



School: Pitt Meadows Secondary School

Principal: Colin Sharpe

Director/Assistant Superintendent Ken Cober

A. Goal (one goal per page)

Numeracy: A new goal for Pitt Meadows Secondary (PMSS). Students will develop and apply numeracy skills to confidently interpret, analyze, and communicate quantitative information in everyday life – from independent decisions to global issues.

B. Rationale

A schoolwide goal focused on numeracy aims to strengthen students' ability to apply mathematical thinking across all subject areas and in real-world contexts. In reviewing historical data, most students at PMSS score a 1 or a 2 on the Numeracy assessment (2021 – 75%, 2022 – 56%, 2023 – 76%, 2024 – 65%). Numeracy is not just about performing calculations – its about interpreting data, recognizing patterns, solving problems, applying skills to real life situations and making confident and informed decisions. By embedding numeracy cross-curricularly into daily learning and emphasizing its relevance beyond math class, we will help students develop confidence and competence in using numbers to reason, analyze, and communicate effectively. This focus supports improved academic achievement, critical thinking, and lifelong skills essential for success in post-secondary pathways and everyday life. Through our collective efforts, we hope to move more of our students into the 3 range on the Provincial Numeracy Assessment.

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

- Assessment Data: Analyze provincial assessments results and classroom assessments to target key skill areas.
- Professional Learning for Staff: Development of numeracy strategies and cross-curricular integration.
- Instructional Strategies: Incorporate real-world numeracy applications across all subject areas. Use visual models, manipulatives, and digital tools to deepen conceptual understanding.
- Student Support: Implement targeted numeracy interventions and small-group instruction.
- Assessment Preparation: Host in-class preparation sessions related to structure and navigation of Provincial Numeracy Assessment, as well as hold Flex sessions and send home communication on preparation.
- Offer collaborative planning sessions for teachers to embed numeracy outcomes in all subjects.

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

Success will be measured through a combination of quantitative and qualitative data sources. Key indicators will include growth in student achievement on the Provincial Numeracy Assessment, as well as improved performance on school based assessments and numeracy tasks across subject areas. Teachers will collect formative assessment data to track student progress in reasoning, problem-solving, and application of numeracy skills. Classroom walkthroughs and observations will provide evidence of numeracy-rich instruction and student engagement. Student work samples and portfolios will demonstrate increased proficiency and confidence in mathematical thinking. Student surveying in fall, repeated in June to see changes.

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Superintendent:

Board Chairperson:

Date:



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A. Goal (one goal per page)

EQUITY: A continuing goal for Pitt Meadows Secondary (PMSS). PMSS will continue to improve learning outcomes and levels of safety, care and belonging for every learner by continuing to develop an inclusive, culturally responsive school across all curricular areas, and widening our collective lens to recognize, embrace, and celebrate the numerous and diverse cultures within our school.

B. Rationale

Schools must be places where every learner feels seen, valued, and empowered to thrive. By committing to inclusive and culturally responsive practices across all curricular areas, we not only enhance academic achievement but also foster environments of safety, care, and belonging. At PMSS, at the start of the 2025-2026 school year, the student population is 986 district students and 79 international students. We have 79 students identified as having Indigenous ancestry, and 256 students with designations. This goal reflects our belief that recognizing, embracing, and celebrating the rich cultural identities within our school community is essential to nurturing well-rounded, empathetic, and resilient learners. When students feel respected and represented, they engage more deeply, learn more effectively, and contribute more meaningfully to their communities.

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

- Encourage staff to engage in ongoing opportunities to ensure inclusive practices, cultural responsiveness, anti-racism, and trauma-informed education. We will incorporate a section to review this every other staff meeting.
- Teachers will identify gaps in cultural representation and inclusive pedagogy, integrating diverse perspectives into lesson plans and learning resources.
- Student Voice and other initiatives to advise and elevate student perspectives.
- Create inclusive visual environments (e.g., multilingual signage, diverse artwork, affirming messages).
- Implement restorative practices to build relationships and resolve conflict in culturally respectful ways.
- Engage in regular reflection and reporting to celebrate successes and adjust strategies.
- Encourage staff to branch out beyond their department to collaborate and build success.

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

Engagement & Instructional Quality: student attendance and absenteeism rates, student engagement (interest in learning, perceived relevance) and classroom observation (instructional quality, differentiation)
Care & Belonging Indicators: reports of incidents (bullying, physical altercations), student perception of safety, participation in extracurriculars, referrals to school-based team, quality of staff-student relations (trust, mentorship)
Equity Metrics: feedback loops via Student Voice, Black Indigenous People of Colour (BIPOC) Forum, student leadership, student learning survey

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