



Culture & Wellness: Strengthen student mental health, social well-being, inclusion and school culture by implementing consistent recognition, engagement, and positive reinforcement strategies, fostering an inclusive environment where students feel valued, supported, and connected.

Present Level of Performance: Based on the 2024–2025 Student Wellness Survey, 69.2% of Hampton Middle School (HMS) students report a positive sense of school connectedness, as measured by the six survey indicators related to feeling connected at school. Results show 18% of students at HMS report that they do not feel they are learning content that helps them build pride in their race, ethnicity, culture, or heritage.

Target: By the 2026–2027 Student Wellness Survey, the percentage of HMS students reporting a positive sense of school connectedness will increase from 69.2% to 80% and reduce the percentage of students who feel they are not learning content that builds pride in their race, ethnicity, culture, or heritage from 18% to no more than 10%.

Strategy	Indicator of Success	School Champion (s)	Timeline
<ul style="list-style-type: none"> Implement Way to Go recognition, grade-level PURR Power Assemblies, and other forms of positive reinforcement to celebrate student successes, both academic and behavioral. Use the Student Lounge TV for daily announcements, to recognize student achievement, promote school events, and reinforce positive behavior and expectations. In addition, integrate mental health and social well-being videos aligned with the PURR Skills for Success into classroom instruction. Reinforce behavior expectations and the PURR Matrix through formal reviews three times per year (September, January, March) and ongoing reminders, with recognition for students demonstrating consistent positive behavior. Enhance behavior tracking and intervention consistency through staff training, regular audits of behavior data, and sharing best practices for behavior management. Promote inclusive and culturally responsive environments by displaying meaningful cultural, linguistic, and 2SLGBTQIA+ representations, updating resources to reflect diverse perspectives, hosting a student cultural fair, and inviting local and global presenters to enhance students’ understanding of culture, identity, and equity. 	<ul style="list-style-type: none"> Increased student engagement in Way to Go recognition and PURR Power Assemblies, reflected in a growing number of students being formally and informally recognized for positive behavior, with PURR cards issued rising by at least 25% from 491 in Term 1 of 2025 by Term 3 of 2026. Increased frequency of positive recognition shared through announcements and school TV, with students reporting that they feel more informed and acknowledged. Student survey results show improved awareness and understanding of mental health and social well-being strategies, alongside increased engagement in school-wide initiatives and a reduction in social conflicts and unstructured-time incidents. Staff consistently use updated behavior tracking tools, leading to fewer repeated incidents and increased staff confidence and effectiveness in managing behavior. 	Administration PBIS Team, Guidance Counselor, Teaching and EA Staff	2025 - 2027



Literacy Achievement: Through targeted instruction and group interventions, HMS will strengthen students' reading comprehension and production of informational texts with a focus on inferential thinking and responses.

Present Level of Performance: HMS students perform below provincial averages on reading assessments, especially inferential comprehension, across Prime, Early, and Late French Immersion programs. Post-Intensive French results are more closely aligned with district and provincial averages, however there is still room for growth.

Target: HMS students will improve reading assessment scores to meet district and provincial averages. ELA students target to reach 75% appropriate achievement. HMS students will improve literal and inferential reading comprehension, as reflected in provincial assessment results. The Prime/ELA program aims for 75% appropriate achievement, EFI will increase overall success by 20%, LFI by 30%, and PIF by 10%.

Literacy Achievement

Strategy	Indicator of Success	School Champion (s)	Timeline
<ul style="list-style-type: none"> All English Language Arts(ELA) teachers will administer reading comprehension screeners in September, March, and June. Students scoring below grade-level expectations in September will be prioritized. Benchmarking results will guide targeted instruction and interventions throughout the year. The Academic Support Teacher will provide small-group interventions. Targeted interventions for inferential comprehension strategies will be conducted. French Language Arts (FILA) groups and additional ELA intervention groups will be included in Wildcat30 Rotations. Student progress within these groups will be monitored regularly to adjust support as needed. Language Arts (LA) teachers will plan targeted lessons to develop inferential reading strategies and will prioritize informational/non-fiction texts in curriculum delivery. Classrooms will ensure ready access to non-fiction and informational texts, and lessons will be differentiated to support students at varying levels of comprehension. LA teachers will assess the impact of targeted instruction and interventions through the Triangulation of data (conversations, observations, and products). Findings will be reviewed in regular PLC meetings to determine next steps and refine instruction. 	<ul style="list-style-type: none"> Noted improvement in benchmark assessment results in March and June for all targeted Language Arts students. English Language Arts Grade 6 Provincial Reading Assessment results for informational texts will reach 75% of students in the Appropriate Achievement category. Grade 7 reading assessment results for informational texts will improve by 15% in Early French Immersion and Post-Intensive French, and by 20% in Late French Immersion, moving toward provincial averages. Classroom assessment data will show measurable improvements in students' comprehension and production of informational texts, as documented by teacher triangulation of data. 	<p>English and French Language Arts teachers, Academic Support teacher, Administration</p>	<p>2025 – Fall 2026</p>



Numeracy Achievement

Numeracy Achievement: Increase Grade 7 students’ success in the Number and Operations strand on the Provincial Assessment to 50% by providing targeted instruction, re-assessment, and focused review of key concepts.

Present Level of Performance: During the 2024–2025 school year, 35.4% of HMS Grade 7 students met expectations on the provincial math assessment, which is below the ASD-S average of 49.4% and the provincial average of 49.5%.

Target: A 50% or greater success rate for Grade 7 students on the Number and Operations strand of the Provincial Assessment, supported by demonstrated mastery of targeted concepts, improved retention, and consistent application of strategies in class and assessments

Strategy	Indicator of Success	School Champion (s)	Timeline
<ul style="list-style-type: none"> Grade 7 teachers will administer and analyze District check-up results each term to identify challenging concepts. Targeted instruction and daily warm-ups will be provided over four days, followed by a re-assessment on day five. Each concept will also be randomly re-assessed monthly to monitor retention and ensure long-term understanding. Grade 7 students will receive direct instruction in multiple-choice strategies, reinforced through regular practice, embedded assessment questions, and required online Provincial Assessment practice to build familiarity with formats and effective strategy use. Grade 7 teachers will begin focused review of key outcomes in Number Sense and Operations (integers, fractions, decimals), Algebra, and Measurement (perimeter, area, and volume of right prisms) five weeks before the Provincial Assessment. Review will occur on Mondays, with targeted homework aligned to the focus skills assigned throughout the week. 	<ul style="list-style-type: none"> Students demonstrate increased mastery of targeted concepts, retention over time, and fewer repeated errors, while teachers consistently use check-up data to guide instruction and reflect on instructional effectiveness. Students demonstrate improved accuracy and confidence on multiple-choice questions, consistently apply taught strategies, and show increased familiarity with Provincial Assessment formats through practice and assessments. Students demonstrate improved understanding and mastery of key outcomes in Number and Operations, Patterns and Relations, and Measurement, supported by consistent engagement with targeted review and homework leading up to the Provincial Assessment. 	<p>Math PLC, Grade 7 Math teachers, Administration</p>	<p>2025 – Fall 2026</p>