

2026/27 ENHANCING STUDENT LEARNING: INTERIM PROGRESS REPORT



In Review of Surrey School's Strategic Plan, 2023-2028 (Year 4 of 5)



Approved by the Board on September 16, 2026

Laura Synnott

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Located in the lobby of the District Education Centre, the Welcome Post pictured above was carved by John Walkus (Kwakwaka'wakw artist) and finished by Leonard Wells (Semiahmoo First Nation artist).



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 ḱíçəy̓ (Katzie), ḱʷa:ḱəḷ̓ (Kwantlen), and SEMYÓME (Semiahmoo) First Nations. We honour their enduring connection to this land express deep gratitude and respect for their stewardship and the opportunity to learn from their wisdom.

Surrey Schools proudly serves the cities of Surrey and White Rock, and the rural area of Barnston Island. We continue to be the largest school district in British Columbia and the second-largest employer in Surrey.

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

DISTRICT CONTEXT

Surrey Schools is dedicated to removing barriers and creating inclusive environments that empower all students to thrive – a commitment that extends from the early years to adult education. Close to 13,000 staff serve nearly 86,000 students across 134 sites, including 107 elementary schools, 21 secondary schools, two learning centres, an online distributed learning program, Surrey College, and two Adult Education Centres. In addition, we support early learners in 23 StrongStart Centres and more than 80 before and after school care programs on school grounds.

Surrey Schools celebrates the richness of its diverse student population and is committed to promoting visibility, belonging, and equity for all students. Knowing our learners, ensuring that they are both seen and heard, is central to shaping and informing our work in the service of Surrey students.

Guided by the Declaration on the Rights of Indigenous Peoples Act, and the Truth and Reconciliation Calls to Action, the district remains committed to ensuring success for the 3,096 students of Indigenous ancestry (First Nations, Métis, and Inuit) from 144 Bands and territories attending Surrey Schools. The district works 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) in pursuit of this goal.

Our student body reflects a rich tapestry of cultures with 63% of our students speaking a language other than English at home. Of the 205 languages represented in our schools, the most commonly spoken at home include Punjabi, Mandarin, Tagalog, Hindi, and Spanish. Approximately 20,989 or 24% of our student population are English Language Learners.

The diversity of our student population is also reflected in the 11,313 students with disabilities or diverse abilities. In addition, there are 270 children and youth living in care (CYIC) attending schools across our district. Of these students, 134 are elementary age, 109 attend secondary schools, and 27 are supported through alternate learning environments.

All staff work together in support of the district's shared vision for learning, creating the conditions where learners and learning thrive. To address the complexity involved in engaging and supporting the continued professional development and growth of more than 7,000 educators across the system, we employ a multi-faceted approach, creating varied pathways and opportunities to support learning. School and district-based leadership,

both formal and informal, plays a critical role in leading learning through the cycle of continuous improvement. District initiatives are designed to support learning, are 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 district-wide 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.

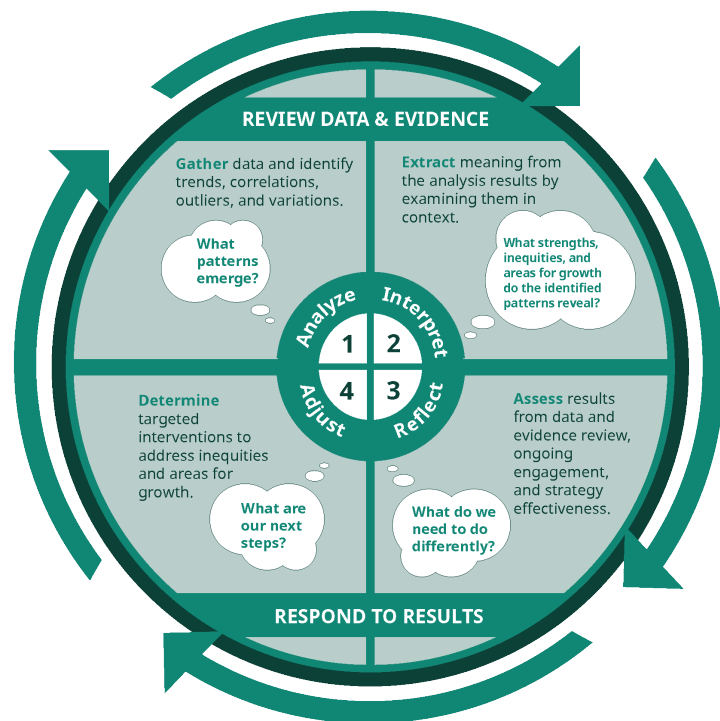
Serving as a roadmap for fulfilling this vision, is the district's [Strategic Plan](#). To guide the system in enacting practices and processes that support the development of confident learners who have a strong sense of personal identity, who are inquiry-minded, and who are socially, emotionally, and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



ENGAGING IN CYCLES OF IMPROVEMENT

To better understand achievement and inform strategic action, the Ministry's Review and Response Cycle was implemented to assess student achievement and guide strategic action. Through ongoing 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. The consultation process also included working with students, parents, and representation from educational unions. Strengths, inequities, and opportunities for growth were identified, particularly for Indigenous students, CYIC, and students with disabilities or diverse abilities.

The effectiveness of current strategies was 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. Focused attention on this cycle ensures our decisions are data-informed, equity-focused, and responsive to the evolving needs of our learners.



INTELLECTUAL DEVELOPMENT

Educational Outcome 1: Literacy

Measure 1.1: Grade 4 and Grade 7 FSA Literacy



Table 1. SD36: Grade 4 FSA Literacy - Expected Count | Participation Rate, 2021/22 - 2025/26

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	5,619 44%	5,621 45%	5,707 78%	5,848 85%	5,907 88%
Indigenous Resident Students	297 32%	294 33%	256 54%	218 74%	228 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	34 35%	31 45%	33 45%	Masked	0
Resident Students with Designation	562 22%	591 22%	627 34%	604 50%	652 57%

Figure 1. SD36: Grade 4 FSA Literacy - On-Track and Extending Rate, 2021/22 - 2025/26

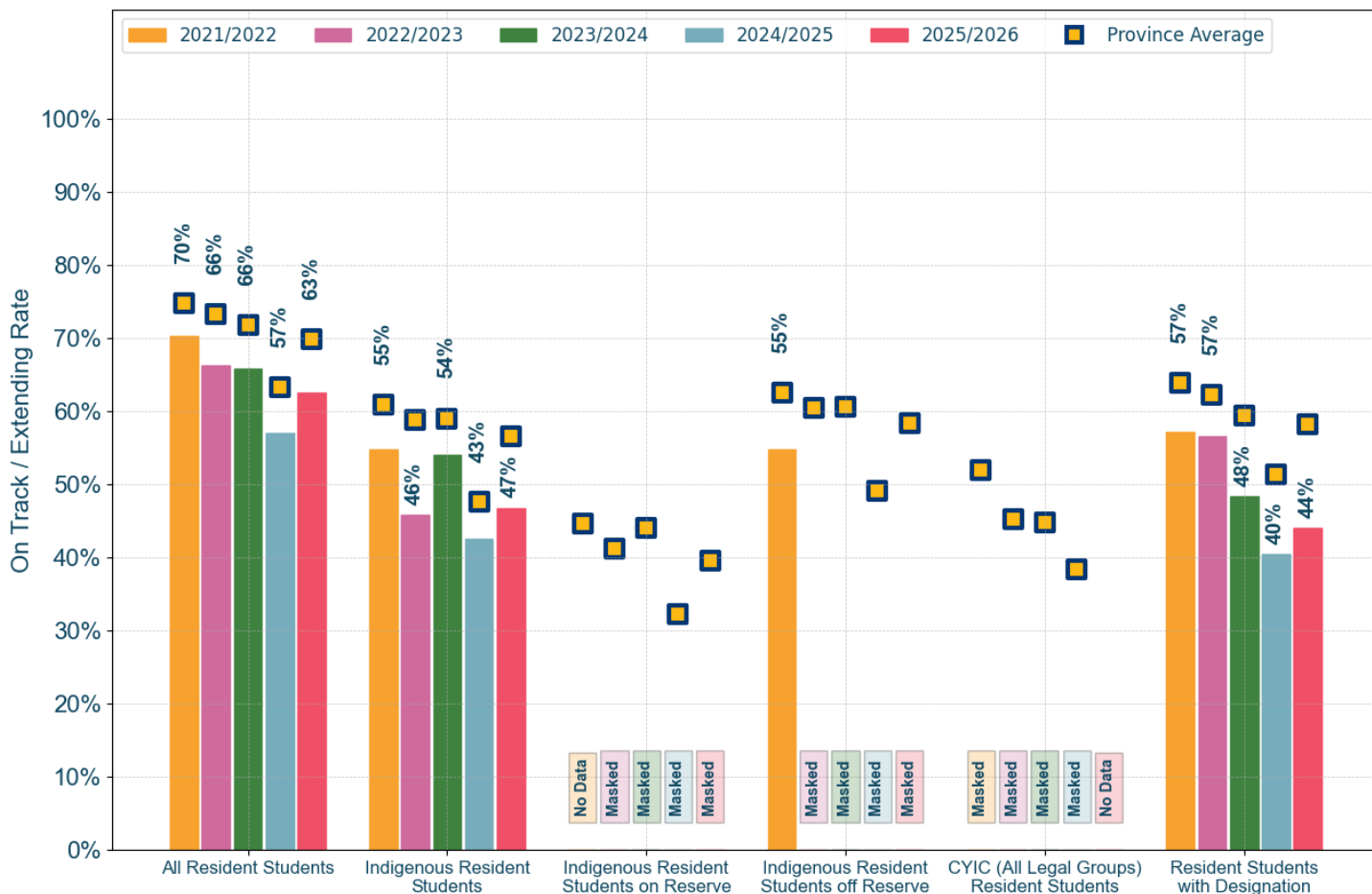
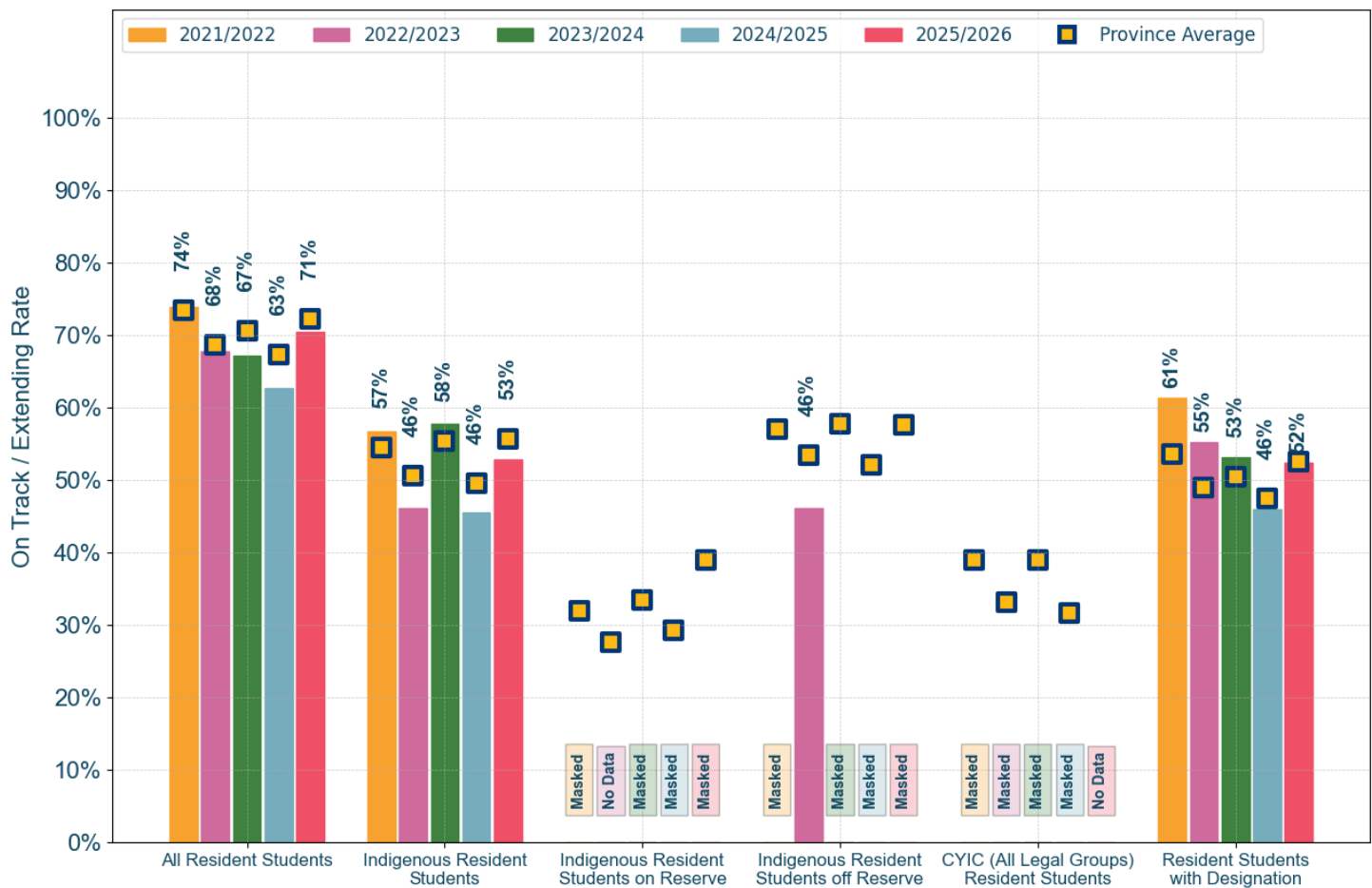


