

SCHOOL NAME: Glenbrook

RATIONALE

Prior to our current School Goal, EGMS focussed on Mindfulness for a period of four years. Over the past three years, the staff have been discussing and analyzing the results from the MDI and the Student Learning Survey as well as input from rightsholders such as staff, students and family members that ultimately resulted in the 2024-2025 goal of Growth Mindset with a focus on perseverance. Last year, our school focused on fostering a growth mindset through perseverance, recognizing that many students struggled with sustaining effort when faced with challenges. Building on that foundation, this year's goal expands our focus to include well-being, literacy, and numeracy. By embedding Indigenous Ways of Knowing, particularly the Seven Grandfather Teachings, into the culture and practice of EGMS, we aim to deepen our community's understanding of growth mindset while strengthening both academic and social-emotional learning.

In the Spring of 2025, consultation was done with our Staff through a survey on the direction of the School Goal for 2025-2026. Staff wished to continue working on Growth Mindset as a school community but with specific focus areas of social-emotional learning, literacy, and numeracy. Following the survey, each team spent time discussing anecdotal observations and qualitative data around 3 key questions from Halbert and Kaser's Spiral of Inquiry Process at a June Staff Meeting. A share-out was conducted in late June before the end of the year.

What is going on for our learners?

Students at EGMS show many strengths, including inclusivity, caring for others, and cooperation. Grade 6 and 7 students are generally calm and focused, while Grade 8 students are experiencing more difficulty with perseverance, regulation, and preparing for the transition to high school. Across grades, some learners struggle with executive functioning, anxiety, social media influence, and reduced intrinsic motivation. Academically, students are showing weaker literacy and numeracy skills compared to previous years, alongside challenges with work completion and independent learning.

How do we know?

Staff observations highlight patterns in classroom behaviour, attendance, engagement, and perseverance. They also note that students often require additional support with assignment completion and regulation. Students respond positively to trusted adults and relationships, but peer conflict and the influence of social media also shape their behaviour and self-esteem. Assessment data and staff reflections indicate that students are struggling in their learning and parent feedback reflects concerns about supporting learning at home and readiness for high school expectations.

Why does it matter?

Belonging and strong adult-student connections are essential for student motivation, confidence, and well-being. Without perseverance, accountability, and critical thinking, students may face challenges in high school and beyond. Social media pressures and avoidance behaviours can undermine respectful relationships and self-regulation, impacting both academic and social-emotional learning. By embedding Indigenous Ways of

Knowing, particularly the Seven Grandfather Teachings, EGMS can help students develop resilience, responsibility, and citizenship that benefit both individuals and the wider community.

Ecole Glenbrook Middle School offers programs in English and French to over 660 students. Home to the District’s Late and Early French Immersion programs, students from across New Westminster attend EGMS. Each year a range of extracurricular opportunities are offered to students including clubs, performing arts and sports teams. We are very fortunate at EGMS to have a school community that works together to organize special events for our students like the grade 8 Fun Day.

GOAL

To foster a growth mindset that supports student well-being through social-emotional learning, literacy, and numeracy by weaving Indigenous Ways of Knowing and being into École Glenbrook Middle School

- **First Peoples Principles of Learning**
 - *Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.*
- **Seven Grandfather Teachings (Anishinaabe)**

A rotating term-based focus:

- **Term 1:** Respect & Honesty
- **Term 2:** Bravery & Love
- **Term 3:** Humility & Wisdom
- **Ongoing:** Truth as an interwoven theme

- **District Strategic Focus Area:**

Focus Area 2: Systems of Care and Support

- **District Objective:**

Ensure students, staff, families, and caregivers understand their role in shaping a supportive school culture.

OBJECTIVES

SEL

- By June 2026, our students will
 - demonstrate understanding and application of growth mindset strategies through self-reflection, classroom activities, and student-led conferences.

