

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Dover Bay Secondary

Principal: Kim Darbyshire

Our Story/Our Learners

Overview

Dover Bay Secondary School's Framework for Enhancing Student Learning (FESL) outlines the school's strategic priorities for improving student outcomes through evidence informed planning, equity driven practices, and commitment to continuous improvement. The plan aligns with district and provincial expectations while reflecting the unique context of the Dover Bay community.

School Context

Dover Bay Secondary is located in North Nanaimo, on the traditional territories of the Snaw-Naw-As First Nation. The school serves students in Grades 8–12 and receives learners from six feeder schools: Frank J. Ney, McGirr, Pleasant Valley, Randerson Ridge, Rutherford, and Seaview.

Student Population & Demographics (2026–2027)

Dover Bay's student body reflects significant diversity, which strengthens the school community and informs instructional planning.

Projected 2026/2027 Enrollment: 1721

The diversity of Dover Bay students allows for responsive, inclusive, and differentiated approaches to teaching and learning.

Dover Bay Secondary School is committed to learning environments where all students can thrive academically, socially, and emotionally. Through our three FESL goals—Student Success: Literacy, Truth and Reconciliation, and Student Wellness—the school continues to build a strong foundation for equitable, meaningful, and culturally grounded learning.

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By spring 2027, Grade 8 and 9 students will show an increase in reading fluency from the fall to spring screeners in comprehension and oral reading fluency.

Data collected through Grade 8 and 9 Literacy screeners:

- Comprehension
- Reading Fluency

indicated that a significant number of learners continue to require support in the areas of reading comprehension and reading fluency. Additionally, literacy assessment data from the five feeder schools showed that the proportion of incoming Grade 8 students assessed at the emerging level ranged from 20% to 50% across schools.

Rationale:

Strengthening comprehension and fluency will improve students' ability to access all subject area curriculum, engage in higher-order thinking, and demonstrate their learning. A coordinated, school-wide approach to evidence-informed literacy instruction and targeted interventions will help ensure that all students, particularly those requiring additional support, make meaningful progress toward grade-level expectations.

Implementation Plan:

School-based Action	Strategy Type
Inclusion Support Teachers and classroom teachers will respond to universal screener data with collective literacy strategies, whole class tier one and disciplinary literacy strategies.	Universal
ISTs will support targeted interventions with students whose screeners show need for tier 2 supports.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Fall and Spring Comprehension and Oral Reading Fluency screeners.	Mid-year monitoring and reassessment for mastery of students whose fall screeners showed need for digging deeper into comprehension or fluency skills.

Ongoing Engagement:

We will collaborate and engage with Inclusion Support Teachers, the Learning Leaders and classroom teachers to gain information that helps develop our plan and reflect. Our method of engagement will include: Inclusion Support, Learning Leader and School Based Team meetings as well as classroom consultations.

School Goal #2

Board Goal:

Truth and Reconciliation

Board Objective:

Create and share district-wide, Syeyutsus Principles of Teaching & Learning.

Focused Improvement Goal:

Increase the percentage of Indigenous students who report feeling connected to and supported by multiple staff members for their academic and social-emotional well-being, and who report feeling an increase of culturally safe spaces in the school.

Rationale:

Student voice data collected in Spring 2026 through individual and group interviews indicated that Indigenous students desire stronger connections with a broader range of staff, particularly in the areas of academic and social-emotional support. This highlights the need to strengthen relationships and shared responsibility for supporting Indigenous learners across the school.

Implementation Plan:

School-based Action	Strategy Type
Build staff cultural competency and relationships with Indigenous students through ongoing professional learning, increased participation in Indigenous cultural activities, and intentional relationship-building across the school. Build staff cultural literacy through ongoing professional learning and reflection to increase areas of cultural safety.	Universal

Increase dedicated Indigenous Support Teacher (IST) time to support programming, relationship-building, and student success in iyus lelum, while expanding academic and social-emotional support for Indigenous learners.

Targeted

Goal Tracking:	
Metric	Monitoring Checkpoints
Attendance at professional learning sessions	Mid Year qualitative data collection.
Percentage of staff participating in Indigenous cultural events and activities	
Staff reflection or self-assessment on cultural learning	
Student voice indicating increased connections with staff	
Staff confidence survey regarding supporting Indigenous learners	
IST timetable showing increased allocation of resources dedicated to Indigenous learners	End of year qualitative data collection.
Data tracking of student participation in iyus lelum	
Improved attendance, course completion, or academic progress of Indigenous students receiving support	
Student voice on access to support	

Ongoing Engagement:

We will engage with students, teachers, families and Snaw-Naw-As First Nation on a regular and meaningful basis to help develop and reflect on strategy effectiveness.

School Goal #3

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 (reported in September 2027 data release), an increased percentage of students will report that they are learning how to care for their mental health and will describe their mental health positively, as measured by the Student Learning Survey.

Rationale:

Student Learning Survey (Spring 2025) data indicated that 52% of students described their mental health positively and 49% reported that they are learning the knowledge and skills needed to care for their mental health and emotional well-being. This highlighted the need for intentional, school-wide approaches to promoting mental health literacy and student wellness.

Developing students' mental health literacy and social-emotional competencies is essential to fostering resilient, healthy learners who are able to thrive academically and personally. Strengthening school-wide wellness practices will help students build the knowledge, skills, and supports needed to care for their mental health and contribute to a positive, inclusive learning environment.

Implementation Plan:

School-based Action	Strategy Type
Integrate Open Parachute resources and into classroom instruction, curricular planning, and the 8 Wellness Learning Bursts into professional learning for staff to promote consistent mental health literacy across the school.	Universal
Enhance the school's comprehensive approach to student wellness by embedding counsellors' expertise in classroom learning, small-group supports, and school-wide mental health initiatives, including collaborating with teachers to embed coping strategies, emotional regulation, and help-seeking skills into classroom routines.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Student Learning Survey results related to: "At school I am learning how to care for my mental health." "How would you describe your mental health?"	Ongoing qualitative data collection.
Student feedback on the usefulness and relevance of wellness learning.	
Teacher feedback on student engagement and application of mental health strategies.	
Increased student awareness of coping strategies and available school supports, as measured through student voice.	

Student Learning Survey results related to: "At school I am learning how to care for my mental health." "How would you describe your mental health?"

Student voice indicating increased awareness and use of coping strategies and help-seeking behaviours.

Counsellor observations of students' use of self-regulation and emotional well-being strategies in the classroom.

Ongoing Engagement:

We will engage with students, families, staff, and community partners, including Island Health, to strengthen a shared understanding of mental health and provide coordinated, proactive supports that promote student well-being.