Student Achievement Plan 2026-2027

School:	Southgate Middle School

Section 1 Our Context

Southgate Middle School has approximately 620 students enrolled in grades 6-8. Approximately 19% of our students are of Indigenous ancestry.

Southgate Middle School uses the concept of belonging as the foundational framework of how we plan school experiences for our students. We use the Circle of Courage framework from Reclaiming Youth at Risk (Brokenleg, et,al.,2019) for youth and adolescent development, and we highlight the four quadrants of generosity, belonging, mastery and independence throughout the year. We believe our students should feel safe and cared for while participating in our school community.

A community of belonging includes compassionate care but also has the lens of inclusion and equity. With the use of a Vision Generator, staff identified a resource of ideas to reference as we plan with belonging in mind. This list includes what students, and staff would be doing and experiencing, and the types of tasks and activities we will see occurring in our classrooms and school. With belonging as the guiding principle, we have identified academic goal areas in numeracy and literacy for our Student Achievement Plan.

Section 2 – School Goals/Observable/Actions Plans – **Goal 1**

Student-Centred Learning Environments: All students feel welcomed, safe, connected and experience belonging in our school.		
Part 1 – What would we observe students doing and demonstrating? (S = Student)	S1	Students have an increased sense of belonging, safety and connection as indicated in the annual student learning survey and mdi results.
	S2	Student SPAC class representatives will bring class voice to SPAC meetings and students will engage with people in safe and respectful ways appreciating diversity and individuality.

	S3	Students participate in a variety of clubs, school events/activities, sports teams and leadership opportunities that cater to a variety of student interests and abilities. (For example: Art Club, Truth and Reconciliation Activities, Wetlands experiences & sports teams).
Part 2: What would Educators be doing and demonstrating to this happen for each student? (E = Educators)	E1	Educators are Administering Student Learning Survey and MDI (Middle Years Developmental Instrument Survey).
	E2	Educators are addressing the issues of racism, homo/trans phobia, gender mistreatment, exceptional needs mistreatment (e.g.: neurodiversity), listening to students and facilitating class discussions for SPAC (Student Voice/Admin Committee) reps to bring their class voice to monthly SPAC meetings.
	E3	Educators are creating inclusive environments, engaging with and teaching/reinforcing expectations during unstructured and extra-curricular settings.
Part 3: What are the types of tasks/assessments would we see in a classroom? (T = Teachers)	T1	Students are completing the annual Student Learning survey and MDI.
	T2	Students are participating in class discussions to identify and communicate issues to be brought forward to SPAC and reflecting on their learning and setting goals for improvement.
	T3	Students are participating in clubs, events/activities, and sports teams.
Part 4: What would leaders be doing and	L1	Leaders are helping to organize the student participation in these surveys.

demonstrating to help ensure each educator makes this happen in their classroom? (L = Leaders [Administrators])	L2	Leaders are promoting a positive and inclusive school culture by facilitating monthly SPAC meetings and referencing (in virtual assemblies) and responding to items brought forward. Leaders are bringing forward names for Superintendent's Leadership Committee and helping to facilitate transportation and awareness of these meetings for students on the committee.
	L3	Leaders are building strong relationships and are supporting staff by helping to organize the student participation in these events by booking buses, finding funding, signing off on travel permission slips etc.

Section 2 – School Goals/Observable/Actions Plans – **Goal 2**

Evolving for Tomorrow: **Grade Level Proficiency in Numeracy / Honoring Indigenous World Views and Perspectives**		
Part 1 – What would we observe students doing and demonstrating?	S1	Students demonstrate grade level number sense.
	S2	Students demonstrate grade level computational fluency.
	S3	Students demonstrate grade level math vocabulary.
Part 2: What would Educators be doing and demonstrating to this happen for each student?	E1	Provide concrete experiences with numbers using manipulatives and visual aids, focus on mental math and estimation, explore number relationships and patterns, encourage flexible thinking, use real world applications, foster a growth mindset, incorporate regular assessment, encourage peer discussion.

	E2	Educators will explicitly teach and reinforce core mathematical strategies, develop fact fluency, and focus on conceptual understanding.
	E3	Educators will teach math vocabulary, use word walls to highlight key math vocabulary, use manipulatives, review and assess.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Place value exploration, integer operations, fraction and decimal comparisons, ratios and percents, solving for unknowns, mental math challenges, daily tasks to build comprehension and fluency.
	T2	Daily practice with basic facts moving towards automaticity, solving mental math challenges, explain their thinking, peer teaching, using real world applications, visual representation, tasks created for multiple entry points and collaboration.
	T3	Students write and illustrate definitions of terms in math journals, using math vocabulary in context, modelling appropriate vocabulary using think-aloud, using visuals, diagrams and charts to reinforce terms.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are supporting staff by facilitating a numeracy team, professional development with numeracy coordinators and out of district numeracy educators.
	L2	Leaders support opportunities for educators to build capacity through professional learning and share their learning with the other members of the staff.
	L3	Leaders are meeting with educators, SBT, (School Based Team) to ensure necessary resources are available.

Section 2 – School Goals/Observable/Actions Plans – **Goal 3**

Evolving for Tomorrow: **Grade level proficiency in literacy / Honoring Indigenous World Views and Perspectives**		
Part 1 – What would we observe students doing and demonstrating?	S1	Students are writing quality text at grade level.
	S2	Students are using decoding skills and strategies to read fluently at grade level.
	S3	Students are comprehending written text at grade level.
Part 2: What would Educators be doing and demonstrating to this happen for each student?	E1	Educators are establishing clear writing expectations and teaching the writing process guiding students through the steps of writing: prewriting (brainstorming, outlining), drafting (getting ideas down on paper), revising (improving content and structure), editing (correcting grammar and mechanics), and publishing (final draft).
	E2	Educators are explicitly teaching foundational reading skills, reading fluency, sight word practice, building vocabulary and providing opportunities for students to participate in differentiated instruction.
	E3	Educators are explicitly teaching comprehension strategies (previewing and predicting, making inferences, identifying main ideas, summarizing, questioning, clarifying) and building background knowledge.
Part 3: What are the types of tasks/assessments would we see in a classroom?	T1	Brainstorming sessions, graphic organizers, quick writes, writing prompts, co-writing with a peer, journals, feedback sessions, mini lessons, writing across the curriculum. Progress is monitored using writing conferences, writing portfolios, rubrics, scope & sequence and peer assessments

	T2	Daily practice, ongoing check ins, tasks structured to support students where they are based on the DIBELS screener (Dynamic Indicators of Basic Early Literacy Skills) and CORE assessment (to assess key skills, knowledge and competencies), reading groups.
	T3	Word study, KWL (Know, Wonder, Learn), charts, learning text features, active discussions, using graphic organizers, receiving feedback, reading for pleasure, making connections, using interactive reading tools.
Part 4: What would leaders be doing and demonstrating to help ensure each educator makes this happen in their classroom?	L1	Leaders are creating a collaborative environment for team planning, collaboration and assessment and providing professional development and support.
	L2	Leaders are supporting with time during screeners, meeting with LST (Learning Support Teachers) and district coordinators to help plan and provide resources.
	L3	Leaders are offering resources, providing team planning and collaboration time, professional development and support.