



# Langley School District Framework for Enhancing Student Learning

September 2023



*"An innovative, inspiring and unified learning community."*

# Framework for Enhancing Student Learning (FESL)

## SD35 MISSION/PURPOSE

*"To inspire all learners to reach their full potential and create a positive legacy for the future."*



Located approximately 45 kilometres southeast of Vancouver, BC, Langley School District provides services to the Matsqui, Kwantlen, and Katzie First Nations, the City of Langley and the Township of Langley. The District is honoured to operate on the unceded traditional territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations. The District extends from the US border, north to the Fraser River and is neighbour to the communities of Surrey to the west and Abbotsford to the east. Total area of the District is 313 square kilometres. The District serves approximately 25,000 students; employs more than 3,800 staff; and has an operating budget of over \$260 million. The District has 45 schools providing International Baccalaureate, French Immersion, Fundamental, and Alternative programs.

## ENGAGING PARTNER GROUPS

As a District we continue to consult with all community members, in order to provide the best services and supports for the students in Langley. The consultation of the FESL 2023-2024 was connected to the work done to update the [District Strategic Plan](#) and Aboriginal Education Enhancement Agreement. These consultations have provided the feedback that was needed to continue to build a successful FESL that supports ALL students. During these consultations, the voices of elders and community members from the local land-based Nations as well as community partners at ya:yəstəl' (Aboriginal Advisory Committee) were given the opportunity to share their thoughts and feedback the direction of the District. The consultation and development of the Strategic Plan and Aboriginal Education Enhancement Agreement also included students, partners groups and District teams.

### Strategic Plan Consultation

#### December 2022

DLT Strategic Planning Team

Representatives from local First Nations (Matsqui, Kwantlen, Katzie and Semiahmoo)

#### January 2023

CUPE 1260

DLT Strategic Planning Team

DPAC Executive

Education/Strategic Plan Committee

Exempt Staff

Langley Teachers' Association

Langley Principals' and Vice-Principals' Association

ya:yəstəl'

#### March 2023

Communications Committee

#### April 2023

Community Partners

CUPE 1260

CUPE 1851

DLT Strategic Planning Team

Education/Strategic Plan Committee

Langley Teachers' Association

#### February 2023

CUPE 1851

DPAC General Meeting

Grade 10 & 11 Students

#### May 2023

Education/Strategic Plan Committee

## Aboriginal Education Enhancement Agreement Consultation

In alignment with the FESL and commitment to support ALL learners the Aboriginal Program and the District began the process of updating the Aboriginal Education Enhancement Agreement in October 2022. The process included an opening event with leadership from the four local First Nations, the Aboriginal Program, the School District and community partners, on October 4, 2022 at the Kwantlen Cultural Centre. This was followed by five community meetings:

- October 13, 2022 @ Aldergrove Community Secondary for students & families that attend schools in the ACSS, DW Poppy and Vanguard families of schools.
- October 27, 2022 @ Brookwood Secondary for students & families that attend schools in the BSS, LSS, LEC and LFMSS families of schools.
- November 17, 2022 @ RE Mountain Secondary for students & families that attend schools in the REMSS, WGSS and LFAS families of schools.
- One session for students, families, and caregivers for children with diverse abilities and/or children or youth in care on October 18, 2022 at Newlands Golf and Country Club.
- One session specifically for youth in Grades 8-12 on October 13, 2022 at Newlands Golf and Country Club.

Data was also collected through an online survey from students and families who were unable to attend. The incredible amount of feedback collected has been collated and organized by the Aboriginal Program over the past few months. A team from ya:yəstə' has commenced the review of the data and writing process with the intention of having the new Aboriginal Education Enhancement Agreement in place by December 2023. This agreement will provide an additional level of accountability and commitment to the work the District does to ensure the FESL represents and supports all students.

## ALIGNED OPERATIONAL GOALS

Click on the [link](#) to view aligned operational goals of the Finance, Human Resources, and Information Technology departments.

## UNIFIED ACTIONS

**District Goal:** To create compassionate learning communities with inclusive instructional practice allowing access to grade level curriculum for all students through our Ensouling our Schools Initiative.