Table 2. SD36: Grade 7 FSA Literacy - Expected Count | Participation Rate, 2021/22 - 2025/26

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	5,700 44%	5,797 44%	5,991 81%	6,308 88%	6,186 92%
Indigenous Resident Students	314 31%	283 32%	281 62%	260 73%	273 82%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	33 45%	29 69%	0
Resident Students with Designation	836 28%	886 30%	870 46%	911 65%	947 73%

Figure 2. SD36: Grade 7 FSA Literacy - On-Track and Extending Rate, 2021/22 - 2025/26

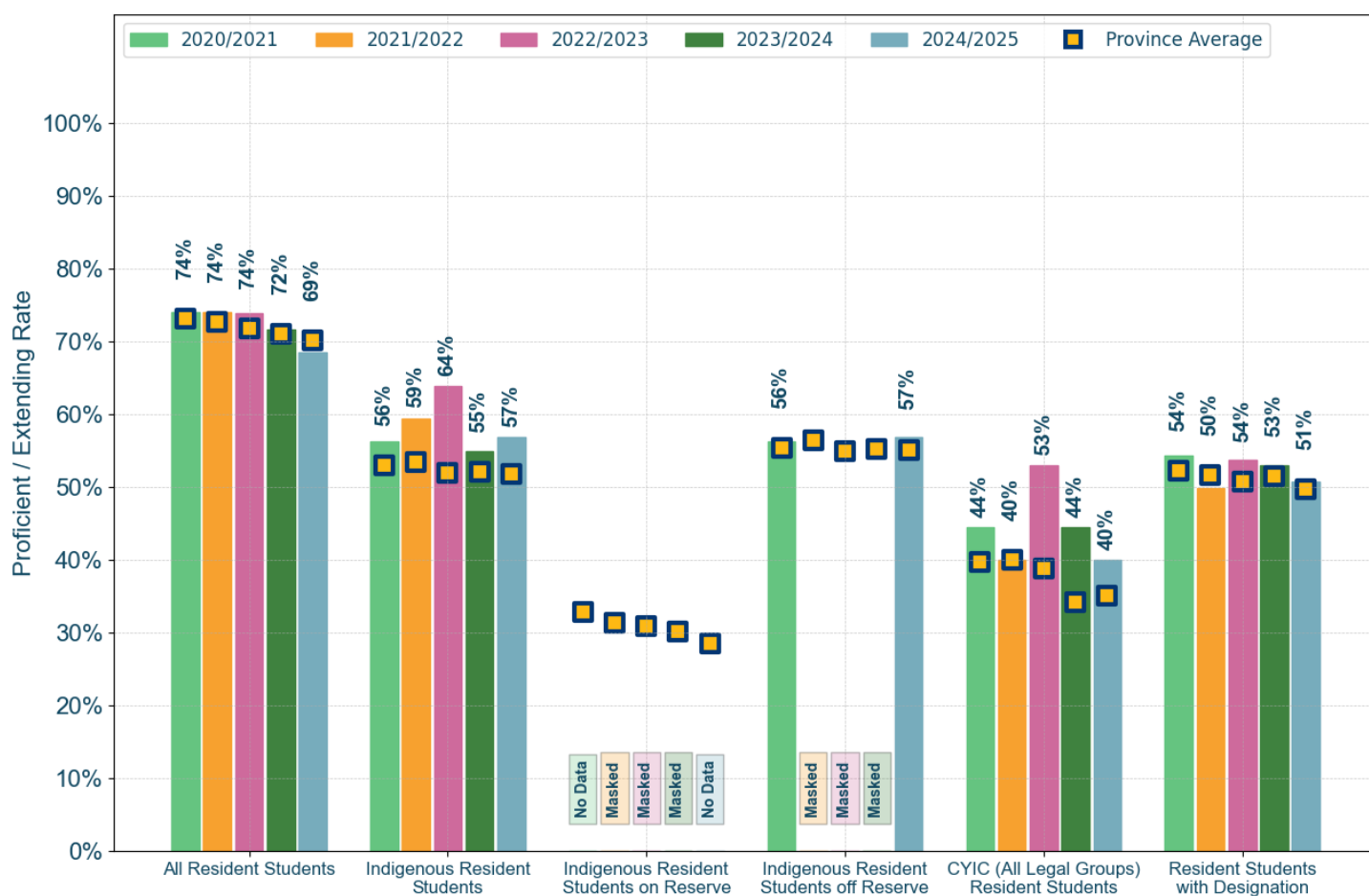


Measure 1.2: Grade 10 Literacy Expectations

Table 3. SD36: Grade 10 Graduation Assessment Literacy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	6,084 76%	6,122 77%	6,667 85%	7,481 77%	7,478 76%
Indigenous Resident Students	270 57%	273 59%	311 64%	296 68%	282 65%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	270 57%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	44 32%	33 36%	54 44%	38 50%	40 48%
Resident Students with Designation	839 65%	861 63%	926 71%	1,031 73%	968 71%

Figure 3. SD36: Grade 10 Graduation Assessment Literacy - Proficient and Extending Rate, 2020/21 - 2024/25



INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy

Measure 2.1: Grade 4 and Grade 7 FSA Numeracy



Table 4. SD36: Grade 4 FSA Numeracy - Expected Count | Participation Rate, 2021/22 - 2025/26

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	5,619 44%	5,621 45%	5,707 79%	5,848 86%	5,907 88%
Indigenous Resident Students	297 30%	294 33%	256 55%	218 73%	228 75%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	34 32%	31 45%	33 45%	Masked	0
Resident Students with Designation	562 22%	591 22%	627 34%	604 51%	652 57%

Figure 4. SD36: Grade 4 FSA Numeracy - On-Track and Extending Rate, 2021/22 - 2025/26

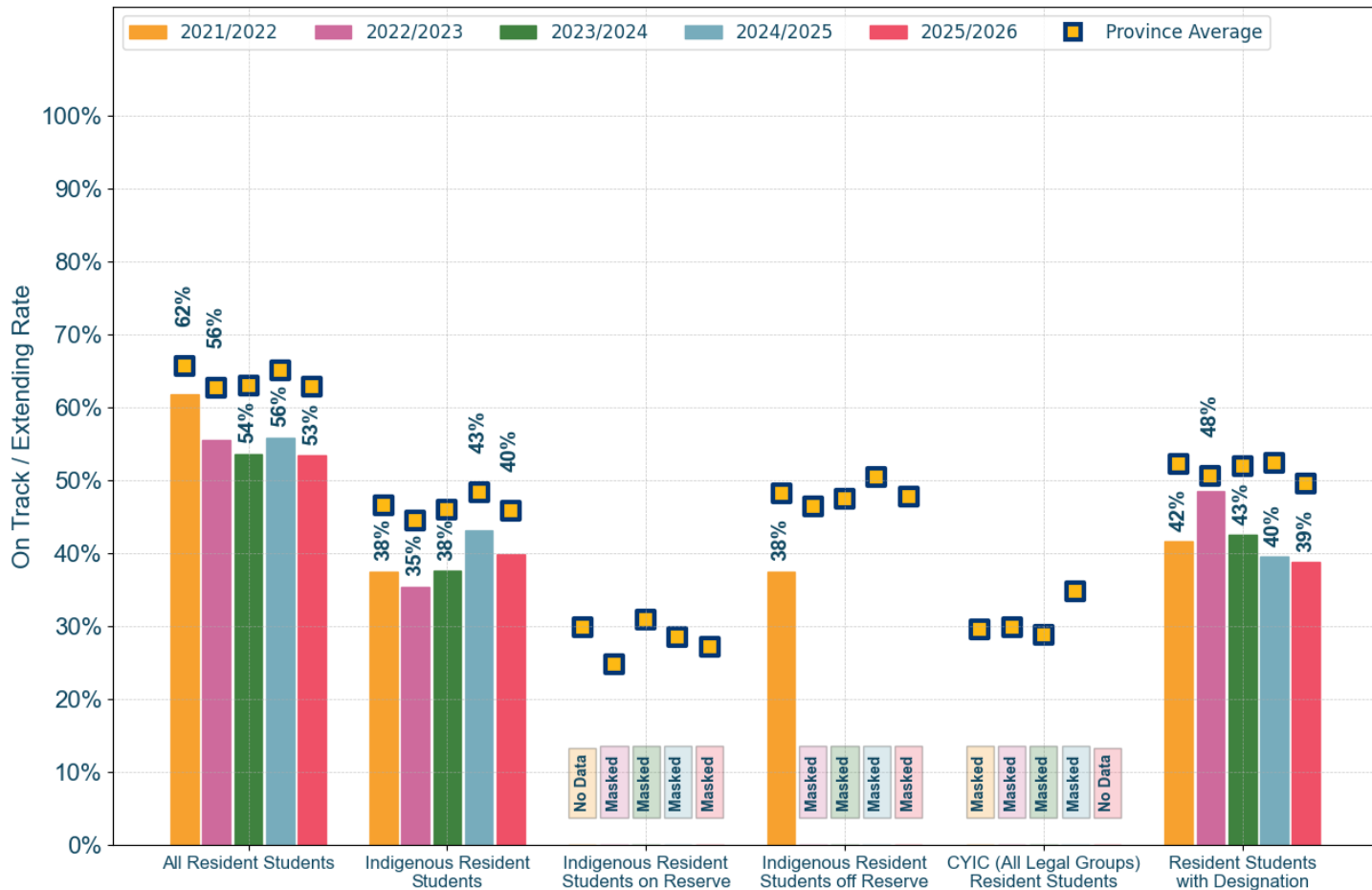
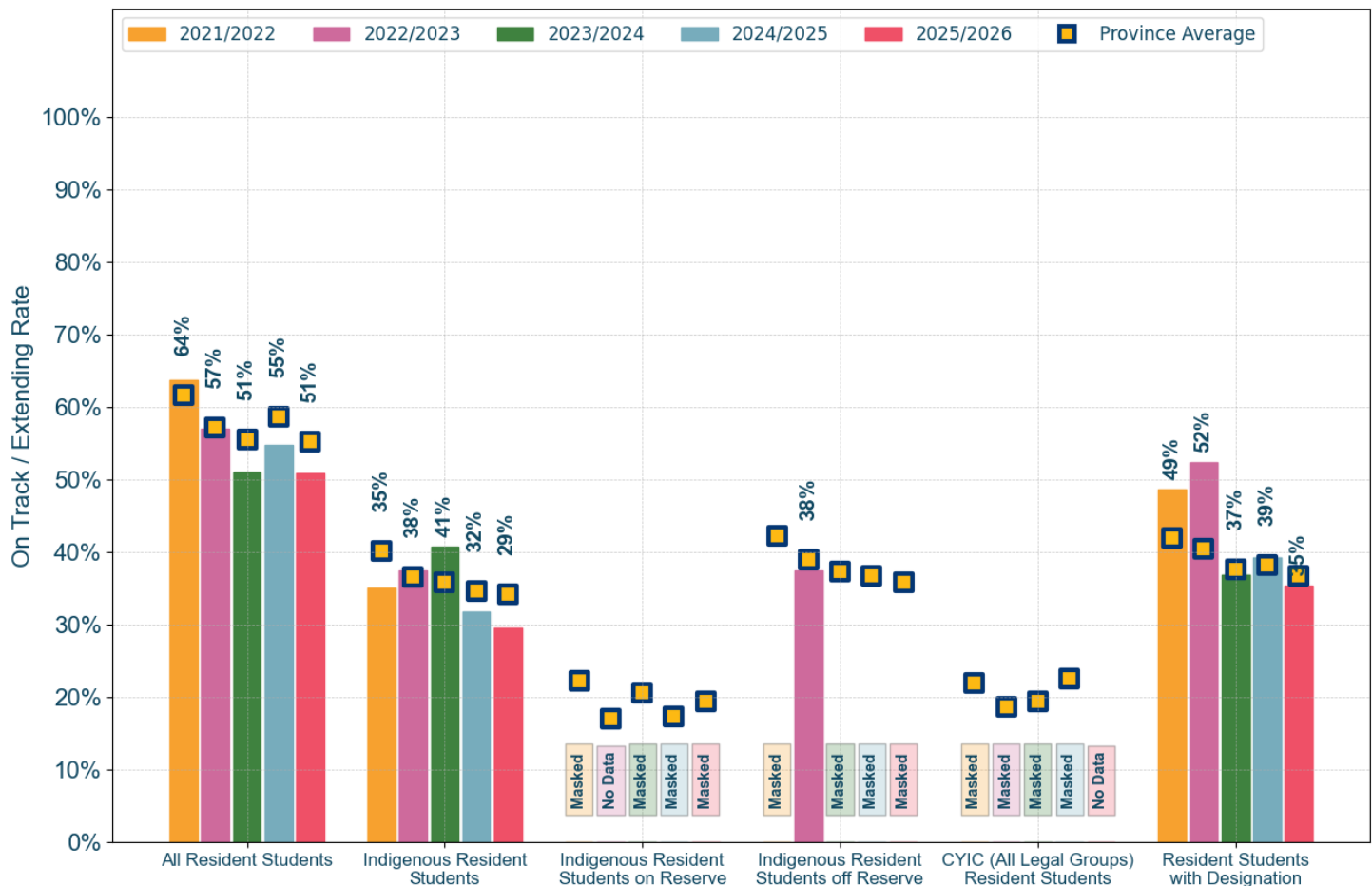


