New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Herbert Spencer

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	K-5	Students with Disabilities and/or Diverse Abilities (%)	10%
Enrollment	548	English Language Learners (%)	9%
Indigenous Learners (%)	3%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	Early French Immersion
Children and Youth in Care (%)	1%	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Herbert Spencer is a mature community. Enrolment in the English stream has declined in recent years and now stabilized. Available facility space provided the opportunity to consolidate EFI programs with neighbouring Qayqayt to relieve enrolment pressures there and maximize the efficiency and delivery of our Early French Immersion Program.

Learner strengths

Our students demonstrate high levels of engagement, curiosity, and enthusiasm for learning. We pride ourselves on creating opportunities for student voice, leadership, extracurricular participation, and meaningful connections beyond the classroom. As a bilingual school, our students also benefit from the rich linguistic and cultural diversity created through our English and Early French Immersion programs. Students bring a wide range of experiences, perspectives, and strengths to our school community, providing a strong foundation for collaboration, belonging, and learning.

Areas for growth

A key area of growth this year is strengthening our sense of belonging as one school community. Following the integration of approximately 100 Early French Immersion students from Qayqayt Elementary School, we have an opportunity to intentionally bring together our English and French populations as one cohesive learning community. We want every student to feel seen, welcomed, connected, and confident that this is their school and that they are an important part of our broader school community.

Academically, we will continue to strengthen our literacy practices through the implementation of our new literacy screening program and the use of targeted instructional interventions. Screening data will help us identify students requiring additional support and ensure that interventions are timely, responsive and

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aligned with individual learning needs.

We will also continue to refine our Inclusive Education delivery model. A particular focus will be on strengthening collaboration between classroom teachers and resource staff, with resource staff increasingly working alongside teachers within classroom settings. This approach will support student access and participation while also building classroom teachers' capacity to meet a broader range of diverse learning needs.

Rationale

Our plan is grounded in the belief that belonging, engagement, and academic growth are interconnected. As our school community continues to evolve, we want to intentionally build relationships and structures that bring our English and French populations together and ensure that all students see themselves as valued members of one school community. Our existing strengths in student voice, extracurricular opportunities, leadership, and engagement provide a strong foundation for this work.

At the same time, we recognize the importance of using evidence to identify and respond to students' learning needs. The continued implementation of our literacy screening and intervention practices will allow us to identify areas of need earlier and provide more targeted instruction and support as coordinated team (Classroom Teachers and LST and ELL). Strengthening our inclusive education model will further support this goal by bringing specialized expertise into classrooms and fostering greater collaboration between resource staff and classroom teachers.

Together, these priorities reflect our commitment to developing a school where every student feels a strong sense of belonging, is actively engaged in their learning, and receives the support they need to thrive.

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: Early Literacy Screening Data and classroom-based writing samples.	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 targeted interventions with explicit phonics instruction, reading fluency and comprehension, and in writing (idea development, written output, and structure and mechanics).	Factors contributing to observed outcomes include opportunities to strengthen the proactive role of the SBT in supporting instructional interventions within classrooms and establish a formal LST calendar to support coordinated planning and intervention.

GOALS

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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

Support improved literacy outcomes for all students by developing a shared, informed approach to literacy instruction and intervention grounded in evidence-based best practices and responsive to student needs.

By June 2027, students will demonstrate measurable growth in literacy from their September 2026 baseline, with particular attention to students receiving targeted intervention. Educators will strengthen their use of evidence-informed assessment, instruction, and intervention practices, using collaborative analysis and ongoing progress monitoring to respond to student needs.

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

Instruction will be strengthened across Tiers 1–3 through a consistent, evidence-informed approach to literacy instruction and targeted intervention. School-Wide Writes, common anchoring and marking, and ongoing formative and summative assessment will be used to identify student strengths and areas for growth and to inform instructional decisions. Guided grade-group conversations will provide opportunities for educators to collaboratively examine data, share expertise, and determine responsive use of LST resources. Targeted push-in and/or pull-out intervention will begin as early as possible, with ongoing progress monitoring used to adjust intervention as needed. Lexia licenses will be allocated flexibly to students requiring additional or intensive support. Ongoing reflection, professional learning, and refinement of intervention practices will ensure that instruction remains responsive to student needs and reduces barriers for priority learners.

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

Progress will be demonstrated through both quantitative and qualitative indicators for students and educators. Student indicators will include growth in School-Wide Write results, literacy assessment and progress-monitoring data, and the percentage of targeted students demonstrating expected growth toward identified literacy goals. Qualitative evidence will include analysis of student work, observations of student engagement and independence, and student voice regarding confidence and engagement in literacy. Adult indicators will include the frequency and consistency of collaborative data conversations, common assessment practices, and documented adjustments to intervention. Qualitative evidence will include educator reflections, observations, and evidence of increased confidence and shared understanding of evidence-informed literacy practices.

