

## Spencer Middle School 2026-27 School Growth Plan

### School Context:

Spencer Middle School is located on the lands of the Ləkʷəŋən peoples of Songhees and Esquimalt Nations and the MÁLEXEŁ Nation in Langford. The student population will be approximately 760 students in grades 6-8 for 2026-27 and is guided by the core values of Empathy, Honesty, Kindness, and Respect. Our diverse student population speaks more than 25 languages and comes from a variety of socio-cultural and economic backgrounds. We foster belonging through inclusive practices, for example, through cross-grade “Family” groups named in English and SENĆOŦEN.

Our school priorities include strengthening connection, belonging and engagement, improving literacy and numeracy, and advancing justice, equity, diversity, and inclusion. Strong partnerships with community organizations and rich extracurricular offerings, including over 25 clubs and vibrant arts and athletics, support student learning and engagement.

### Student Voice:

*There are several ways this plan is informed by student voice:*

- School-based Belonging Survey administered to students
- BC Ministry of Education and Childcare Student Learning Survey results
- SD 62 Equity Survey Results
- Student Council meetings held throughout the year
- Student Leadership Club, meets weekly, led by the Vice-Principal

### Goal #1:

Foster a strong sense of belonging, connection, and engagement for the Spencer community, while improving student attendance, through supportive relationships, inclusive practices, and meaningful school experiences.

**Actions/Strategies:** *These are the strategies and actions we will take towards supporting this goal.*

- Embed culturally responsive, inclusive, and land-based learning practices that reflect student identities and increase engagement.
- Support improved student attendance by following an attendance protocol, promoting the importance of regular school attendance through communications to families, reviewing data regularly, and providing timely outreach to students and families.

- Expand and promote extracurricular, experiential, and leadership opportunities to deepen student connection to school.
- Use visual displays, student initiatives, commemorations, recognition and celebrations to highlight the diverse identities that make up the Spencer community.

**Data/Evidence of Impact:** *These are the comparative data sources and evidence we will use to demonstrate a desired impact on student success.*

- Improvement in overall student attendance rates (MyEducation data).
- Increased percentage of students reporting a strong sense of belonging and connection to school adults (SLS, Equity surveys, anecdotal street data).
- Rates of students experiencing acts of exclusion (e.g. racism, discrimination) decrease (SLS, Equity surveys, anecdotal street data).

**Goal #2:**

Strengthen reading comprehension across curricular areas through inclusive, culturally responsive, and evidence-based literacy practices that support all learners.

**Actions/Strategies:** *These are the strategies and actions we will take towards supporting this goal.*

- Create a Literacy Working Group for collaboration and coordination at the school-level to support aligning instruction with district initiatives and evidence-based practices.
- Implement consistent comprehension and fluency strategies (e.g., partner reading, scaffolded instruction) across subjects.
- Use universal screening tools (e.g., ORF) to inform instruction and provide timely targeted interventions.
- Collaborate with teacher-librarians and Learning Support Teachers to co-plan and co-teach literacy-rich lessons, foster a school-wide reading culture through equitable access to texts, support family literacy events, and engage caregivers to support reading at home.
- Provide professional learning and resources for staff.

**Data/Evidence of Impact:** *These are the comparative data sources and evidence we will use to demonstrate a desired impact on student success.*

- Growth in Oral Reading Fluency (ORF) from fall to spring assessments.
- Improved student achievement in ELA (MyEd data and classroom assessments).
- Teacher-reported increases in student comprehension across subject areas.

**Goal #3:**

Strengthen number sense (mathematical fluency) and foster a positive outlook toward mathematics through inclusive, engaging, and real-world learning experiences.

**Actions/Strategies:** *These are the strategies and actions we will take towards supporting this goal.*

- Implement daily numeracy routines (e.g., math talks, fluency activities) to build confidence and foundational skills.
- Use assessment data and universal screening to provide targeted small-group instruction and responsive support in collaboration with the Inclusive Ed Team.
- Integrate real-world, culturally responsive, and land-based numeracy experiences to increase relevance and engagement.
- Provide professional learning and resources for staff

**Data/Evidence of Impact:** *These are the comparative data sources and evidence we will use to demonstrate a desired impact on student success.*

- Growth in school-wide numeracy assessments (fall to spring).
- Increased student confidence and engagement in math (anecdotal student data, student reflections, surveys).
- Improvement in math achievement (MyEd data, classroom performance).

**2025-26 Reflections:** *Here is a brief overview of the 2025-26 continuous improvement process at Spencer and how this experience has informed and influenced the 2026-27 school growth plan.*

**Here is a link to see a visual reflection of the Spencer School Plan for 2025-26:**

<https://canva.link/y631ezcjhn2jod>

This year, our school has made purposeful progress toward our core goals of strengthening literacy, enhancing numeracy, and fostering a deep sense of belonging and connection for all learners.

In literacy, as a school, we started to track more explicitly the data from school-wide assessments. While more than half of our classes participated, there is still room for growth. Collaborating with the Curriculum Transformation team to provide in-service training for teachers, the purchase of new resources, and targeted interventions are improving student outcomes. There is still progress to be made in engaging families, in reading comprehension and school-wide screens/assessments. The successful acquisition of the \$60,000 Indigo Love of Reading Literacy Grant will assist us to support our literacy goal in 2026-27.

In numeracy, we created a numeracy working group to support movement towards our goal, and we created a daily numeracy routines resource for all teachers. The working group is interested in supporting consistency and collaboration across the grades, which is a direction we will support next year through the daily numeracy routines resource and other initiatives. Foundational skills, especially number sense and fluency, require direct school-wide attention and aiming to incorporate school-wide screeners/assessments will be helpful in 2026-27.

Lastly, staff and students continue to exhibit a strong sense of belonging, and this is foundational to ensure any learning takes place. This is supported through diverse programs, school-wide activities, and student ownership and engagement. However, attendance and inclusion of all learners, especially those who are disengaged or vulnerable, remain key challenges. While we created a process and protocol for supporting student attendance, there is still work to be done in this area for 2026-27. Across all areas, staff emphasized the importance of clearer systems and equitable support to ensure every student can succeed.