



Enhancing Student Learning Report

September 2024

In Review of Year 2023-2024 of Strategic Plan 2024-2028

Approved by Board June 2024

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Section B: Moving Forward

Planning and Adjusting for Continuous Improvement

Introduction: District Context

Land Acknowledgement

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Semá:th First Nation and Mathxwí First Nation. With this, we respect the longstanding relationships that Indigenous Nations have to this land, as they are the original caretakers.

Our Commitment

The Abbotsford School District acknowledges historical and ongoing injustices that Indigenous Peoples endure in Canada, and we accept responsibility as a public educational institution to contribute toward revealing and correcting miseducation as well as renewing respectful relationships with Indigenous communities through our teaching and community engagement.

Abbotsford Schools: District Context

The Abbotsford School District honours the traditional territory of the Semá:th First Nation and Mathxwí First Nation on which our schools and sites are located. It is with respectful consideration that the programs and services we provide to students, staff and families are sensitive to the cultural protocols of these two communities.

Located in the heart of the Fraser Valley, the Abbotsford School District has [46 schools](#) that are attended by over 20,000 full and part time students. Our 46 school sites are made up of; thirty-one elementary schools; seven middle schools six secondary schools; and two combined secondary and middle schools. As the largest employer in the city, we have over 3,110 full and part time employees who are committed to helping students succeed.

In 2023-24 the Abbotsford School District had 20,194 students. 11% are Indigenous students, 11% are diverse students, and 2% are students in care. Abbotsford is one of the most diverse communities in Canada with more than 85 languages spoken. We have experienced an increase in students who have limited or interrupted formal education in our middle and secondary schools.

The school district provides a range of optional and integrated student programs, including International Baccalaureate, early and late French Immersion, Career Programs, various Sports Academies (Soccer, Golf, Baseball, Softball, Athletic Performance), an Integrated Arts Program (K-12), and Traditional Schools (K-12). The Abbotsford School District takes pride in the diverse opportunities we offer our students.

In 2021, severe flooding in the city of Abbotsford caused over \$2 billion in damage to properties, homes, and city infrastructure, significantly disrupting the school district and impacting student learning.

Workforce challenges have led our district to hire and train uncertified teachers to meet the demand for substitute teachers.

Current Strategic Plan Priorities

Our [Strategic Plan](#) is comprised of four key pillars – Student Success, Optimized Resources, Engaging Opportunities and Progressive Workforce. Our full strategic plan can be found on our website, [Strategic Plan](#).



Progressive Workforce

We provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth



Engaging Opportunities

We provide engaging opportunities for every member of our learning community to contribute to student success.



Optimized Resources

We are creative and responsible in the management of educational resources.



Student Success

Our students are engaged, challenged and prepared for a lifetime of success.

Our strategic plan was updated this year and passed by the board of education in June 2024. Our strategic plan review followed the following process:

1. Updated External & Internal Assessment
2. Updated Core Competencies
3. Updated SWOT Analysis
4. Emerging Areas of Need
5. Stakeholder Feedback
 - Engagement Portal Feedback (1824 aware participants, 436 engaged participants)
 - District Planning Team Feedback
 - Joint Partner Feedback
 - Employee Engagement Survey
 - Other sources of feedback
6. Update 2024-25 strategic plan goals, objectives, and initiatives.
 - Prioritizing new initiatives
7. Board approval (June 18, 2024)

Strategic Plan

Strategic Pillar 1	Student Success
Objectives	<ul style="list-style-type: none"> • Improve student success in literacy. • Improve early learning. • Improve student sense of well-being. • Increase student success in numeracy. • Increase student core competencies so students can achieve their career and life goals. • Improve graduation rates.
Strategic Pillar 2	Optimized Resources
Objectives	<ul style="list-style-type: none"> • Increase the capacity of our school facilities. • Maximize budget allocations for instructional staffing. • Maintain a healthy financial position. • Increase the resources available to fund capital equipment.
Strategic Pillar 3	Engaging Opportunities
Objectives	<ul style="list-style-type: none"> • Increase parent and community engagement. • Increase student participation in extra-curricular activities. • Improve the use of technology.
Strategic Pillar 4	Progressive Workforce
Objectives	<ul style="list-style-type: none"> • Increase employee engagement. • Improve recruitment and retention of staff. • Improve leadership capacity. • Improve employee health, safety and resiliency.

