

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Montgomery Middle School 2026-2027



Intellectual Development

Goal: Strengthen multiplicative thinking to build efficiency in numeracy.

Rationale:

Through the student learning survey students have communicated that numeracy is an area that they most need support in. FSA over the past three years continues to reflect that 18% of grade 7 students are emerging in Numeracy.

Planned Actions:

1. Opening week learning multiplicative thinking games, magic square and Sprint 16 (Facts) also completed weekly beginning week 2.
2. Use of multiplicative thinking assessment twice yearly (Fall and Spring) developed in partnership with Jen Whiffen SD43 Numeracy Coordinator.
3. School wide add weekly magic square and graph student results to improved student metacognition and ownership of targeted learning of math facts.

Indicators of Success:

1. Implementation of multiplicative thinking assessment and demonstrated student growth based on assessment data
2. Use of, "Spring 16" Progress Graph for students to track their gains with math facts.
3. Student learning survey data
4. FSA numeracy scores

School Community Engagement Process:

1. PAC meeting Sept and June
2. Feedback and survey regarding implementation from student government.
3. APL committee meetings as well as staff input and feedback.
4. Fall family night (information on APL goals) and games available to families.
5. School newsletters and website.

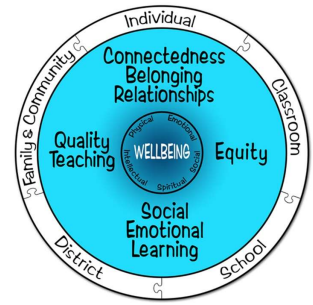


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Montgomery Middle School**

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Human and Social Development

Area of focus:

Extinguish hate language to create a safe and inclusive community.

Planned Actions:

1. Make the expectations regarding the use of all forms of hate explicit to students/ families all year.
2. Educate students on their first infraction, involve families using restorative practices when the victim is in support and utilize community service as a form of giving back. Treat further instances of hate as a form of violence.
3. Implement Bystander training school wide, through the use of "Right to Be" curriculum and use ERASE BC a reporting tool.
4. APL Anti Hate committee meets 6 times per year to prepare learning materials for staff, use survey data and plan for school wide presentations.
5. Celebrate all diversity.

Indicators of Success:

1. Rate of reporting of hate language by students and staff (an increase is expected).
2. Street data interviews with students.
3. Outcome of follow up focus group interviews with District Principal for inclusion and anti-racism, Monty's Youth worker, and our Indigenous Youth Worker.
4. MDI data

School Community Engagement Process:

1. School wide survey data from 350 Monty students conducted by Get Real prior to anti racism presentation.
2. Interviews in small groups with all staff and pro d presentation conducted by Wendy Yu, District Principal of Inclusion and Anti Racism.
3. June pro d committed to challenging all forms of hate and using Bystander Training to combat hate.
4. Engagement and feedback from Monty Student Government on strategies to combat act of Hate.



DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

To learn about the local kíkəłəm Nation and the hənqəminəm language.

Planned Actions:

1. Place-based learning on school grounds and in the local area. Bringing the learning back to the local Nation.
2. Inclusion of hənqəminəm language during announcements and school.
3. Create a personalized land acknowledgement for morning announcement.
4. A school-wide "Indigenous Peoples Day" event in June.
5. Engagement of students through student government and Indigenous Leadership Council.
6. Survey staff and students with questions related to monthly activities and the "Indigenous Peoples Day" assembly from last June. (APL committee)

Indicators of Success:

School wide event celebrating Indigenous Peoples History month. Planned and available monthly activities provided by the APL committee related to the local area. Visible evidence of teaching and learning related to the activities and FPPL through displays and shared bulletin boards to showcase the learning. Hearing students voice during student government and from feedback from the Indigenous S.C

School Community Engagement Process:

1. Present to parents at our Open House in September and at Gr.5 parent night.
2. Survey staff and students regarding Indigenous learning and knowledge.
3. Have an APL committee to plan and share the learning.
4. June Pro.D staff chose to focus on knowledge and language of the local Nation.



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

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Reflection

We have made a multi-year commitment to our school goals. This year we are refining all three to make them more targeted to the needs of our community of learners.

Next year we are focusing on extinguishing all forms of hate which is an expansion of our focus on anti-racism. Both our street data and survey data from the Get Real presentation that 350 students completed support this expansion. Our focus on Bystander training next year is to ensure that both staff and students know how to respond to support victims and hold everyone accountable. We will continue a partnership with Wendy Yu, District Principal of Inclusion and Anti Hate. She will host student and staff focus groups, continue professional development, and education for our student body.

While we have made a 7% improvement in the number of students emerging in numeracy, 18% is still too high. Number sense and fact fluency are barriers to students mastering new concepts. Next year we are adding metacognitive strategies to this work. Weekly goal setting and graphing of progress of facts and reflection of counting strategies for math games.

The range of activities planned and developed by the APL committee to honour our Indigenous goals were very well received by staff. We learned from Rob Cowie, an Indigenous resource teacher, and will continue to partner with our Indigenous department to build our knowledge and understanding of Indigenous ways of knowing and learning. The school engaged in work related to Indigenous Art showcasing local artists, an Indigenous Film was watched by every class, books were read, students drummed and sang, they engaged in a plant walk to ID indigenous plants in the area around school and began painting fish with a Metis design, to display outside. Students were engaged with learning about FPPL through these activities.

Signatures

Title	Name	Signature	Date
Principal	Sarah Husband		June 30/26
Assistant Superintendent	Stephen Whiffin Assistant Superintendent/CIO		AUG 6, 2026

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