New Westminster Schools

School Growth Plan 2026-2027

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

SCHOOL NAME: Glenbrook

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	6, 7 & 8	Students with Disabilities and/or Diverse Abilities (%)	15%
Enrollment	713	English Language Learners (%)	9%
Indigenous Learners (%)	4%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	EFI, LFI
Children and Youth in Care (%)	1%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Click or tap here to enter text.

Learner strengths

D*escribe strengths demonstrated through achievement, engagement, attendance, belonging, graduation rates, student voice, or other evidence.*

Evidence:

Students at EGMS show many strengths, including inclusivity, caring for others, and cooperation. Grade 6 and 7 students this year are dynamic, with room to improve on their focusing abilities, while Grade 8 students are experiencing more difficulty with perseverance, regulation, and preparing for the transition to high school.

Areas for growth

Identify trends, challenges, or inequities emerging from the evidence. Highlight specific learner groups requiring focused attention.

Evidence:

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.

Rationale

Briefly explain why this plan is necessary. What needs or opportunities have been identified through data, feedback, and observation? Include school context, evidence-informed rational, equity considerations, why this focus was selected and connection to learner needs.

Last year, our school focused on the specific areas of social-emotional learning, literacy, and numeracy through the lens of the Indigenous Ways of Knowing. The Seven Grandfather Teachings were introduced into the culture and practice of EGMS to start a deepening of our community's understanding of growth mindset while strengthening both academic and social-emotional learning.

This year, our goal is to further integrate The Seven Grandfather Teachings throughout our school, thus further cementing our community's resolve to strengthen our academic and social-emotional learning.

New Westminster Schools

School Growth Plan 2026–2027

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

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: Staff Observations	*Highlight triangulation of data.* 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.	*Explore the underlying factors contributing to observed outcomes.* 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.

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 2: Systems of Care and Support	Ensure students, staff, families, and caregivers understand their role in shaping a supportive school cutlure.	Learning ultimately supports the well-being of the self, the family, the community, the land, the spriits, and the ancestors.

Literacy Goal Statement

State a focused, measurable, student-centered literacy goal aligned with the District Strategic Plan.

By June 2027, we will:

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

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

New Westminster Schools

School Growth Plan 2026–2027

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

Consider: What instructional practices will be implemented or strengthened (Tier 1, 2, 3)? 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?

- Collaboratively review and refine instructional strategies as a staff to establish a clear, school-wide focus on effective literacy practices at the Universal (Tier 1) level
- Participating in training around literacy baseline assessments.
- Identifying students requiring targeted numeracy interventions and providing interventions in a small group setting
- Collaboration with Teacher Librarian and Classroom Teachers on different aspects of literacy and making meaning out of different types of texts

Monitoring and evidence of impact - What does success look like?

Describe both qualitative and quantitative indicators that will demonstrate progress. Include both student and adult indicators.

***Ex. Of Student Evidence**: achievement data, assessment data, attendance trends, student voice, engagement indicators, sense of belonging*

***Ex. Of Adult Evidence**: classroom observations, collaborative inquiry evidence, instructional practice implementation, assessment practices intervention monitoring*

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.*
Growth in students achieving “3” on the FSA	Click or tap here to enter text.	Click or tap here to enter text.
Higher levels of proficiency on report cards	Click or tap here to enter text.	Click or tap here to enter text.
Improvement in baseline literacy assessments in the 2026-2027 school year	Click or tap here to enter text.	Click or tap here to enter text.

Priority Learners

Progress will be monitored specifically for (Ex. Indigenous learners, Children and Youth in Care, Student with disabilities and/or diverse abilities, English language learners, students below grade-level literacy or numeracy, students with chronic absenteeism (as defined by the Ministry of Education and Childcare as being 10% or more of scheduled instruction in a school year):

By using data from EDPlan Insight, class reviews, and SBT minutes, we will be focusing our attentions on students in the “yellow” and “red” for attendance and academics.

Numeracy Goal Statement

State a focused, measurable, student-centered literacy goal aligned with the District Strategic Plan.

By June 2027, we will:

- demonstrate improved academic achievement in numeracy reflected in report card proficiency levels and FSA (for grade 7 students) results compared to the 2025-2026 school year.

- Establish common baseline assessments in numeracy to identify students requiring Tier 2 and Tier 3 support by June 2027.

Click or tap here to enter text.

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

Consider: What instructional practices will be implemented or strengthened (Tier 1, 2, 3)? 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?

- Identifying students requiring targeted literacy and numeracy interventions and providing interventions in a small group setting
  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 numeracy practices at the Universal (Tier 1) level
- Implementing the baseline numeracy and literacy assessments for 2026-2027

Monitoring and evidence of impact - What does success look like?

Describe both qualitative and quantitative indicators that will demonstrate progress.
***Ex. Of Student Evidence**: achievement data, assessment data, attendance trends, student voice, engagement indicators, sense of belonging*
***Ex. Of Adult Evidence**: classroom observations, collaborative inquiry evidence, instructional practice implementation, assessment practices intervention monitoring*

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Growth in students achieving "3" on the FSA	Click or tap here to enter text.	Click or tap here to enter text.
Improvement in baseline literacy assessments in the 2026-2027 school year	Click or tap here to enter text.	Click or tap here to enter text.
Higher levels of proficiency on report cards	Click or tap here to enter text.	Click or tap here to enter text.

Priority Learners

Progress will be monitored specifically for (Ex. Indigenous learners, Children and Youth in Care, Student with disabilities and/or diverse abilities, English language learners, students below grade-level literacy or numeracy, students with chronic absenteeism (as defined by the Ministry of Education and Childcare as being 10% or more of scheduled instruction in a school year):
By using data from EDPlan Insight, class reviews, and SBT minutes, we will be focusing our attentions on students in the "yellow" and "red" for attendance and academics.

SYSTEM SUPPORTS AND RESOURCES

New Westminster Schools

School Growth Plan 2026–2027

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

Identify and prioritize resources that may strengthen implementation efforts (ex. Professional learning, coaching support, data access and analysis support, etc.).

- EGMS Reconciliation Committee to support with the school wide implementation of Seven Grandfather's Teachings
- Intentional school-wide community building activities
- Staff review of the existing Code of Conduct
- 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)
- Working as a staff to critically examine assessment.
- Identifying students requiring targeted literacy and numeracy interventions
- Comprehensive review of School Data in April 2027 to review the effectiveness of interventions for the current school year and make plans for the following school year

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

How will progress be communicated throughout the year?

☒ Staff Meetings
☒ School newsletters
☒ PAC meetings
☐ District reporting
☐ Student leadership forums
☒ Learning team meetings
☐ Other: Click or tap here to enter text.

Reflection and Adjustment

How will data and evidence be used to refine the plan?

As the school moves throughout the year, staff will be able to access data and evidence and start to narrow in their focus on students needing more support through SBT and direct LST intervention. Direct Curricular support in areas shown in the data as stretches can be accessed through LSTs and District Curriculum Facilitators. The moving forward with the Seven Grandfather's Teachings will be supported by our Truth and Reconciliation Team, with direct assistance from our Indigenous Support Teacher and Cultural Presenter.

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.

Click or tap here to enter text.

New Westminster Schools

School Growth Plan 2026–2027

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