New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Queen Elizabeth

SCHOOL CONTEXT AND RATIONALE

School profile

Information	Details	Information	Details
Grades	K-4	Students with Disabilities and/or Diverse Abilities (%)	10%
Enrollment	505	English Language Learners (%)	30%
Indigenous Learners (%)	1%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	N/A
Children and Youth in Care (%)	0%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Many multi-generational families, high ELL population, new families to Canada, many families accessing rental housing

Learner strengths

Evidence:
Queen Elizabeth students demonstrate strong belonging, regular attendance, and positive achievement outcomes. A stable, multi-generational school community, with many families attending Kindergarten through Grade 4, fosters a strong sense of connection and engagement.

Areas for growth

Evidence:
Areas for growth include early identification of learning needs, stronger connections to community supports and expanded early learning opportunities. Continued focus on Indigenous learning, English Language Learners, and students with complex learning needs will support equitable outcomes for all learners.

Rationale

Literacy and numeracy remain a focus as we work toward student growth and success. Strengthening collaboration between classroom teachers and school-based teams, while using assessment data to guide instruction and intervention through an MTSS (multi-tiered systems of support) approach, will help ensure timely and effective support for diverse learners.

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: Click or tap here to enter text.	Staff observations, report card data, FSA results, early literacy screening data (DIBELS and Acadience), along with classroom-based writing samples indicate that early primary learners need support in explicit phonics instruction, reading fluency and comprehension, and in writing (ideas, output, and structure).	Factors contributing to observed outcomes include opportunities to increase consistency across non-enrolling staff, strengthen the proactive role of the SBT in supporting instructional decision-making, and establish a formal LST calendar to support coordinated planning and intervention.

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 3: Organizational Capacity	Provide innovative and relevant learning experiences that develop critical thinking, communication, and problem-solving skills.	Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Literacy Goal Statement

By June 2027, we will:
demonstrate higher rates of proficiency in foundational reading skills as measured by literacy screening assessments and classroom assessments.

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

We will implement a Multi-Tiered System of Support (MTSS) framework that emphasizes strong Tier 1 instruction (whole class), targeted Tier 2 interventions (small group), and individualized Tier 3 supports informed by ongoing literacy assessment data. A school-based assessment and progress-monitoring calendar will support timely decision-making, while collaboration among classroom teachers, learning support staff, and administrators will strengthen student support, reduce barriers, and improve outcomes for priority learners. Strengthen instructional practice by accessing professional development offered through district level workshops, in school lunch and learns, and one on one support to teachers in the areas of explicit phonics instruction, Think SRSD writing workshops, and support to effectively implement phonics intervention programs.

New Westminster Schools

School Growth Plan 2026–2027

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

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

Student Evidence: Increased percentage of students meeting or exceeding literacy benchmarks as measured by literacy screeners, writing scales, classroom assessment practices, and report card writing.

Adult Evidence: Consistent implementation of the LST calendar and use of EdPlan Insight, along with improved collaboration between classroom teachers and non-enrolling staff, reflected in aligned interventions, assessment practices, and report card reporting.

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Adherence to assessment cycle as outlined on LST calendar	Click or tap here to enter text.	Click or tap here to enter text.
September baseline assessments for reading skills (Acadience, DIBELS – oral reading fluency, MAZE) and writing	Click or tap here to enter text.	Click or tap here to enter text.
Flexible Groupings for Instruction and Support, using data to inform intervention groups and instruction	Click or tap here to enter text.	Click or tap here to enter text.

Priority Learners

Progress will be monitored monthly by the School-Based Team; focussing on English Language Learners, students with complex learning needs, Indigenous learners, and students with chronic absenteeism through targeted interventions, regular goal reviews, and ongoing assessment and attendance monitoring.

New Westminster Schools

School Growth Plan 2026–2027

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

Numeracy Goal Statement

By June 2027, we will:
demonstrate increased proficiency in numeracy through explicit instruction in math reasoning, problem-solving, and communicating thinking.

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

Instructional practices will be strengthened through the implementation of Tier One strategies and programs in classrooms. Baseline assessment data will be used to identify Grade 3 students below benchmark, guide instruction, and monitor progress. Targeted LST (tier 2) math interventions will be provided to students who are not yet meeting benchmark expectations.

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

Student Evidence: Grade 3 student achievement will be monitored through classroom assessment data and baseline-to-progress growth data, with an increased number of students meeting grade-level expectations in mathematics.

Adult Evidence: Progress will be demonstrated through consistent implementation instructional practices, collaboration with district facilitators to support Tier 1 instruction, use of assessment data to inform teaching, and monitoring of targeted Grade 3 LST math interventions.

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Baseline numeracy assessment of students performing below grade level expectations	Click or tap here to enter text.	Click or tap here to enter text.
Flexible grouping for intervention and support	Click or tap here to enter text.	Click or tap here to enter text.
Ongoing progress monitoring of numeracy performance.	Click or tap here to enter text.	Click or tap here to enter text.

Priority Learners

Progress will be monitored monthly by the School-Based Team; focussing on English Language Learners, students with complex learning needs, Indigenous learners, and students with chronic absenteeism through targeted interventions, regular goal reviews, and ongoing assessment and attendance monitoring.

New Westminster Schools

School Growth Plan 2026–2027

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

SYSTEM SUPPORTS AND RESOURCES

Priority resources include coaching support from district literacy and numeracy facilitators, baseline assessment tools to identify students performing below benchmark, and ongoing administrator support for the effective use of EdPlan Insight to monitor data, analyze trends, and inform instruction.

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

☒ Staff Meetings
☒ School newsletters
☒ PAC meetings
☐ District reporting
☐ Student leadership forums
☒ Learning team meetings
☒ Other: Early Dismissal Conferences with families, Lunch and Learns, Collaboration Days

Reflection and Adjustment

Data and evidence will be reviewed at each reporting period and through ongoing progress monitoring to assess student growth. Findings will inform instructional adjustments, targeted interventions, and flexible student groupings. Staff will use class reviews and collaboration afternoons to reflect on student needs, evaluate the impact of instructional practices and supports, and identify priorities for ongoing professional growth and collaboration.

YEAR-END SUMMARY OF KEY OUTCOMES

Assessment data, student work, student voice and classroom observations will be reviewed throughout the year to monitor progress, identify emerging needs and adjust instruction and supports. Mid-year and year-end review will help determine next steps and future areas of focus.