

2026-27 SCHOOL FRAMEWORK FOR ENHANCING STUDENT LEARNING

School: Nanaimo District Secondary

Principal: Ricki Bartlett

Our Story/Our Learners

We would like to acknowledge that Nanaimo District Secondary School is located on the unceded, traditional, and ancestral territory of the Snuneymuxw First Nation, and we are grateful to be visitors on this beautiful land. It is our highest honour to have Elder in Residence, Lolly Good part of our educational community. Her teachings help us grow to be culturally responsive citizens on this land. Her presence strengthens our commitment to Truth and Reconciliation and being part of making our community strong and united.

Our 2026-2027 NDSS school story is one that we are developing collaboratively with pride. Our focus this coming year is to develop a collective responsibility of accomplishing our school goals. With focus on improving literacy rates and creating a culturally responsive school community we hope to promote wellness among both students and staff.

NDSS has a student body of 1,650 students and approximately 140 staff members. Diversity is an incredible strength of our school, with 250+ Indigenous students, 485+ French Immersion students, 45 Francophone students, 100+ International students, and 85+ students that came to NDSS as refugees. This diversity creates a rich tapestry that is NDSS.

Our school is home to a French Immersion program, the Francophone School District, four district sports academies (hockey, beach volleyball, soccer and lacrosse), Skills for Life, District Skills for Life, as well as programming to support the health and wellness of our students who need intensive support within our educational community.

NDSS draws students from across the City of Nanaimo as the only French Immersion secondary school. Hammond Bay, Pauline Haarer, and Quarterway Elementary are our French Immersion feeder schools. We also welcome 90+ students from Gabriola Island, who wake up early each day, and arrive home late each evening to attend our school. Brechin, Fairview, Forest Park,

Gabriola, and Mountain View Elementary are our English-stream feeder schools. NDSS also welcomes Francophone (School District 93) students from Ecole Oceane.

Our school offers students a large variety of academic and elective courses to create a rich educational experience. Along with many BC Curricular offerings, NDSS is host to a great number of elective courses. Students can take Auto-Tech, Carpentry, Metalwork, Drafting, Technology, Textiles and Foods Studies within our Applied Design offerings. NDSS has a robust Fine Arts community with Visual Arts, Photography, Band, Ceramics, Media Arts, Dance, and Musical Theatre offered for our students' development of the Arts. We offer an array of Physical Education courses that help to keep students engaged in physical activity and promote a healthy, active lifestyle.

NDSS also has an incredibly exciting Outdoor Wilderness program which offers land-based learning opportunities to deepen student knowledge and understanding of our beautiful land, as well as practices of survival and environmental sustainability.

Using the 2025/2026 grade 7 FSA and 2025/2026 NDSS grade 8 Literacy screener data it was noted that grade 7 and 8 student, including priority populations, have low reading comprehension and fluency. Literacy levels are disproportionately at the Emerging or "Need support" level.

This matters because our junior students need reading support and intervention to ensure they can be successful in all areas of their academic path here at NDSS.

School-based actions that may positively affect this trend:

- Annual fall Grade 8 Literacy Screeners, followed by reassessment in January
- Daily reading activities to boost comprehension and/or fluency
- Collective school focus on junior literacy interventions when necessary
- Continuous reviewing of progress via follow-up screeners to adjust practice
- Targeted pull-out intervention strategies in small groups, or one-on-one based on needs

Using 2025/2026 Student Learning Survey and Learning Update data from grade 10 and 11, as well as graduation rates. Alongside observations of students in Tier 3 program and their connection/engagement to school, community, and job readiness. We noticed that grade 10-12 students are not ready to engage in the community and have low engagement to the neighbouring community. They have not yet found purpose in their learning.

Students need to be prepared adequately for their future endeavours when they leave our building with dignity, purpose, and options. Students should have the confidence to write resumes, applications, interview for jobs, university, volunteering, etc.

School-based actions that may positively affect this trend:

- Vocational training series targeting job-ready skills like safety training, certificates, cashier experience, etc.
- Engaging community experiences for ELL students to sample job/career/post-secondary options
- Linear English Language Development course for ELL students
- Community engagement opportunities to have positive experiences for junior students

School Goal #1

Board Goal:

Student Success

Board Objective:

Increase literacy success rates for all.

Focused Improvement Goal:

By May 2027, we will achieve a statistical improvement in the comprehension and fluency of our grade 8 students from 40% needing support to 20% needing support.

This aligns with district strategic priority to support increasing Literacy rates for all.

Implementation Plan:

School-based Action	Strategy Type
September start-up grade 8 literacy screener. Lead by Literacy Lead, IST, PVP. Starting September 2026.	Universal
Fall 2026 literacy support activities. Lead by Literacy Lead, IST, Gr 8 teachers. Starting October 2026.	Universal
Targeted pull-out interventions in small groups focusing on support areas. Lead by Literacy Lead and IST. Starting Winter 2026.	Targeted

Goal Tracking:

Metric	Monitoring Checkpoints
Start with FSA data provided by the district in June 2026	Fall 2026
Screen all grade 8 students for comprehension and fluency data via DIBELS and MAZE	September 2026
Re-screen all grade 8s at the halfway point in the year after universal intervention to check for who still needs targeted intervention	January 2026

Ongoing Engagement:

Ongoing engagement with Literacy support lead and Learning Leaders at PLC and LL meetings to continually refine the Literacy framework. As well as to develop Numeracy framework to mirror the successful Literacy framework.

School Goal #2

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 May 2027, we will achieve positive, job-ready exposure for grade 10-12 students in Tier 3 programs at NDSS. Students will receive training certificates through the fall of 2026 to be ready to apply for winter break jobs. In spring 2027, students will receive various certifications like flagging training, forklift safety, and more to be ready for summer 2027 job opportunities. ELL students will enroll in a linear course that will help them develop Literacy Skills and increase graduation rates. This aligns with the district strategic priority to improve Student Wellness by creating an environment at NDSS where students Belong to our community, have the space and opportunity to Grow here while planning to Thrive in their future passions.

Implementation Plan:

School-based Action	Strategy Type
Run fall Vocational Training series. Supported by Counsellors, Learning leaders, PVP, Tier 3 teachers. Starting October 2026.	Targeted
Plan and run spring Vocational Training series. Supported by Counsellors, Learning leaders, PVP, Tier 3 teachers. Starting March 2026.	Targeted
Enroll ELL students into a Linear ELL course where they can complete curriculum for both ELD and the appropriate English credit over the full year. Supported by Counsellors, ELL support and teacher, PVP, IST. Starting September 2026.	Targeted
Learning in community with BOW junior program. Supported by Learning leaders, Tier 3 teachers. Starting September 2026.	Universal

Goal Tracking:

Metric	Monitoring Checkpoints
Student learning survey responses	Spring 2027
Anecdotal evidence if students are feeling valued and finding jobs	Monthly
WEX course completion	February and June reporting periods

Ongoing Engagement:

Ongoing Engagement in the form of conversations with students involved. Interview students as we progress through these learning series to get immediate feedback and can proactively alter programs to better fit student need.