data review meetings

Ongoing Engagement:

School Staff
Students
Family/caregivers
Stz'uminus First Nation
District Staff
Community Agencies