New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: New Westminster Secondary

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	9-12	Students with Disabilities and/or Diverse Abilities (%)	12%
Enrollment	2600	English Language Learners (%)	12.5%
Indigenous Learners (%)	3%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	12% FI, 9% IB
		Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Enrollment growth, full spectrum of socioeconomic diversity, numerous cultural, ethnic, and linguistic backgrounds including families with roots in Asia, Europe, Latin America, Africa, Middle East, and Indigenous communities

Learner strengths

Evidence:

1. Diverse Interests, Talents, and Aspirations

Students engage in a wide range of programs including:

- International Baccalaureate (IB)
- French Immersion
- Construction Diploma programs
- Red Seal Apprenticeships
- Sports Academies
- Alternative Education (SIGMA)
- Online learning opportunities

Learners bring varied strengths across academic, athletic, artistic, technological, and career-focused pathways.

2. Student Voice and Leadership

- Weekly Student Voice meetings
- Student feedback informing school decisions
- Increased participation in leadership activities

Students are part of meaningful leadership, advocacy, and contribute to school improvement.

3. Resilience and Adaptability
NWSS is a school community that continually demonstrates "resilience" and "adaptability," particularly through significant changes such as the implementation of the 5-block schedule. These characteristics likely extend to students as key learner assets.

4. Engagement in Community and Cultural Activities
Success measures include increased participation in:

- Leadership activities
- Cultural events
- Community engagement opportunities

Students demonstrate strengths in relationship building, citizenship, and community involvement.

Areas for growth

Evidence:
While many students thrive within the broad range of academic, career, athletic, and extracurricular opportunities available at NWSS, some students require a more comprehensive wraparound system of support to achieve success. These learners benefit from coordinated academic, social-emotional, behavioural, family, and community-based supports that provide focused guidance, strengthen engagement, remove barriers to learning, and foster a sense of belonging. Through collaboration among school staff, families, district personnel, and community partners, NWSS is committed to ensuring that all students, particularly those facing complex challenges, receive the individualized support necessary to actively engage in their learning and reach their full potential.

Rationale

Student Experience
To enhance:

- Student engagement
- Student well-being
- Student achievement
- Student voice
- Inclusive learning experiences
- Meaningful participation in school life

Our focus is on PBIS, attendance, belonging, participation in leadership and cultural activities, and student engagement.

Caring and Supportive Systems

- Safe, welcoming, and inclusive environments
- Sense of belonging
- Mental health and well-being
- Equity and accessibility
- Collaborative support systems
- Family and community partnerships

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Our goal is on belonging, safety, student support plans, progressive discipline, attendance intervention, and wraparound supports.

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: Office referral data, family feedback, informal observations from staff	While many students are highly engaged, attendance patterns indicate that some students are not consistently connected to learning. Chronic absenteeism can impact literacy, numeracy, course completion, and overall achievement. We must continue to strengthen attendance tracking and implement early responsive and stronger connections to school.	• Some students do not see a clear connection between school learning and their personal goals, interests, or future pathways. • Increased academic demands associated with secondary school and the 5-block schedule may create challenges for some learners. • Mental health, anxiety, and well-being concerns may impact regular attendance and participation. • Students experiencing repeated absenteeism may become disengaged academically and socially, making re-engagement more difficult. • Some students requiring additional supports may not yet be connected to all available school and community resources.

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 2: Systems of Care and Support	Strengthen mental, social, and emotional well-being through evidence-based programs.	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Literacy Goal Statement

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By June the percentage of Grade 9 and 10 students meeting or exceeding proficiency expectations in literacy assessments and classroom-based literacy measures will:
increase by 10%, through targeted literacy strategies, improved attendance, and responsive intervention supports.

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

We believe the most effective approach is a **Multi-Tiered System of Supports (MTSS)** that integrates high-quality instruction, targeted interventions, data-informed decision-making, and collaborative professional learning.

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

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Strengthen Tier 1 literacy instruction across all subject areas • Implement school-wide literacy strategies such as explicit vocabulary instruction, reading comprehension, academic discussion, and writing-to-learn activities. • Embed literacy learning intentions and success criteria across disciplines. • Integrate Indigenous perspectives and culturally responsive texts and learning experiences.	**Classroom Evidence** • Literacy strategies that are visible across departments and classrooms. • Student work samples to demonstrate growth in reading comprehension and written communication. • Teachers using common literacy practices and success criteria.	**Student Evidence** • Increased proficiency in reading, writing, and communication skills. • Improved literacy achievement across courses. • Priority learners demonstrate measurable growth from baseline data. • Students report greater confidence, engagement, belonging, and success as learners.
Provide targeted Tier 2 and Tier 3 interventions • Identify students requiring additional literacy support using classroom, attendance, and achievement data. • Provide small-group and individualized literacy interventions. • Coordinate wraparound supports for students experiencing barriers to engagement and achievement.	• Majority of teachers will implement school-wide literacy strategies. • Attendance improvement for identified students. • Reduction in the number of students identified as significantly at risk in literacy.	**Classroom Evidence** • Consistent literacy practices embedded across departments. • Student portfolios and work samples that demonstrate growth over the year. • Teachers can identify the impact of literacy strategies on student learning.

