New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Lord Tweedsmuir

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades K-5	EFI and English dual track Click or tap here to enter text.	Students with Disabilities and/or Diverse Abilities	33 students
Enrollment	396	English Language Learners	93
Indigenous Learners (%)	5% Click or tap here to enter text.	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	EFI
Children and Youth in Care (%)	1%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	The school is located in New Westminster's West End and serves a diverse community of approximately 400 students. The school community includes students from a range of cultural, linguistic, and socioeconomic backgrounds. The school is committed to inclusive, student-centred learning and to ensuring that all students have meaningful access to learning opportunities

Learner strengths

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

Evidence:

Student strengths are evident through high levels of engagement in extracurricular opportunities, including lunchtime clubs, and strong academic performance as reflected in Foundation Skills Assessment (FSA) results. In literacy, 83% of students were on track based on last year's FSA results, while 73.7% were on track in numeracy. Attendance data further highlights student success, with 72% of students maintaining attendance rates of 90% or higher. Additionally, only 7% of students were absent for 20% or more of the school year.

Areas for growth

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

Evidence:

School data and classroom observations indicate a continued need to strengthen foundational literacy and numeracy skills across grade levels. In literacy, there is a need to strengthen students' confidence and independence as writers and readers and to ensure that students have explicit strategies they can apply independently. In numeracy, students would benefit from continued development of foundational number sense, mathematical reasoning, problem-solving, and confidence in applying mathematical concepts to real-world situations. Particular attention will be given to indigenous leaners, English Language learners, students performing below grade level, students with diverse abilities and students

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experiencing chronic absenteeism.

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 SGP responds to school-wide data, classroom observations, assessment results, student voice, and staff reflection. It focuses on strengthening consistent, evidence-informed literacy and numeracy instruction, recognizing that these foundational skills support success across all areas of learning. School –wide strategies, including Releasing Writers, UFLi, Words Their Way, Math Minds, Jump Math, and math routines will provide students with explicit opportunities to develop confidence, independence, number sense, reasoning, problem=-solving skills and literacy skills. Instruction will reflect Indigenous Ways of Knowing and the First Peoples Principles of Learning by connecting learning to relationships, community, place, and authentic contexts.

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: SWW, CTBS, SLS, Acadience, Dibels	*Highlight triangulation of data.* The available data indicate a need to continue strengthening literacy and numeracy outcomes across the school. In literacy, students require continued opportunities to develop confidence, independence, and effective strategies for writing and reading. In numeracy, students benefit from explicit instruction, structured routines, and opportunities to develop foundational number sense and apply mathematical concepts in meaningful contexts. The use of common school-wide assessments and screening tools will allow staff to establish baseline data, identify students requiring additional support, monitor progress, and determine the effectiveness of instructional strategies. Triangulation of classroom assessments, school-wide assessments, provincial data, student voice, attendance and other available data will provide a more complete picture of student achievement, engagement and learning needs.	*Explore the underlying factors contributing to observed outcomes.* Several factors may contribute to the observed outcomes, including differences in students' prior learning experiences, confidence, foundational skills, attendance, language developments, and access to consistent instructional strategies. A school-wide approach to literacy and numeracy will help reduce variability in instructional practices and ensure that students have access to explicit, evidence-informed strategies across classrooms and grade levels. Professional learning and collaboration will support educators in developing a shared understanding of effective literacy and numeracy instruction. Consistent assessment practices will also allow staff to identify learning gaps earlier and respond through targeted classroom, Tier 2 and Tier 3 interventions.

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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

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

By June students across all grade levels will demonstrate increased confidence and independence in literacy, particularly in writing, as evidenced though school-wide writing assessments, classroom-based assessments, screening data, student self-reflections, and teacher observations; we will: Strengthen school-wide literacy instruction by implementing consistent, evidence-informed approaches that provide students with explicit strategies for writing, reading, phonics, spelling, and word study.

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?

Teachers and support staff will all implement the Releasing Writers Program as well as UFLi and/or Words their Way. Educators will participate in Professional Development Learning sessions (Pro D, lunch and learns) throughout the year. Tier 2 and 3 interventions will include UFLi groups. Assessment results will be shared with School Based Team to create support groups. We will also provide school-wide opportunities such as School-Wide Writes and Read-a-Thon activities to build community, engagement, and confidence around literacy.

