

Betty Gilbert Middle School Action Plan for Learning

The Langley School District's Vision is "An Innovative, Inspiring and Unified Learning Community" where we work to create compassionate and inclusive social and academic learning opportunities that provide access for every learner. The Langley School District is committed to ensuring all learners have equitable access for transition through the collective work outlined in this [Strategic Plan](#).

Langley School District's initiatives in Intellectual Development, Human & Social Development and Career Development align with Langley's Ensouling our Schools model. This model is committed to inclusivity, fostering a sense of belonging, and ensuring that every learner has access to education. It incorporates Social Emotional Learning, Response to Intervention, First Peoples Principles of Learning, Trauma Informed Practice, evidence-based instruction, and sound assessment practices, all of which contribute to creating compassionate and inclusive learning communities.



Betty Gilbert Middle School Context:

Betty Gilbert Middle School resides on the unceded, traditional, and ancestral territories of the Matsqui, Kwantlen, Katzie, and Semiahmoo First Nations. Our school community reflects a growing and diverse population of 492 students in Grades 6–8, including Aboriginal learners, English Language Learners, and students new to Canada. While English is the primary language spoken, French is taught through our academic programming. Students benefit from a variety of before- and after-school programs that build belonging, wellness, and opportunities for connection, alongside lunchtime clubs and athletic teams that further enrich their middle school experience. Strong partnerships with organizations such as Pacific Community Resources Society, Game Ready, Encompass, Big Brothers and Sisters, and the RCMP strengthen our ability to support the whole child, while close ties with our feeder schools and the broader Aldergrove community help us ensure every student feels connected and supported.



*Our Children are
our Medicine.*



Executive
Summary

INTELLECTUAL DEVELOPMENT

Literacy

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

All students will meet or exceed literacy and numeracy expectations for each grade level or Individual Education Plan (IEP).

LITERACY GOAL:

By June 2026, at least 80% of BGMS students will demonstrate measurable growth in reading comprehension and fluency, as assessed by DIBELS and Fountas & Pinnell benchmarks.

MEASUREMENT DATA:



TARGETED ACTIONS FOR PRIORITY LEARNERS:

LITERACY:

1. Daily Literacy Block with Targeted Interventions.

We have committed our largest instructional block of the day to literacy. This includes daily independent reading for all students while we work 1:1 and in small groups.

2. Data-Driven Literacy Interventions for Priority Learners

We are using regular DIBELS and Fountas & Pinnell assessments to identify students who are performing below grade level. We are analyzing this data in collaboration with our Literacy Team Lead, classroom teachers, and resource staff to adjust programming, provide explicit small-group support, and deliver interventions that strengthen decoding, fluency, and comprehension skills.

RESOURCES TO SUPPORT:



- Dibeles assessments to track progress and identify needs
- Daily literacy blocks with intervention and intention
- Reading Raptors Club and Creative Writing Club as well as district opportunities like Speech Fest and Slam Poetry
- Middle School I read aloud (Indigenous-themed texts for each grade)

PROFESSIONAL LEARNING:

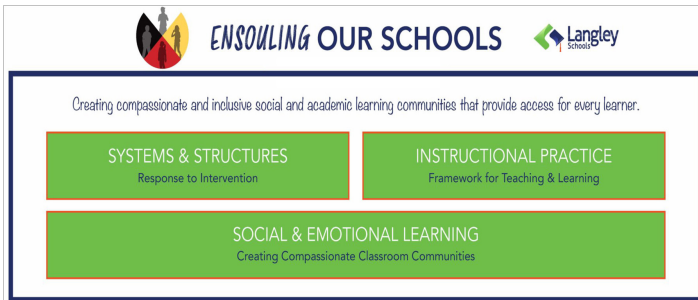
Professional development is embedded into all staff meetings. Topics include literacy, numeracy, SEL, trauma-informed practice, restorative practice, neurodiversity education, and SIOP training. The SIOP model in particular equips staff with strategies to scaffold instruction for English Language Learners

FINANCIAL SUSTAINABILITY:

We are constantly updating our book room and investing money into purchasing current literature so that students remain engaged and see themselves reflected in the books they read. To support this work, we have both a teacher librarian and a library technician who play key roles in curating resources, providing literacy instruction across the school, and ensuring equitable access to a rich variety of texts

INTELLECTUAL DEVELOPMENT

Targeted Actions: In-Depth



Aspects of Literacy learning can be found in all three blocks of the Ensouling our School Model.

