New Westminster Schools

School Growth Plan 2026-2027

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

SCHOOL NAME: Qayqayt

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	K-5	Students with Disabilities and/or Diverse Abilities (%)	10%
Enrollment	640	English Language Learners (%)	35%
Indigenous Learners (%)	2%	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.)	Enrollment has lowered since EFI was shifted to Ecole Herbert Spencer. 35% of our student population receives ELL services. This does not include Kindergarten students who may speak another language at home. Our school community continues to be extremely diverse in languages, cultures, socio-economic backgrounds, etc.
Learner strengths			
Our staff are committed to fostering a love of reading, writing, and mathematics in every student, and to ensuring each learner can show what they know in the way that works best for them. This could be through technology, communication devices, visual supports, varied writing tools, graphic organizers, multi-modal instruction, or repeated practice. Increased grade-level collaboration over the past few years (combined classes for literacy and math groups, co-operative games, buddy classes, and weekly exercise activities) has strengthened connections across grades and contributed to a strong, inclusive sense of school community.			
Areas for growth			

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Literacy: School-wide assessments (Acadiance, DIBELS, School Wide Writes) continue to deepen our understanding of students' literacy development over time. Educators collaborate regularly to analyze stuent work and plan next steps, with a continued focus on building meaningful literacy skills for every student, including those still progressing toward grade-level curriculum expectations, through grade-groupings and targeted, skill-specific support.

Numeracy: We have seen an increased use of district numeracy supports and requests for access to the District Numeracy Facilitator. We have also seen the use of consistent math routines that solidify foundational skills through the Math Minds Framework and Jump Math resources. With new staff members joining us this year, we are focused on sustaining this momentum to ensure consistent, well-supported numeracy instruction across all classrooms

Rationale

Literacy remains a key priority to our school community as we work toward equitable outcomes for all learners. With 35% of our students identified as English Language Learners and 10% having designated support needs, our planning must reflect a wide range of strengths, experiences and learning needs. Students' individual circumstances also shape their access to learning. We are committed to creating an inclusive learning environment that removes barriers, provides responsive support and enables every student to grow as a reader, writer and mathematician.

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.	Literacy screeners highlight specific skills to strengthen at each grade level, while School Wide Write data shows writing trends and skill progression across grades. The consistent implementation of the Math Minds Framework and Jump Math resources reflects growing instructional coherence in numeracy.	The broader use of literacy screeners and diagnostic assessments allows students needing extra support to be identified and supported within a structured, responsive format, with increased intervention and progress monitoring sustaining growth throughout the year. Providing all teachers with grade-specific materials, slide decks, math manipulatives and classroom resources has reduced barriers to implementing Math Minds, building common routines, procedures and vocabulary across the grades.

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	Promote educational and school experiences that reflect and respect the diversity within our community.	Learning involves patience and time.

Literacy Goal Statement
By June 2027, we will: engage all classroom and support staff to use literacy assessment data to provide responsive, multi-modal literacy instruction that reflects and respects the diversity of our learners, ensuring every student has an equitable opportunity to grow as a reader and writer.

Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)
Grade level and school-wide collaboration allows for targeted, small-group instruction for those students who require additional support. Students continue to have multiple ways to demonstrate their learning, such as verbally, through pictures, writing, or communication devices. Encouraging and accepting multiple modes of learning reduces barriers for all students. Co-operative games, buddy activities, school assemblies and shared exercise activities build connection alongside this academic learning.

Monitoring and evidence of impact - What does success look like?
Examples of Student Evidence: Literacy screeners, Foundational Skills Assessment data, MDI, Student Voice, School-Wide Writes, ELL Assessments **Examples of Adult Evidence**: Co-creation of collaborative documents, increased instruction of targeted skills based on assessment results, increased collaboration and team teaching, SBT review and check-in meetings.

Monitoring Cycle		
Strategy	**Mid-Year Evidence**	**Year-End Evidence**
Class Reviews. Literacy support will be one main area of focus	School-based team mid- year check-in meetings	School- based team year- end check- in meetings Class placement process
Fall Literacy Assessments. Universal screening will allow for targeted interventions Fall School-Wide Write	Winter literacy assessments. Review of targeted intervention groups.	Spring literacy assessments Spring ELL assessments Review of targeted intervention groups Spring School- Wide Write
Progress Monitoring. Continued progress monitoring will allow for support to remain responsive to student need.	Progress monitoring	Progress monitoring

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Priority Learners
All students will receive literacy instruction at their current instructional level, with many progressively and strategically building the skills needed to access the curriculum. Students who are identified as requiring more support because of the screeners will receive targeted instruction and their progress will be monitored.
Numeracy Goal Statement
By June 2027, we will: strengthen numeracy achievement through continued, consistent implementation of the Math Minds Framework and Jump Math resources to support all learners with increased foundational skills and vocabulary development
Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)
Grade level collaboration among classroom teachers and support staff enables targeted instruction. Students continue to have multiple ways to demonstrate their numeracy learning (verbally, through pictures, written, or communication devices), reducing barriers for priority learners. Co-operative games, buddy activities, assemblies and shared exercise activities build connections alongside academic learning.
Monitoring and evidence of impact - What does success look like?
Examples of Student Evidence: Student Voice, Foundational Skills Assessment, Report Card information **Examples of Adult Evidence**: Co-creation of collaborative documents, increased instruction of targeted skills based on assessment results, increased collaboration and team teaching, SBT review and check-in meetings.
Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Class reviews. Numeracy will be an area of focus	School-based team mid- year check-in meetings	School- based team year- end check- in meetings Class placement process
Report Card data	Report Card Data Foundational Skills Assessment Data (Gr.4)	Report Card Data
Kindergarten and Grade 1 Early Numeracy Assessments	Early Numeracy Assessments	Early Numeracy Assessments

Priority Learners
Every student receives instruction at their current level, with many progressively and strategically building the skills needed to access grade-level

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curriculum. This includes our ELL students (35%+ of our student population, with progressing language skills) and students with diverse abilities (10%+ of our student population).

SYSTEM SUPPORTS AND RESOURCES

Continued access to district facilitators and professional development. School assemblies to strengthen connections and involvement and to celebrate student success and learning. Grade specific activities such as co-teaching, platooning, and special events related to literacy and numeracy.

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: Click or tap here to enter text.

Reflection and Adjustment

As screeners are implemented, results will be analyzed and used to drive instruction and support. Diagnostic assessments will be conducted for students who are at-risk. Targeted instruction will be provided as a result of these assessments. Grade-specific or whole staff professional learning and collaboration activities are planned to support activities (eg. School Wide Writes) at various times of the year.

YEAR-END SUMMARY OF KEY OUTCOMES

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