Secondary 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: Bakerview Centre for Learning		
Strategic Plan Term: 2024 - 2028		
Date: October 26, 2026	**Reviewed:**	**Reviewed:**
School Year: 2026-2027		
Leadership Team: Michelle Middleton, Laura Hoeppner		
School Improvement Team Members: Jodi Coleman, Duncan White, Noa Julian, Ward Cameron, Kristi Goerzen, Anna Williams, Sara Beckett, Scott Richardson, Lainie McBride, Jason Reeve, Seheem Park, Pam Clever, Brett Michaud, Shorouk Hilal, Aleece Bartlett, Melissa Webster, Erin Jones		

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 2027, we aim to improve reading comprehension for all Bakerview students as evidenced by literacy assessments.

If we build scaffolded comprehension lessons then students will increase their comprehension skills because we are helping to fill gaps and build essential foundational skills.

By June 2027, we aim to improve foundational math skills for all Bakerview students as evidenced by numeracy assessments.

If we implement RTI math strategies then students will increase their independent math comprehension because we are helping to fill gaps and build essential foundational skills.

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, department, or schoolwide level.* **Key Activities (looks, sounds, feels like...)** *How the strategy is enacted through teaching, collaboration, structures, or systems.*	**Evidence/ Data** *Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., achievement data, course completion, attendance, SLS, student voice).*
1. Strategy / Key Activities for all learners: Literacy: Scaffolded comprehension lessons and weekly targeted comprehension activities (comprehension toolkit)	Benchmarks-establish a baseline for reading comprehension Graduation Literacy scores School based assessments
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: Include culturally relevant materials; incorporate oral storytelling techniques, additional tier 2/3 interventions, access to Teacher for Indigenous Success and Indigenous Support Worker, individualized instruction with trusted adult	
2. Strategy / Key Activities for all learners: Math: RTI math strategies (weekly targeted strategies)	Course completions Graduation numeracy assessments

2b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: Include culturally relevant materials (indigenize the activities), additional tier 2/3 interventions, access to Teacher for Indigenous Success and Indigenous Support Worker, individualized instruction with trusted adult; EA support,	

Instructional and Organizational Strategies Aligned to School Improvement

School Improvement Goal 2

Goal Statement: By June 2027, we aim to improve students' feelings of being supported and connected to Bakerview for all students as evidenced by increased attendance, student learning surveys and teacher anecdotal evidence.

If we make explicit connections to parents/guardians and invite them to be bigger part of Bakeview then students will feel more connected to the school because we are building stronger home/school alliances to support students.

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, department, or schoolwide level.* **Key Activities (looks, sounds, feels like...)** *How the strategy is enacted through teaching, collaboration, structures, or systems.*	**Evidence/ Data** *Qualitative and/or quantitative evidence used to monitor progress and impact (e.g., achievement data, course completion, attendance, SLS, student voice).*
1. Strategy / Key Activities for all learners: Increase connections with families/guardians by increasing the number of opportunities for families/guardians to come into our building and gatherings we host (including student-lead events)	• PTI attendance • Family Gathering Attendance • MyEd Attendance • Participation in school events (
1b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC: We will host Indigenous Family Gatherings (Indigenous Christmas, Elders Tea, Blanketing ceremony)	
2. Strategy / Key Activities for all learners: Increase communication with parent/guardians	• Home Visit plans (including anecdotal notes after visit with next steps)

2b. Above and Beyond Supports for Indigenous Students, Students with Diverse Abilities, and CYIC:	• Invitations for care team meetings • [illegible] • [illegible]oom for visits

Ongoing Commitments to Other FESL Areas

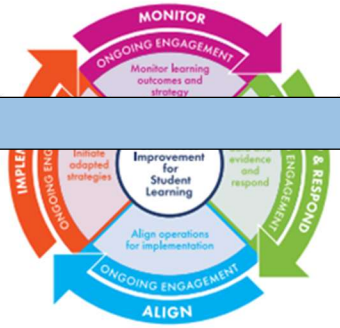
These areas are supported through existing school practices and are reviewed through ongoing classroom, department, and schoolwide monitoring processes.

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** *(e.g., classroom evidence, team review, schoolwide data)*
Graduation and Transition- increase student exposure to real world experience, post-secondary options, and fulfilling futures	Certification training-Food Safe, First Aid, Serving It Right, Eyelash Tech Trade/Career Simulations Weekly volunteer opportunities-Food Bank, Gleaners, Reading Buddies, Zoo, Ravine Park Hatchery Take Your Kid To Work Day- Grade 9s Riverside College Visit UFV and UBC tours	Tracking participation rates Successful completions of certifications Recognition of Volunteer Hours at the end of the school year.

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



Progress & Impact

Identify the evidence that will be reviewed during the year and describe how the school team will use this information—through classroom, department, and schoolwide review processes - 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 (e.g., through collaborative team or schoolwide review processes)?
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.

Date of Review	*Evidence*	*What Have We Learned So Far?*	*Adjustments Needed*

Continuous Monitoring and Reflecting on Impact