Table 5. SD36: Grade 7 FSA Numeracy - Expected Count | Participation Rate, 2021/22 - 2025/26

	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
All Resident Students	5,700 44%	5,797 43%	5,991 81%	6,308 88%	6,186 91%
Indigenous Resident Students	314 31%	283 31%	281 63%	260 74%	273 79%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	Masked	Masked	33 48%	29 76%	0
Resident Students with Designation	836 27%	886 29%	870 47%	911 64%	947 71%

Figure 5. SD36: Grade 7 FSA Numeracy - On-Track and Extending Rate, 2021/22 - 2025/26

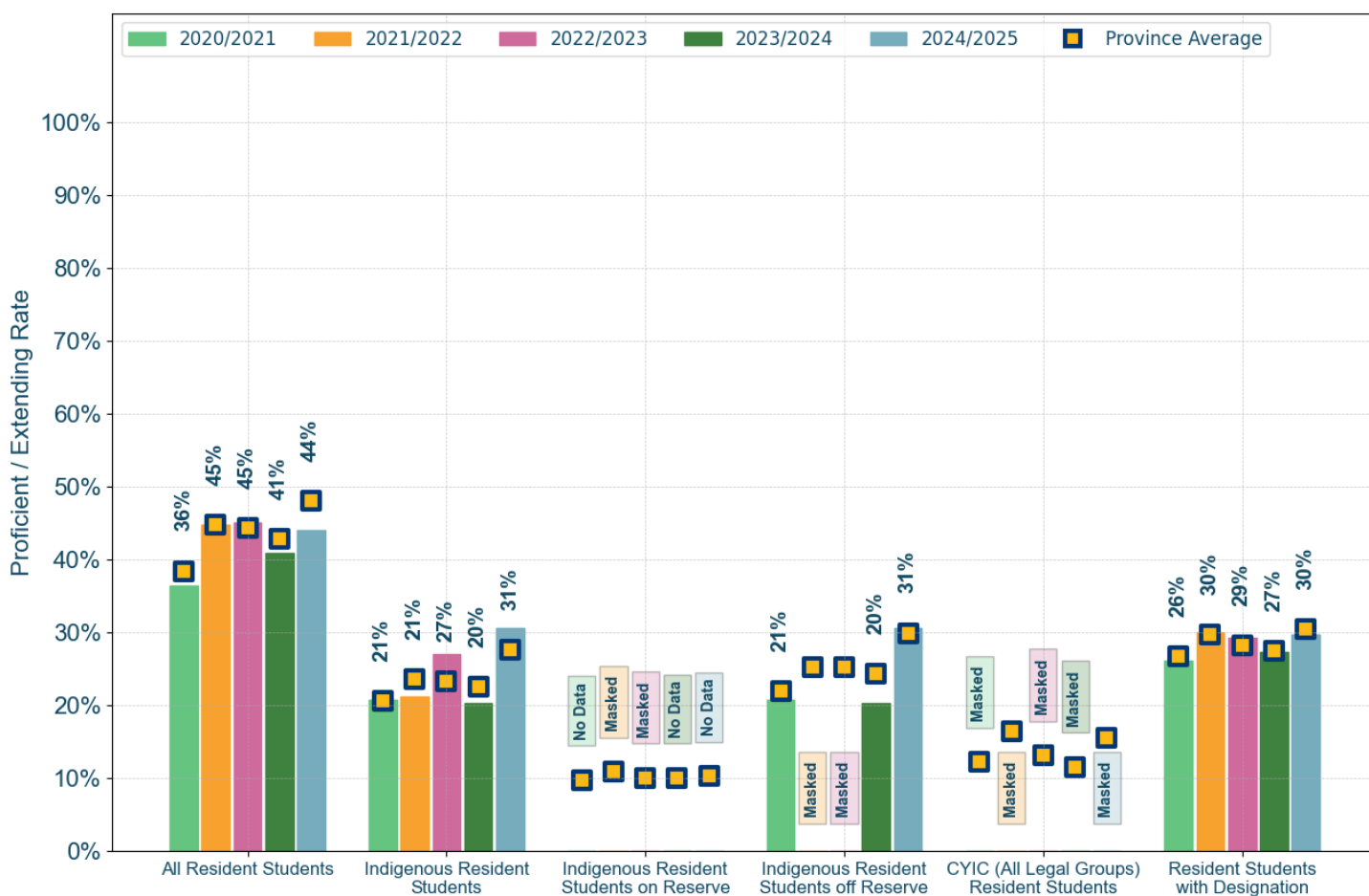


Measure 2.2: Grade 10 Numeracy Expectations

Table 6. SD36: Grade 10 Graduation Assessment Numeracy - Expected Count | Participation Rate, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	6,084 79%	6,115 78%	6,625 80%	7,405 75%	7,422 71%
Indigenous Resident Students	269 62%	273 60%	308 59%	293 66%	282 63%
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	269 62%	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	44 27%	33 33%	51 45%	37 43%	41 54%
Resident Students with Designation	836 67%	863 66%	923 66%	1,018 69%	969 66%

Figure 6. SD36: Grade 10 Graduation Assessment Numeracy - Proficient and Extending Rate, 2020/21 - 2024/25



INTELLECTUAL DEVELOPMENT

Educational Outcome 2: Numeracy (continued)

Measure 2.3: Grade-to-Grade Transitions



Table 7. SD36: Grade 10 to 11 Transition - Cohort Count, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	6,111	6,137	6,671	7,479	7,491
Indigenous Resident Students	272	278	308	294	285
Indigenous Resident Students on Reserve	0	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	272	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	46	30	53	37	39
Resident Students with Designation	847	862	925	1,030	974

