



Minto Elementary Middle School's PLAN

2025-2026

Data Snapshot Summary: Teacher perception survey, SIP Form survey, Provincial Assessment Results

Goal:

2025-2026 All K-8 students will increase student achievement in operational fluency with whole numbers, fractions, and decimals. By June 2026, students will demonstrate a 5 to 10% increase in proficiency in operational fluency as measured by benchmark assessments and classroom tasks.

2026-2027 All K-8 students will improve their competency of quantity and place value by using number lines to represent and compare numbers, including whole numbers and decimals. By June 2027, at least 80% of students will demonstrate proficiency (scoring 3 or higher) in tasks that involve placing and interpreting numbers on number lines to show place value relationships.

Classroom Practice

29. Teachers use strategies in their subject area to strengthen numeracy development. Numeracy and science concepts are taught using a variety of appropriate representations and models to deepen understanding and practical application.

Positive Learning and Working Environment Component: Safety Relationships Teaching and Learning Instructional Environment Improvement Process

Indicators of Success:

STRATEGIES/ACTIONS		MONITORING PLAN			MONITORING UPDATES		
Strategy/Action <i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	Responsibility <i>(Who is implementing this strategy/action?)</i>	Timeframe <i>(In what timeframe/date range will implementation occur?)</i>	Evidence <i>(What evidence will be examined?)</i>	Accountability <i>(Who is examining the evidence?)</i>	Frequency <i>(At what frequency will the evidence be examined?)</i>	Impact <i>(What has been the impact of this strategy/action toward achievement of the goal?)</i> <i>Start each impact statement with a monitoring date.</i>	Next Steps
Conducting screeners for middle level to gather baseline data.	Middle Level Teachers	September 2025	Assessment results, excel data tracking sheets.	Teacher and data team	October 2025		<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

All grades will conduct term assessments and use data to inform instruction.	All classroom teachers of numeracy.	November 2025, March 2026, May 2026	Assessment results, excel data tracking sheets.	Teacher and data team, admin, AST, Resource Teachers	December 2025, February/ March 2026, May 2026	<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
						<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented



Minto Elementary Middle School's PLAN

2025-2026

Data Snapshot Summary: SIP Forms questionnaire, Teacher Perception survey, Student Perception Survey

Goal:

By June 2026, 100% of teachers in the school will explicitly expose students to a range of age-appropriate mindfulness and self-regulation strategies and intentionally embed these strategies into daily classroom routines, instruction, and transitions at least 3 times per day.

Success will be demonstrated when teachers:

- regularly model and teach mindful strategies (e.g., breathing, grounding, emotional check-ins, reflection),
- provide consistent opportunities for students to practice and reflect on these strategies,
- use common language to support student self-regulation across learning and social contexts,

as evidenced through lesson plans, classroom observations, and student reflections.

Instructional Strategies

24.4 Students use metacognitive strategies to identify and articulate personal strategies and processes to self-regulate

their learning, emotions, and behaviours.

Positive Learning and Working Environment Component: Safety Relationships Teaching and Learning Instructional Environment Improvement Process

Indicators of Success:

STRATEGIES/ACTIONS			MONITORING PLAN			MONITORING UPDATES	
Strategy/Action <i>(List the strategies and actions for realizing this goal, each in a new row.)</i>	Responsibility <i>(Who is implementing this strategy/action?)</i>	Timeframe <i>(In what timeframe/date range will implementation occur?)</i>	Evidence <i>(What evidence will be examined?)</i>	Accountability <i>(Who is examining the evidence?)</i>	Frequency <i>(At what frequency will the evidence be examined?)</i>	Impact <i>(What has been the impact of this strategy/action toward achievement of the goal?) Start each impact statement with a monitoring date.</i>	Next Steps
By November 2025 whole body listening will be introduced to the whole school.	All staff.	September to June	<ul style="list-style-type: none"> - evidence on the wall - common language used - Announcements will mention it regularly, weekly for the month of November. 	PBIS Team will monitor	Monthly meetings	December 2025 the PBIS team met and reviewed progress.	<input type="checkbox"/> embedded <input checked="" type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
By January 2026, teachers will include at least one mindfulness activity each day.	All Staff	January 2026- June 2026					<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented
By April 2026, teachers will include at least two mindfulness activities each day.							<input type="checkbox"/> embedded <input type="checkbox"/> continue <input type="checkbox"/> refine or revise <input type="checkbox"/> abandon <input type="checkbox"/> not yet implemented

