

2025/26 ENHANCING STUDENT LEARNING REPORT



PART 2: RESPONSE TO RESULTS

In review of Surrey School's Strategic Plan, 2023-2028 (Year 3 of 5)

Approved by the Board on October 1st, 2025: 



Territorial Acknowledgement

The Surrey School District respectfully acknowledges that our schools reside on the ancestral and unceded territories of the Coast Salish peoples – including the ḱíḱəy̓ (Katzie), ḱʷa:ḱəḱən (Kwantlen), and SEMYÓME (Semiahmoo) First Nations. We honour their enduring connection to this land and express deep gratitude and respect for their stewardship and the opportunity to learn from their wisdom.

Surrey Schools proudly serves the City of Surrey and the City of White Rock. We are the largest school district in British Columbia and the second-largest employer in Surrey. Our educational canvas spans 328 square kilometers, encompassing a diverse multicultural city.

More than 13,000 staff serve over 86,000 students across 131 school sites, including 106 elementary schools, 21 secondary schools, 2 learning centres, and a variety of satellite programs, including online distributed learning. In addition, we support early learners in 23 StrongStart Centres and child care operators in over 80 before and after school care programs on school grounds. Surrey Schools is dedicated to removing barriers and creating inclusive environments that empower all students and staff to thrive – a commitment that extends from the early years to adult education.

Photo: courtesy of 2025 National Indigenous Peoples' Day Celebration & Wellness event, in partnership with the Fraser Region Aboriginal Friendship Centre Association (FRAFCA) and the City of Surrey

District Context

Guided by the Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action, the district is committed to ensuring success for 2,996 students of Indigenous ancestry (First Nations, Metis and Inuit) from 74 Bands and territories. Our commitment involves working closely with the Indigenous Leadership Council, including representatives from the Katzie, Kwantlen, and Semiahmoo First Nations, Métis Nation BC, and the Fraser Region Aboriginal Friendship Centre Association (FRAFCA).

Our student body reflects a rich tapestry of cultures – 21,751 of students are English Language Learners with over 60% of our total student population speaking a language other than English at home. Among the 205 languages represented in our schools, the most commonly spoken at home include English, Punjabi, Mandarin, Hindi, Tagalog, and Arabic.

Celebrating our diverse community, we are proud to honour and uphold significant festivals, historic days, and events throughout the year, all which serve to promote acceptance, visibility, and equity for all.

Over the past three years, Surrey schools welcomed 5,600 new students. This rapid growth places unprecedented pressure on the district in accommodating an influx of students within existing facilities. Despite growing complexity, we maintain our focus on district priorities and providing exceptional service to students.

Our collective work supports 10,431 students with disabilities and diverse abilities. Currently, 316 students identified as CYIC attend 81 different schools in our district. Of these students, 156 are in elementary school, 121 in secondary, and 39 are supported through alternate learning environments.

While recognizing the challenges involved in engaging 7,000 educators across 135 sites, we are committed to our aspirational vision: that all learners experience a sense of belonging through their educational journey so that they flourish as creative and critical thinkers, engage in the world around them, communicate skillfully, and demonstrate care for self, others, and the natural world.

All roles in the district support this vision, serving to enhance teaching and learning for all by finding innovative solutions that leverage technology, peer networks, and the strategic allocation of resources.

To this end, district initiatives are inquiry-based, conceived through a lens of curiosity, align with our strategic priorities, and grounded in evidence-based practices that focus on ensuring success for all students.

Strategic Plan Priorities

Central to Surrey Schools is our districtwide vision for learning. [Learning by Design](#) is a comprehensive vision that not only encapsulates our core values and beliefs, with a strong emphasis on fostering inclusive and responsive learning environments, but also underscores our unwavering commitment to the principles of truth and reconciliation.

Our overarching goal, as articulated through this vision is to equip our learners with the skills and competencies required to excel in a world in which they think creatively and critically, communicate skillfully, and demonstrate care for self, others, and the world beyond.