In particular, the essential skills for Literacy are learned within the Instructional Practice block, through rich, inclusive instruction and assessment as guided by the Framework for Teaching and Learning.



Collaboration
&
Team



Targeted Actions that will be maintained:

We are embedding Tier 2 and Tier 3 interventions through RTI, including co-teaching, small group, and individualized instruction.

We are running a middle school read-aloud program with Indigenous-themed texts, selecting a different book for each grade in 2025–26.

We are promoting a culture of reading through initiatives such as the Reading Raptors Book Club, Creative Writing Club, Literacy Committee, book talks, contests, and displays.

We are tracking literacy growth through DIBELS and Fountas & Pinnell (F & P) assessments to monitor fluency and comprehension.

Existing or Emerging Areas of Growth; Why this action was chosen:

We know that a significant portion of our students require targeted support to reach grade-level expectations in literacy. By embedding interventions directly into the school day, we ensure that students receive timely, structured support without stigma or loss of access to core instruction. This approach allows us to close learning gaps, improve fluency and comprehension, and provide equitable access to literacy success.

We recognize the importance of centering Indigenous voices and perspectives in our classrooms. By engaging all students in shared read-aloud experiences, we are building empathy, cultural awareness, and a deeper connection to Indigenous ways of knowing. This initiative strengthens representation in the texts we study and creates opportunities for meaningful conversations about identity, belonging, and reconciliation.

We understand that literacy growth is fostered not only through skill development but also through joy, engagement, and community. By offering multiple entry points into reading and writing, we are helping students see themselves as readers and writers.

We believe that consistent assessment is essential for understanding where our students are and how best to support them. By using tools like DIBELS and Fountas & Pinnell, we can identify strengths and needs at both the individual and group level, monitor progress over time, and make informed decisions about instruction and intervention.

Adjustments/Adaptations to Actions for 2025-26:

Students in Tier 2 and Tier 3 will demonstrate at least one year's growth in reading fluency as measured by DIBELS

We will use DIBELS and F&P to ensure that students demonstrate measurable growth in reading fluency and comprehension from fall to spring

Targeted Learner Impact:

English Language Learners (50 students, 10.2% of the population)

Indigenous students (81 students, 16.5% of the population)

Children in Care (4 students, 1% of the population)

Students requiring intervention identified through DIBELS and Fountas & Pinnell assessments Regardless of designation



Executive
Summary

INTELLECTUAL DEVELOPMENT

Numeracy

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

*All students will meet or exceed numeracy expectations
for each grade level or IEP goals.*

NUMERACY GOAL:

We are developing a consistent, schoolwide approach to numeracy that promotes confidence, fluency, and a growth mindset in mathematics. Through aligned MathUp implementation, common assessments, and collaborative planning across grades 6–8, we are building stronger vertical consistency in how Math is taught and assessed.

MEASUREMENT DATA:

Formal Learning updates
MathUP

RESOURCES TO SUPPORT:

Math Up Data
Grade 6 Numeracy Test
Grade 7 Numeracy Test
Grade 8 Numeracy Test

PROFESSIONAL LEARNING:

The school engages in ongoing professional learning through formal education and upgrading, professional development days, cross-grade collaboration, and PLCs. These opportunities allow staff to deepen their understanding of instructional practices, share effective strategies, and align teaching approaches across grade levels. By fostering a culture of continuous growth and collaboration, the school ensures that professional learning directly supports improved student outcomes and a cohesive, responsive learning environment.

TARGETED ACTIONS FOR PRIORITY LEARNERS:

NUMERACY:

Targeted Intervention and Data-Driven Support

We are implementing Tier 2 and Tier 3 numeracy interventions through RTI, using common grade-level assessments and MathUp diagnostic data to identify and support priority learners.

Aligned Instruction and Cross-Grade Collaboration

We are aligning MathUp modules and assessment pacing across grades 6–8 to create consistency and clear learning progressions for students.

FINANCIAL SUSTAINABILITY:

Our school supports our numeracy goal through the purchase and implementation of the MathUp program, by having a designated Numeracy Team Lead who provides expertise and guidance, and by allocating funds toward a variety of resources that strengthen numeracy instruction across all grade levels. These targeted actions ensure consistent approaches to mathematical learning and foster student confidence and growth in numeracy skills.

INTELLECTUAL DEVELOPMENT

Targeted Actions: In-Depth



Aspects of Numeracy learning can be found in all three blocks of the Ensouling our School Model.

