New Westminster Schools

School Growth Plan 2026–2027

Aligned with the District Strategic Plan and the Enhancing Student Learning Report

SCHOOL NAME: Connaught Heights

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	Kindergarten – Grade 6 9 Divisions: 4 Mainstream (K – 6) and 5 Montessori (K – 5)	Students with Disabilities and/or Diverse Abilities (%)	12%
Enrollment	163 students	English Language Learners (%)	25%
Indigenous Learners (%)	2.4%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	Montessori
Children and Youth in Care (%)	Click or tap here to enter text.	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	26 home languages including English
Learner strengths			
Evidence: Learners at Connaught Heights are motivated and engaged, and they are generally willing to embrace new learning experiences. They demonstrate a strong sense of belonging and connection to their school community and actively participate in and contribute to the overall culture of our community school.			
Areas for growth			
Evidence: To move from participation to increased student agency, we can use the following guiding questions to support the teaching and learning at Connaught Heights: how can we increase opportunities for students to have voice and choice in their learning? How can we support students to identify and articulate their strengths, goals and next steps? How can we ensure that all learners, including those whose voices may be less visible, experience meaningful belonging, voice and agency? How can we draw more intentionally on students' cultures, identities, interests, and lived experiences as strengths in our learning community at Connaught Heights?			
Rationale			
This plan focuses on strengthening early literacy (including writing development) and numeracy (problem solving, conceptual understandings, application and communication) for all learners. School data (ED Plan Insight and class based) will help us better understand student needs and ensure that we can provide support to all students in order to experience growth and success in their social, emotional and academic well-being.			

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Data		
Data Sources Used	**What the data shows**	**Root Cause Analysis**
☒ Classroom-based Assessments ☒ Report Card Data ☒ FSA/Provincial Data ☐ Graduation Data ☒ Attendance Data ☒ Student Voice ☒ Indigenous Student Data ☐ Equity Group Data ☒ Other: SLS survey info.	Report card data, Gr. 4 FSA results, Acadience and Dibels Assessment (K – 3), school-wide write rubrics, staff observations provide strong formative information for continued support.	Further examination will allow us to explore the underlying factors contributing to observed literacy and numeracy outcomes (strengths/stretches).

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 1: Student Experience	Promote educational and school experiences that reflect and respect the diversity within our community.	Learning involves patience and time.

Literacy Goal Statement

By the end of the school year, the percentage of learners meeting or exceeding grade-level expectations in writing will increase, as demonstrated through school-wide writing assessments using common grade-level writing rubrics.
Click or tap here to enter text.

Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)

How will formative and summative assessment be used to improve learning? How will educators learn together, reflect, and improve practice? What strategies or actions will reduce barriers and improve outcomes for priority learners?

Tier 1 (universal instruction): a focus on explicit teaching of foundational writing skills (oral language, vocabulary, sentence structure, organization, fluency, revision and conventions);

Tier 3 (intensive support): a focus on supporting students needing more targeted or intensive supports by ensuring wrap around support from our school-based team, including teachers, learning support staff, EAs and families. We will endeavour to work collaboratively throughout the school year (collaborative sessions, ProD and/or staff meeting collaboration) to identify specific learning needs, monitor progress, and adjust supports and instructional strategies accordingly.

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Monitoring Cycle		
Strategy *List the key actions or approaches being implemented.*	**Mid-Year Evidence** *Summarize evidence of progress, emerging trends, and any adjustments needed.*	**Year-End Evidence** *Document outcomes, impact, and key learnings based on the evidence collected.*
School-wide development and monitoring of student development at each grade level (using grade level rubrics)	Click or tap here to enter text.	Click or tap here to enter text.
Data implementation and monitoring using EdPlan Insight	Click or tap here to enter text.	Click or tap here to enter text.
Priority Learners		
Particular attention will be given to reducing barriers for priority learners through culturally responsive, accessible, and differentiated instruction (ensuring the timely identification of needs, identified targeted supports, and collaboration among school staff, families and extended support teams).		

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Numeracy Goal Statement
By June, students in Kindergarten to Grade 6 will demonstrate measurable growth in numeracy, with a focus on number sense, mathematical reasoning, and problem-solving by increasingly selecting and applying appropriate strategies, representing their thinking in multiples ways, and explaining their mathematical reasoning).
Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)
How will formative and summative assessment be used to improve learning? How will educators learn together, reflect, and improve practice? What strategies or actions will reduce barriers and improve outcomes for priority learners?
Tier 1 (universal instruction): a focus on strengthening numeracy instruction for all students to develop their number sense, fluency, reasoning and problem-solving skills. As a staff, we will establish common priorities, identify student strengths, stretches and next steps in grade group and whole school conversations, utilize concrete materials (including Montessori materials) to move towards more abstract thinking, incorporating more math talk in daily instruction, providing professional learning (District support, regular collaboration opportunities) for teachers to strengthen school-wide awareness and practices in numeracy instruction and intervention; Tier 3 (intensive support): a focus providing targeted support for students with significant and persistent numeracy gaps despite consistent Tier 1 support/instruction. Prioritizing foundational areas for support based on students' individual needs by using assessment data to identify these needs. Providing frequent and explicit support (individual and small-group) from classroom teacher and/or LST. Using frequent progress monitoring and adjusting as indicated by success or continued struggles. Ensuring that collaboration among staff (and families) is on-going to ensure intervention/support is reinforced across settings.

Monitoring Cycle		
Strategy	**Mid-Year Evidence**	**Year-End Evidence**
Collaborative data reviews throughout the school year to discuss and monitor multiple sources of evidence.	Click or tap here to enter text.	Click or tap here to enter text.

Priority Learners
Progress will be monitored throughout the school year to ensure the timely identification of needs, targeted supports, and collaboration among staff, families and extended support teams.

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SYSTEM SUPPORTS AND RESOURCES

Identify and prioritize resources that may strengthen implementation efforts (ex. Professional learning, coaching support, data access and analysis support, etc.).
On-going support and communication between classroom teachers, EAs, LST as well as District literacy and numeracy facilitators to identify targeted supports and strengthen implementation. We will also continue to develop a better understanding of and for the use of EdPlan Insight to nurture data-driven planning and on-going decision-making and support.

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

How will progress be communicated throughout the year?

☒ Staff Meetings/Collaboration Afternoons
☒ School newsletters
☒ PAC meetings
☒ District reporting
☐ Student leadership forums
☒ Learning team meetings
☒ Other: 3-way conferences to identify strengths and stretches for individual student needs.

Reflection and Adjustment

Data and evidence will be reviewed regularly to identify patterns in student success/achievement, to determine the effectiveness of Tier 1 instruction and Tier 3 interventions, and to identify areas requiring further adjustment. Assessment results, student work/samples, progress-monitoring data (report cards, FSAs), and teacher observations will be used to determine whether instructional strategies and interventions are resulting in expected student growth and success. Where progress is limited, adjustments will be made to identify alternative measures/supports, and where success is noted or identified, we will continue to discuss the nature of effective practices to broaden and strengthen across grade levels/classrooms.

YEAR-END SUMMARY OF KEY OUTCOMES

Reflect on the progress made toward your School Growth Plan goals this year. Provide a concise summary that highlights evidence of impact, key achievements, challenges, and next steps.