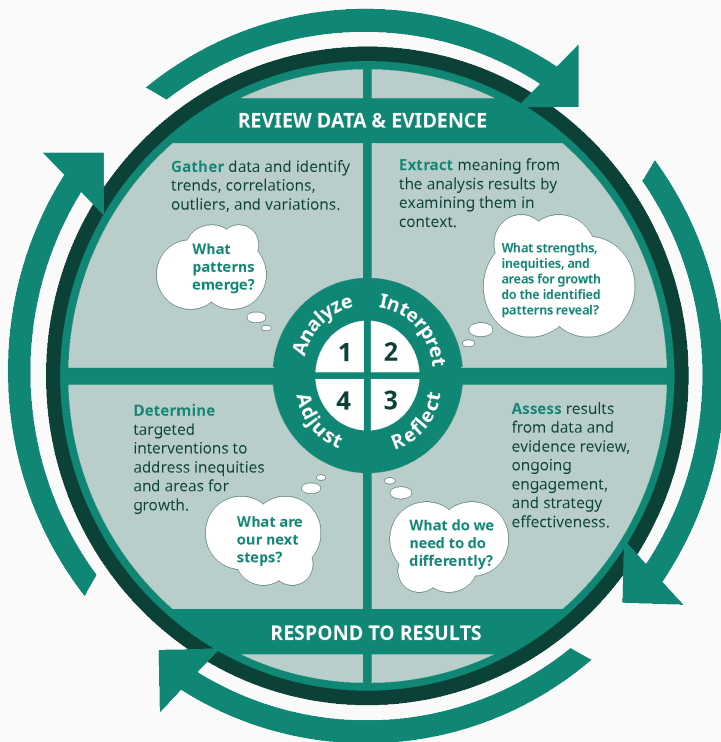
Serving as a roadmap for fulfilling this vision, is the district's [Strategic Plan](#). To guide the system in enacting practices and processes that support the development of confident learners who have a strong sense of personal identity, who are inquiry-minded, and who are socially, emotionally, and academically successful, we target our efforts in the following five priority areas:



Engaging in Cycles of Improvement

To better understand student achievement and inform strategic action, the Ministry's Review and Response Cycle was implemented to assess student achievement and guide strategic action (see Figure 1). Through collaboration with senior leaders, district teams, and school-based leaders, provincial and district-level data was analyzed to surface patterns, trends, and areas of concern. Strengths, inequities, and opportunities for growth, particularly for Indigenous students, CYIC, and students with disabilities and diverse abilities were identified.

Figure 1. Ministry Review and Response Cycle



The effectiveness of current strategies were examined and changes to current models were explored. Based on these insights, our approaches will be adjusted and targeted interventions enhanced to improve learning outcomes for all students. This cycle ensures our decisions are data-informed, equity-focused, and responsive to the evolving needs of our learners.

Ongoing Engagement

Student Voice

The experiences of students are helping to inform decision-making across the system in tangible, powerful ways. Over the course of the year, multiple opportunities were created to elevate student voice. Surrey students from grades 5 through 12 were invited to participate in a series of forums led by students, for students. Participants were asked to share insights, experiences and their hopes for education moving forward. Teachers, principals, district leaders and trustees attended as listeners, taking note of student reflections, questions and future-focused ideas.

Secondary students presented to the Surrey Board of Education, participated in a Leadership in Learning session with community members, employee groups and district leaders, and worked with the Communications Department to identify the most effective platforms to connect with families.

At several schools, Student Advisory Councils meet with principals monthly to provide input, contribute to the student learning plan and work together to improve the overall student experience.

Indigenous Student Leadership Council

As part of Surrey Student Indigenous Leadership Council, 30 youth from grades 10 to 12 participated in monthly gatherings to share experiences and reflections with a view toward impacting system change. The Council's mission was simple and profound: *To amplify Indigenous youth voice as a change agent for Indigenous children and youth.*

This past spring, Indigenous youth leaders courageously shared their lived experiences as students in the district with all elementary and secondary principals, offering critical feedback for leaders to affect system change. While the youth leaders acknowledged improvements in schools' cultural competency as expressed in courses such as English First People's, they also spoke of incidents of overt racism alongside chronic micro-aggressions while at school. The themes surfaced and questions posed by the student leaders will be the starting point for reflection and planning forward at the initial Indigenous Student Success meeting for school-based leaders and district staff in the 2025/26 school year.

Supporting Indigenous Student Success

Principals and vice principals gathered bi-monthly to participate in Supporting Indigenous Student Success meetings. In early January leaders came together to exchange insights, share effective strategies and reflect on emerging questions, and assess the impact of their work.