Figure 7. SD36: Grade 10 to 11 Transition Rate, 2020/21 - 2024/25

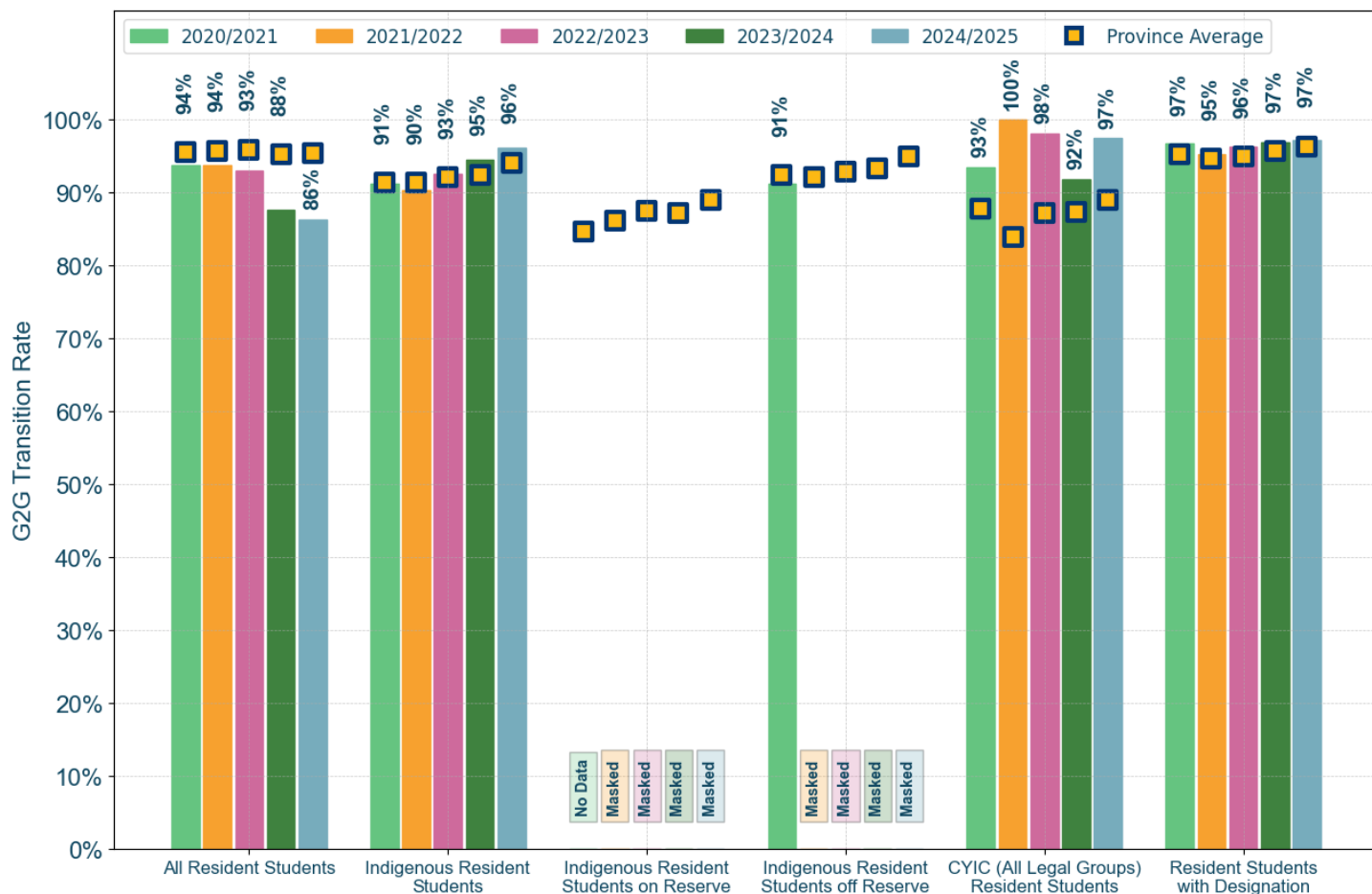
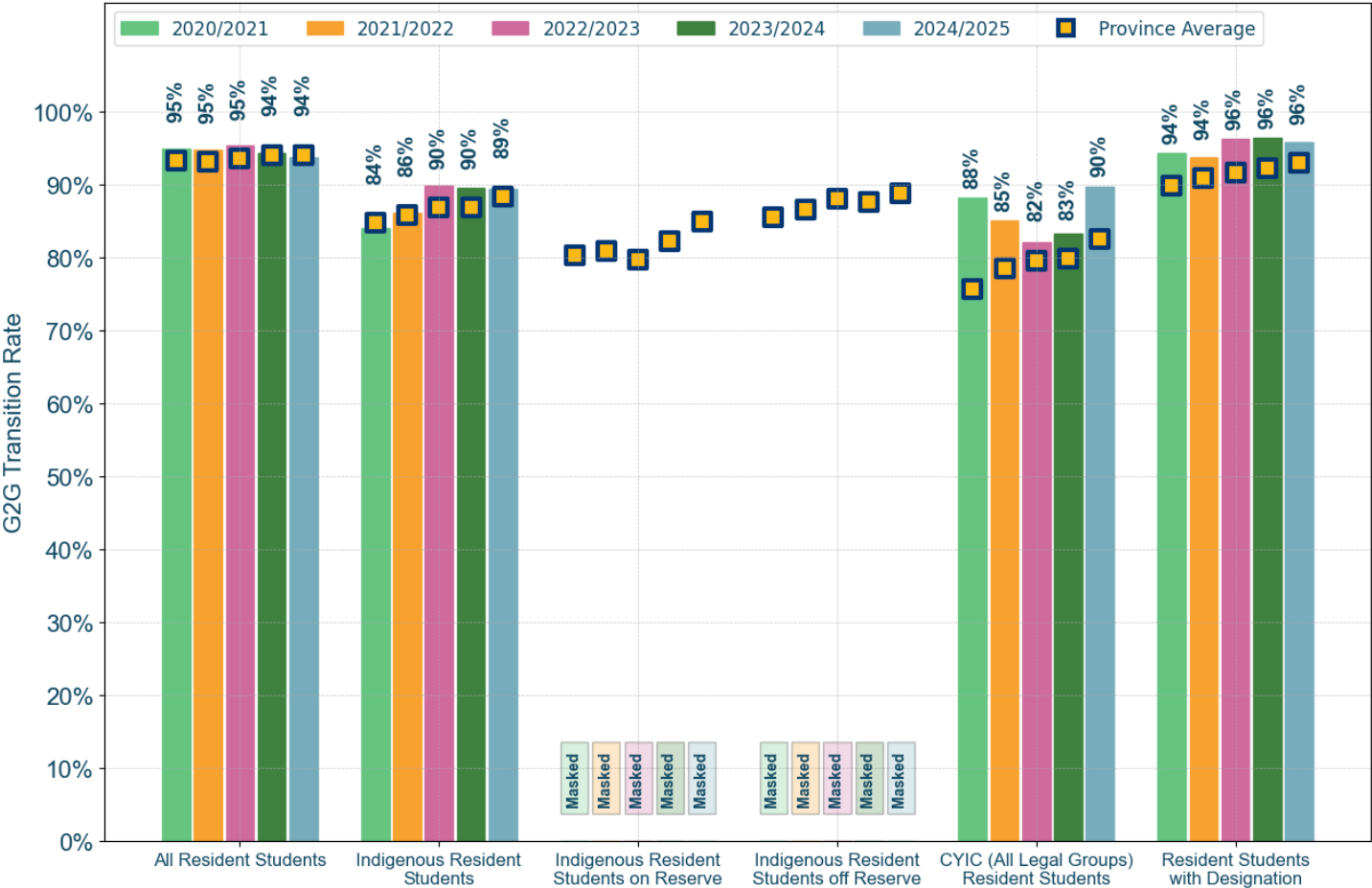


Table 8. SD36: Grade 11 to 12 Transition - Cohort Count, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,889	6,027	6,168	6,759	7,175
Indigenous Resident Students	277	282	258	306	293
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	51	67	39	66	49
Resident Students with Designation	759	863	850	931	1,021

Figure 8. SD36: Grade 11 to 12 Transition Rate, 2020/21 - 2024/25



INTELLECTUAL DEVELOPMENT

Review of Data and Evidence

The following data points and trends have been identified as part of our review of local and provincial literacy, numeracy and grade-to-grade transitions data and evidence:

- FSA participation rates have increased substantially since 2022/23, with participation more than doubling in both literacy and numeracy. This increase is evident across all student groups, including priority populations, providing a broader and more representative evidence base for understanding student achievement across the district. Participation now includes many learners who may previously have been exempted from the assessments, including students with Ministry designations, providing a more accurate reflection of the diversity of Surrey's student population. Comparisons with provincial results are therefore based on a more representative sample of Surrey learners.
- The expansion of participation provides important context for Surrey's achievement results. In 2025/26, Grade 4 and Grade 7 Literacy achievement increased for both the general student population and priority populations. These gains are particularly noteworthy because they were realized within a substantially larger and more representative cohort of learners, strengthening confidence that improvements are being experienced across the district's diverse student population.
- Provincial data from the past five years show little change in numeracy achievement, suggesting a need for continued strengthening of district-wide implementation of Surrey's numeracy framework.
- An important exception to these broader trends in numeracy is the achievement of Indigenous students in grade 10. Although outcomes remain below district aspirations, Grade 10 Numeracy achievement for Indigenous learners exceeded provincial results in two of the last three years, while Grade 10 Literacy achievement exceeded provincial outcomes across the past five years. This trend suggests an opportunity to identify, understand, and scale effective practices supporting Indigenous learners.

Response to Results

Based on the review of data and evidence, the district will continue to implement and strengthen the following areas to improve student outcomes in literacy, numeracy, and successful school transitions:

- Strengthen consistent school-based literacy practices, grounding support in the District's Literacy Framework. Through Responding to Readers, the district will strengthen collaborative inquiry, enhance educator data literacy, and improve consistency in reading assessment and instruction to support improved literacy outcomes for all learners.
- Advance a district-wide approach to numeracy learning that promotes equitable outcomes and learner confidence. Through initiatives such as Math Matters and targeted Indigenous numeracy programming, the district will continue to strengthen classroom practices that support sense-making, problem-solving, communication, and belonging while monitoring achievement in both elementary and secondary.
- Build on successful practices supporting Indigenous learners by working collaboratively with Indigenous students, families, schools, and community partners to better understand the factors contributing to positive grade 10 literacy and numeracy outcomes. Lessons learned through this work will inform the continued development and scaling of effective district practices.
- Strengthen supports during the transition from elementary to secondary school, with particular attention to Indigenous learners and students experiencing vulnerability. Through ongoing monitoring of attendance, engagement, and student voice data, schools will identify and address barriers to participation while fostering a sense of belonging, connection, and successful transition into secondary learning environments.
- Decrease program referrals that remove students from their home schools and focus on strengthening school-based programming and literacy supports within students' home school environments, thus limiting transitions for students where valuable learning time is lost and, sometimes, not recoverable.

HUMAN AND SOCIAL DEVELOPMENT

Educational Outcome 3: Feel Welcome, Safe, and Connected



Measure 3.1: Students Feel Welcome and Safe, and Have a Sense of Belonging at School

Table 9. SD36: Student Learning Survey - Expected Count | Participation Rate for Grades 4, 7, and 10, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	17,076 48%	17,132 58%	17,681 64%	18,214 59%	18,593 64%
Indigenous Resident Students	887 37%	880 45%	872 52%	826 45%	760 52%
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	106 32%	97 35%	116 39%	102 44%	84 35%
Resident Students with Designation	2,324 39%	2,254 45%	2,395 51%	2,517 45%	2,483 51%

Figure 9. SD36: Feel Welcome - Positive Response Rate for Grades 4, 7, and 10, 2020/21 - 2024/25

