

## 2025-2026 School Plan – Devon Middle School

<b>VISION</b> <i>Under revision with the Core Leadership Team. To be updated upon completion.</i>			
<b>MISSION</b> <i>Under revision with the Core Leadership Team. To be updated upon completion.</i>			
<b>VALUES</b> <i>Positive, Respectful, Inclusive, Dedicated, Empowered</i>			
Goal(s)	Actions	Indicators of Success	Positive Learning and Working Environment Component:
By June 2026, DMS staff will integrate the PBIS Tier 1 Benchmarks of Quality, focusing on a consistent discipline process, classroom systems, and implementing the DMS Behaviour Matrix school wide.	DMS is a PBIS Cohort 4 School. The PBIS Team will collaborate with PBIS Learning Specialists and other Cohort Schools to learn from their successes and challenges of their PBIS journey to effectively and consistently implement PBIS and build meaningful staff buy-in.	<ul style="list-style-type: none"> <li>• Signage identifying expectations outlined in the DMS Behaviour Matrix and procedures are posted in designated areas throughout the school.</li> <li>• Consistent use of discipline. procedures by all staff.</li> <li>• More students and staff will report feeling safe at school.</li> <li>• Staff will provide a 4:1 ratio of positive reinforcement.</li> <li>• Staff will be more empowered to address behaviour concerns.</li> </ul>	<input type="checkbox"/> Safety <input type="checkbox"/> Relationships <input type="checkbox"/> Teaching and Learning <input checked="" type="checkbox"/> Institutional Environment <input type="checkbox"/> Improvement Process
	The PBIS Team will post expectations (as identified in the Devon Middle Behaviour Matrix) for specific settings where data suggests expectations are needed (learning environments, hallways & washrooms).		
	Essential classroom practices will be linked to the Devon Middle Behaviour Matrix and implemented school-wide by teaching staff.		

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	<p>Behaviour Matrix expectations will be implemented schoolwide. Staff will teach, model, and reinforce expectations that align with our PRIDE values.</p>	<ul style="list-style-type: none"> <li>• Staff will be more confident in using Tier 1 strategies to build community within the classroom.</li> <li>• Staff will teach, model, and reinforce the expectations as outlined in the Behaviour Matrix.</li> <li>• Students will show an understanding of the expectations as outlined in the Behaviour Matrix.</li> <li>• Established school wide routines and procedures.</li> <li>• Staff members consistently and effectively identify and respond to inappropriate behaviours.</li> <li>• Decrease in PowerSchool Behaviour Incidents.</li> <li>• Increase in student attendance.</li> <li>• Staff can transfer their learning from Professional Learning focused on PBIS to their practice.</li> </ul>	
<p>By June 2026, teachers will strengthen formative assessment practices and track and analyze data to identify and plan for Tier 2 academic interventions in collaboration with EST-R and AST.</p>	<p>Teachers will engage in professional learning specific to formative assessment, data collection, and how to use data to inform instruction.</p>	<ul style="list-style-type: none"> <li>• Increased student engagement in learning and reduced behaviour challenges.</li> <li>• Conversations connected to student learning occur during PLCs.</li> <li>• Collaborative approach to supporting student learning needs.</li> <li>• Increased confidence with approaching student learning gaps.</li> <li>• Data-driven decision making.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Safety</li> <li><input type="checkbox"/> Relationships</li> <li><input checked="" type="checkbox"/> Teaching and Learning</li> <li><input type="checkbox"/> Institutional Environment</li> <li><input type="checkbox"/> Improvement Process</li> </ul>



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		<ul style="list-style-type: none"><li>• Evidence Based practices to support student learning.</li><li>• Differentiated instruction will be evident during walkthrough observations to address student learning needs.</li><li>• Improved report card and provincial assessment data in Literacy and Numeracy.</li><li>• Strengthened Tier 2 academic interventions.</li><li>• Strengthened formative assessment practices.</li></ul>	
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