Conversations were designed to deepen understanding and strengthen practices that foster meaningful engagement with Indigenous students and their families. The following questions guided conversations:

Centring	<i>How are you, as administrators, prioritizing a focus on Indigenous student success and reconciliation with staff?</i>
Knowing	<i>How are you ensuring you know each Indigenous student and their families?</i>
Planning	<i>How is Indigenous student success woven throughout your student learning plan?</i>
Delivering	<i>What school-based interventions/initiatives have you employed to improve the success of Indigenous students?</i>
Monitoring	<i>What evidence are you using to monitor Indigenous student success and how is this informing decision-making?</i>

Schools are prioritizing Indigenous student success and reconciliation by enhancing the school environment and curriculum to build cultural competence of all students and staff. There is a concerted effort to know Indigenous learners – the strengths, the stories, the stretches of every Indigenous child. Schools are building strong connections with Indigenous students and families through intentional engagement, informal check-ins, and integrating school and community approaches supported by Indigenous support workers and school-based teams.

Strategic Engagement with Indigenous Peoples

To support Indigenous peoples learning in Surrey, the Indigenous Learning Department implemented a multi-layered strategic engagement approach that reflected the diversity and distinct needs of First Nations and Métis communities. The goal was to foster meaningful

relationships, co-create culturally responsive policies, and ensure Indigenous voices are central in educational decision-making.

Working with Indigenous leaders from Semiahmoo First Nation, Katzie First Nation, Kwantlen First Nation, Métis Nation B.C., the Fraser Region Aboriginal Friendship Centre Association, along with members from the Surrey Urban Indigenous Leadership Committee, space was co-created and Indigenous wisdom made central to decision-making in the district. While the ultimate impact of these processes is difficult to measure, ongoing, strategic engagement with Indigenous leaders lead to the establishment of the Indigenous Education Council, which has become a trusted space for collaboration.

The engagement strategy was guided by Indigenous methodologies with the goals to inform, consult, involve and collaborate with Indigenous organisations and their leadership. One highlight involved working with the Semiahmoo and Katzie First Nations. Leaders elevated the importance of developing protocols and policy for Indigenous teachings and artwork on school sites. Each Nation agreed to meet separately to articulate contents of the policy. Nations and organizations will then come together to finalize and sanction implementation.

Leadership in Learning Sessions

Representatives of various employee groups (STA, SPVPA, and CUPE), DPAC, and student leaders were invited to a Leadership in Learning session to share insights, highlight successes, and identify areas requiring further attention. The discussion was designed to inform decision-making and strengthen approaches to enhancing student learning.

Those in attendance noted progress in racial equity, diversity, and inclusion, citing increasing Indigenous graduation rates supported by cultural empowerment and integration of Indigenous history. Other successes were celebrated including integrating Indigenous culture, mentorship programs, improved literacy, and empowering student voice. Participants recognized the progress that had been made and at the same time, underscored the need to continue the work connected to the strategic goals and ensuring that district resources aligned with the strategic goals in support of prioritized populations.

Reflect and Adjust

Strategic Priority: Indigenous Student Success and Reconciliation

Strategic Objective: Increase the graduation rate of Indigenous students by 15% to 20% by 2028

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
Little Eaglets The summer program for children entering kindergarten through grade 3 is designed to support children's ongoing literacy development while building cultural competence and sense of belonging at school	<ul style="list-style-type: none"> • Address persistent literacy gaps for Indigenous students • Contribute to Indigenous students sense of feeling safe, welcome, and connected while at school 	Unknown <ul style="list-style-type: none"> • As this is a short term program and children are not tracked into the following school year, impact is difficult to measure • Parents and children report satisfaction and joy being in the program 	<ul style="list-style-type: none"> • Continue creating culturally-rich learning environments that are grounded in the B.C. Early Learning Framework and First People's Principles of Learning • Work with the Research and Evaluation Department to track cohorts of children into the following year; survey children and parents
Skookum Windspeaker Students from grades 6 through 12 are provided support and guidance through tradition, culture, and outdoor learning in the service of building greater success in education	<ul style="list-style-type: none"> • Increase Indigenous students' sense of safety, cultural knowledge, and pride 	Effective <ul style="list-style-type: none"> • Students thrive through experiential learning (monthly field trips, retreats) that embeds identity and cultural pride, traditional territories education, and peer-skill building 	<ul style="list-style-type: none"> • Build capacity to involve more students (zonal groupings) • Consider activities that will be more inclusive and involve more children
Summer Math Program The program for secondary youth addresses gaps in numeracy learning while fostering positive cultural identity and sense of belonging	<ul style="list-style-type: none"> • Increase Indigenous youth numeracy and cultural competence 	Effective <ul style="list-style-type: none"> • Anecdotally students consistently report the program offers a safe space to learn math while exploring their identities as Indigenous youth. Students felt safe in this learning environment. Two comments sum up the experience for the majority of participants: • "Math has always been stressful for me because of deadlines and pressure. In this program, I could learn things that didn't make sense instead of just being told I was late." • "I liked when they made connections to what I could do and helped me look at graduation." 	<ul style="list-style-type: none"> • Work with the Research and Evaluation Department to adjust and implement additional ways to collect evidence of impact • Identify the features of the math program that create a safe learning environment
Indigenous Student Leadership Council The Council's mission is simple and profound: <i>to amplify Indigenous youth voice as a change agent for Indigenous children and youth</i>	<ul style="list-style-type: none"> • Impact schools' cultural competence, decrease microaggressions, and impact students' sense of safety and well-being while at school 	Effective <ul style="list-style-type: none"> • Students felt schools' cultural competency improved over time in schools (elementary into secondary) • Students continue to experience racism and microaggressions in school 	<ul style="list-style-type: none"> • Consider culturally-relevant ways to collect evidence of impact
Secondary Indigenous Student Support Teams Established in all secondary schools, a locally-developed tool assists staff to ensure prompt care and necessary intervention if needed	<ul style="list-style-type: none"> • To increase Indigenous students' sense of belonging • To increase the Indigenous graduation rate 	In Progress <ul style="list-style-type: none"> • Teams needed a mechanism to ensure relevant data (attendance, assessments, supports) is accurate and accessible • The tool is recently-developed 	<ul style="list-style-type: none"> • Ensure staff reflect on and evaluate the impact of the tool in terms of their capacity to connect and increase students' sense of belonging and engagement in school

