Students’ engagement with school involves student attitudes and behaviors that can facilitate academic success and prevent school dropout. There are existing interventions that aim to increase students’ engagement with school for students who are considered at risk for dropping out. However, there is evidence to suggest that many more students could benefit from such an intervention. The purpose of this study was to determine the efficacy of a curriculum involving student strengths and goals that was delivered to all middle school (grades 6-8) students. Results suggested the intervention was not successful in increasing students’ engagement with school. The results of the study are discussed in the context of systemic variables that school-based interventions face.