New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: QMS

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	5-8	Students with Disabilities and/or Diverse Abilities (%)	62 students (14.9%)
Enrollment	416	English Language Learners (%)	78 students (18.8%)
Indigenous Learners (%)	3.4%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	N/A
Children and Youth in Care (%)	0	QMS is a diverse and growing community of learners comprised of over 416 students in grades 5 through 8 (in 15 divisions). Our students and their families come from over 20 different countries, including Canada, and account for at least 35 different home languages. Punjabi as a Second Language (PSL) is offered to our students with over 45 students enrolled. Moreover, we currently have 80 ELL learners enrolled at our school.	At QMS, there are strong connections amongst staff, students, parents and the community. Most of our students come to us from Queen Elizabeth Elementary; both schools and the Queensborough Community Centre work closely together to provide opportunities for the students in the community.
Describe strengths demonstrated through achievement, engagement, attendance, belonging, graduation rates, student voice, or other evidence. **Evidence:** Strong commitment to community building, with staff actively creating opportunities for students to connect, participate, and develop a sense of belonging. Students are encouraged to engage in school activities, build positive relationships, and contribute to a welcoming and inclusive school culture. There is a shared commitment to supporting student well-being, celebrating individual strengths, and ensuring students feel connected to their school community. Very high attendance and participation rates are further evidence of the strong sense of school community.			
Learner strengths			
Areas for growth			
Identify trends, challenges, or inequities emerging from the evidence. Highlight specific learner groups requiring focused attention. **Evidence:** There are several contributing factors and trends among learner groups that require greater emphasis on literacy and numeracy skill development. These include struggling readers and writers, a growing ELL population (new to Canada), SEL challenges struggles with executive functioning and mental health; and difficulty accessing community supports.			

New Westminster Schools

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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.

This plan is necessary to address the growing, interconnected needs of our learners. School data, staff observations, and feedback highlight challenges associated with literacy development, social-emotional well-being, and a growing population of English Language Learners (who are new to Canada). Many of our students require additional support as they adjust to a new school, language, and community, and some families face barriers accessing community-based resources. By providing targeted interventions and relevant learning experiences, we can advance language comprehension, critical thinking, communication, and problem-solving skills for our learners. Meanwhile, as we also incorporate student voice, choice, and meaningful opportunities to apply learning, we aim to increase engagement, build confidence, and ensure all learners can participate and experience success.

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.	*Highlight triangulation of data.* -Dibels data identifies gaps (i.e. yellow/red) in reading development and fluency. -FSA data shows moderate increase in emerging and on track performance. -SBT referrals show need for literacy intervention. -Class reviews/RTI shows areas of need with respect to reading and writing. -MDI data (previous years) shows strong sense of belonging, school experience and connections to peers and adults	*Explore the underlying factors contributing to observed outcomes.* -Socio-economic factors -SEL factors: i.e. students struggling with self-regulation; -[insert Learning Pathways profile]

GOALS

Strategic Alignment

District Strategic Focus Area	Strategic Plan Objective	First Peoples Principles of Learning Connection:
Focus Area 1: Student Experience	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 patience and time.

Literacy Goal Statement

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

By June 2027, we will:

New Westminster Schools

School Growth Plan 2026–2027

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

Strengthen instructional practices in literacy to improve the competence and confidence of our learners. By doing so, we aim to make literacy more visible, accessible and relevant for our learners, thus enhancing student experience. Moreover, literacy improvement will be reflected in student performance/proficiency in report card data and FSA results (for Grade 7 students).

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?

Consistently using baseline literacy assessments at each grade level to inform instruction.
Using universal supports (MTSS) to differentiate instruction based on assessment results.
Continually trying and refining new strategies to meet students where they are in their learning.
Recognizing when further intervention is needed (i.e. through LST or EA support).

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

Evidence of teachers trying new literacy strategies (i.e. teachers sharing examples at/from staff meetings, Pro D Days, engagement in professional development opportunities, book clubs; Collab days) and regularly integrating student voice as part of the feedback process.

Evidence of teachers using foundational concepts and tools in their practice (see SD 40 Literacy Development Guidelines). In literacy, this may include the science of reading, phonemic awareness, and comprehension instruction (for example, as outlined during Collab Day presentation on *Scarborough's Reading Rope*)

School-wide implementation of literacy assessments (offering comparative data for students each year).

Use of common language regarding literacy between staff and families in describing students' abilities (i.e. during IEP & SBT meetings, Three-Way conferences; Core Competency reflections).

Data collection measuring students' progress and engagement in literacy over time (i.e. FSA data, Student Learning Survey).

LSTs following-up literacy testing and UDL/differentiation recommendations for students identified through class reviews and SBT.

Fall and Spring assessments of ELL students, along with progress communication with families; and as needed, involving our SWIS worker to advocate and support children who are new to Canada.

Evidence of ongoing Core Competency development: goal setting and reflection (in literacy and numeracy) will encourage students to take ownership of their learning.