Strategic Priority: Literacy and Numeracy

Strategic Objective: Advance equitable outcomes for all students in literacy and numeracy development

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
Intensive Literacy The Intensive Literacy Program (ILP) provides tier 3 literacy support to students in grades 4 and 6 who have a learning disability in the area of reading, specifically those with a Q designation	<ul style="list-style-type: none"> Persistent literacy gaps among students with specific learning disabilities in reading Access to specialized and focused instruction in literacy Improvement in oral reading, word recognition, fluency, and comprehension 	Effective <ul style="list-style-type: none"> Program review noted improvements in student literacy outcomes in oral reading fluency rising from 9% to 30% and phonemic segmentation from 6% to 76% Strong gains in phonics, decoding, and reading fluency, alongside increased confidence and engagement Program reviews showed inconsistency across sites in terms of program goals, philosophies, and pedagogy 	<ul style="list-style-type: none"> Continue program review at all sites Continue professional development and coaching models to support instructional practices Assess evidence of impact through evidence-based data Explore AI possibilities to reach multiple sites Consider embedding programs in schools Increase Intensive Literacy support teacher role Increase student voice as part of the program review
ELPATS Early Literacy ELPATS is an annual district-based, diagnostic oral assessment of phonemic awareness designed for classroom teachers to universally monitor young learners' development of phoneme-level phonological awareness skills	<ul style="list-style-type: none"> Address persistent literacy gaps among students beyond kindergarten (gaps widen in grade 1 specifically) 	Highly Effective <ul style="list-style-type: none"> Data reflects a positive trend in phonemic awareness development, with significant gains across all assessed areas, particularly in Isolation of Phonemes and Blending of Phonemes Indigenous kindergarten student outcomes closely mirrored those of all kindergarten students. Overall, 86% of Indigenous kindergartners mastered one or more sections of the ELPATS by the end of the school year 	<ul style="list-style-type: none"> Continue to support early primary teachers to use ELPATS as a valuable diagnostic while balancing learning how to screen students Continue to support classroom teachers with assessment cycle in early primary, providing tools and resources, and understanding what quality and culturally-responsive literacy instruction entails Analyse ELPATS and classroom data in conjunction with Wave 9 EDI data
Responding to Readers Cohorts of teachers looked closely at their readers through wholistic and evidence-based assessment asking two key questions: (1) How are our readers doing? (2) How do we know this?	<ul style="list-style-type: none"> Triangulate data so we know how students are doing Collect evidence of student learning on a broader scale so we can answer the second question (How do we know?) 	Effective <ul style="list-style-type: none"> Participating teachers noted significant gains in students' phonological awareness and oral reading fluency 	<ul style="list-style-type: none"> Gain a sense of the impact on a greater number of students (move beyond the "focus child" model) Coordinate "opening classroom doors" as a model where experienced primary teachers work directly with students as they model best practices to new-to-career teachers
English Language Learner (ELL) Literacy Supports Revisioning current model of collaboration and co-planning between classroom teachers and ELL specialists that focuses on clarifying student goals as outlined in AIPs, increasing family engagement initiatives to support literacy at home, and supporting steps to graduation success	<ul style="list-style-type: none"> Language acquisition and literacy goals that can reasonably be met in the current school year Honour cultural identity, cultural diversity, and inclusiveness Build parent and community partnerships 	Effective <ul style="list-style-type: none"> School assessment data showed 93.7% of students progressed to the next ELL proficiency level; targeted supports led to substantial learning growth across the cohort Students who remain at the same proficiency level may be in a place of skill consolidation Monitor progression next year 	<ul style="list-style-type: none"> Continue tier 3 ELL support with integration into classrooms Pilot a more standardized assessment at elementary Broaden the sample size of data collected to include a larger number of secondary schools Gather evidence of impact on student learning, and use the data to inform instruction
Early Numeracy Inquiry Inquiry at a small number of schools to explore culturally responsive early numeracy assessments that will serve to guide instruction	<ul style="list-style-type: none"> Be able to answer the questions: How are our youngest learners doing in numeracy? 	In Progress <ul style="list-style-type: none"> This is a new inquiry based on reflections of provincial and local data 	<ul style="list-style-type: none"> Pilot with a small number of schools this year with the intention of growing the impact into additional schools Work with the Research and Evaluation Department to adjust and implement additional ways to collect evidence of impact

