

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Port Moody Secondary School

2025-2026



Intellectual Development

Goal: Literacy - Writing

Rationale:

Lit assessment results show little overall growth in students' writing skills. Students with cognitive disabilities require personalized instruction to develop writing ability. Late-to-literacy ELL students struggle with effective writing.

Planned Actions:

- focus on three groups - late-to-literacy ELL students, students with cognitive disabilities and grade 9 students
- continue with literacy lab (tier 3 intervention) to support ELL students develop writing skills and feel more connected to school
- personalized literacy classes for students with cognitive disabilities to develop writing skills at individual levels
- data collection from grade 9 English classes to evaluate and enhance writing skills

Indicators of Success:

- tracking of ELL students in the Lit Lab (Bader results) - improvements in overall academic performance/school engagement of late-to-literacy students
- improvement of writing skills, self confidence and independence of students with cognitive disabilities - tracked through in-class work and noted on learning updates/IEP goal updates
- improvements in English 9 students' writing skills as documented in pre- and post-assessment data

School Community Engagement Process:

- ELL department head and district ELL staff to review Lit Lab interventions & Bader results
- sharing at staff meetings
- review of Lit 10/12 assessments & student achievement results
- review of IEP goal progress
- committee to continue literacy assessment for English 9 classes - results reviewed, monitor for improvements in Lit 10/12 assessments going forward.

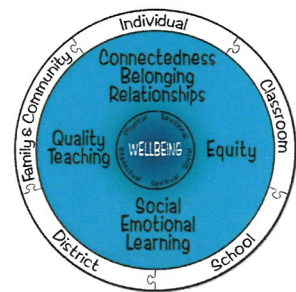


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Port Moody Secondary School**

***Increasing Success in
Life for All***

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Human and Social Development

Area of focus:

Staff/Student Connectedness and Sense of Well-Being. Previous YDI data showed a 20 to 25% range of students with a "low" sense of belonging to the school or connection with adults. Staff interest in connectedness and well being for Pro-D.

Planned Actions:

- Homeroom, to be used to have students answer a survey/lesson/assignment on well being/connectedness? (pick two adults you'd like to connect with)
- Leadership development of department heads
- Continue on with staff teams, look into developing this for students through leadership or a student voice council?
- Bulletin board with staff photos - perhaps an "all about me"?
- Creation of student voice committee
- Continue with Neurocafe, staff and students connect
- Staff and community connect at "Relentless Pursuit of Excellence" meeting.
- Continue to grow the staff versus students inter-murals (athletic leadership)

Indicators of Success:

- Students able to name adults they are connected with
- staff feeling more connected in their departments...
- staff and student participation in the colour team activities
- Before and after homeroom survey to monitor sense of belonging and connectedness
- student participation in school wide or age specific activities.
- participation of staff/student inter-murals

School Community Engagement Process:

- Reviewed data from YDI 2023-2024 in staff meeting
 - collected ideas re: how to promote student connectedness and belonging with staff
 - create committee for staff to explore ideas
 - Pro-D preference form - selected focus of community connection and well-being
- Administrator sent out staff survey - top words were connection, empathy and respect.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Continue to work on embedding Indigenous content in all areas. Also, exploring incorporating Indigenous ways of learning into lessons, in addition to content: begin to decolonize how content is taught and/or learning is demonstrated.

Planned Actions:

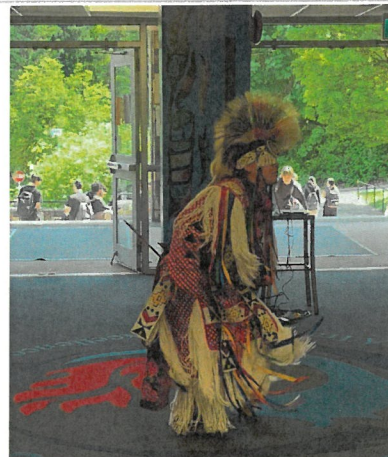
- Dedicated department/collaboration time to focus on sharing indigenous teaching content and lessons
- continue growth of indigenous voice committee
- beautification, with additional art around school and creation of indigenous student gathering space (indigenous focus in design but all welcome)
- continued growth of school wide events (i.e Indigenous History Month gathering - more than one day, increased activities, bulletin board displays and a school gathering for orange shirt day)

Indicators of Success:

- staff reporting confidence in teaching indigenous content and ways of learning
- student voices report

School Community Engagement Process:

- Feedback from district indigenous youth summit
- Indigenous focus day staff discussions
- PMSS Indigenous student voice committee
- Inclusion committee planning for Orange Shirt day gathering



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOALS #1 & 2

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Reflection

Intellectual Development - Throughout the year we have continued to work with district staff to improve interventions that we began to put in place two years ago. The Bader assessment (ELL) and DRA (personalized literacy) were used to target areas for literacy growth. High engagement with these smaller classes correlated with an improvement in the target areas. The smaller group sizes of some programs allowed students a safe atmosphere to better engage with targeted literacy interventions. With personalized interventions an increase in student confidence was seen by teachers. In the larger grade 9 group of students, collecting data allowed staff to see the growth in writing output demonstrated by the students after a semester of instruction. This was a good initial way to begin to gather more information and continue to develop specific interventions to improve overall writing.

Human and Social Development - Over the year you could feel an increase in both student and staff engagement, as seen by a large increase in attendance at the winter formal, grad events, and purchase of grad wear. The new Leadership course had a near double increase in students requesting it for it's second year - indicating students felt it was worth participating in. Community connected with the school through the "Relentless Pursuit of Excellence" breakfast with over 100 people attending, and the start of Community Day had several community groups in the school engaging with students. Finally, the Neurocafe continued to grow building connections between neurodiverse students, staff and guests to the school.

Indigenous Learners and Ways of Learning - The Indigenous Student Voice committee collaborated with staff to increase understanding of their needs at PMSS - highlighting their desire for an indigenous student gathering spaces. Diverse staff and students were involved in the planning of a week of celebrations for Indigenous Peoples month, from a pow-wow dancer to DJ. This year during the focus day, staff engaged meaningfully to reflect on use of Indigenous content and the need to also embed "ways of knowing," not only content.

Signatures

Title	Name	Signature	Date
Principal	Andrew Lloyd	<i>D. Andrew Lloyd</i>	06.26.2025
Assistant Superintendent	Carey Chute	<i>Carey Chute</i>	09/28/25

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