



School: Riverside Centre Continuing Education and Connected Learning Community

Principal: Tricia McCuaig

Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Secondary Innovation - Learning and Assessment

Focus on continuous improvement in instruction and assessment. The updated reporting policy creates a new, expanded flexibility around curriculum and core competencies. Consider best practices that emerge due to the shifts necessitated by the pandemic and the recently updated DRAFT K-12 Student Reporting Policy.

B. Rationale

As a staff, we see the need and value in maximizing flexibility when supporting students to successfully meet personal learning goals.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Review and reflect on the ministry's K to 12 student reporting policy draft (published September 2021)
- Ensure we are included in district assessment committee (10-12)
- Consider effective strategies (current and new) to engage reluctant learners
- Establish and communicate a district procedure with regards to student withdrawals (as per 1701 workshop)
- Transition online classes from e-class to moodle - in progress - and work with IT to ensure timely accessibility for all students
- Schedule district secondary helping teacher (Alison Wall) facilitated Pro-D at staff meetings

D. Evidence / Data (How will you measure success?)

- Invite district helping teacher in to discuss proficiency scale, student self assessment, learning updates, summary of learning, descriptive feedback within the Continuing Education context
- Ensure the CLC promotes various forms of communication to allow for students, teachers, clerical, and admin staff to connect
- Ensure we are documenting our communication process for at risk students.
- Apply assessment approaches as relevant to our context - eg: self-assessment, goal setting (such as advisors support with grad plans, pace of course with online learning, moving towards proficiency scales)
- Positive change in overall completion rates for students in CLC courses

Principal:

Superintendent:

Board Chairperson:

Date:

SCHOOL GROWTH PLAN SUMMARY FOR 2021/22



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Social and Emotional Learning: Culture and Climate

Promote an inclusive, connected and supportive learning environment for students and staff. This is important within the school community so that everyone feels a sense of belonging and purpose. We also want to take steps to increase the profile, recognition, and value of the programs offered at Riverside Centre in the greater community.

B. Rationale

Continuing Education and the Connected Learning Community celebrate the diversity of our student population within our school community. Our learners enroll from within and outside School District 42, and creating meaningful connections and collaboration with secondary school staff is important. The pandemic has fueled a disconnect, and we have seen a significant shift from a preference for in-person learning to online learning. Continuing Education and Connected Learning Community are interconnected and distinct.

C. Action Plan (List specific actions, school level and district level resources or structures used)

- Access resources for teachers and staff — professional literature and development opportunities
- Ensure the school environment is welcoming — front entrance and hallways — design physical space that supports community and community use of the building
- Ensure staff and students have access to supports if required including mental health
- Celebrate student successes
- Promote options for Continuing Education and Connected Learning Community classes
- Meet regularly with individuals and groups working together in the building, and with stakeholders, including prison staff
- Monitor student enrollment trends in CE/CLC courses and consider implications on culture, climate, and staffing

D. Evidence / Data (How will you measure success?)

- Interviews with students shared across the district and on social media
- Regular communication with school administrators, counselors, and support teachers
- Entrance and bulletin boards around school warm, inclusive, welcoming
- Website and social media channels updated and active
- Identify students on IEP's and collaborate with school-based support teachers where possible
- Identify adult students who would benefit from learning adaptations and support them to be successful
- Return to an in-person graduation celebration that aligns with H/S protocol

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