In particular, the essential skills for Numeracy are learned within the Instructional Practice block, through rich, inclusive instruction and assessment as guided by the Framework for Teaching and Learning.



Collaboration & Team

Staff work together through PLCs, cross-grade collaboration, and joint professional development sessions to share strategies, analyze student data, and reflect on instructional practices. We also collaborate closely with our middle and high school partners to ensure alignment in our prioritized learning outcomes, creating consistency in instructional language, expectations, and assessment practices.

Targeted Actions that will be maintained:

We are connecting numeracy learning to future planning by exploring wider community connections and feeder school alignment in the coming year.

We are implementing common assessments at each grade level in the fall and at the end of the school year to measure growth and guide planning and instruction.

We are introducing a new numeracy team leader to help coordinate alignment, analyze data, and support consistent instructional practices across grades.

We are building vertical and grade-level consistency through shared conversations, planning, and collaborative data analysis.

Existing or Emerging Areas of Growth; Why this action was chosen:

We know that math learning is strengthened when students see its relevance beyond the classroom. By aligning with feeder schools and connecting numeracy to real-world applications, we are creating smoother transitions, reinforcing shared expectations, and helping students understand how mathematical thinking supports future careers and everyday problem-solving.

We believe that consistent assessment practices provide a clear picture of student growth and help us identify learning gaps early. Common assessments allow teachers to make data-informed decisions, plan targeted interventions, and ensure that all students—particularly those needing additional support—receive consistent, high-quality instruction across all grades.

We recognize the importance of strong leadership and collaboration in achieving improvement in student learning. By designating a numeracy team leader, we are building shared accountability, supporting teachers in data analysis, and ensuring that instructional strategies are aligned and effective throughout the school.

We understand that student success depends on a coherent learning experience from year to year. By working collaboratively to align expectations, pacing, and instructional strategies

Adjustments/Adaptations to Actions for 2025-26:

Move from exploration to formalized collaboration with feeder schools and ACSS. Establish shared numeracy benchmarks and transition meetings twice per year (spring and fall) to discuss student data and readiness.

Add a mid-year assessment checkpoint to create a three-point data cycle (fall, winter, spring). Use common rubrics tied to the developing Grade 6–8 question bank for greater consistency in evaluation.

Evolve the numeracy team leader role into a Numeracy Learning Team, with teacher representatives from each grade who meet monthly to review data, share strategies, and support intervention planning.

Incorporate SIOP-aligned Math strategies into PLC discussions to ensure lessons support language learners and diverse populations.

Targeted Learner Impact:

1. Students performing below grade level in numeracy
2. Students transitioning between grade levels or schools
3. Students with diverse learning needs and designations (IEP, resource support)
4. English Language Learners (ELL)



Executive
Summary

HUMAN & SOCIAL DEVELOPMENT

Social Emotional Learning

2025-26



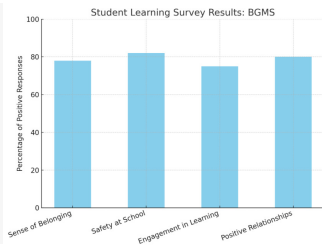
CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

Every school will continue to develop strategies for developing compassionate learning communities that nurture the gifts of all students.

SOCIAL EMOTIONAL LEARNING GOAL:

By June 2026, all BGMS students will demonstrate increased connection, resiliency, and sense of belonging as measured by Raptor Rapport participation, clubs and teams and restorative action tracking

MEASUREMENT DATA:



RESOURCES TO SUPPORT:



openparachute®



PROFESSIONAL LEARNING:

We are connecting with external agencies and partners such as Encompass, Game Ready, PCRS, Rotary, and Big Brothers & Sisters to deepen our understanding of student needs and build wraparound supports.

Some staff have completed graduate studies, certifications, and additional qualifications that strengthen our expertise in areas such as inclusive education, counselling, and leadership.

We are continuing our professional journey with the 7 Sacred Teachings, the First Peoples Principles of Learning, and the Ensoulng Our Schools framework

TARGETED ACTIONS FOR PRIORITY LEARNERS:

We are embedding Social Emotional Learning into the school day through weekly Raptor Rapport lessons (Open Parachute) and House Team events, ensuring that priority learners such as Indigenous students, English Language Learners, and students with diverse needs experience connection, inclusion, and belonging.

