New Westminster Schools

School Growth Plan 2026–2027

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

SCHOOL NAME: Pearson ALC

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	10-12	Students with Disabilities and/or Diverse Abilities (%)	Not applicable (present but not fundable)
Enrollment	820 (102 FTE) currently	English Language Learners (%)	95% + (though not specifically funded)
Indigenous Learners (%)	0.5% (4/820)	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	None
Children and Youth in Care (%)	Not applicable	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	Enrolment seems steady at 800-900 per semester

Learner strengths

Evidence:
High student engagement as shown by rising enrolment and large percentage of returning students each semester

Areas for growth

Evidence:
Coordination of placement and promotion of students in the Literacy Foundations system remains a challenge

Rationale

Students typically wish to advance as quickly as possible and may ask to be promoted past their current assessed level. On the other hand a minority, for a variety of reasons, make strong requests to remain at their current level to build their skills despite having passed their current level once or more than once. Clear consistent standards across a large number of staff members, all of whom are part-time and half of whom are temporary, are needed if we are to properly assess these requests.

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: Student requests for reassessment of level	*Highlight triangulation of data.* We are still in the data collection stage in terms of statistics	*Explore the underlying factors contributing to observed outcomes.* Click or tap here to enter text.

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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	Foster a sense of belonging for students and staff, ensuring every school is a safe, inclusive, and welcoming space.	Learning is embedded in memory, history, and story.
Literacy Goal Statement		
By June 2027, we will: More fully align staff methods and practices regarding English Literacy assessments and thereby allow better placement or advancement of students.		
Strategies and Adult Actions (Instructional, Assessment, Collaborative and Equity & Inclusion)		
Teachers will examine our current common standards document and re-develop a common set of standards and benchmarks based on the curriculum and explore common methods of assessment.		
Monitoring and evidence of impact - What does success look like?		

Monitoring Cycle		
Strategy	**Mid-Year Evidence**	**Year-End Evidence**
Staff share methods and curriculum	Rate at which students who request a level change or request to skip or repeat levels are assessed and if needed accommodated.	To be determined
School has procedure for re-evaluating students. Current methods may be re-evaluated	Staff, including new staff have a common understanding of current process.	Possible revised process
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

SYSTEM SUPPORTS AND RESOURCES
Extra sessions for temporary staff at end of term to meet with permanent staff. Time for staff to meet with CE staff in other districts.
REFLECTION, ADJUSTMENT, AND COMMUNICATION

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Communication	
☒ 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	
This will be a topic for discussion at all staff meetings and collaboration days.	
YEAR-END SUMMARY OF KEY OUTCOMES	
Revised process for evaluating student placement as needed, plus a revised reference sheet for staff to use in determining levels.	