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
Math Matters Cohorts of teachers will explore the Numeracy Framework to design rich learning experiences, explore effective teaching practices, and create inclusive learning environments in mathematics	<ul style="list-style-type: none"> Address persistent achievement gap for Indigenous learners through equitable approaches to numeracy assessment and instruction 	In Progress <ul style="list-style-type: none"> Until now, the impact of numeracy initiatives has been relatively unknown 	<ul style="list-style-type: none"> Build capacity in teacher leaders numeracy competency and leadership capacity at their school Ensure sustained focus on creation of equitable learning environments, assessment, and instruction

Strategic Priority: Student Well-being

Strategic Objective: Develop students' well-being and sense of belonging at school

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
SEL Leads The SEL Lead initiative provides opportunities for teachers and administrators to participate in and deliver a schoolwide approach that integrates academic, social, and emotional learning across schools	<ul style="list-style-type: none"> Explore collection of evidence in relation to student learning and indicators of well-being Consistent and intentional focus on increasing Indigenous student success through SEL 	Effective <ul style="list-style-type: none"> An increased capacity in students who self-reported an ability to be open-minded, had healthy peer and adult relationships at school, and were aware of and understood their emotions 	<ul style="list-style-type: none"> Draw upon MDI data in grades 5 and 8 as part of triangulation of evidence Work with the Research and Evaluation Department to refine data collection techniques to ensure what matters is being measured
Integrated Child and Youth (ICY) Teams ICY teams are part of A Pathway to Hope – the provincial strategy for improved mental health and substance use care in B.C.	<ul style="list-style-type: none"> Increase transition rates for CYIC Increase literacy and numeracy results for CYIC in both elementary and secondary Increase Indigenous graduation rate 	In Progress <ul style="list-style-type: none"> Teams are new. Their intended impact includes wraparound services and supports for children and youth along with easier access for children and youth to connect to care – at school and in the community 	<ul style="list-style-type: none"> Establish baseline data as teams are new and monitor progress
Summer Transitions Program Every secondary school hosts a 40 hour summer transitions program for students starting grade 8 in September. The goals are to ensure early connections are made with school staff, students feel safe and surrounded by support, and offer rich literacy and numeracy learning experiences	<ul style="list-style-type: none"> Increase sense of safety and belonging Strengthen literacy and numeracy 	Unknown <ul style="list-style-type: none"> The program runs regularly, but with staff turnover it is challenging to build consistency of purpose 	<ul style="list-style-type: none"> Program review with a working group to ensure program goals are aligned with evidence of impact
Student Voice Students in grades 5 through 12 are invited to participate in student forums. These events are run by students, for students, with the intention of informing decisions that impact all students' well-being and engagement	<ul style="list-style-type: none"> Diversify student representation Increase focus on student well-being 	Effective <ul style="list-style-type: none"> Several visible examples where schools have integrated insights generated from student voice initiatives into student learning plans 	<ul style="list-style-type: none"> Work with a small group of schools to track impact of student voice inclusions into learning plans Students requested an increased focus on and monitoring of students' well-being

Strategic Priority: Racial Equity

Strategic Objective: To develop students' cultural identity, sense of belonging, and core competencies