The Langley School District's three overarching actions are intended to improve access to learning for every student, with particular emphasis on our students of Aboriginal descent, students with diverse abilities and our Children and Youth in Care. Langley's Ensouling our Schools initiative focuses on inclusivity, sense of belonging, Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction and sound assessment practices.

### Implementation Goals:

- **Develop effective professional learning communities that focus on the four critical questions, with students at center of decision making.**
- **Understand how trauma impacts the brain and behaviour, and to use this knowledge to design classrooms/schools that are compassionate and inclusive learning communities.**
- **Implement Langley's Teaching and Learning Framework through universally designing instructional and assessment strategies so all students reach their full potential.**



### Learning Goal:

- **Implement district-wide professional development on Universal Design for Learning (UDL) strategies to support all educators in ensuring UDL practices and strategies are being used throughout the District.**

The FESL Report is framed in the following manner:

#### HERE'S WHAT

\*Links to the data

#### NOW WHAT

\*Strategic actions to improve results next 1-5 years

#### SO WHAT

\*Observations and wonders based on the data

*\*Children and Youth in Care (CYIC) data is masked, as per provincial FOIPPA legislation. District staff have this data to develop support structures and to plan strategic actions. CYIC students typically face multiple barriers including poverty; 52% are Aboriginal, 64% are students with diverse abilities and 37% are both Aboriginal and students with diverse abilities.*

### Literacy

**FESL Goal:** All students will meet or exceed literacy expectations for each grade level or individual IEP or AIP goals.

#### HERE'S WHAT

Click on link to [relevant literacy data \(FSA Data, District Primary Reading Data, Provincial Literacy Assessment Data\)](#).

#### Other District and Provincial Performance Indicators

- District Writing Assessment (DWA 5)
- Proficiency Levels (report cards)
- Grade to Grade Transitions
- Aboriginal "How are We Doing?" Report
- School Action Plan Reviews
- Early Development Instrument – EDI (K)
- Reading Assessments K-8: KSP, F&P, DART
- French Immersion Assessments: GB+ and ERC

#### NOW WHAT

#### K-12 Actions

- Target literacy from K to 12 and implement strategic actions resulting from regular, ongoing analysis of cohort, school, district and provincial data.
- Development and implementation of prioritized learning standards in literacy at each grade level in all schools.
- Target interventions to schools that require intensive support through the District Based Team.
- Use research and evidenced-based practice to build elaborations, resources, and strategies to support and enhance the Balanced Literacy Guide and ensure that these are linked directly to the Teaching and Learning Framework.

- E. Pre-K to 12 District Literacy Team to create a District Literacy Plan outlining the foundational literacy teaching strategies and interventions at each grade level to provide access, learning, and support for all learners.
- F. Ongoing evaluation and revision of District assessments, aligned with the Guiding Principles of Assessment, to ensure equitable access for all learners.
- G. Provide ongoing professional learning that supports literacy instruction and assessment.
- H. Ensure all School Action Plans have targeted and specific actions to address literacy learning.

## SO WHAT

*\*Click on the [link](#) to see our notices and wonders for literacy*

## Numeracy

**FESL Goal:** All students will meet or exceed numeracy expectations for each grade level or to the student's IEP or AIP goals.

## HERE'S WHAT

Click on link to [relevant numeracy data](#) (FSA Data, District Numeracy Assessment Data, Grade 10 Numeracy Assessment Data).

### Other District and Provincial Performance Indicators

- Proficiency Levels (report cards)
- Aboriginal "How are We Doing?" Report
- Grade to Grade Transitions
- School Action Plan Reviews

## NOW WHAT

### K-12 Actions

- A. Develop and implement prioritized learning standards in numeracy at each grade level in all schools.
- B. Target interventions to schools that require intensive support through the District Based Team.
- C. Use research and evidenced-based practice to build elaborations, resources, and strategies to support and enhance the Balanced Numeracy Guide and ensure that these are linked directly to the Teaching and Learning Framework
- D. Ongoing evaluation and revision of District assessments, aligned with the Guiding Principles of Assessment, to ensure equitable access for all learners.
- E. Provide ongoing professional learning that supports numeracy instruction and assessment.
- F. Ensure all School Action Plans have targeted and specific actions to address numeracy learning.