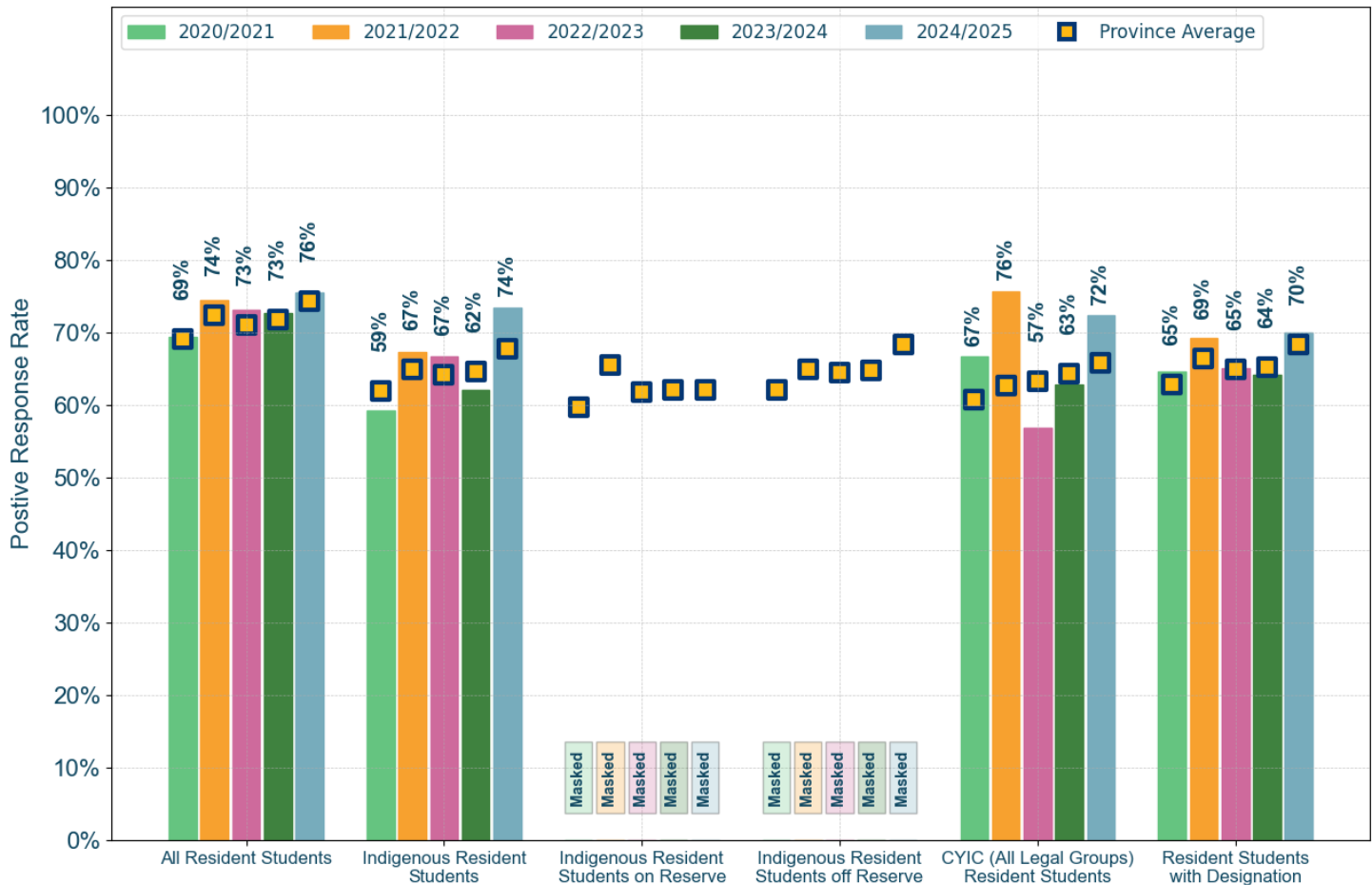
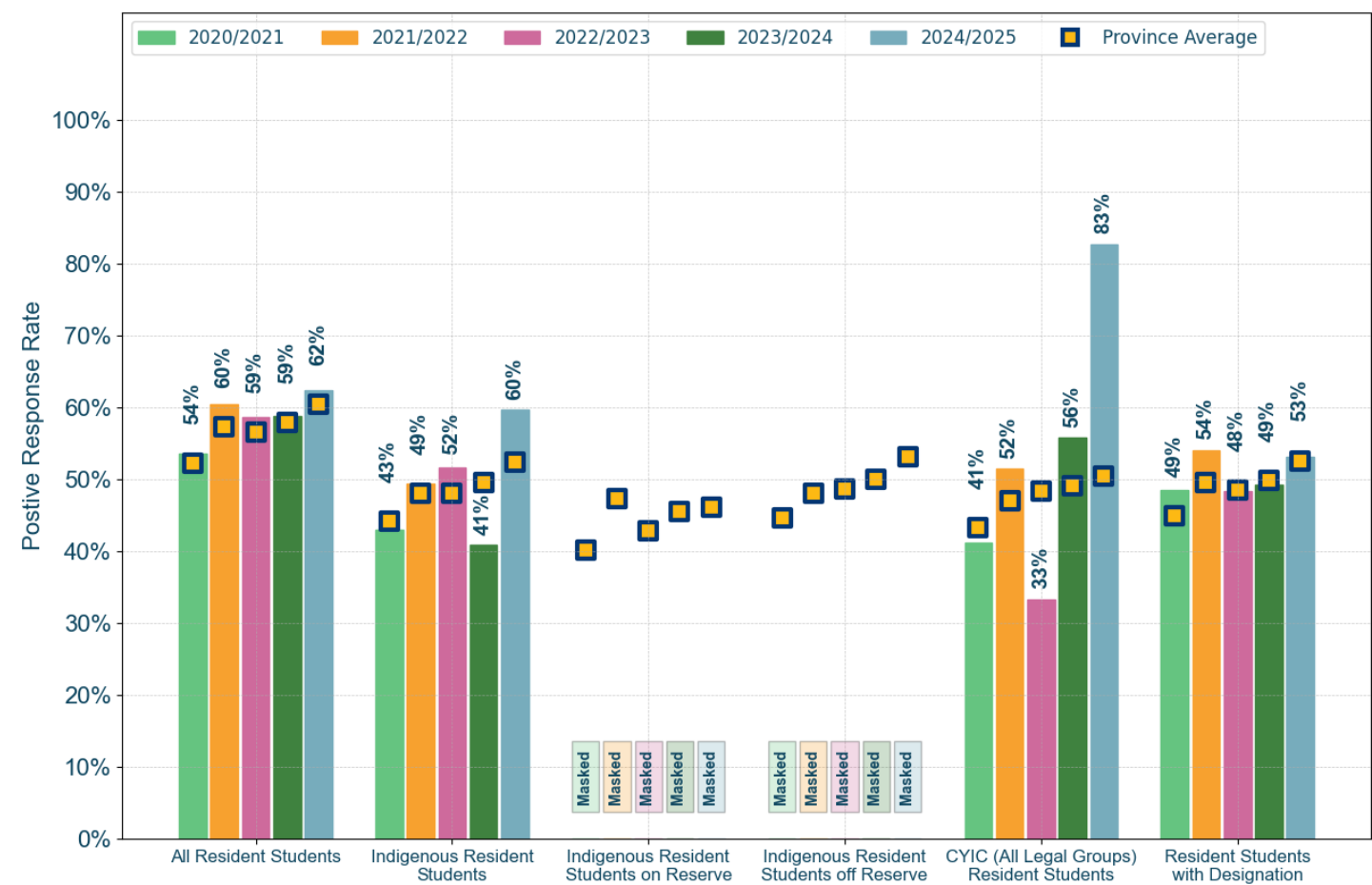


Figure 10. SD36: Feel Safe - Positive Response Rate for Grades 4, 7, and 10, 2020/21 - 2024/25

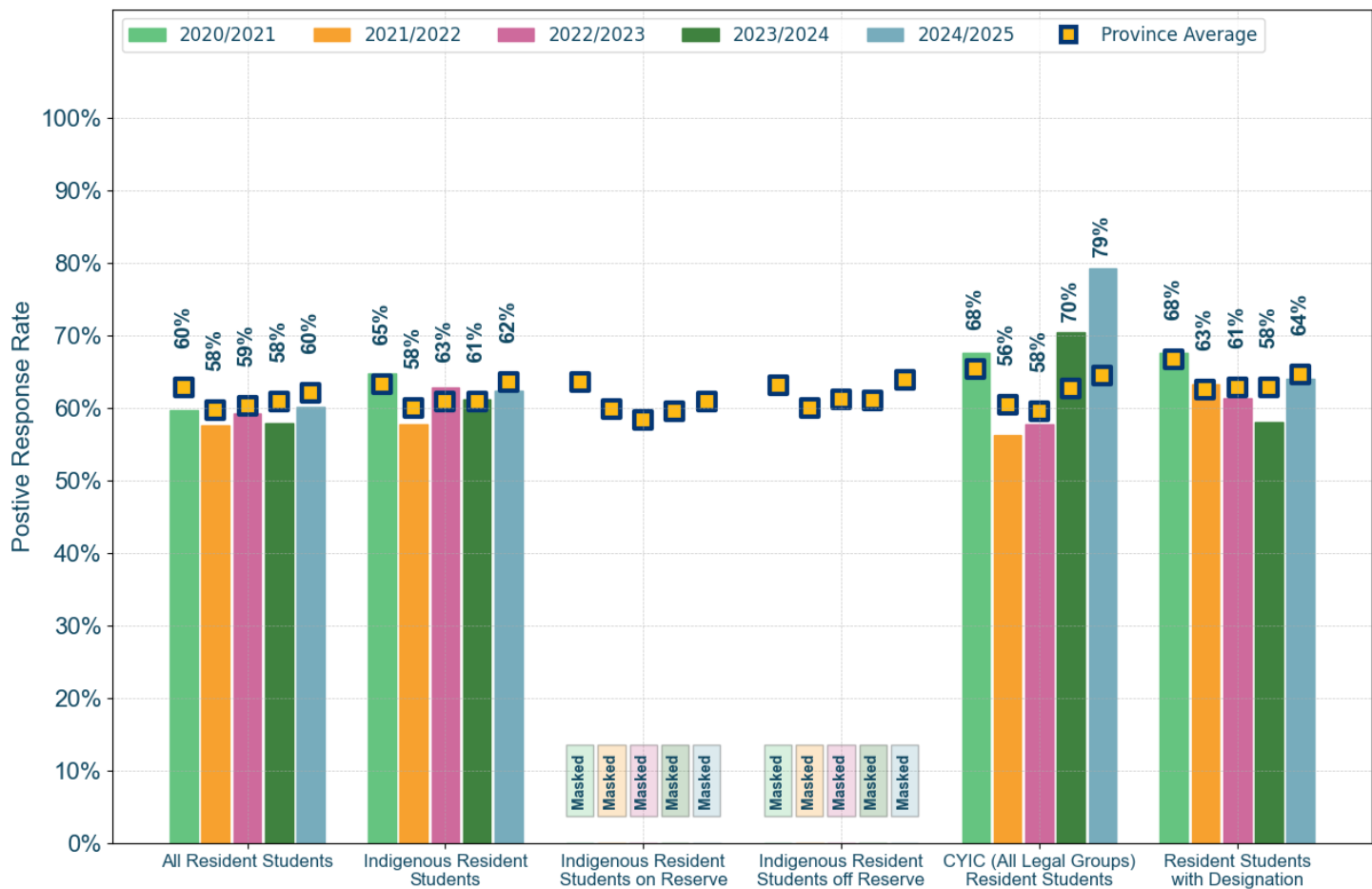


Figure 11. SD36: Sense of Belonging - Positive Response Rate for Grades 4, 7, and 10, 2020/21 - 2024/25



Measure 3.2: Students Feel that Adults Care About Them at School

Figure 12. SD36: Two or more Adults Care - Positive Response Rate for Grades 4, 7, and 10, 2020/21 - 2024/25



HUMAN AND SOCIAL DEVELOPMENT

Review of Data and Evidence

The following data points and trends have been identified as part of our review of local and provincial data and evidence.

- The percentage of students who report feeling welcome at school has increased over time. Surrey students, including most priority student populations, now meet or exceed provincial rates, suggesting that district efforts to foster inclusive and welcoming school environments are having a positive impact.
- As noted above, the percentage of Indigenous students and students with disabilities or diverse abilities who report feeling welcome and that they belong at school has increased in recent years. Despite these gains, however, both groups continue to report lower levels of belonging than the overall student population, indicating the need for continued attention to inclusive practices and targeted supports.
- Students in earlier grades report stronger feelings of welcome, safety, and belonging than students in later grades. While 79% of grade 4 students report feeling welcome at school, this declines to 68% in grade 10. Similar patterns are evident across measures of safety and belonging, suggesting that connectedness decreases as students progress through the school system.
- Students participating in equity-focused clubs reported greater awareness of racism and its harmful impacts, as well as increased confidence in recognizing and reporting discriminatory incidents compared to the general student population. These findings suggest that participation in equity-focused learning opportunities may strengthen students' capacity to contribute to inclusive school communities.
- Wave 9 Early Development Instrument (EDI) results indicate a continuing increase in the proportion of children entering kindergarten with vulnerabilities across all developmental domains. These findings align with community partner data and increasing levels of need identified through kindergarten referral and support processes, highlighting the importance of coordinated early intervention and transition supports for children and families.

Response to Results

Based on the review of data and evidence, the district will continue to strengthen the following areas to support students' sense of belonging, safety, connectedness, and personal and social development.

- Increase opportunities for secondary students, staff, and district leaders to engage in meaningful dialogue, with an intentional focus on knowing our learners, listening to their stories, recognizing their strengths, and fostering a sense of belonging. Central to this work is using student perspectives to inform decisions and actions that enhance well-being, intellectual engagement, and achievement.
- Expand the collection and use of evidence to better understand how inclusive practices and explicit instruction in personal and social competencies influence student well-being, belonging, connectedness, and engagement.
- Deepen understanding of the relationship between student well-being, belonging, connectedness, intellectual engagement, and growth in literacy and numeracy to better inform district planning and supports.
- Strengthen understanding of how early connection and transition practices influence children's experiences of welcome, safety, and belonging as they enter kindergarten, and use this evidence to inform responsive transition planning for children.
- Continue to strengthen school-based practices that promote belonging, inclusion, and positive relationships, with particular attention to secondary students and student groups that continue to report lower levels of connectedness than the overall student population.