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
Indigenous Day of Brilliance The Day of Indigenous Brilliance was a single event filled with cultural activities, speakers, artists, and vendors intended to celebrate identity and promote culturally relevant graduation pathways	<ul style="list-style-type: none">• Increase quality and quantity of culturally-relevant pathways to post-secondary for Indigenous students	Unknown <ul style="list-style-type: none">• Anecdotal feedback from students was positive• Lasting impact of the event is not known• Piloting career pathway to UBC's Sauder School of Business	<ul style="list-style-type: none">• Enhance mentorship, career planning, and culturally-relevant pathways to post-secondary education• Explore ways to gather data on how these opportunities affect graduation rate and post-secondary transitions
Youth as Changemakers Student-led planning identified significant events from Surrey's Equity, Diversity, and Belonging calendar to celebrate, support and elevate equity and belonging in elementary and secondary schools	<ul style="list-style-type: none">• Highlight the importance of our shared values of caring and compassionate communities	Effective <ul style="list-style-type: none">• The vast majority (94%) of youth surveyed agreed that as racialized minorities they are able to recognize, respect, and honour the diverse cultures of others• Still a majority, but a lower number of students, felt they know they matter, are cared for, and belong• A similar percentage (85%) of students felt safe, heard, and respected at school, and 81% agreed that their mental health and well-being is supported	<ul style="list-style-type: none">• Expand the use of the Youth Empowerment Survey to gather student voice and experiences that will inform future planning in schools throughout the district• Pay attention to student voices that tell us they don't feel their mental health and well being is being supported
Culturally Responsive Pedagogy A small group of secondary educators engaged in pedagogical inquiry to learn and reflect on culturally relevant and responsive pedagogy and the impact on student well being and belonging	<ul style="list-style-type: none">• Diversify resources so that students see themselves reflected in classroom resources• Learning environments that are welcoming, culturally-relevant spaces for all students	Unknown <ul style="list-style-type: none">• This initiative, "Weaving Threads", is in its early stages. Staff reported significant insights into their own practice as a result of the sessions; impact on students is not yet known	<ul style="list-style-type: none">• Build depth with existing cohort of teachers• Continue to work with the Research and Evaluation Department to gather evidence of impact on students' learning
UBC Black Futures In collaboration with UBC, the program is intended to enhance post-secondary and career opportunities for Black students across B.C. Students from grades 10 to 12 have an opportunity to learn alongside UBC professors and prominent entrepreneurs within the Black community in a series of in-person sessions at UBC. The program has a strong participation rate from Surrey	<ul style="list-style-type: none">• Consistent opportunities for secondary students to track impact on career pathways and transition to post secondary	Effective <ul style="list-style-type: none">• Students have not been followed in terms of impact	<ul style="list-style-type: none">• Consider ways to build points of connection with students over the course of the series – this could allow for more opportunities to track impact

Strategic Priority: Student Transitions

Strategic Objective: Increase the grade-to-grade transition rates, specifically in grades 10 to 12 for priority populations

STRATEGY	AREA FOR GROWTH	STRATEGY EFFECTIVENESS	ADJUSTMENTS AND ADAPTATIONS
Sacred Ties Guided by a Spiral of Inquiry framework, Sacred Ties is an intentional, culturally responsive initiative designed to support Indigenous students' successful transition into grade 8	<ul style="list-style-type: none">• Positive transition with increased points of connection for Indigenous students transitioning from grade 7 into grade 8	Highly Effective <ul style="list-style-type: none">• Grade 7 staff at all schools reported growth in student confidence and a decrease in anxiety about their transition into grade 8• Secondary staff noticed marked differences in students' engagement with them and with their peers from other schools	<ul style="list-style-type: none">• Work with the Research and Evaluation Department to adjust and implement additional ways to collect evidence of impact• Document the story of impact – from inception to impact – to share with other schools• Grow and expand the pilot program into more families of schools in 2025/26• Monitor student growth and achievement
Intensive Program Reviews: Children and Youth in Care Conduct a comprehensive review of all programs designed to support CYIC to assess impact of trauma-informed practices and effectiveness	<ul style="list-style-type: none">• Address low attendance and student engagement• Increase grade-to-grade transitions and graduation rate• Monitor social and emotional well-being• Monitor literacy and numeracy achievement	Unknown <ul style="list-style-type: none">• Attendance data indicates absences are above our district average in comparison to the same data from the previous school year 2023/24	<ul style="list-style-type: none">• Deep dive into data collections tools to know how CYIC are doing, K-12, and to assess impact of interventions and strategies over time
Intervention and the Early Team The Early Team is a multidisciplinary district support team focused on building inclusive capacity in kindergarten classrooms	<ul style="list-style-type: none">• Positive kindergarten transitions for children with diverse needs	Effective <ul style="list-style-type: none">• Teachers report this approach has led to improved kindergarten transitions, a greater sense of belonging and connection, increased student engagement, and improved learning outcomes for students transitioning into school	<ul style="list-style-type: none">• Reflect and adjust data collection methods
High School Students with Intellectual Disabilities Integration Program (HSSIDIP) The program supports students in grades 11 and 12 with intellectual disabilities in their transition to adulthood through access to paid employment. Developed collaboratively between school staff and external partners, the program promotes independence and inclusion by equipping students with the skills and opportunities needed for a successful transition into the workforce	<ul style="list-style-type: none">• Increase career development opportunities for students with disabilities and diverse abilities	Highly Effective <ul style="list-style-type: none">• All students who participated secured paid employment through the summer and into their grade 12 year	<ul style="list-style-type: none">• Grow and expand the pilot program into more secondary schools in 2025/26• Consider ways to capture student voice and their experiences in the program to inform future planning
Inclusion Working Group The Inclusion Working Group includes 24 leaders, representing every secondary school in the district. This collaborative group continues to focus on strengthening inclusive programming in secondary schools, with an emphasis on promoting effective instructional and assessment practices for students with diverse learning needs	<ul style="list-style-type: none">• Diversify career pathways for students with disabilities and diverse abilities	Effective <ul style="list-style-type: none">• Less duplication of overall services and greater access to differentiation of individualized supports• Successful work experience opportunities	<ul style="list-style-type: none">• Small scale implementation at select secondary schools in 2025/26