## SO WHAT

*\*Click on the [link](#) to see our notices and wonders for numeracy*

## HUMAN AND SOCIAL DEVELOPMENT

**FESL Goal:** Every school will continue to develop strategies for developing compassionate learning communities that nurture the gifts of all students.

Click [here](#) for relevant data (Student Learning Survey - Grades 4,7,10,12; Middle Years Development Instrument (MDI) - Grades 5,6 and 8; Grade to Grade Transitions – Grades 9-10, 10-11, 11-12.

### Other District and Provincial Performance Indicators

- Tell Them from Me Survey (Grades 8 @ secondary, 9 and 11)
- Attendance Rates

## HERE'S WHAT

The District has been using three surveys with various grades over the past few years (Tell Them from Me, the Student Learning Survey, and the Middle Years Instrument). Last year the decision was made to use the various surveys consistently at the same grade level moving forward to allow for a comparison of results year to year.

## NOW WHAT

### K-12 Actions

- A. Create Langley's Social Emotional Learning Guide.
- B. Complete an equity, diversity and inclusion scan in order to establish a vision and action plan for anti-racism.
- C. Work with ya:yəstəl' to review and revise the Aboriginal Education Enhancement Agreement.
- D. Provide universal, targeted and intensive trauma integrated training:
  - Universal – PEACEful classrooms; Ukeru
  - Targeted – Heal Aces Rating Tool
  - Intensive – Ukeru receiving pads to respond to students in crisis
- E. Work with community partners to implement the Mental Health in Schools Strategy:
  - Working directly with the Foundry and creating relationships at each school to leverage the full benefits of the Foundry for our students,
  - Building partnerships with Child and Youth Mental Health, as well as SPEAC (Suicide Prevention, Education and Counselling) and START (Short Term Assessment Response Treatment),
  - Working collaboratively with the HUB Coalition, promoting navigators and programs,
  - Working collaboratively with the WHY Clinic to provide nurse practitioner services in schools.

## SO WHAT

**\*Click on the [link](#) to see our notices and wonders for Human & Social Development**

## CAREER DEVELOPMENT

**FESL Goal:** All students will transition successfully from secondary school with the core competencies to achieve their life and career goals.

### HERE'S WHAT

Click [here](#) for relevant data (Grade to Grade Transitions – Grades 9-10, 10-11, 11-12; Completion Data; Enrolment in Train in Trades Programs; Enrolment in Work and Volunteer Experience for Credit [WAVE]; PSI Transition Data).

#### Other District and Provincial Performance Indicators

- Ministry Transition Reports to Post-Secondary
- Grad Exit Survey on Successful Transitions
- Enrolment in career pathway programs and micro-credentials.
- Attendance Rates

### NOW WHAT

#### Career Curriculum

- Build capacity K-12 on collecting, curating & articulating a Student's Learning Journey Portfolio.
- Determine Prioritized Learning Standards for Elementary Career Education for Grades K-7. Align and scaffold all Prioritized Learning Outcomes for Career Education K-12.
- Develop Assessment Rubrics for Career Education K-12.
- Provide exploratory and experiential Career Education learning opportunities for grade 9 students as part of their out-of-timetable course.
- Work in partnership with the Career Discovery Program to develop essential skills for students to ensure successful capstone completion for all students.

#### Career Programs

- Research and develop opportunities and programs that support student transitions beyond the trades.
- Adding Health Sciences Advanced Placement Course with KPU: Summer Cohort 2023, Teen Grief Certificate Training Program 2023.
- Research and develop career and entrepreneurship opportunities to expose intermediate and middle school students to skill building and thinking about post-secondary transition pathways.
- Offer opportunities for parents/guardians to learn about the various applied skills, trades, career pathways, and dual credit programs available to support successful transitions for students.

#### Building Capacity

- Continue building capacity and understanding of the K-12 goals of Career Education around career awareness, exploration, and experiential learning as part of a skill development toward supporting successful transitions.
- Engage in the ongoing updating of Career Curriculum Databases.
- Build capacity K-12 with E-Portfolio tools (MyBlueprint & Spaces) to support collecting and curating evidence of learning and for documenting student reflection and growth.
- Develop Career Education K-7 and Middle School Career Education 6-8.