We are providing targeted small-group programming, including supports for anxiety, anger regulation, and pro-social engagement, while building staff capacity in trauma-informed and restorative practices. We are doing this throughout the school. We have several breakout spaces, The Sensory Room, Learning Lab, The Nest and a Restorative Support Center, which have been designed so that priority learners receive consistent strategies that promote resiliency and emotional wellness.

FINANCIAL SUSTAINABILITY:

Encompass, Game Ready, PCRS, and Big Brothers & Sisters provide support through partnerships without direct cost to the school

Open Parachute carries a financial cost to the school as does our Reach Program

Cultural presenters invited into the school also carry a financial cost

Cultural presentations and programming are included as a line item in the school budget

HUMAN & SOCIAL DEVELOPMENT



Targeted Actions: In-Depth

Human and Social Development (HSD) aligns with all three blocks of the 3 Block Model of Ensouling our Schools. It is a critical area of focus that aims to foster well-being and equitable outcomes for all students.

The Social & Emotional block encompasses Human & Social Development strategies that are intentional, effective, and aligned with District priorities to support the holistic growth of each learner.



ENSOULING OUR SCHOOLS



Creating compassionate and inclusive social and academic learning communities that provide access for every learner.

SYSTEMS & STRUCTURES

Response to Intervention

INSTRUCTIONAL PRACTICE

Framework for Teaching & Learning

SOCIAL & EMOTIONAL LEARNING

Creating Compassionate Classroom Communities



Targeted Actions that will be Maintained:

We are embedding Raptor Traits, Character Strong, and Open Parachute into advisory (Raptor Rapport) and classroom lessons.

We are connecting students with community-based supports through partnerships with Encompass, Game Ready, PCRS, and Big Brothers & Sisters.

We will continue to implement Ensouling Our Schools, the 7 Sacred Teachings, and trauma-informed practices across classrooms, while engaging cultural presenters to build inclusivity and cultural responsiveness for all students.

We will foster belonging and student leadership through House Team events, spirit assemblies, and Raptor Recognition, and we will continue to use our diversity calendar to intentionally celebrate different cultures throughout the year.

Existing or Emerging Areas of Growth; Why this action was chosen:

By explicitly teaching and reinforcing social-emotional skills and core values, we help students develop empathy, resilience, and self-awareness.

Strong community partnerships provide wraparound supports for students who may need mentoring, mental health support, or additional opportunities outside of school. By connecting with organizations like Encompass, Game Ready, PCRS, and Big Brothers & Sisters, we ensure students have access to caring adults and resources that promote well-being, safety, and long-term success.

Creating inclusive and culturally responsive learning environments helps every student feel seen, respected, and valued. Trauma-informed approaches ensure that staff respond to student needs with empathy and understanding.

When students have opportunities to lead, celebrate their identity, and contribute to school culture, they build confidence and agency. House Team events, spirit assemblies, and Raptor Recognition provide platforms for recognition and community pride, while the intentional use of the diversity calendar ensures that we celebrate and honor the many communities that make up our school. This strengthens both belonging and student voice.

Adjustments/Adaptations to Actions for 2025-26:

We will create a simple referral/feedback loop to monitor how many students access these supports and what outcomes are being noticed.

We will start a student diversity council or leadership group that helps guide which communities/events are highlighted, ensuring celebrations are meaningful and student-driven.

Targeted Learner Impact:

Students who struggle with self-regulation, social-emotional skills, or peer relationships

Students new to the school or community who need support in building belonging and connection

Students who struggle with self-regulation, social-emotional skills, or peer relationships

Students new to the school or community who need support in building belonging and connection

Indigenous students, whose identities and ways of knowing are validated and centered through these frameworks

Students from diverse cultural or linguistic backgrounds, as intentional use of the diversity calendar ensures their communities are celebrated



Executive
Summary

CAREER DEVELOPMENT

Empowering ALL Learners

2025-26



CONNECTION TO FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL):

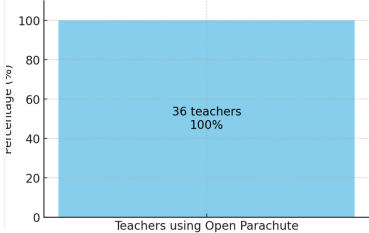
All students will successfully transition through Langley Schools with the understanding of personal strengths and skills so they can navigate meaningful pathways and careers for themselves.