CAREER DEVELOPMENT

Educational Outcome 4: Graduation



Measure 4.1 : Achieved Dogwood within 5 years

Table 10. SD36: Completion Rate - Cohort Count | Outmigration Estimation, 2020/21 - 2024/25

	2020/2021	2021/2022	2022/2023	2023/2024	2024/2025
All Resident Students	5,888 474	6,068 537	6,366 627	6,655 688	7,133 808
Indigenous Resident Students	273 22	273 24	269 27	261 26	307 34
Indigenous Resident Students on Reserve	Masked	Masked	Masked	Masked	Masked
Indigenous Resident Students off Reserve	Masked	Masked	Masked	Masked	Masked
CYIC (All Legal Groups) Resident Students	147 12	184 16	159 16	159 17	164 19
Resident Students with Designation	841 63	906 77	1,009 95	1,036 101	1,132 123

Figure 13. SD36: Five-Year Completion Rate - Dogwood and Adult Dogwood, 2020/21 - 2024/25

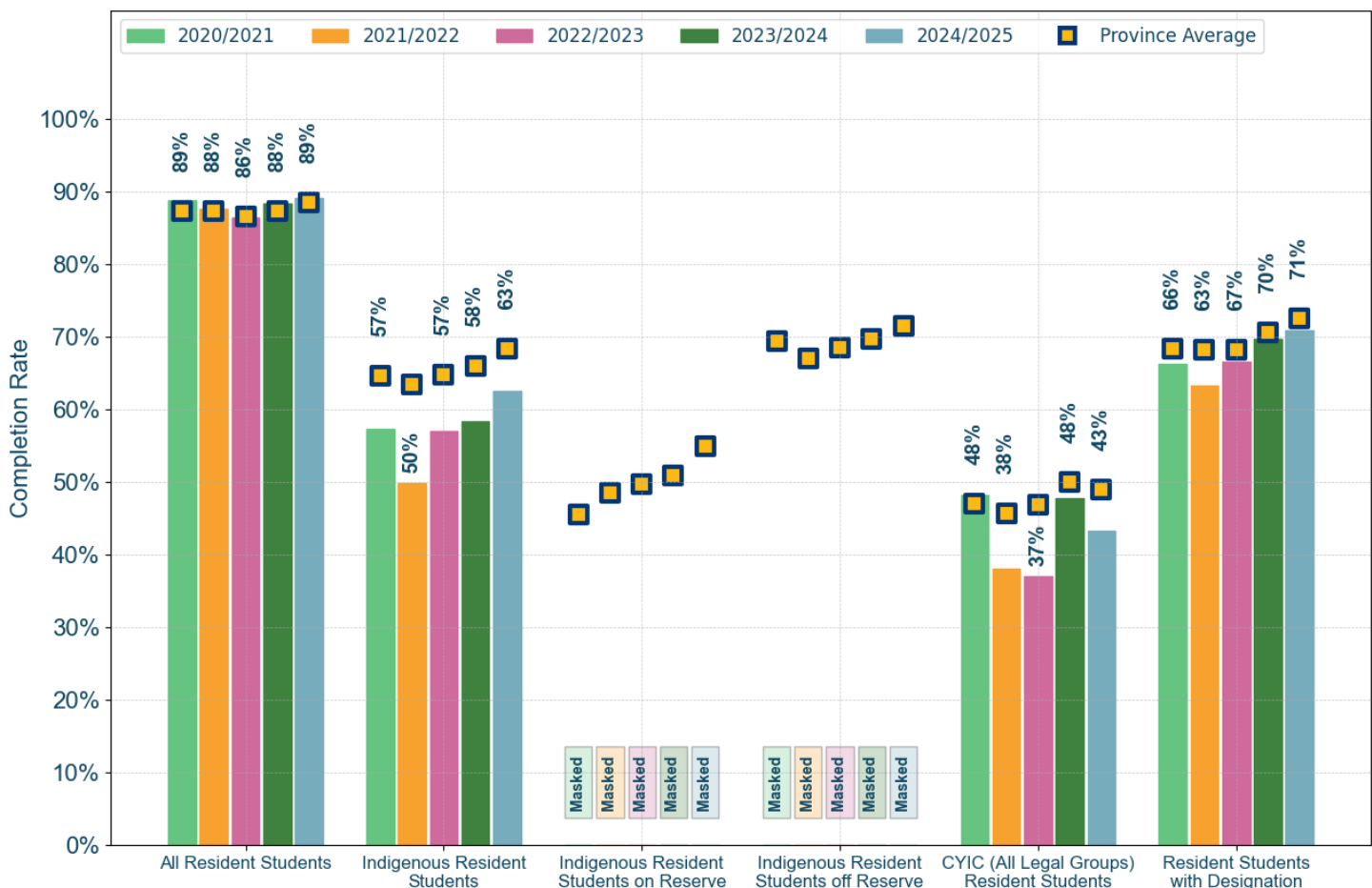
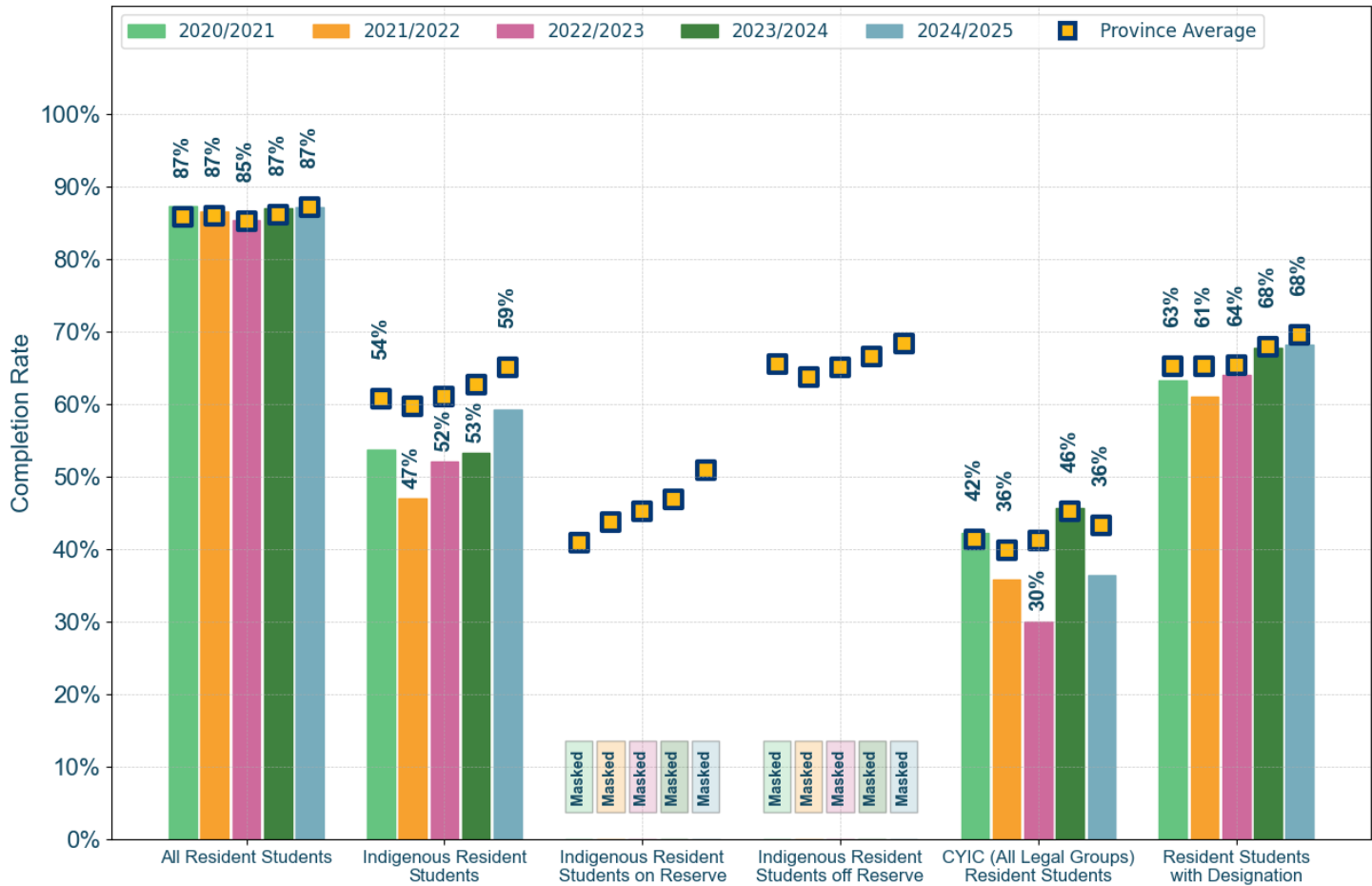


Figure 14. SD36: Five-Year Completion Rate - Dogwood, 2020/21 - 2024/25



CAREER DEVELOPMENT

Educational Outcome 5: Life and Career Core Competencies



Measure 5.1 : Post-Secondary Transitions

Table 11. SD36: Transition to a B.C. Post-Secondary Institution - Cohort Count, 2019/20 - 2023/24

	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
All Resident Students	4,829	4,811	4,852	5,021	5,330
Indigenous Resident Students	133	140	130	139	147
Indigenous Resident Students on Reserve	0	Masked	0	0	Masked
Indigenous Resident Students off Reserve	133	Masked	130	139	Masked
CYIC (All Legal Groups) Resident Students	82	64	60	45	73
Resident Students with Designation	378	395	418	519	548

Figure 15. SD36: Immediate Transition to a B.C. Post-Secondary Institution, 2019/20 - 2023/24