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*

***Ex. Of Adult Evidence**: classroom observations, collaborative inquiry evidence, instructional practice implementation, assessment practices intervention monitoring*

Student Evidence:

- *Improved results on SWWs*
- *Improved Acadience/Dibels results where applicable*
- *Increased student confidence and independence when writing*
- *Increased ability to independently apply reading and writing strategies*
- *Increased confidence and resilience as demonstrated in self-assessments and reflections*
- *Greater engagement and willingness to participate in literacy activities*
- *Increased ability to communicate ideas clearly and creatively*

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Adult Evidence:

- *Consistent implementation of Releasing Writers across classrooms*
- *Increased use of UFLi and/or Words their Way*
- *Teachers participate in professional learning and collaborative conversations about literacy instruction*
- *Teachers use assessment data to identify student strengths and areas for growth*
- *SBT uses assessment information to identify students requiring additional intervention*

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.*
Releasing Writers Program	School Wide Write results – analyze baseline and mid-year samples to identify trends and areas requiring additional instruction.	School Wide Write Results and student work demonstrate progress in writing confidence, independence, and application of strategies. Compare beginning, middle and end of year samples to measure growth.
UFLI	Acadience, Dibels results to identify students requiring targeted support.	Acadience, Dibels results – analyze to determine progress and next steps.
Words Their Way	Acadience, Dibels results – adjust groupings or instruction as needed.	Acadience, Dibels results – review to determine growth.

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):

Indigenous students, below grade-level literacy students, ELL students, students with chronic absenteeism

Numeracy Goal Statement

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

By June students across all grade levels will demonstrate increased competency and confidence in computation and fluency, as evidenced though classroom-based assessments, school-wide data, student self-reflections and teacher observations., we will:
strengthen school-wide numeracy instruction though consistent use of evidence-informed approaches, including Math Minds, Jump Math, Math Routines, and other structured numeracy strategies, with a focus on foundational number sense problem-solving, mathematical reasoning and student confidence.

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?

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- *Continue implementation of Jump Math and Math Minds strategies across all grade levels (including new teachers/classes)*
- *Use explicit Jump Math instruction to support students in developing number sense*
- *Provide opportunities for students to apply mathematical learning to authentic and real-world situations*
- *Use assessment data to identify student strengths and areas of growth*
- *Develop targeted supports for students requiring additional assistance in numeracy*
- *Collaborate through staff meetings, collaboration days, professional learning, and lunch and learns to build consistency in numeracy instruction*
- *Create and maintain a shared resource bank of effective and engaging numeracy activities and games*
- *Provide school-wide numeracy opportunities, including Numeracy Evening after conferences, to build engagement and community around mathematics*

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*
Student Evidence:

- *Improved results on numeracy assessments*
- *Increased student confidence when approaching mathematical tasks and problems*
- *Greater persistence and resilience when solving mathematical problems*
- *Students will demonstrate creativity, critical and flexible thinking in numeracy*
- *Self-assessments and reflections will show increased confidence and feelings of success*

Adult Evidence:

- *Consistent implementation of Jump Math, Math Minds and Math Routines*
- *Increased use of explicit instruction*
- *Teachers use assessment data to identify students requiring additional support*
- *Staff collaboratively review student work and assessment data to adjust instruction*

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Jump Math/Math Minds	Review teacher observations and assessment data to identify progress, areas requiring additional support, and students requiring additional intervention	Compare baseline and summative assessment results to determine growth and identify next steps
Math Routines	Review student fluency, participation, confidence, and ability to explain mathematical thinking.	Review data and student work to determine impact on understanding and confidence, fluency, reasoning and independent strategy use.

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Numeracy Night	Review participation as well as student and parent feedback to determine engagement and areas of interest.	Use student voice and observations to inform future school-wide numeracy opportunities.

Priority Learners

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Indigenous students, students performing below grade-level, ELL students, students with chronic absenteeism

SYSTEM SUPPORTS AND RESOURCES

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

Implementation will be supported through Professional learning, collab days, staff meetings, school-based assessments and screening data, SBT will collaborate to identify students requiring targeted support, shared school-wide literacy and numeracy activity kit, access to LST support groups, use of indigenous-authored and culturally responsive texts and resources.

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: SBT meetings, student conferences, numeracy evening

Reflection and Adjustment

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

Data and evidence will be reviewed throughout the year to determine whether strategies and activities are having the intended impact. Staff will work collaboratively to identify trends and areas requiring adjustment. Tier 2 and 3 interventions will be reviewed for effectiveness and adjustments of student groupings. Mid-year review will be used to determine whether instructional strategies, intervention groups, professional learning, or assessment practices need to be modified. SBT will use assessment information to identify students requiring additional support. At year-end, staff will review summative assessment data and other evidence of impact to determine progress toward literacy and numeracy goals. Findings will inform the following year's SGP and help identify practices that should be adopted, adjusted or abandoned.

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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