



School: Pitt Meadows Seondary School

Principal: Colin Sharpe

Director/Assistant Superintendent: Ken Cober

A. Goal (One goal per page)

Goal 1: Social Emotional Learning (SEL):
 As we enter our third academic year impacted by a global pandemic, the need to focus on SEL is essential. Building positive connections and healthy relationships are critical to staff and students developing a sense of belonging and helping individuals reach their full potential as learners.

B. Rationale

Research has shown that “SEL is helpful to both children and adults, increasing self-awareness, academic achievement, and positive behaviours both in and out of the classroom.” While our current structures and context are dramatically different due to pandemic related measures, our objective is for staff and students to develop and feel a sense of community. Even though times and circumstances may be stressful and uncertain, our hope as a school community, is that we can provide staff and students with the connection and the supports to navigate our current context.

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

- Community building: Collaboration between departments, cross-curricular projects/activities.
- Link Crew: Senior students connecting with Grade 8 students and facilitating team building activities
- Warmly greeting students daily at grade doors and classroom doors
- Focus on improving common spaces to be more welcoming and inclusive
- Engaging in “Wellness Wednesday”, thereby providing staff & students with concrete strategies
- Extra-curricular opportunities and a return to sport
- Book Club: “Teachers These Days: Stories and Strategies for Reconnection”
- District SEL Framework (opportunities for staff to connect and share resources and ideas)

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

- Student Learning Survey data
- Student feedback and reflections
- Rates staff participation in learning groups such as Secondary Inquiry Project, Collaborative Network, school teams
- Increased student participation in extra-curricular activities and clubs
- YDI data
- Positive attendance rates
- Observational analysis

Principal:

Superintendent:

Board Chairperson:

Date:



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A. Goal (One goal per page)

Goal 2: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning and achievement.

B. Rationale

Assessment and teaching are not mutually exclusive. Our assessment and evaluation procedures must inform our teaching practice in order to facilitate learning and teaching of all students. By collaboratively engaging with colleagues, as a staff, we need to continue to develop our strategies and understanding in order to promote more inclusive practices and further student growth and achievement.

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

- Staff involvement in district professional learning opportunities: Secondary Inquiry, Collaborative Network, school teams, assessment committee, thereby creating a platform for collaboration and opportunities to inquire and share with colleagues.
- Targeted professional development opportunities to explore our practices across the curriculum.
- Distribution of student profiles to facilitate greater understanding of individual learning needs for those students with an IEP who access support.
- In house professional development regarding standards based grading and proficiency scale.
- Teacher book club: "Assessment as a Catalyst for Learning: Creating a Responsive and Fluid Process to Inspire All Students" By Garnet Hillman and Mandy Stalets.

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

- Staff and student reflections
- Grade 10 and 12 Student Learning Survey data regarding student school experiences
- Increased number of teachers participating in cross-curricular learning opportunities and activities
- Increased rates of success in Grades 8 and 9 with incorporation of proficiency scale
- Increased rates of retention in senior classes as students are able to successfully complete courses and transition into follow-up courses.
- Students are able to communicate where they are at in relation to curricular competencies: What are you learning? How is it going? Where to next?

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