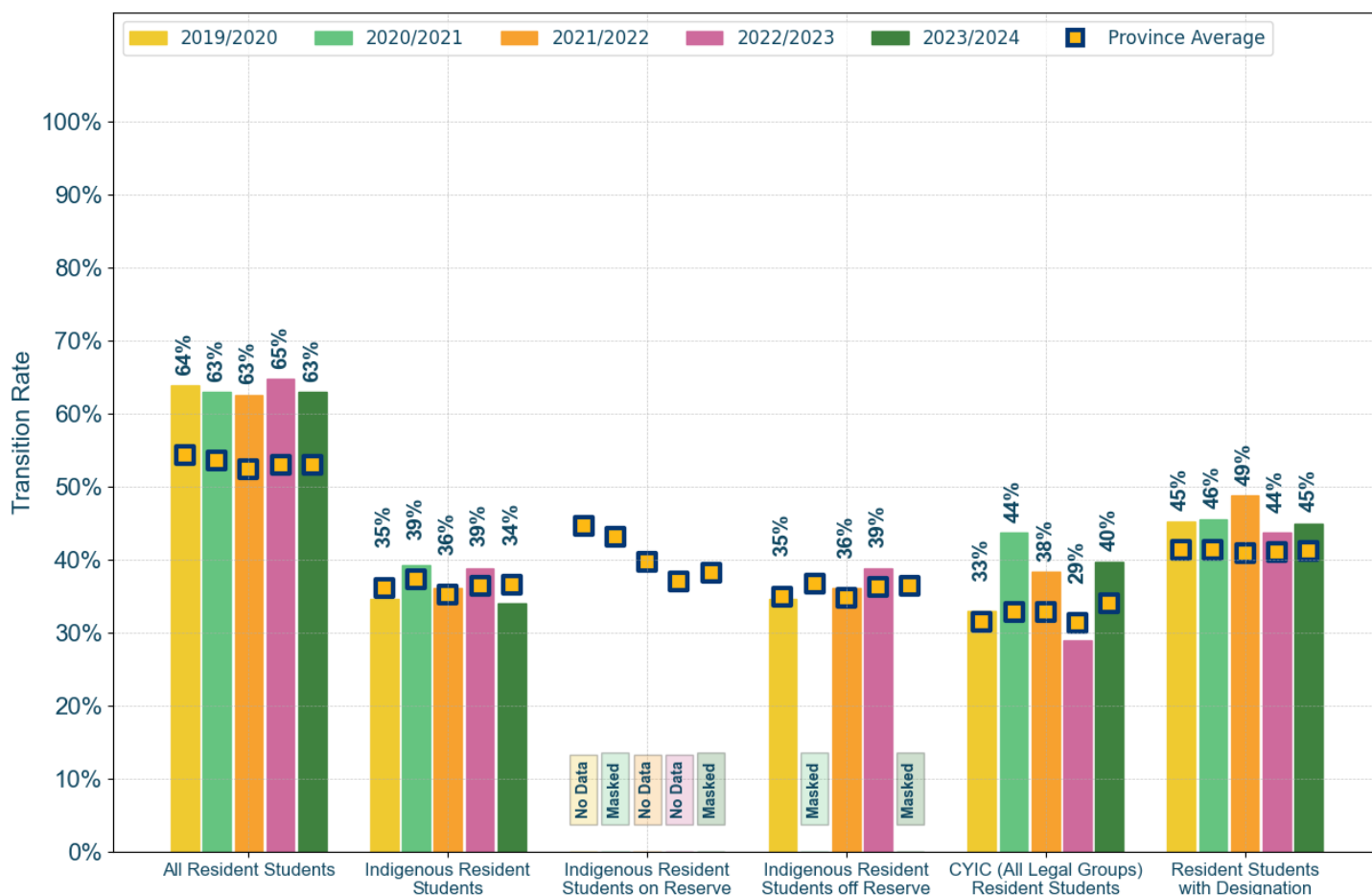


Figure 16. SD36: Within Three Years Transition to a B.C. Post-Secondary Institution, 2019/20 - 2023/24



CAREER DEVELOPMENT

Review of Data and Evidence

The following data points and trends have been identified as part of our review of local and provincial data and evidence.

- While overall five-year completion rates have remained stable over the past five years, Indigenous students, and students with disabilities or diverse abilities have demonstrated continued improvement since 2021/22. Further improvement remains a priority.
- Surrey's strategic goal to increase Indigenous graduation rates by 15-20% over five years is focused specifically on Dogwood completion. This reflects the district's commitment to supporting Indigenous learners to graduate with the full range of post-secondary, training, and career pathways available to them. While this focus establishes a more ambitious target, it underscores the district's belief that all Indigenous students should be supported to access the widest possible opportunities upon graduation.
- Post-secondary transition rates remain strong overall, with six in ten students transitioning to a B.C. post-secondary institution within one year, consistently exceeding provincial rates over the last five years.
- While youth in care and students with disabilities or diverse abilities are exceeding provincial benchmarks for immediate and three-year transition rates, gaps persist between priority populations and the general student population. All three priority populations are transitioning at much lower rates than the overall population. Indigenous students are transitioning either immediately or within three years to a B.C. post-secondary institution, well below the general population and provincial benchmarks, pointing to a sustained equity gap.
- Longer-term transitions are more positive as about three-quarters of students transition to post-secondary within three years, though rates are lower for Indigenous students and students with disabilities or diverse abilities.

Response to Results

Based on the review of data and evidence, the district will continue to strengthen the following areas to support five-year completion rates and transitions to post-secondary institutions.

- Attend to transitions early in students' schooling experiences, particularly the transition into kindergarten, and develop approaches to evaluating transition initiatives to identify effective practices that contribute to long-term student success.
- Evaluate supports for Indigenous students transitioning from grade 7 to 8 to better understand which approaches strengthen belonging, engagement, and success in secondary school.
- Analyze participation and outcomes in flexible graduation-to-career pathways, including dual credit, trades, career education, work experience, and alternative post-secondary entry points, to identify which students are being served, where gaps exist, and opportunities for strategic expansion.
- Strengthen data collection and monitoring of student outcomes by gathering student voice, administering graduation exit surveys, and pursuing access to disaggregated post-secondary data to assess the impact of transition programs on graduation, belonging, engagement, post-secondary entry, and equity outcomes.



REFLECT AND ADJUST

The Surrey School District is committed to the success of every learner. From the early years to graduation, we collectively strive to support students in developing the knowledge, skills, and dispositions they need to understand themselves, engage thoughtfully with others, and contribute meaningfully to the world around them. In doing so, we aim to prepare young people to navigate an increasingly complex world with confidence and purpose.

Realizing success for every student requires understanding who is thriving, who is not, and why. We intentionally examine the experiences of those who have faced barriers within educational systems and use these insights to guide decisions and improve outcomes. This centres the voices of children, youth, and families who have been historically marginalized, including CYIC, students with disabilities or diverse abilities, and Indigenous students, including Métis, First Nations, and Inuit learners. Systems grow more responsive when we know our learners, recognize their strengths and challenges, and use this knowledge to inform action.

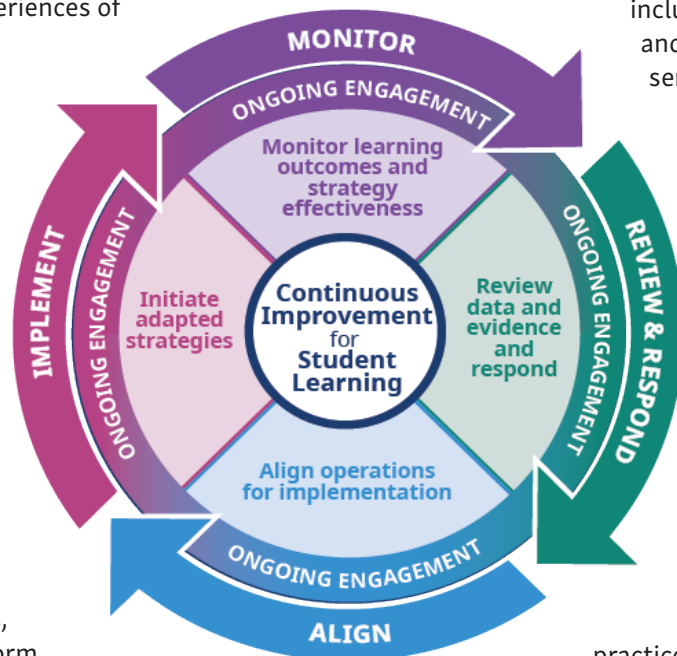
The following Reflect and Adjust charts highlight a selection of the Surrey School District's ongoing efforts to refine, strengthen, and sustain initiatives that improve outcomes for children and youth. While the work of all departments contributes to students' learning journeys and warrants reflection, the strategies included in these charts meet the following criteria as established by the

Ministry of Education and Child Care:

- they are already underway and have moved beyond the implementation or pilot stage;
- they demonstrate a clear connection to one or more of the district's strategic priorities;
- they include evidence that supports our understanding of their influence on student learning and growth.

As we reflect on various forms of evidence, including provincial, local, qualitative, and quantitative data, we see that it serves multiple purposes. It can point to meaningful gains in student achievement, identify areas where progress has been limited, and surface inequities or emerging needs requiring further attention. It can also help us better understand the practices, relationships, and environments that support learning and well-being, even when their influence can be complex to measure and assess. While isolating variables and attributing outcomes to a single strategy can be challenging, our inquiries focus on cultivating conditions and practices most likely to support student success and growth. Viewed collectively over time, these insights help illuminate the factors contributing to positive outcomes and inform future action.

We will continue to learn from evidence and act on what it tells us. By listening to the voices and stories of students and families, and remaining attentive to emerging patterns and outcomes, we continue to strengthen our capacity to create the conditions in which every learner can thrive.



Strategic Priority: Indigenous Student Success and Reconciliation

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

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Although provincial indicators show positive trends in Indigenous students' sense of identity, belonging, and graduation rates, attendance rates remain substantially lower in secondary than in elementary schools	Indigenous Support Teams provide relational support that strengthens student well-being and engagement, deepens connections to school, and supports students in successfully navigating their path to graduation	Indigenous students	- Over the last three years, Indigenous student graduation rates have increased from 52% in 2022/23 to 59% in 2024/25 - Indigenous students report increased sense of belonging in schools where consistent relational supports are in place (HAWD report) - Students identify trusted adult relationships and culturally responsive support as key factors in remaining engaged and progressing toward graduation (HAWD report)	- Nurture and support developing Indigenous identities through a locally-developed resource, the Circle Teachings framework - Use the locally-developed tool, the Student Support Tracker (SST), to assist staff with students' goal setting and impact of interventions - Investigate other factors through SLS data and other sources that contribute to student success
- While there remains room for growth, over the last five years, provincial data trends indicate Indigenous students increasingly feel welcome and a sense of belonging - Indigenous students' literacy achievement gaps persist throughout school as measured in provincial and local data - Indigenous parent and caregiver perspectives need to be recognised to inform systems change	The purpose of Little Eaglets summer program is to build cultural competence and sense of belonging at school to help bridge home/school experiences, and to strengthen students' (K-3) oral language literacy development	Indigenous students	78% of students report they feel safe, welcome and a sense of belonging at Little Eaglets 78% of students report they feel connected and proud of their culture and identity - Impact on literacy, specifically oral language development, is unclear - Most parents/caregivers report schools have become more welcoming and culturally responsive than in the past	- Share purpose and impact of Little Eaglets with schools, developing universal commitment to embed culturally rich learning experiences in students' home schools - Identify key features of culturally responsive literacy instruction and implement measures to monitor and understand its impact on children's learning and well-being - Host Talking Circles for parents/caregivers at regular intervals throughout the year at their home schools
Indigenous students' attendance rates drop significantly from grades 7-9	Sacred Ties Indigenous Grade 7-8 Transition Program supports grade 7 Indigenous students in their transition from elementary to secondary school through relationship building, cultural connection, and early engagement with their future school community	Indigenous students	Early qualitative indicators show increased student confidence when leaving grade 7, and connection to staff and peers into secondary school environments	- Continue strengthening opportunities for Indigenous grade 7 students to build sustained relationships with peers and secondary school staff prior to secondary - Enhance opportunities for student voice and feedback to inform ongoing development of transition supports - Measure impact over time with quantitative and qualitative data, including tracking attendance rates and patterns through grades 7-9

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Provincial and local data reveal consistent gaps in Indigenous students' numeracy achievement, a trend that, despite recent improvement, continues to intensify into secondary	Indigenous Summer Math Skill Builder Program (grades 8-12) builds students' foundational numeracy skills through targeted instruction while fostering positive cultural identity and sense of belonging	Indigenous students	- Students consistently report the program offers a supportive environment to learn math while exploring their identities as Indigenous youth - Several students who had previously failed or struggled in mathematics passed in subsequent courses	- Identify features of this program that create a safe learning environment - Track student achievement results from courses in their home schools to better understand programming impact and adjust accordingly - Engage in regular communication with families wherein outreach is framed around care and barrier removal - Develop a night school program that customizes learning maps for each student's post-secondary, career, or skill-refresher goals
Provincial data shows gains in Indigenous student transition and graduation rates; however, continued efforts are needed to address remaining disparities between Indigenous and non-Indigenous students	The Indigenous Student Leadership program supports students to participate in the "Gathering Our Voices" conference where students engage in cultural learning and leadership development opportunities with indigenous youth across B.C. Students gain new skills, knowledge and confidence to apply in their home school communities	Indigenous students	At year end, there is emerging evidence of positive impact - students demonstrated increased confidence, leadership skills, and a stronger sense of identity	Increase opportunities to hear from Indigenous leadership students and respond accordingly with supports at the local and district levels
By strengthening students' connections to their own identity and local Indigenous culture and traditions, student efficacy increases, and, by extension, their attendance and engagement at school	Skookum Windspeaker invites Indigenous students (grades 6-12) to experience land based learning field studies that embed cultural identity and pride, traditional territories education, and peer-skill building	Indigenous students	Following land-based learning experiences, students demonstrated increased confidence, leadership skills, and a stronger sense of identity	Expand opportunities, gathering student reflections that illuminate the extent to which they impact attendance and engagement at school

