New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Skwo:wech

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	K - 5	Students with Disabilities and/or Diverse Abilities (%)	12.8%
Enrollment	450	English Language Learners (%)	36%
Indigenous Learners (%)	3%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	Montessori
Children and Youth in Care (%)	0.2%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Consistent enrollment, community with predominantly middle-income households

Learner strengths

Evidence:
Skwo:wech Elementary students demonstrate a strong sense of belonging through regular attendance, engagement, and student voice. Family involvement is prevalent with events well attended by family members such as our monthly Family Reading and the annual Readathon. There is a very high turnout of Grade 5 students who participate in leaderships roles building school pride and community.

Areas for growth

Evidence:
We want to make sure all learners feel included, supported and able to reach their full potential. We will continue to focus on English Language Learners, students with diverse abilities, and Indigenous learners strengthening language development and school connections.

Rationale

Being able to read, write and work with numbers at grade level is imperative to helping students succeed in school and beyond. With the right resources and support, every student can access the curriculum and build the skills they need to thrive. Staff, including enrolling and non-enrolling, will work with the support of the district staff to use assessment data to guide teaching instructional practices to ensure our students grow in the core subjects of numeracy and literacy.

Data

Data Sources Used		What the data shows	Root Cause Analysis
☒ Classroom-based Assessments ☒ Report Card Data	☐ Student Voice ☒ Indigenous Student Data ☐ Equity Group Data	Report card data, early literacy screener results (Acadience and DIBELS), and FSA results indicate that some learners need	*Explore the underlying factors contributing to observed outcomes.* Foundational skills are lower in some

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☒ FSA/Provincial Data ☐ Graduation Data ☐ Attendance Data	☐ Other: Click or tap here to enter text.	support with explicit instruction on reading fluency.	cases and there is a wide range of English language needs.

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 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 an increased growth in students' reading fluency from the fall literacy baseline assessments.

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

Staff will examine literacy assessments (Acadience, DIBELS, School-Wide Writes) to identify any trends and areas of support on an ongoing basis. Tier 1 supports such as the use of UFLI, Sounds of Spelling, Heggerty and whole class explicit instruction will be implemented to foster and strengthen students' literacy growth. We will provide targeted Tier 2 and Tier 3 support through small-group instruction with LST and ELL to increase reading fluency, based on identified student needs and ongoing progress monitoring.

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

Of Student Evidence: Reading achievement data, reading fluency assessment data (such as Acadience and DIBELS), student work samples and report card achievement will reflect a growth in reading fluency

Of Adult Evidence: Self-reflection and observations of progress in the classrooms, instructional practice implementation, consistent use of Ed Plan Insight data entry

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.*
Use literacy screener assessments (Acadience, DIBELS) to track data and establish a baseline		
Monitor student growth through Ed Plan		

Insight to adjust instruction and target necessary supports		
Implement consistent literacy practices (UFLI, Heggerty, Sounds of Spelling, small group differentiated instruction) and structured reading strategies		

Priority Learners

Progress will be monitored by the School Based Team focusing on English Language Learners, students with diverse abilities, Indigenous learners and students performing below grade-level literacy expectations through targeted interventions and ongoing assessment.

Numeracy Goal Statement

By June 2027, we will:

Improve students' ability to explain mathematical reasoning verbally through hands-on exploration.

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

Staff will examine classroom math assessments to identify any trends and areas of support on an ongoing basis. Explicit instruction and hands-on learning will be implemented to strengthen students' mathematical reasoning. Staff will have opportunities to collaborate and share effective numeracy strategies. We will also re-create three math kits from the Julia Robinson Math Festival Kits to use at our school.

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

Of Student Evidence: Classroom math assessments, teacher observations, student work samples and report card achievement will reflect an improvement in mathematical reasoning.

Of Adult Evidence: Self-reflection and observations of progress in the classrooms, consistent instructional practice implementation, collaborative review of data and student learning.

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Use baseline numeracy assessments to target necessary supports in the fall		
Re-create three Math Kits to have at our school as hands-on exploration activities		
Use ongoing numeracy assessments to identify student progress and adjust instructional strategies and/or targeted interventions		

New Westminster Schools

School Growth Plan 2026–2027

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Priority Learners

Progress will be monitored by the School Based Team focusing on English Language Learners, students with diverse abilities, Indigenous learners and students performing below grade-level numeracy expectations through targeted interventions and ongoing assessment.

SYSTEM SUPPORTS AND RESOURCES

- Professional learning sessions with District Facilitators such as Josh Angiola (Numeracy), Jennifer Martins (literacy), Melissa Haffner (literacy), and Emily Larkman (literacy) to further develop instructional and analysis skills.
- Grade group collaboration on Collaboration Days to share and refine strategies for reading fluency and numeracy instruction.
- Reviewing the data in Ed Plan Insight in class reviews to identify Tier 2 and 3 students and then organize strategies to support those students with intensive learning groups.
- Having Emily Larkman, District Literacy Support, assist in data analysis and collaborate with teachers in one-to-one meetings on strategies for specific learning needs within the classroom.
- Purchase and create at least three math kits from the Julia Robinson Mathematics Festival kits.

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

☒ Staff Meetings
☒ School newsletters
☒ PAC meetings
☐ District reporting
☒ Student leadership forums
☐ Learning team meetings
☒ Other: Student Conferences

Reflection and Adjustment

Staff will engage in ongoing professional learning throughout the year (non-instructional days, collaboration afternoons, lunch and learns, staff meetings etc.) to review data, identify next steps and develop strategies to refine instructional practices and targeted supports.

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.

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