Our continuous cycle of improvement

September-December

- School & District plan implementation
- Analysis from previous year
- Board reporting commences
- Schools publish results
- Budget analysis
- Financial statements

July

- School budget allocations
- Updated Strategic & School Plans published

June

- Budget & Updated Strategic Plan Approval

January – February

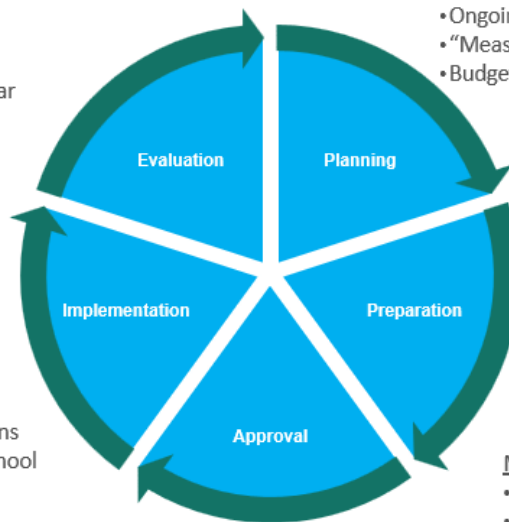
- Ongoing district and school implementation
- "Measuring Up" Report
- Budget estimates & forecasting

February - March

- Environmental assessment updates
- Updated SWOT analysis
- Enrolment projections
- Commence community engagements
- Complete Program/Service Reviews
- Ministry funding announcement

March - May

- Strategic Plan and School Plan reformulation
- Revise and update goals and objectives
- Staffing Estimates
- Operating Budget Estimates



Looking Back on The Year: Effectiveness of Implemented Strategies

Our district is committed to our continuous cycle of improvement. We have a detailed ongoing cycle of assessment with our District Planning Committee and our Indigenous Education Council.

Our Equity Framework has been in place for four years and is an integral part of our strategic planning and work.



1. Policy and Governance

Indigenous Educational Council:

- The Indigenous Education Council includes leadership from Mathxwi First Nation, Semá:th First Nation, our Cultural Advisor Dr. Gwendolyn Point, and the Fraser Valley Métis Association where Trustee Board Chair and senior management team hear from rights holders. The IEC meets at least six times a year to discuss new initiatives, approve budgets, and provide guidance that the school district is committed to implementing in alignment with its strategic priorities, local education agreements, and our enhancement agreement.

District Level Initiatives:

- Review of district policies and administrative procedures for bias and Indigenous perspectives.
- District Planning Team including students, DPAC, Trustees and staff meets three times a year to review strategic priorities and provide feedback.

2. Learning Environment

- Our commitment to district-wide professional development in Truth and Reconciliation, as well as bias and anti-racism training. Specifically, The Welcome Project addresses implicit bias and racism, and our support of Cultural Affinity Groups bolsters this effort.
- Our [Enhancement Agreement](#) incorporates accountability to our community, coherent and aligned goals, and is committed to action. It prioritizes holistic student achievement (Student Success), sense of belonging (Cultural Identity), and recognizing and addressing implicit bias and privilege-awareness (Advocacy for Equity and Access).

3. Pedagogical Core

- Our district upholds the culture, stories and teachings of place first – collaborating with Mathxwi First Nation to create curriculum resources, having district-wide programs such as the [Grade 5 drum project](#), [Grade 8 Paddle Project](#), [Indigenous Role Model Ceremony](#), professional development for Teaching Indigenous Courses – increasing offered courses from 6 to 43.
- The [Learning Support Services Department](#) through the work of the Equity Helping Teacher,

completed year 2 and engaged in anti-racism work and further development of the [Equity Website](#).

