



School: Pitt Meadows Secondary School (PMSS)

Principal: Colin Sharpe

Director/Assistant Superintendent: Ken Cober

A. Goal (one goal per page)

Goal 1: Social Emotional Learning (SEL): Building positive connections and healthy relationships is critical to staff and students developing a sense of belonging and to helping individuals reach their potential as learners.

B. Rationale

Research states that SEL programming significantly improves children's academic performance. Our hope as a staff and school community is that we can provide staff and students with the connection and the supports needed to navigate the school experience, thereby allowing them to perform better in school, as well as feel and know they are 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)

- Food baskets in classrooms - Self-regulation tools in the classroom
- Greeting students at the front door or classroom door - Build connections with feeder schools
- Facilitate wellness activities in class or at Flex Time - Cross curricular activities/lessons
- Improve the physical building by creating welcoming or safe spaces throughout the school
- "Community Agreements" created within classrooms - District SEL Framework
- Incorporating mindfulness into regular classroom routines - Community building activities
- Facilitate school wide pep rallies to highlight student extra-curricular involvement and achievement
- Make a point to "see" each student each day. - Individual check-ins with students during attendance

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

- Student Learning Survey and YDI Data - Student Feedback and reflections - Increased rates of student self-assessment - Positive attendance rates - Lower rate of office referrals with more positive and productive classroom behaviours - Students can identify at least two trusted adults in the building - Increased student participation in extra-curricular clubs and activities - Increased student engagement during class activities - Open dialogue between students and comfort in groups settings, sharing ideas and perspectives - Increased student voice - Decreased rates of peer conflict.



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A. Goal (one goal per page)

Goal 2: 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

Teaching Indigenous Ways of Knowing as reconciliation offers Indigenous students the opportunity to learn their culture, their way of knowing, and the value that their life holds. It also encourages other students to consider their own sense of belonging. It is important for schools and educators to recognize and challenge their own biases and assumptions about Indigenous cultures and peoples. This includes acknowledging and addressing stereotypes and misrepresentations in textbooks and other teaching materials. These practices encourage building community within the classroom and encourage the values of taking care of one another and helping one another.

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

Staff will reflect upon developing personalized territory acknowledgments by exploring how they can incorporate First Peoples Principles of Learning into reconciliation.
The school will add a territory acknowledgment to the morning announcements at the start of each week.
Staff will encourage deeper connections and gratitude for our community (people) and environment (land), and the relationship between the two.
Staff will challenge biases, examine sources of knowledge, continue to learn, and support one another in this learning journey.

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

Departments will volunteer to share their territory acknowledgments in staff meetings so that Pitt Meadows Secondary can walk together in this learning journey.
Staff will accept invitations to Aboriginal education's learning series: Deepening Indigenous Ways of Knowing when possible, and those attending will commit to witness.
An increased number of staff will engage in professional development opportunities to further their understanding of First Peoples, Indigenous Ways of Knowing, and relationship building with Katzie First Nation.



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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

Our assessment and evaluation procedures must align with the new provincial reporting policy and standards. By collaboratively engaging with colleagues, we need to continue to develop our strategies and understanding, especially with the proficiency scale and strength based comments 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)

District and school based professional learning opportunities.

- PMSS late start session
- Assessment committee
- Professional development opportunities to explore our practices across the curriculum.
- Continue with Proficiency Scale working group and start a Lunch & Learn series around our practice.
- Departmental Scope and Sequence around Proficiency Scale terminology refining learning targets to facilitate continuity and consistency.
- Departmental general comments and standards for strength based comments linked to proficiency scale
- Co-creation of rubrics and learning maps, integrating strength based language.
- Increased self-assessment in class, as well as exit interviews and portfolio assessment.
- Core competency reflections done in classes and linked to self assessment.

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

- Increased participation in cross-curricular learning opportunities and activities.
- Increased participation in staff learning sessions
- Increased rates of success in grades 8 and 9
- All classes at Grade 8 and 9 incorporate the proficiency scale as the main model of classroom assessment.
- Increase use of rubrics over traditional assessment methods.
- Grade 10 and 12 Student Learning Survey data
- Reflections in core competency from students
- feedback from parents on new report card comments (Parent Advisory Council meeting feedback and direction)