

Dunsmuir 2026-27 School Growth Plan

School Context:

Dunsmuir Middle School (DMS) is a Grade 6 - 8 school located on the traditional territories of the Coast Salish peoples, specifically the the Ləkʷəŋən peoples of Songhees and Esquimalt Nations, in Colwood. Built in 1965, DMS has long been a part of the community, with many current students representing second-generation attendees.

We are proud of our shared values - Act Respectfully, Be Kind, Create Belonging, and Develop Resilience - which were identified collaboratively by students and staff in 2022. Our dedicated staff are committed to living these values and nurturing them in every learner, creating a supportive, inclusive, and uplifting community where everyone feels a strong sense of belonging.

Our enrolment for the 2026–2027 school year is approximately 860 students. DMS students speak over 17 different languages at home, contributing to a culturally rich school environment where diversity is celebrated. Our inclusive learning environment provides a wide range of supports for students with diverse needs, both inside and outside of the classroom. Purposefully designed learning spaces throughout the school allow students to develop intellectual and social-emotional skills with the support of our highly skilled and caring staff.

Student Voice:

Student voice continues to play a central role in shaping our school goals and actions. Data gathered through student reflections, surveys (Student Learning Survey, Equity Survey), and classroom conversations informed our understanding of:

- Student confidence in reading and math
- Engagement in learning experiences
- Perceptions of belonging and connection to school

Students identified that:

- Confidence in literacy and numeracy improves when instruction is engaging, supportive, and differentiated
- Opportunities for collaboration, hands-on learning, and peer support increase engagement
- A strong sense of belonging and connection to staff and peers positively impacts attendance

This feedback directly informed us of our continued focus on literacy, numeracy, and attendance/engagement, as well as our commitment to inclusive and relationship-based practices. For 2026-27, we will create a Student Advisory Group, so students can be more involved in monitoring and contributing to feedback towards the goals.

Goal #1: *To improve literacy outcomes for all students by addressing gaps in foundational reading skills and strengthening confidence, fluency, and comprehension through inclusive and responsive instructional practices.*

Actions/Strategies:

- Continue targeted Tier 1 classroom instruction with differentiation
- Expand school-wide literacy assessment (including Grades 7 and 8)
- Implement and refine small-group literacy interventions (phonics, fluency, decoding)
- Continue paired reading and literacy stations in the LLC
- Provide professional learning and resources for staff on literacy instruction and assessment (including ORF)
- Strengthen home-school connections by sharing literacy strategies with families
- Expand successful initiatives (e.g., First Chapter Fridays)

Data/Evidence of Impact:

- ORF (Oral Reading Fluency) assessment data (fall/spring comparison) demonstrates an increase in reading fluency and comprehension from fall to spring
- School-based literacy screening tools, term learning updates, and FSA data
- Progress monitoring from intervention groups demonstrates progress
- Classroom-based formative assessments and reading conferences
- Increased reading confidence and engagement demonstrated through student self-assessments

Goal #2: *To improve student achievement in numeracy by strengthening foundational skills, increasing engagement, and building confidence through targeted and evidence-based instructional practices.*

Actions/Strategies:

- Continue universal screening (Grade 6) and expand assessment practices across Grades 7–8

- Identify and support students with significant gaps through small-group instruction
- Develop and use proficiency mapping aligned with curriculum expectations
- Provide ongoing staff professional learning and resources in numeracy instruction
- Continue collaboration with district curriculum supports
- Share numeracy support resources with families to support learning at home
- Use classroom-based strategies to build computational fluency and problem-solving skills

Data/Evidence of Impact:

- School-based numeracy screening assessments demonstrate growth from fall to spring
- FSA numeracy results demonstrate growth over time
- Term learning updates in mathematics shows a greater proportion of students meeting proficiency
- Classroom-based evidence of learning
- Student voice (confidence and engagement in math) and students can identify a numeracy strength, goal or strategy that helps them learn.

Goal #3: *To improve student attendance and engagement by fostering a strong sense of belonging and implementing a school-wide, data-informed attendance support framework.*

Actions/Strategies:

- Implement the DMS Attendance Intervention and Support Framework school-wide
- Use timely and accurate attendance data to identify patterns (chronic and sporadic absenteeism)
- Strengthen collaboration between administration, counselling, and staff for targeted supports
- Increase school-wide engagement opportunities (assemblies, events, connection activities)
- Develop accessible attendance resources for teachers (e.g., Attendance Support Hub)
- Continue professional learning related to attendance and student engagement
- Regularly gather student and family feedback on belonging and engagement

Data/Evidence of Impact:

- MyEdBC attendance data and Principal's reports
- Student Success Dashboard trends

- Reduction in chronic absenteeism rates, comparing 2025-26 data with 2026-27 data
- Student and family survey data shows a greater proportion of student feeling connected to at least two adults at the school
- Staff observations and qualitative feedback
- Monitoring partial absences (lates, early departures) and the number and frequency decreases

2025-26 Reflections:

During the 2025 - 26 school year, Dunsmuir engaged in a focused and collaborative continuous improvement process centered on literacy, numeracy, and attendance. Staff demonstrated engagement and collective responsibility, working together to analyze school-wide data, implement targeted interventions, and monitor student progress over time. Professional learning, structured collaboration through goal related working groups, and ongoing dialogue were key drivers of our progress towards these goals.

A significant area of growth was the development of a school-wide Attendance Intervention and Support Framework, created through collaboration between administration, counselling, and teaching staff. While full implementation is forthcoming, the framework positions us to more effectively track attendance patterns, respond proactively to both chronic and sporadic absenteeism, and strengthen supports for students and families. The development process also deepened staff understanding of common barriers to student attendance and reinforced the connection between a strong sense of student belonging and consistent student attendance. [Dunsmuir School Attendance Intervention Framework - DRAFT.pdf](#)

In literacy, targeted Tier 3 interventions and small-group supports resulted in measurable improvements for students with the greatest needs. School-wide data, including ORF assessments, showed improvement in reading fluency and confidence, particularly among those receiving intensive support. These results reinforced the value of early identification, structured intervention, and regular progress monitoring.

Key learnings from this year's work include:

- The importance of early identification and intervention, particularly in literacy and numeracy
- The value of consistent, school-wide assessment practices to guide instruction
- The critical role of student belonging and mental health in improving attendance
- The impact of high staff engagement, professional learning, and collaboration on student outcomes

- The effectiveness of targeted interventions (e.g., Tier 3 literacy supports) in accelerating student growth
- The need to make data more accessible and meaningful for students and families

These reflections have directly informed the 2026 - 27 school growth plan by reinforcing the importance of expanding assessment practices, strengthening Tier 1 classroom instruction, and scaling successful interventions. In addition, the implementation of a comprehensive attendance framework will support a more proactive, responsive approach to student engagement and well-being, ensuring all learners are supported to succeed.