Build staff capacity • Engage in collaborative professional learning focused on literacy instruction, assessment practices, Universal Design for Learning, Indigenous-informed practices, and support for priority learners.	Review of: • Attendance data • Course completion data • Literacy assessments • Student Voice feedback • Student Learning Survey indicators	• Measurable increase in literacy proficiency compared with baseline data. • Improve attendance and engagement for students receiving interventions. • Increase student reports of confidence in reading, writing, and communicating. • Increase percentage of students reporting a sense of belonging and connection to learning. • Reduce achievement gaps for identified priority learners. • Evidence of school-wide implementation of literacy strategies.

Priority Learners

Identify priority learners as:

- Students with diverse learning needs and designations
- Indigenous students
- English Language Learners (ELL/MELL)
- Students with chronic absenteeism
- Students receiving learning support services
- Students experiencing social-emotional, mental health, family, housing, or socioeconomic challenges
- Students performing below literacy expectations

Numeracy Goal Statement

By June NWSS will improve numeracy achievement, confidence, and engagement for all learners, with a particular focus on priority learners, through responsive instruction, targeted intervention, and coordinated supports., we will:
have our students demonstrate measurable growth in mathematical reasoning, problem solving, and communication as evidenced by classroom assessments, achievement data, student self-reflections, and district numeracy measures.

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

Tier 1: Universal Supports (All Students)
Instructional Practices

- Explicit teaching of mathematical reasoning and problem-solving strategies.

- Rich tasks that promote critical thinking and multiple solution pathways.
- Mathematical discourse through partner talk, group problem-solving, and justification of thinking.
- Use of visible learning intentions and success criteria.
- Multiple representations of mathematical concepts (visual, concrete, symbolic, and digital).
- Universal Design for Learning (UDL) practices to increase accessibility.
- Culturally responsive and Indigenous-informed approaches to mathematics.
- Real-world applications that connect numeracy to students' lived experiences and future pathways.

Tier 2: Targeted Supports (Some Students)

Instructional Practices

- Small-group intervention focused on foundational numeracy skills.
- Re-teaching of concepts using alternative instructional approaches.
- Guided practice sessions during intervention blocks or flex time.
- Regular teacher check-ins and goal setting.
- Attendance monitoring and early academic intervention.

Tier 3: Intensive Supports (Priority Learners)

Instructional Practices

- Individualized numeracy intervention plans.
- Intensive support from Learning Support Teachers and Educational Assistants.
- Assistive technology and adapted resources.
- Wraparound planning involving families, counsellors, district staff, and community agencies where appropriate.
- Frequent progress monitoring and case management.

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

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Implement school-wide Tier 1 numeracy instructional practices that emphasize mathematical reasoning, problem-solving, communication, and real-world application. Provide Tier 2 targeted interventions and Tier 3 intensive wraparound supports for priority learners.	Numeracy strategies are visible across classrooms and departments.	Increase percentage of students meeting or exceeding proficiency expectations in numeracy.
Monitor attendance, engagement, and achievement data to inform timely interventions.	Teachers use common learning intentions, success criteria, and formative assessment	Improvement in course completion and achievement data.

	practices.	
Strengthen culturally responsive, Indigenous-informed, and Universal Design for Learning (UDL) approaches to improve access and participation for all learners.	Tier 2 and Tier 3 intervention plans implemented for identified learners.	Priority learners that can show measurable growth from baseline assessments.

Priority Learners

Priority learners that can show measurable growth from baseline assessments.

SYSTEM SUPPORTS AND RESOURCES

- Professional learning focused on evidence-informed literacy and numeracy instructional practices.
- Training in Universal Design for Learning (UDL), differentiation, and inclusive instructional strategies.
- Professional learning related to the First Peoples Principles of Learning, Indigenous pedagogies, and culturally responsive teaching.
- Learning opportunities focused on assessment for learning, descriptive feedback, and student self-assessment.
- Trauma-informed and social-emotional learning practices to support student engagement and belonging.

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

☒ 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

NWSS will use an ongoing **continuous improvement cycle** to collect, analyze, and respond to multiple sources of evidence throughout the school year. Data will be reviewed regularly to monitor progress toward literacy and numeracy goals, evaluate the effectiveness of instructional practices and interventions, and inform adjustments to support student success.