CAREER DEVELOPMENT GOAL:

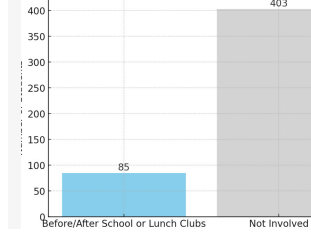
We are fostering career development by intentionally connecting classroom learning and exploratory courses such as robotics, woodworking, photography, film, and foods to real-world applications and future career pathways. Through WEB, athletics, and partnerships with Game Ready, Encompass, PCRS, Rotary, and Big Brothers & Sisters, students are building transferable skills, developing responsibility, and gaining direct exposure to careers and community-based roles.

MEASUREMENT DATA:

BGMS Teacher Implementation of Open Parachute



BGMS Student Club Participation



TARGETED ACTIONS FOR PRIORITY LEARNERS:

We are providing all students with access to exploratory courses in areas such as robotics, woodworking, photography, film, foods, and computers so they can discover personal strengths, develop transferable skills, and connect learning to future career pathways.

We are expanding leadership, athletics, and community partnerships with organizations such as Game Ready, Encompass, PCRS, Rotary, and Big Brothers & Sisters to give students meaningful opportunities to build responsibility, strengthen teamwork, and gain direct exposure to potential careers and community roles.

RESOURCES TO SUPPORT:

Game Ready

Open Parachute

RCMP Liason Programming

Lunch-time Clubs

WEB LEADERSHIP

BGMS & ACSS EXPLORATIONS

PROFESSIONAL LEARNING:

Staff engage in professional development, including training in programs such as Open Parachute, SIOP, Ensoulng Our Schools, and trauma-informed practices, so they are equipped to run these initiatives effectively.

FINANCIAL SUSTAINABILITY:

Our programs are supported through intentional budgeting and staffing to ensure they remain sustainable year after year. Line items in the school budget are dedicated to cultural programming, literacy resources, and Open Parachute, while additional costs such as guest cultural presenters are also planned for in advance.



CAREER DEVELOPMENT

Targeted Actions: In-Depth



Career Development focuses on the empowerment of students through their Pre-K-12 educational journey. Connecting all three blocks of the Ensouling our Schools model, Career Development ensures all students understand their unique strengths and are empowered with the skills to confidently navigate meaningful future pathways.



Collaboration & Team

Targeted Actions that will be Maintained:

We are highlighting real-world applications of classroom learning by making math visible through examples of how it is used in different careers.

We are providing all students with access to exploratory courses such as robotics, woodworking, photography, film, foods, and computers so they can discover personal strengths, develop transferable skills, and connect learning to future career pathways.

We are partnering with community organizations such as Game Ready, Encompass, PCRS, Rotary, and Big Brothers & Sisters to expose students to potential career paths, mentorship, and community-based roles.

We are expanding opportunities for students to take on leadership roles through WEB leadership, athletics, and clubs that build responsibility, teamwork, and collaboration.

Existing or Emerging Areas of Growth; Why this action was chosen:

We know that students are more motivated when they see how their learning connects to the real world. By showing how math and other subjects are used in different careers, we are helping students recognize the relevance of their studies and inspiring them to think about future possibilities.

We believe that middle school is a key time for students to discover personal strengths and interests. By offering a wide range of exploratory courses, we are giving students the opportunity to try new areas, build transferable skills, and begin making connections to possible future career pathways.

We know that community connections broaden student perspectives and create authentic learning opportunities. By partnering with organizations like Game Ready, Encompass, PCRS, Rotary, and Big Brothers & Sisters, we are exposing students to potential career paths, mentorship, and community roles while reinforcing the value of service and connection.

We understand that skills such as collaboration, responsibility, and communication are essential not just in school but in every career. By expanding leadership crews, athletics, and clubs, we are creating meaningful ways for students to practice these skills in supportive environments.

Adjustments/Adaptations to Actions for 2025-26:

Create opportunities for students to see how writing connects to journalism, how science connects to healthcare or trades

create opportunities to showcase student work through performances, exhibitions, or competitions.

Targeted Learner Impact:

All students will benefit from career development opportunities that connect classroom learning to real-world pathways. Through exploratory courses, leadership experiences, and participation in the arts, athletics, and technology, students will discover strengths, develop transferable skills, and build confidence. Community partnerships with organizations such as Game Ready, Encompass, PCRS, Rotary, and Big Brothers & Sisters will further broaden student awareness of career options and prepare them for future learning and success.