ALIGNMENT

Student Plans

Elementary schools, secondary schools, and learning centres engage in a comprehensive process to create, refine, and adjust [Student Learning Plans](#). Each school's plan is organized around three inter-related sections: Our Learners, Our Focus, Our Next Steps. Rather than rely on traditional metrics and deficit narratives, the plans take us into classrooms to see and hear the gifts and talents of the children and youth in our school communities.

Through this iterative process, schools reflect on what they are noticing, identify a learning focus, tell the story of learning growth over time and communicate the successes, stretches, and next steps needed for students to thrive. While the plan reflects a universal lens, the focus on Indigenous learners, CYIC, and students with disabilities and diverse abilities centres the work. Student learning is closely monitored and informal plans are constantly evolving to be responsive to individual learners. Resources and tools to formalize this process will be introduced in the 2025/2026 school year.

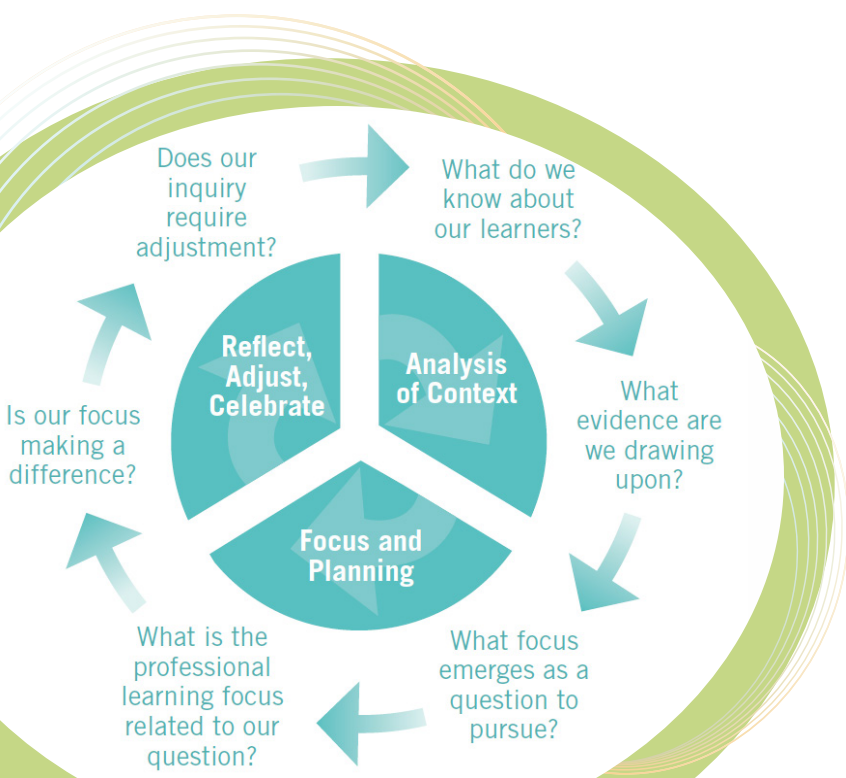
Assistant Superintendents engage in multiple school plan visits over the course of the year where learning conversations surface themes, capture successes, and identify areas requiring further support. This information is shared with district departments and serves to inform the broader work moving forward. There is an intentional



focus on learning the stories, strengths, and stretches for every Indigenous learner during these visits. This practice will be expanded to include a focus on CYIC and students with diverse abilities and disabilities in 2025/2026.