Strategic Priority: Literacy and Numeracy

Strategic Objective: Advance equitable outcomes for all learners

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Provincial and local data indicate persistent literacy learning gaps for students with disabilities or diverse abilities	The Intensive Literacy Program (ILP) provides one year of intensive, small group literacy skill development for identified groups of learners (grades 4-6) with a Q designation; the goals are to target phonics, phonemic segmenting fluency (PSF), oral reading fluency (ORF), and decoding skills	Students with disabilities or diverse abilities	Screening data indicates significant growth across all goal areas	- Increase evidence-based resources and professional learning to ILPs, aligning materials and structures across district programs - Continue to follow a representative sample of students who have completed the program tracking their literacy growth over time
Provincial and local data indicate persistent low proficiency in students' reading K-7	- Responding to Readers (RtR) improves school-wide assessment and data literacy to guide effective, responsive reading instruction - Specific instructional focus develops students' automaticity and builds other foundational reading skills as identified in the district's Literacy Framework	All students	- For the first time in five years, Grades 4 and 7 FSA Literacy results showed a significant gain in on-track/extending (7% and 8% respectively); a gain was also achieved for all priority populations - These trends warrant continued monitoring as we work to better understand the impact of RtR alongside other contributing factors	- Ensure school teams use Acadience and DIBELS PowerBI reports to strengthen collaborative inquiry cycles that inform instruction and strategic intervention - Triangulate evidence of learning from RtR classrooms with ELPATs, Screening, FSA Literacy, and K-7 report card data
System-wide alignment between ELL assessment, instruction, and reporting practices	The district redesign of English Language Learner (ELL) support aligns current assessment, service delivery, reporting processes, and support structures ensuring clarity for classroom teacher and ELL specialist roles to improve language acquisition outcomes K-7	ELL students	Early indicators of language assessments and reporting show alignment across the district, which is the first step to greater impact on student learning and accuracy in data collection	Gather evidence using the Supplemental Service Tracker app to better understand system impact on student learning

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Data indicates that continued attention and support is needed to address persistent literacy gaps beyond kindergarten (ELA proficiency indicators show gaps widen in grade 1), particularly in complex schools where some recent gains have been noted	- Early Literacy Teachers (ELTs) work directly with a cohort of kindergarten students and classroom teachers using assessment tools such as the Early Literacy Phonemic Awareness Test–Surrey (ELPATS) and Acadience or DIBELS screeners to target instruction and intervention - ELTs build students' foundational literacy skills through improved phonological awareness, word recognition, and decoding	K/1 student cohort from complex schools	- Last three years of ELPATS data reflect a positive trend in phonemic awareness development, with gains across all assessed areas - Indigenous student cohort demonstrated higher Final Mastery than their non-indigenous peers in three of the eight skills: Final Isolation, Two Segmentation, and Two Blending	- Ensure continuity of service and support throughout the year - Continue to develop instructional practices that align with the district Literacy Framework - Analyse ELPATS results in conjunction with Acadience in 2026/27, with a focus on what is happening for Indigenous learners and children with disabilities or diverse abilities
Over the last five years, district FSA Numeracy results consistently fall below provincial averages, most notably in grade 4 for all priority populations	- Working in school teams, Math Matters grows student competence and achievement in four foundational areas of numeracy learning: - Belonging - Sense-making - Problem-solving - Communicating - Assessment and instruction are rooted in the district's Numeracy Framework	All students	- While teachers reported growth in all four foundational areas, the one with the greatest gains across all students was communicating thinking, followed closely by identity as a mathematician, sense-making, with the least gain in problem-solving - For Indigenous students, the strongest gains were observed in confidence and risk-taking, participation and engagement, and communication and collaboration; while achievement gains are present, they are less consistent and sometimes secondary to changes in learning behaviours and attitudes	- Welcome new school teams to year one of Math Matters while continuing the year two cohort - Deepen understanding of correlation between Indigenous students gains in confidence and risk-taking and impact on learning - Enhance data collection and analysis to better understand numeracy learning gains for students with disabilities or diverse abilities - Launch Inquiry pilot using digital platform for “Building Thinking Classrooms”

Strategic Priority: Student Well-being

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

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Provincial data shows that 25% of students do not feel welcome in Surrey schools, while nearly half of students with disabilities or diverse abilities report they do not experience a sense of belonging at school	Grounded in Compassionate Systems and Pedagogies of Voice methodologies, Student Voice forums are designed to inform systems change through student advocacy	All students	- Diverse representation of varied student identities and backgrounds is increasing year over year - Impact as seen through provincial and local data is inconclusive	Ensure students with disabilities or diverse abilities are fairly represented in forums, implementing structures to track their experiences over time
Provincial and local data show persistent need to improve learning environments that allow all students to be seen, heard, known, and connected	The SEL Leads initiative is designed to strengthen students' personal and social competencies and to cultivate equitable learning environments that nurture student connection, belonging, and engagement at school	All learners	Local data indicate that 77% of teachers reported growth in their students' identified Personal and Social Competency. While this suggests positive impacts on competency development, the current measure does not provide sufficient evidence about whether growth in these competencies is translating into improved student well-being, belonging, connectedness, and engagement	Expand the use of student voice and well-being indicators to determine how growth in Personal and Social Competencies contributes to students feeling seen, heard, known, and connected at school
While literacy and numeracy outcomes show early signs of stabilization after four years of general decline, continued focus is needed to strengthen opportunities for learning engagement and continuity during extended breaks from formal learning	The three-week summer learning program invites students not yet proficient in foundational skills to engage in play-based, experiential learning through literacy and numeracy	Learners who have not yet reached proficiency in literacy and numeracy, K-7	While growth was noted in literacy and numeracy, teachers reported the most significant impact was in increased learner confidence, motivation, and willingness to engage in learning	- Deepen understanding of the correlation between students growing sense of confidence with the impact on their learning in literacy and/or numeracy - Identify the highest-impact learning priorities that can be effectively addressed in the program
Despite provincial data that shows positive transition outcomes over the last three years with rates for priority populations either meeting or exceeding provincial averages, students with Ministry designations and Indigenous students are overrepresented in alternate program referrals	Hope Programs expanded to half of Surrey's secondary schools providing flexible, personalized supports within neighbourhood schools – this allowed students to remain connected to their neighbourhood school	Students with disabilities or diverse abilities Indigenous students All referred students	Early indicators show that students feel safe, known and understood in the Hope Programs	Monitor impacts beyond belonging, including engagement, learning, and progress toward graduation

Strategic Priority: Racial Equity

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

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
While provincial SLS data indicates overall positive trends the past three years, Student Voice forums reveal that continued focus is needed to address barriers and strengthen belonging for Indigenous, LGBTQ2SIA+, Black, and other racialized students	Racial Equity Student Clubs provide students opportunities to share their voice and build agency in schools with both peers and adults	Racialized students	- A locally-developed Student Voice in Racial Equity Survey provided the district with valuable insight into students' experiences of racism, perceptions of anti-racism education, and areas where systemic barriers require attention - Students in Equity Clubs reported stronger outcomes related to identity, connection, and belonging, with positive response rates up to 14% higher than those of students who did not participate in Clubs	- Expand student access to Equity Clubs - Identify Racial Equity Survey questions that explore the relationship between positive identity and belonging with students' learning in literacy and numeracy
Opportunities for racialized students to develop leadership identity, agency, and the core competencies needed to influence systemic change	Youth as Changemakers invited students from Equity Clubs to Compassionate Systems Awareness training to build skills and develop action research initiatives based on needs in their school community	Racialized students	A cohort of students attended a three-day Compassionate Systems Awareness training session and received support from the Research and Evaluation Department to design action research that elevated student perspectives and informed district and school communities	Expand opportunities for racialized students to elevate their perspectives through inquiry and leadership experiences that strengthen core competencies and contribute to meaningful change within schools and the broader system
Developing students' core competencies requires learning environments that affirm identity, foster belonging, and reflect diverse ways of knowing	Through the Weaving Threads initiative, culturally responsive pedagogy through an Indigenous lens strongly supports the development of students' Core Competencies through identity affirmation, belonging, and student agency	All students	- Teachers reported student growth across six competencies: - Social Awareness - Self Awareness - Criticality - Agency - Curiosity - Collaborative Problem Solving - Teachers reported significant insights into their own practice and biases as a result of the initiative	To better understand the impact on students' learning, draw upon Ministry-designed Core Competency Student Profiles

Strategic Priority: Student Transitions

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

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
While transition practices are in place across the district, continued focus is needed to strengthen continuity, belonging, and connectedness for children prior to kindergarten entry	School-based early years invitations provide school communities with opportunities to connect with children prior to kindergarten in meaningful, authentic ways that serve to establish trusting relationships prior to the beginning of the school year	Early learners	Evidence from the past three years suggests variability across schools in establishing early connections with incoming kindergarten children prior to school entry	- Grow school-based early years invitations to foster early connections - Establish a structure to measure impact of early transition practices on children's sense of welcome, safety, belonging, and connectedness - Deepen relationships with key community agencies to strengthen early connections with children and families
While B.C. post-secondary transition data shows generally stable rates over the past five years – rates that are commensurate with the provincial average - there is room for growth for all students	- Career Pathways programs operate in partnership with Kwantlen Polytechnic University (KPU). Students earn dual credit (secondary and post-secondary) and are engaged in authentic professional learning experiences in the following fields: - Health Sciences - Nursing - Integrated Math and Science - Trades - Arts and Design - Public Safety and Legal	All grade 12 students who participate	- The vast majority of students successfully completed the program and received dual credits - The impact of the program on students' trajectory into their chosen field of study is not yet known	Develop an exit survey and data sharing agreement with Ministry of Education to determine if students in the dual credit program proceed directly to a post-secondary institute in a field related to their chosen course in secondary
Local attendance data and provincial data (FSA, Grade 10 Literacy and Numeracy) indicate inconsistent achievement for Indigenous learners over the past five years; achievement results are consistently below non-Indigenous students	- The Student Support Indigenous Support Team implement targeted, personalised, culturally relevant support to Indigenous students with disabilities or diverse abilities - Students joined the program through referrals from school-based teams, community agencies, and through the process of receiving a Ministry designation	Indigenous students	- All identified students and their families received team support in their home school environment - All students, families, and school teams reported positive growth and increased connections to community supports 99% of students remained in their neighbourhood school	Grow capacity for continued connection with students to understand which aspects of the program have the greatest impact on their well-being and achievement in literacy and numeracy

AREA FOR GROWTH	STRATEGY	TARGETED LEARNERS	STRATEGY IMPACT	ADJUSTMENTS AND ADAPTATIONS
Local data shows that the vast majority of students who enter a short term alternate program in elementary do not transition back to a mainstream program in either elementary or secondary	- Following a program review of the Social Development Program, it was evident that the referral programs were over-represented by Indigenous students (40%) and CYIC (20%) - The Social Development Itinerant Team started working directly with newly-referred students and their school teams with the goal that students remain in their home schools	All Priority Populations	100% of referred students had Ministry designations - Attendance improved significantly for all students; by year end all were attending regularly and full time. - All students remained in their neighbourhood school	- Grow the itinerant program support to more schools ensuring an increased focus on identifying what constitutes successful transitions for students moving into new classroom environments - Expand inquiry to better understand impact of program supports on students' literacy and numeracy achievement



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