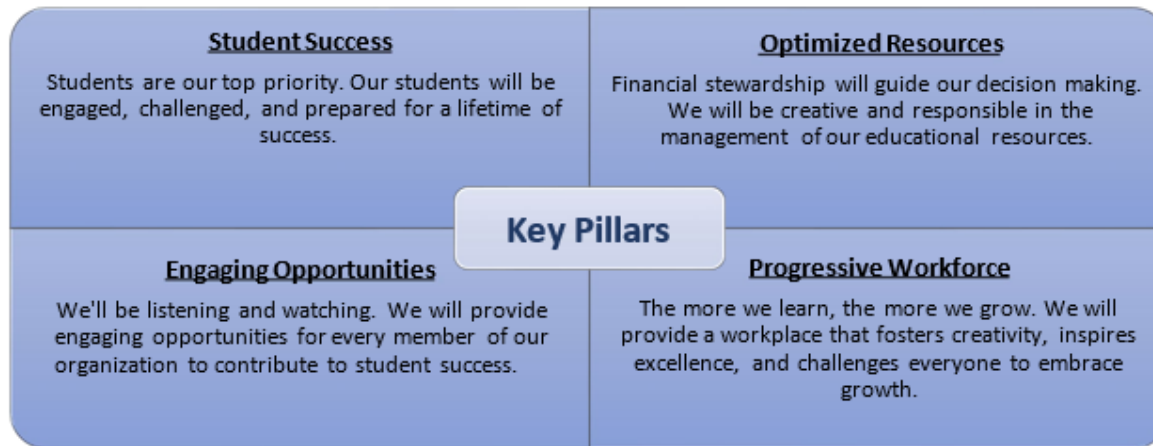


Middle School Improvement Plan for Student Success

Under the Framework for Enhancing Student Learning, all Abbotsford School District schools are required to develop a long-term plan to improve student achievement, one that maintains a balance on the intellectual, social and career development of students.

Each year, each school develops an annual plan and sets individual goals to improve student achievement.



School Name:		
Strategic Plan Term: 2024 - 2028		
Date:	Reviewed:	Reviewed:
School Year:		
Leadership Team:		
School Improvement Team Members:		

School Planning Considerations

- Identify specific activities to address the needs of Indigenous students, students with diverse learning challenges and children in care.
- Include strategies that engage the entire school staff
- Less is more: focus on a few high-leverage activities
- Ensure the impact of your activities is measurable

Instructional and Organizational Strategies Aligned to School Improvement

School Improvement Goal 1

Goal Statement: By June 2026, we aim to improve _____ (the specific aspect of student learning) for _____ (the students or learner groups most impacted) as evidenced by _____. (the specific data sources that will show improvement).

If we (adult action) _____ then students will (improvement in learner need) _____ because _____.

FESL Areas Addressed: ☐ Literacy ☐ Numeracy ☐ Well-being ☐ Careers

Strategy (Adult Practice) The strategy is what we're focusing on changing or strengthening in adult practice.

Strategies may be instructional or organizational and may occur at the classroom, team, or schoolwide level.

Key Activities (looks, sounds, feels like...) How the strategy is enacted through teaching, collaboration, and school or team-based structures that support learning across Grades 6–8.

Evidence/ Data

Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., classroom and school-based assessments, attendance patterns, engagement data, SLS, student voice).

1. Strategy / Key Activities for all learners:

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

2. Strategy / Key Activities for all learners:

2b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

Instructional and Organizational Strategies Aligned to School Improvement

School Improvement Goal 2

Goal Statement: By June 2026, we aim to improve _____ (the specific aspect of student learning) for _____ (the students or learner groups most impacted) as evidenced by _____. (the specific data sources that will show improvement).

If we (adult action) _____ then students will (improvement in learner need) _____ because _____.

FESL Areas Addressed: ☐ Literacy ☐ Numeracy ☐ Well-being ☐ Careers

Strategy (Adult Practice) The strategy is what we're focusing on changing or strengthening in adult practice.

Strategies may be instructional or organizational and may occur at the classroom, team, or schoolwide level.

Key Activities (looks, sounds, feels like...) How the strategy is enacted through teaching, collaboration, and school or team-based structures that support learning across Grades 6–8.

Evidence/ Data

Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., classroom and school-based assessments, attendance patterns, engagement data, SLS, student voice).

1. Strategy / Key Activities for all learners:

1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

2. Strategy / Key Activities for all learners:

2b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:

Ongoing Commitments to Other FESL Areas

These areas are supported through existing school practices and are reviewed through ongoing classroom, team, and schoolwide monitoring processes.

Briefly describe how the school will continue to support and monitor learning in the FESL areas not identified as improvement goals this year.

(Include existing practices, structures, or initiatives that will be sustained.)

FESL Areas Supported Through Ongoing School Practices This Year:

☐ Literacy ☐ Numeracy ☐ Well-being ☐ Careers

FESL Area	Ongoing Practices/Strategies/Initiatives	How This Work Is Monitored (<i>e.g., classroom evidence, team review, schoolwide data</i>)

Consider:

- What practices or structures are currently in place?
- How will this work be sustained or monitored this year (*e.g., through classroom, team, or schoolwide processes*)?
- How does this connect to student needs and school context?



Continuous Monitoring and Reflecting on Impact

Progress & Impact

Identify the evidence that will be reviewed during the year and describe how the school team will use this information to reflect, learn, and adjust strategies.

What evidence will be reviewed during the year to monitor progress and inform adjustments?

When and how will staff reflect on progress and adjust strategies?

If mid-year evidence shows limited impact, what adjustments will be considered?

Communication:

What will be shared with families/community, and when.

Review

Describe how the school team will regularly review evidence, reflect on what is being learned, and adjust strategies in response to student learning.

<i>Date of Review</i>	<i>Review Team Members</i>	<i>Evidence</i>	<i>What Have We Learned So Far?</i>	<i>Adjustments Needed</i>