New Westminster Schools

School Growth Plan 2026-2027

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

SCHOOL NAME: POWER

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	10-12	Students with Disabilities and/or Diverse Abilities (%)	All students have access to supports as needed
Enrollment	50 to 60	English Language Learners (%)	NA
Indigenous Learners (%)	between 15 to 20%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	Alternate
Children and Youth in Care (%)	NA	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	District storefront alternate secondary school, downtown location.

Learner strengths

Learners are resilient and seek to develop connections with others. In a small school, learners often make connections with others who have differing backgrounds / interests as well as with many of the school staff. In the latest YDI report (an online, self-reported survey of BC students), when compared to the provincial average, a larger percentage of POWER students reported that they feel supported at school, have opportunities for skills development, and have a voice in their education.

Areas for growth

Education requires risk taking and vulnerability. This requires relationship building and safety. Students who strive for perfection often avoid risk taking for fear of failure, other students with anxiety avoid triggers which may be viewed as risky. This often prevents learning, personal growth as well as accurate assessment of a student's understanding.

Rationale

- Alternate schools support students who may not see themselves as learners; past experiences may prevent them from fully engaging in education now
- Struggling students lack engagement until positive relationships have developed
- POWER staff have observed academically capable students "shut down" in learning activities and assessments

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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.	Last year we noted that test and provincial grad assessment results often didn't reflect the students' ability as observed and expected by teachers.	• Risk aversion • Perceived lack of safety • Perceived weight or value of the provincial graduation assessments • Length of assessment tasks

GOALS

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 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:
increase student participation in learning activities and assessments that students perceive as "risky", as learning requires risk taking and vulnerability.

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

- To continue to focus on relationship building; Students and staff participate in non-academic activities that foster positive relationship building
- Normalize our offering of various supports, adaptations and assessment strategies
- Explicitly teach about barriers such as anxiety and perfectionism as well as appropriate coping techniques
- Plan and provide practice sessions/ workshops/ activities before graduation literacy assessments (GLAs)
- Incorporate GLA sample activities into English classes at all grade levels
- Target small groups / individuals for GLA practice activities

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

- Increased and more regular attendance in classes and activities
- Increased participation/ engagement in classes / courses and school activities
- Increased acceptance and use of adaptations, supports and a variety of assessment strategies
- Increased participation and completion in graduation numeracy assessments for students in grades 10 to 12
- Teacher recognition of class assessments and GLA results that more accurately reflect student ability

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Monitoring Cycle		
Strategy	**Mid-Year Evidence**	**Year-End Evidence**
Relationship building	Student feedback, staff observations, parent feedback via conferences / PIN meetings	Student surveys, participation rates in social activities, YDI results / Student Learning Survey
Supporting students with anxiety / perfectionism with coping strategies	Teacher and counsellor observations and reports	Staff observations and student feedback
GLA practice sessions	GLA participation rate, GLA result comparison to other assessments	GLA participation data and scores

Priority Learners

Progress will be monitored and reviewed for all POWER learners as learners enrolled in a district alternate tier three program.

Numeracy Goal Statement

By June 2027, we will:
increase student participation in learning activities and the graduation numeracy assessment that they perceive as "risky" as learning requires taking risk and vulnerability.

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

- To continue to focus on relationship building, students and staff will participate in various non-academic activities that foster positive relationships
- Normalize our offering of various supports, adaptations and assessment strategies
- Explicitly teach about barriers such as anxiety and perfectionism as well as possible coping techniques
- Discuss and compare arithmetic, mathematics and numeracy (using examples and samples)
- Plan and provide practice sessions/ workshops/ activities before numeracy assessment sessions
- Use GNA sample activities in math classes / courses at all levels
- Target small groups & individuals for GNA practice activities

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

- Increased and more regular attendance in school, in classes, in assessment sessions
- Increased participation/ engagement in classes and courses
- Increased acceptance and use of supports, adaptations and a variety of assessment strategies
- Increased participation and completion in graduation numeracy assessments for students in grades 10 to 12
- Teacher recognition of class assessments and GNA results that reflect student ability

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Monitoring Cycle		
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Relationship building	Student surveys, participation rates in social activities, YDI results	Student surveys, participation rates in social activities, YDI results / Student Learning Survey
Supporting students with anxiety / perfectionism with coping strategies	Teacher and counsellor observations and reports, student input	Staff observations and student feedback
GNA practice sessions	GNA participation rate, GNA result comparison to class/course assessments	GNA participation data and scores

Priority Learners

Progress will be monitored and reviewed for all POWER learners as learners enrolled in a district alternate tier three program.

SYSTEM SUPPORTS AND RESOURCES

Professional development on the use of Ed Plan Insight, discussions on the difference between street data and satellite data collection and review

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

☒ Staff Meetings
☐ School newsletters
☒ PAC meetings
☒ District reporting
☐ Student leadership forums
☒ Learning team meetings
☒ Other:3 way confrerences with families, staff working groups

Reflection and Adjustment

Staff will discuss the practice and evidence collected at the end of each of the three terms to see if we need to adjust or continue.

YEAR-END SUMMARY OF KEY OUTCOMES

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