In recent years the learning focus has shifted for many of our schools. Based on provincial and local evidence, two-thirds of schools moved to literacy-focused plans. In large part this was the driver for the creation of the district developed Responding to Readers initiative that currently engages 47 schools. Research informed, evidence-based professional learning opportunities were developed, and inclusive, culturally responsive resourcing was secured to support literacy learning through this large cohort.

The numeracy data, both provincial and school-based, is equally compelling, clearly identifying numeracy as an area requiring further attention and support. A similar model to Responding to Readers as well as additional professional learning opportunities are being explored and developed to support numeracy learning across schools. Drawing upon classroom-based assessment and provincial data, several schools have moved to, or are considering a shift to a numeracy-focused student learning plan.



Operational Plans

Departments across the district work together to build school and system-wide capacity that supports student achievement and meets the needs of our most marginalized learners. Through a shared vision, school teams, and district staff focus on creating supportive,

inclusive, caring learning communities where all children and youth can reach their full potential. The following provides a window into our collective commitment to the goals outlined in our strategic plan:



Human Resources

Human Resources partners with educational and operational leaders to foster safe, respectful, and inclusive workplaces that reflect our learning environments. HR promotes equity, cultural responsiveness, and belonging by enhancing departmental and workplace practices, providing professional learning and resources, and facilitating access to well-being supports. The work includes collaborating with other departments on accessibility initiatives and equity-focused policy and practice reviews and supporting the launch of new schools and programs that advance district priorities and commitments.



Finance

Business Operations, including Finance, Budgeting, Payroll, and Procurement, collaborate closely with educational partners to ensure they are equipped with the necessary resources, accurate information, and timely compensation to support the district's strategic priorities. By listening to our partners and understanding their unique needs, we shape our processes to reflect cultural values, respond to local circumstances, and promote respect for diversity across the district.

The Internal Audit and Advisory team strengthen this work by helping departments manage risk, track performance, and use resources effectively. Together, these functions support continuous improvement and progress toward the district strategic goals.



Operations

Operations consistently aligns its plans with the district's strategic goals through cross-departmental collaboration and a risk-based approach to targeted initiatives, ensuring inclusive, measurable, and responsive strategies for vulnerable learners. Additionally, it emphasizes the creation of safe, functional, and supportive school environments, along with providing wraparound services to ensure equitable access to enriched learning opportunities for all students.



Information Technology

Facilitating safe, equitable and inclusive access to digital learning platforms, tools and supports, while optimizing district and school operations to maximize investments in teaching, learning and student support.



Capital Project Office

The Capital Project Office ensures that design decisions related to new school or addition projects are responsive to students, creating the conditions that will allow students to grow, learn and thrive. Guided by a Steering Committee comprised of members with diverse backgrounds, experiences, and roles including Indigenous learning, racial equity, inclusive education, and priority practices, there is a commitment to designing spaces that support the district's strategic plan and address the needs of prioritized populations.



Research and Evaluation

The Research and Evaluation (RESE) Department provides support with planning, evaluation, and reporting of district-provided programs and supports, including broad student and school outcomes through: (a) implementation of diverse qualitative and quantitative research methodologies and methods, (2) gathering and analyzing data, (3) utilizing a wide-range of data analysis tools, and (4) developing and engaging in knowledge translation and exchange activities. RESE regularly collaborates with departments to ensure alignment with district priorities, including *Indigenous Student Success and Reconciliation*, *Literacy and Numeracy*, *Racial Equity*, *Student Transitions*, and *Student Well-being*.



Learning Resource Services

The Learning Resource Services (LRS) Department ensures schools have access to high quality, recommended digital and print resources that reflect the First Peoples Principles of Learning, promote inclusivity, are culturally responsive and allow learners to see themselves in the material. Central to designing and sustaining culturally-responsive learning environments, LRS works alongside educators to reduce barriers of access, ensuring they have thoughtfully curated collections of current, accessible, and diverse texts. The learning resource collection is a critical component to Surrey's commitment to creating inclusive, equitable spaces for all students that foster belonging, sharing of ideas, reflection, well being and growth.



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