STRATEGIES

SEL

- Continuation of work with *The Growth Mindset Coach* text
 - December Staff Meeting time dedicated to professional development around resource
 - Team Leaders work with teams on what are some actionable steps that can be taken with this resource during the year in January 2025

- report feeling connected to at least two adults and multiple peers at school, as measured by school climate survey and MDI
- report feeling welcome and safe at school as measured by the MDI
- By June 2026, our school will strengthen social-emotional learning and Indigenous education by embedding the Seven Grandfather Teachings into classroom practice and school-wide activities, with evidence of impact measured through student reflections, staff self-assessments

Literacy

- By June 2026, our students will demonstrate improved academic achievement in literacy reflected in report card proficiency levels and FSA results (for grade 7 students) compared to the 2024-2025 school year.
- Establish common baseline assessments in literacy and numeracy to identify students requiring Tier 2 and Tier 3 support by June 2026.

Numeracy

- By June 2026, our students will demonstrate improved academic achievement in numeracy reflected in report card proficiency levels and FSA (for grade 7 students) results compared to the 2024-2025 school year.
- Establish common baseline assessments in literacy and numeracy to identify students requiring Tier 2 and Tier 3 support by June 2026.

- Collaboratively reviewing the use of daily RAP time (19 minutes/day)
 - Creating a school-wide focus for instruction for 2026-2027
 - Developing a culminating event for the year that utilizes team structure
- EGMS Reconciliation Committee to support with the school wide implementation of:
 - 7 Grandfather’s Teachings
 - *Dallas Yellowfly’s How Raven Stole the Sun*
- Intentional school-wide community building activities
- Identifying students requiring targeted social-emotional learning interventions
 - Using the Everyday Speech Program in a small group setting
- Staff review of the existing Code of Conduct
- Staff collaboration and consultation on Code of Conduct Revisions
- Explicit teaching of school-wide expectations and development of behaviour focus for the year (3-5 expected behaviours)

Numeracy and Literacy

- Classroom instruction that is universally designed, collaboration with LST’s (September), class reviews as a starting point (September)/revisit class reviews in the Spring (April)
- Collaboratively review and refine instructional strategies as a staff to establish a clear, school-wide focus on effective literacy and numeracy practices at the Universal (Tier 1) level
- Participating in training around numeracy and literacy baseline assessments. Invitation to administer in Spring 2026 with full implementation in September 2026.
- Working as a staff to critically examine assessment.
 - Taking inventory of current best practices
 - Completing the planning and preparation of baseline numeracy and literacy assessments for 2026-2027

- Identifying students requiring targeted literacy and numeracy interventions
 - Providing interventions in a small group setting
- Collaboration with Teacher Librarian and Classroom Teachers on different aspects of literacy:
 - Making meaning out of different types of texts
 - Digital citizenship and wellness
- Comprehensive review of School Data in April 2026 to review the effectiveness of interventions for the current school year and make plans for the following school year

WHAT DOES SUCCESS LOOK LIKE?

Quantitative Indicators:

- Improvement in FSA, MDI, and SLS scores
- Increased student attendance
- Reduction in office referrals
- Higher levels of proficiency on report cards
- Growth in students achieving “3” on the FSA
- Improvement in baseline numeracy and literacy assessments in the 2026-2027 school year

Qualitative Indicators:

- Student-led conferences showcasing learning and reflection
- Anecdotal observations from students, families, and staff
- Increased frequency of parent engagement
- Feedback from Griffin Gathering Student Advisory
- Evidence of student understanding and application of growth mindset strategies
- Student voice surveys and classroom walkthroughs showing embedded SEL and Indigenous teachings

COMMUNICATION/REFLECTION

- PAC Meetings (monthly updates and feedback)
- Family Newsletters (monthly sharing of progress and highlights)
- Staff Meetings and Team Leader Meetings (bi-weekly collaboration and reflection)

- Mid-year review checkpoint (January/February to assess progress and adjust strategies)
- May 2026 Staff Meeting to review data, determine effectiveness of strategies, and set direction for 2026–2027
- Student-led sharing opportunities (e.g., assemblies, showcases, advisory presentations)
- Digital updates via school newsletter



District School Growth Plan 2025-2026