Feedback received from parents and students throughout the year (i.e. parent surveys, Three-Way Conferences, etc.)

Students demonstrating more engagement, competence and confidence in literacy because of literacy interventions (i.e. through participation in literacy groups).

New Westminster Schools

School Growth Plan 2026–2027

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

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.*
Small group literacy support from LSTs	Ongoing assessment (through SBT mid-year check-in) and teacher observations are being used to monitor progress, identify areas of need, and guide instructional next steps	Improvements in Dibels results over 3 terms; students in small-group literacy intervention progressing in their skills; teachers reporting greater engagement in ELA lessons
Classroom teachers providing purposeful fluency-building activities to help students read effortlessly.	Incorporate comprehension-building strategies into classroom instruction, with opportunities for students to practice and strengthen their understanding of texts.	Students demonstrate improved comprehension skills through classroom activities, discussions, and responses to texts, with teachers using student work and observations to inform ongoing instruction.
Provide students with opportunities to practice making sense of stretch text (i.e., challenging text) that will expose them to complex ideas and information.	Students are engaging with challenging texts and developing strategies to interpret complex ideas, build vocabulary, and deepen their understanding through guided reading and discussion.	Students regularly engage with challenging texts and demonstrate increased confidence in interpreting complex ideas, making connections, and supporting their understanding through discussion and written responses.

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):

Again, by reviewing the data in ED Plan Insight, along with our SBT notes, we will be able to identify trends/changes among our priority learner groups.

Numeracy Goal Statement

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

By June 2027, we will:

Strengthen instructional practices in numeracy to improve the competence and confidence of our learners. By doing so, we aim to make numeracy more visible, accessible and relevant for our learners, thus enhancing the student experience. Moreover, numeracy improvement will be reflected in student performance/proficiency in report card data and FSA results (for Grade 7 students).

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?

New Westminster Schools

School Growth Plan 2026–2027

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

Strengthen numeracy through explicit, hands-on, and differentiated instruction, with targeted support for students who need it. Use ongoing assessment to monitor progress and guide teaching. Educators will collaborate to review evidence, share strategies, and address barriers for priority learners, including ELL students and those with gaps in foundational skills.

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

Evidence of teachers trying new numeracy strategies (i.e. teachers sharing examples at/from staff meetings, Pro D Days, engagement in professional development opportunities, book clubs; Collab days) and regularly integrating student voice as part of the feedback process.

Evidence of teachers using foundational concepts in their practice. In numeracy, this may include number sense, number talks, adaptive reasoning, and procedural fluency (for example, as outlined during Collab Day presentation on the *Numeracy Rope*).
School-wide implementation of numeracy assessments (offering comparative data for students each year).

Use of common language regarding numeracy between staff and families in describing students' abilities (i.e. during IEP & SBT meetings, Three-Way conferences; Core Competency reflections).

Classroom instruction with numeracy lessons and activities through the Math Minds framework in conjunction with JUMP Math resources.

Data collection measuring students' progress and engagement in numeracy over time (i.e. FSA data, Student Learning Survey).

Feedback received from parents and students throughout the year (i.e. parent surveys, Three-Way Conferences, etc.)

Students demonstrating more engagement, competence and confidence in literacy and numeracy.

In numeracy, students will participate in Mathletics, classroom math clubs, Gauss math club, 'Problem of the Week'.

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Provide explicit, hands-on numeracy instruction using a variety of strategies and materials to build conceptual understanding.	Students are participating in practical math activities that help develop their understanding of numeracy concepts.	Students demonstrate increased understanding of numeracy concepts through problem-solving and real-world applications.
Provide targeted small-group support for students who need additional help with foundational numeracy skills, including ELL learners.	With our SBT mid-year check-in, we will identify students needing additional help are receiving focused support to address gaps in their mathematical understanding.	Students receiving additional support have shown progress in key foundational math skills.
Use ongoing assessment and collaborative planning to monitor student progress, share effective teaching strategies, and adjust	Teachers are reviewing student learning and identifying areas where further instruction or support is needed.	Student learning data has informed instructional decisions, with teachers sharing approaches to better support student growth.

instruction to meet learner needs.		

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):

Again, by reviewing the data in ED Plan Insight, along with our SBT notes, we will be able to identify trends/changes among our priority learner groups. Progress will be monitored for students below grade-level numeracy, English language learners (particularly those new to Canada), students with disabilities and diverse abilities, Indigenous learners, Children and Youth in Care, and students experiencing barriers to consistent attendance.

SYSTEM SUPPORTS AND RESOURCES

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

Prioritize literacy and numeracy focused professional learning, collaborative planning time, access to assessment data, and district facilitator support to strengthen instruction and targeted interventions.

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: Team Leader, SBT & Collab/Pro D meetings

Reflection and Adjustment

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

Through our ED Plan Insight platform, staff will be able to view assessments and track progress of student learning throughout the year. In doing so, classroom and resource teachers will be able to utilize our SBT process to pay greater attention to students needing greater/different supports (if prior efforts are not making an impact).

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.

To be update in June 2027.