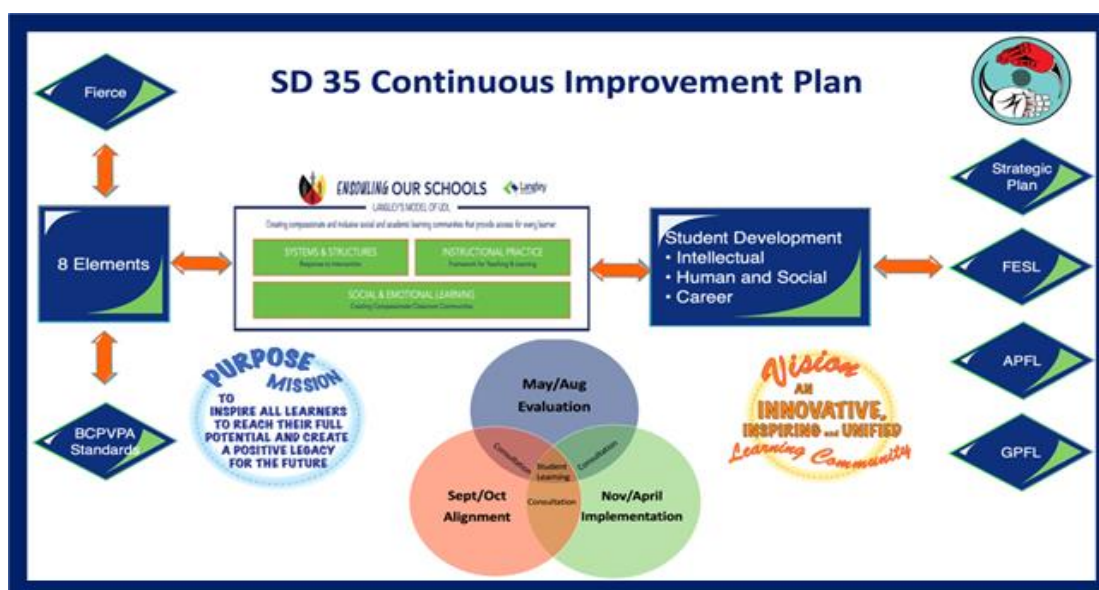
- Support a cross-curricular approach to Career Education through K-12 (K-1, 3-5, 6-8, 8-12) Career Education Literature and Game Kits.
- Support Professional Learning Community (PLC) Working Groups in Career Education to cross collaborate on work development with a focus on learning, collaborative teams, and results orientation, example: Aligning Grade 8-9 Career Curriculum, Research Supporting First Nations Transition, Piloting Spaces as a Portfolio Tool.
- Develop more career pathway opportunities for students transitioning directly into the workplace and for workplace micro-credentials.
- Align career transitions and curriculum between middle schools and secondary schools.
- Ensure ongoing professional development opportunities for Career Education staff, with a focus on mentorship.
- Coordinate Career Transition Planning between elementary to middle to secondary as a K-12 system wide curriculum.
- Build parent capacity on transition supports for students; Parents as Career Coaches, Parent Trade Nights, and Family Trades Information Sessions.

## SO WHAT

*\*Click on the [link](#) to see our notices and wonders for career development*

## SD35 CONTINUOUS IMPROVEMENT PLAN

The Langley School District has aligned its continuous improvement plan to include the Framework for Enhancing Student Learning (FESL), the [District Strategic Plan](#), Action Plans for Learning (school-based), Growth Plans for Learning (administrators), and our District's Vision and Mission. Continuous improvement cycles through alignment, implementation and evaluation which is repeated annually. The District's unified actions are built into Langley's three block model of Universal Design for Learning entitled "Ensouling our Schools." Click [here](#) for more details on these unified actions. Throughout the year, stakeholders will examine the data to evaluate the impact of implemented strategies to improve student success and ensure strategies are addressing emerging areas of need. Stakeholders will include Indigenous rightsholders, Indigenous peoples and education stakeholders.



*As a District we are committed to upholding our District Mission,  
"to inspire all learners to reach their full potential and create a positive legacy for the future."*