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Monitoring Cycle		
Strategy	**Mid-Year Evidence**	**Year-End Evidence**
Fall Class Reviews School Based Team Review meetings School Wide Writes – K-5	School Based Team Intervention Meetings School Wide Writes – K-5 Literacy screeners, Grades K - 3	School Based Team Intervention Meetings Class Placement Meetings School Wide Writes – K-5 Literacy screeners, Grades K - 3 School Wide Writes – K-5
Literacy screeners, Grades K - 3	Literacy screeners, Grades K - 3	
Targeted, informed, small group interventions (push in and pull out)	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 students with complex learning needs, Emerging Learners in Literacy and Numeracy, English Language Learners Indigenous learners through targeted interventions, regular goal reviews, and ongoing assessment and attendance monitoring. Targeted Intervention strategies will be reviewed and refined continuously throughout the year.

Numeracy Goal Statement

Support improved numeracy outcomes for all students by developing a shared, informed approach to mathematics instruction and intervention grounded in evidence-informed best practices and responsive to student needs.
By June 2027, participating classrooms will demonstrate improved student numeracy outcomes, with the majority of students showing measurable growth between baseline and end-of-year screening. Through professional learning and coaching with the District Numeracy Facilitator, educators will strengthen their use of evidence-informed numeracy practices and implement Jump Math to support responsive instruction and intervention.

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

Educators will engage in ongoing professional learning with the District Numeracy Facilitator to strengthen evidence-informed numeracy instruction. Interested grade groups/cohorts will pilot numeracy screening to establish baseline data and identify specific skill needs. Screening results will be used to design responsive instruction and intervention focused on skill mastery, with regular progress monitoring informing adjustments to support. Jump Math will be implemented across as many classrooms as possible to strengthen Tier 1 instruction, while participating educators will collaboratively examine data, reflect on practice, and share

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effective approaches. Additional opportunities, such as a potential Finance Club, will be explored to increase authentic engagement with numeracy. These actions will support early identification of learning needs and reduce barriers for students requiring additional or targeted support.

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

Progress will be demonstrated through both quantitative and qualitative student and adult evidence. Student evidence will include baseline and follow-up numeracy screening data, progress-monitoring data, and evidence of mastery of identified skills for students receiving targeted intervention. Qualitative evidence will include analysis of student work, classroom observations, and student voice related to mathematical understanding, confidence, and engagement. Adult evidence will include participation in ongoing professional learning with the District Numeracy Facilitator, implementation of Jump Math, and evidence of collaborative analysis of screening and progress-monitoring data.

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Implementing Jump Math in participating classes	School Based Team Meetings	School Based Team Meetings Class Placement Process
Use of numeracy screeners to identify areas of student understanding that require support	Progress Reports Foundation Skills Assessment Data (Gr 4)	Progress Reports
Responsive, targeted Tier 2 support (push in model)	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 students with complex learning needs, Emerging and Developing Learners in Literacy and Numeracy, English Language Learners, and Indigenous learners through targeted interventions, regular goal reviews, and ongoing assessment and attendance monitoring.

SYSTEM SUPPORTS AND RESOURCES

Key resources will include professional learning and coaching support, including ongoing collaboration with the District Literacy Facilitator and District Numeracy Facilitator, as well as continued professional learning in evidence-informed literacy and numeracy instruction and intervention. Assessment and data-analysis resources will be prioritized to support consistent screening, progress monitoring, collaborative data analysis, and identification of student needs. Instructional and intervention resources, including Jump Math, Lexia, and targeted literacy and numeracy materials, will be allocated strategically based on student need and evidence of impact. Time and structures for collaborative inquiry and grade-group data conversations will also be prioritized, enabling educators to collectively analyze evidence, adjust practice, monitor impact, and refine approaches throughout the year.

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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: Early Dismissal Conferences with families, Lunch and Learns, Collaboration Days

Reflection and Adjustment

A continuous *collect* → *analyze* → *adjust* → *monitor* → *refine* cycle will guide the implementation of both the literacy and numeracy goals. Assessment and other evidence will be collected regularly to establish baseline understanding, identify strengths and areas of need, and monitor student progress. Educators will collaboratively analyze this evidence, alongside student work, observations, student voice, and professional reflection, to determine what is working and where adjustments are needed. Instruction, intervention, and the allocation of resources will then be adjusted in response to the evidence, with progress monitored to determine the impact of these changes. This ongoing cycle will allow the school to refine practices, respond to emerging needs, and ensure that our actions remain responsive to students and focused on improving outcomes for all learners, with particular attention to priority learners.

YEAR-END SUMMARY OF KEY OUTCOMES

Updates to Come

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