



School: Pitt Meadows Secondary School

Principal: Colin Sharpe

Director/Assistant Superintendent: Cheryl Schwarz

A. Goal (one goal per page)

Goal 1: Social Emotional Learning (SEL): As we enter our fourth 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 states that SEL programming significantly improves children's academic performance. While the public health context that we find ourselves in seems to have improved, we are still experiencing COVID related pressures and anxieties. Undoubtedly, these pressures and external stressors have impacted our learners. Our hope as a school community is that we can provide staff and students with the connection and the supports needed to navigate these times, thereby allowing them to perform better in school, as well as feel valued, heard and seen as an important member of our community.

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

- Cross curricular collaboration and programming
- Build on working relationships and feeder schools
- Warmly greeting our students at the front door or classroom door
- Food Baskets in the classroom
- Self-regulation tools in the classroom
- Continued focus on improving common spaces to make them more welcoming
- District SEL Framework
- Engage in wellness activities in class or at flex
- Increased extra-curricular athletic and club offerings for students
- Collaboratively creating "Community Agreements" in classes
 - o Giving students voice and choice in classroom setting
 - o Engaging in wellness activities in class or flex time to help reduce stress/anxiety
 - o Hangry baskets in the classroom
 - o Engage in teaching practices that support SEL (cooperative learning, balanced instruction, competence building, etc.
 - o Incorporate self-regulation tools in the classroom

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

- Student Learning Survey & YDI Data
- Student Feedback and reflections
- Increased student participation in extra-curricular clubs and activities
- Positive attendance rates
- Lower rate of office referrals with more positive classroom behaviours
- Observational analysis
- Increased rates of student self-assessment
- Students can identify their trusted adults in the building
- Observational analysis – increased rate of self-assessment
- Students can identify who their advocates or trusted adults are in the school

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Goal 2: Culturally responsive teaching practices to continue to develop an inclusive, culturally responsive school by expanding our collective efforts to incorporate First Peoples Principles of Learning and Indigenous content across all curricular areas.

B. Rationale

In line with Standard #9 of the Professional Standards for BC Educators, it is incumbent upon all educators to “foster a deeper understanding of ways of knowing and being, histories, and cultures of First Nations, Inuit and Metis.” As the Honourable Justice Murray Sinclair stated, “Education is what got us here, and education is what will get us out.” By examining our practice through a culturally responsive lens, it is our hope to continue to decolonize our teaching methods and language and work towards addressing the inequities that exist. With approximately 8% of our student population identifying ancestry and as the home school for the Katzie First Nation, we have a responsibility to ensure that our practice and our teaching is inclusive, and we incorporate the First Peoples Principles of Learning and Indigenous content across all curricular areas.

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

- In connection with the SD42 AbEd Department, invite local Knowledge Keepers into classes to facilitate authentic/local cultural programming. - Increasing the number of cultural celebrations in school.
- Increased highlighting of cultural connections in the classroom. - Increased course offerings that have an Indigenous focus. - Visible cultural elements throughout the building. - More Place-Based Learning - Have AbEd room open all day to create a safe space. - Sitting in circles to remove the power imbalance - Intentionally incorporating more Indigenous practices and ways of knowing across curriculum.
- Engage and highlight local communities (history, language, traditions, etc.)
- Intentionally incorporating more Indigenous knowledge, practices and ways of knowing across all curricular areas
- More place-based learning
- Sitting in circles so that everyone feels equal and there is no power imbalance

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

- Stronger relationships with students and families of ancestry.
- More students sharing their stories and celebrating their cultures and histories.
- Student Learning Survey Data
- Interviews with students to collect their stories on how this work has impacted their school experience
- Observational analysis.

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Goal 3: Staff will continue to develop their understanding and learning around assessment practices in order to maximize student learning, engagement, and achievement.

B. Rationale

Students need to be part of the conversation when it comes to assessment and communicating growth and learning. Our assessment and evaluation procedures must inform our teaching practice and serve as a function to support learning. By collaboratively engaging with colleagues, we need to continue to develop our strategies and understanding, especially with the proficiency scale, 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 and school based professional learning opportunities.
- Targeted professional development opportunities to explore our practices across the curriculum.
- Continue with proficiency scale working group and start a lunch and learn series around our practice
- Departmental scope and sequence around proficiency scale terminology refining learning targets to facilitate continuity and consistency.
- Co-creation of rubrics and learning maps, integrating strength-based language.
- Increased self-assessment in class, as well as exit interviews and portfolio assessment.

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

- Staff and student reflections (Grade 10 & 12 Student Learning Survey data)
- Increased participation in cross-curricular learning opportunities and activities
- Increased rates of success in Grades 8 and 9, as well as other classes that incorporate the proficiency scale as the main model of classroom assessment. -
- Increased rates of retention in senior 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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