

DIRECTIONS 2025: ACTION PLAN FOR LEARNING

Ecole Montgomery Middle School

2025-2026



Intellectual Development

Goal: Strengthen multiplicative thinking and develop growth mindset to build confidence in numeracy.

Rationale:

Student learning survey continues to show that students indicate numeracy is an area that they need the most support. FSA numeracy data over the past several years shows that 25% of our students are emerging in Numeracy. While we have shown growth in Numeracy as evidence through FSA scores, 25% emerging shows we have a ways to go.

Planned Actions:

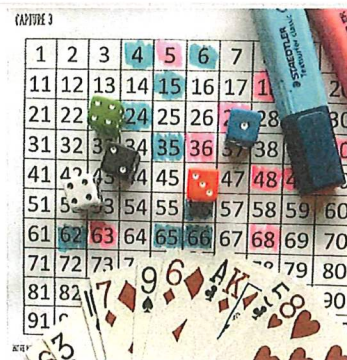
- Weekly multiplicative thinking routines, where students engage in games developed by the District Numeracy Team and other forms of multiplication practice.
- Implementation of multiplicative thinking assessment built in partnership with the Numeracy team, once per term
- Continued building of a repertoire of activities that make multiplicative thinking transparent for students in different areas of the numeracy curriculum
- Partner with one large feeder school to build continuity

Indicators of Success:

1. Implementation of the Numeracy Assessment once per term showing growth throughout the school year
2. Development and implementation of a Tracking Form for Multiplicative thinking so teachers can track student progress throughout the year.
3. Student learning survey data that indicates students feel supported in numeracy (81% indicate they are able to get support at school when then need it, 83% have someone at home that can help them)
4. Strongest middle school level FSA results in numeracy (with much work ahead).

School Community Engagement Process:

1. School newsletters
2. PAC meeting (June & Sept.)
3. Feedback and discussion with student government
4. APL committee input
5. Staff meeting sharing of information

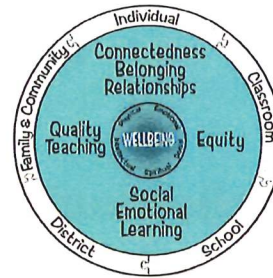


DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #1

School: **Ecole Montgomery Middle School**

*Increasing Success In
Life for All*

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Human and Social Development

Area of focus:

Extinguish racist language

Planned Actions:

1. Acknowledge and celebrate Black History Month and Asian Heritage Month
2. Make expectations regarding the use of racist language explicit to students and their families throughout the school year. Define what it includes (as a joke, part of the word, tricking someone to say something racist, implied meaning).
3. Educate students on their first infraction, involve families use restorative practices when the victim is in support. Utilize community service and giving back.
4. Treat further incidents as form of assault with similar consequences.
5. Each team is implementing a unit on Anti Racism- We Embrace Anti Racism

Indicators of Success:

1. Rate of reporting of racist language by students and staff (an increase expected)
2. Street data interviews with students (what they experience?, what all student observe?).
3. Focus group interviews with Wendy Yu (Principal of Anti Racism) and Monty Indigenous youth worker and Monty Youth Worker who is also Chinese.

School Community Engagement Process:

1. May 2024 and 2025 Student gov meeting, reviewed experiences racist language and behaviors at Monty.
2. June Pro D staff recommitted to implementation of Foundations Unit in 24/25.
3. June PAC meeting shared progress and goals with parents.
4. Open house 2025 and 2025 as well as grade 5 parent evening, review(ed) APL goal with parents.
5. Morning MS Teams announcements address expectations regarding how we speak and treat others, what is racist language.

**WE embrace
anti-racism**



Create a more inclusive world
and break the cycle of racism.

DIRECTIONS 2025: ACTION PLAN FOR LEARNING STRATEGIC GOAL #2

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Indigenous Learners and Indigenous Ways of Learning

Area of focus:

Learning about This Place

Planned Actions:

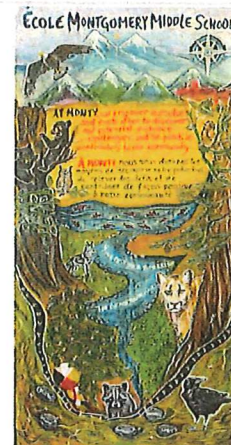
- Eight learning activities developed by the APL committee to share with staff to be delivered through advisory classes to allow for extended learning.
2. New staff orientation to review with new staff the APL process, history of goal and sample learning activities and commitment made by staff to the goal.
 3. Student engagement through Student Government and Indigenous Leadership council to collect input and feedback on learning activities.
 4. Increase the scope of This Place to include all of BC

Indicators of Success:

1. Survey Data
2. Intergration of indigenous learning beyond the learning activities generated by the APL committee.
3. Indigenous Students stepping forward with confidence to engage in district leadership opportunities and celebrate their heritage.

School Community Engagement Process:

1. June Student gov meeting, reviewed experiences with Learning about Place learning activities.
2. June Pro D staff expanded concept of place to include all of BC.
3. June PAC meeting shared progress and goals with parents.
4. Open house 2023 and 2024 as well as grade 5 parent evening, reviewed APL goal with parents and included large display to show case both the goal and learning activities.



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

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Reflection

As a school we have made multi year commitment to of our schools, Multiplicative Thinking in Numeracy and Learning About this Place as our Indigenous Focus. Our Social Emotional Goal regarding Pro Social Behavior which is reflected in the MDI data as helping behavior has been greatly improved. All of our events are run by students and we have overrun with volunteers for any and all events. This year we had 63 applications for 18 Student Government positions.

Like the greater community we have seen a rise in the use of racist language in our school. It's use is being normalized through social media and teen culture. Our parent community has stood solidly behind all of our efforts. The specific focus on racist language is our entry point into addressing the broader issues of racism.

Our Indigenous Goal of Learning about this Place focuses on developing an appreciation for the land and all that it provides and its history. The Student Learning Survey shows that we have work to do in regards to student regularly learning about Indigenous way of Learning.

Despite our relative success of our numeracy outcomes in relation to other middle schools we continue to have 25% of the school assessed as emerging in numeracy. Research supports multiplicative thinking is a building block for all aspects of numeracy. The addition and commitment to ongoing class based multiplicative thinking assessments is an important inclusion to our work to ensure that we are making steady gains in outcomes.

Signatures

Title	Name	Signature	Date
Principal	Sarah Husband		June 30, 2025
Assistant Superintendent	Corey Chubb		July 2 2025

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