New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Fraser River

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	6-8	Students with Disabilities and/or Diverse Abilities (%)	15%
Enrollment	730	English Language Learners (%)	26%
Indigenous Learners (%)	2%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	None
Children and Youth in Care (%)	1%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Transient families, low socio-economic status, diverse cultural backgrounds

Learner strengths

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

Evidence:

- Students are eager to attend school and find belongingness with students that speak similar languages and have similar experiences.
- Students have a variety of clubs, sports and fine arts activities offered at the school to find further enrichment.

Areas for growth

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

Evidence:

- ELL team reports some students are making minimal progress due to lack of engagement and comfortability with their home language.
- Inclusive Education team reports that the range of student needs are substantial and limited staffing/resource acquisition can make it difficult to build their essential skill-set in life.

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.

- Staff have collaborated around student struggles and highlighted a central concern that students are arriving with gaps in knowledge. FRMS has 4 feeder elementary schools each with multiple grade 5 classrooms. In addition, with the transient nature of our school, we have additional students arriving out of country or out of district.
- As a result, staff have prioritized creating agreed upon foundational skills at each new grade level to ensure, to the best of our ability, learners begin the year with the same prior knowledge in numeracy and literacy.

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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 (Student Learning Survey) ☐ Indigenous Student Data ☐ Equity Group Data ☒ Other: DIEBELS	*Highlight triangulation of data.* • Data collection in process.	*Explore the underlying factors contributing to observed outcomes.* • It is our hypothesis that the students coming to FRMS from a range of prior grades and schools, create inconsistent foundational skills at transitioning year (new students/grade 6 students).

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 3: Organizational Capacity	Equip educators and teaching staff with the tools, training, and resources to enhance their teaching practices and contribute to an effective learning environment.	Learning involves generational roles and responsibilities.

Literacy Goal Statement

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

By June 2027, we will:

- Have baseline DIEBELS literacy assessment completed for all ELL learners to inform the development of a foundational skills grade based year plan.

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?

- Analysis of DIEBELS data to inform selection of groupings and areas of concern.
- Tier 2 UFLI small group literacy intervention for all ELL learners with skill gaps requiring support.

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*

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***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.*
Analyzing baseline data vs. post intervention (DIEBELS).	Click or tap here to enter text.	Click or tap here to enter text.
Student survey data (student voice).	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	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):

- ELL population with extension to school wide population.

Numeracy Goal Statement

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

By June 2027, we will:

- Have baseline numeracy assessment completed for all Grade 6 students to inform the development of a foundational skills grade based year plan.

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?

- Analysis of numeracy data to inform selection of math groups and areas of concern.
- Small group numeracy intervention for all Grade 6 learners with skill gaps requiring support.

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

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Strategy	Mid-Year Evidence	Year-End Evidence
Analyzing baseline data vs. post intervention (Math Assessment).	Click or tap here to enter text.	Click or tap here to enter text.
Student survey (student voice).	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	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):

- Grade 6 population with extension to school wide population.

SYSTEM SUPPORTS AND RESOURCES

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

- District numeracy support through facilitator.
- District literacy support through facilitator.
- EdPlan Insight for analysis support.
- Professional learning around DIEBELS assessment and UFLI intervention.

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?

- Our assessment data will inform us of the foundational skills outline.

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.

- ELL team plans to begin DIEBELS assessment Fall 2026 and UFLI intervention Spring 2026.
- Grade 6 team to begin numeracy assessment Fall 2026 and small group instruction / intervention Spring 2026.

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