New Westminster Schools

School Growth Plan 2026-2027

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

SCHOOL NAME: RCAP

SCHOOL CONTEXT AND RATIONALE			
School profile			
Information	**Details**	**Information**	**Details**
Grades	8 & 9	Students with Disabilities and/or Diverse Abilities (%)	All students have access to supports as needed.
Enrollment	up to 24	English Language Learners (%)	NA
Indigenous Learners (%)	between 15 to 20%	Specialized Programs (EFI, LFT, Montessori, IB, etc.…)	Alternative
Children and Youth in Care (%)	NA	Community Context (ex. trends in enrollment, socioeconomic and community characteristics, cultural and linguistic diversity, etc.)	District storefront alternative school, located downtown

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. Student surveys report that students in RCAP feel supported and heard. Staff note a positive correlation between the development of relationships and attendance / engagement at school.

Areas for growth

Education requires risk taking and vulnerability. This requires relationship building and the creation of a safe space. Students who strive for perfection often avoid risk taking for fear of failure; students with anxiety avoid triggers which are viewed as risky. This often prevents learning, growth and development as well as accurate assessment of a student's understanding.

Rationale

- Alternative schools support students who may not see themselves as learners; past experiences may prevent students from fully engaging in their education now
- Staff have observed students "shut down" in learning activities and assessments
- Struggling students often lack engagement until positive relationships and a feeling of safety have developed

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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: observations, anecdotal reports	Staff often note that engagement in class activities and learning increases with the development of positive relationships (peer and staff relationships) while avoidance and anti-social behaviours decrease.	• Hierarchy of needs Basic>Safety>Belonging>Respect> Personal Growth • Risk aversion decreases with an increased sense of emotional safety • Intentional positive attention reduces the need for attention seeking behaviours

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 our students' sense of belonging and community at school to promote an increase in student engagement and participation in learning activities.

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

- Continue to focus on relationship building (peer to peer, student & staff)
- Provide various non-academic activities for students and staff that foster positive relationship building (food prep, shared meals, crafts, outings, etc)
- Normalize our offering of various adaptations, learning and assessment strategies
- Explicitly teach about various barriers such as anxiety and perfectionism as well as possible coping strategies
- Plan and provide "low risk" practice sessions/ workshops/ activities before perceived "high risk" activities

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

- Increased and more regular attendance at school
- Increased participation/ engagement in activities, classes and courses
- Increased acceptance and use of various instructional strategies / adaptations to support learners as well as engagement in a variety of assessment strategies
- Increased participation and completion of learning activities and assessments
- Assessment results that reflect student ability

Monitoring Cycle

Strategy	Mid-Year Evidence	Year-End Evidence
Relationship building activities	Participation rates in activities, student & parent surveys, attendance reports	Student surveys, participation rates in social activities, student learning survey
Encourage use of various instructional strategies and adaptations to support learners	School based team discussions, student & parent feedback	Staff observations and student feedback
Explore various assessment practices	School based team discussions, ProD committee reporting	Staff feedback, parent feedback from conferences

Priority Learners

Progress will be monitored and reviewed for all RCAP learners as learners in a district alternative program.

Numeracy Goal Statement

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SYSTEM SUPPORTS AND RESOURCES

Collaboration time for program staff, ProD support to expand our assessment strategies, mentoring of new staff

REFLECTION, ADJUSTMENT, AND COMMUNICATION

Communication

☒ Staff Meetings
☐ School newsletters
☒ PAC meetings
☒ District reporting
☐ Student leadership forums
☒ Learning team meetings
☒ Other: Student led conferences with parents, staff working groups

Reflection and Adjustment

Staff will discuss our practices and the 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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