4. Learning Profile

- Regular ongoing review of our secondary Indigenous Students to support graduation success. Principals meet with their CYIC students as well as care team review meetings. Competency IEPs to support the success for our students with disabilities and diverse abilities.

Highlights of specific targeted strategies that are improving learning outcomes:

Improved graduation rates for Indigenous students through:

- Middle School implementation of Enhancement Agreement Action Plans – i.e. VPs making connections directly with local First Nations families to share progress and seek collaboration
- At secondary, meetings to review every grade 12 students' transcripts with all team members present. We noticed risks of students not graduating due to failed courses or being short credits. We noticed trends with struggles with PE 10, CLE10, and CLC 12, and not enough credit electives for full dogwood programs.
- As a direct intervention we created a spring break school with credit recovery, Foods 12 and Active Living courses. Up to 12 students would graduate as a direct result of this intervention. Summer school credit recovery and summer school courses will also be offered to support students grades 9-11 to stay on track. We learned lessons of importance of having Elders, smudging being offered, ending with circle work, intensified focus on one course at a time and outdoor activity-based learning. We hope to incorporate what we learned into more mainstream classroom experiences for our students.
- Continuation of post-secondary support for every grade 12 Indigenous student – university, trades, or pre-employment took full effect in 2020-2021 resulting in a more successful grade 12 year for Indigenous students, an increase in scholarships and university/post-secondary admissions.

Strong Relationships with the Local First Nations

- Partnership with Cultural Advisor, Dr. Gwendolyn Point to support relationships with Semá:th First Nation and Mathxwí First Nation
- Supportive IEC in places that meets on a regular basis with agreed-upon Terms of Reference
- Enhancement Agreement that was agreed upon and signed in June 2024
- Local Education Agreements that have been approved and signed in 2022 and 2023
- Partnership with Mathxwí First Nation to create curriculum resources

Existing and/or Emerging Areas for Growth

Based on our analysis, the following will be our existing and emerging areas of growth for each of our strategic goal pillars for the 2024/25 school year.

Literacy trends are telling us that literacy needs to be a priority focus for us.

Student Success



- Improve student success in literacy.
- Improve Early Learning.
- Improve student sense of well-being.
- Improve student success in numeracy.
- Improve core competencies so students can achieve career/life goals.
- Improve graduation rates.

Engaging Opportunities



- Increase parent and community engagement.
- Increase student participation in extra-curricular activities.
- Improve the use of technology (operationally and pedagogically).

Optimized Resources



- Increase of capacity of our school facilities.
- Maximize budget allocations for instructional staffing.
- Maintain a healthy financial position.
- Increase resources available to fund capital equipment.

Progressive Workforce



- Increase employee engagement.
- Improve recruitment and retention of staff.
- Improve leadership capacity.
- Improve employee health, safety and resiliency.

Ongoing Strategic Engagement (Qualitative Data)

- Secondary Student Community of Practice - district has been working with Shane Safir to establish a robust student voice program. Student voice has had many impacts in our district including implementing a credit recovery day for our secondary students.
- District Planning Team sessions that meet three times per year. Each year, students, parents, trustees, staff, and administrators meet to discuss strategic priorities and the impact of initiatives.
- Annual Joint Partner Meeting – senior team, district staff, union presidents, DPAC and PAC meet to discuss ways to improve collaboration and communication and explore new developments in the district’s strategic direction and the BC curriculum
- This year we have gone through an extensive process to review and revamp [our strategic plan](#)

Engagement Strategy with Indigenous parents, family, students and staff

- Indigenous Education Committee
- Indigenous Student Leadership group – Agenda Gap
- Indigenous Leadership Groups in Secondary Schools
- Ongoing consultation with local Indigenous communities
- Dr. Gwendolyn Point – advisor to the district
- Ray and Millie Silver Library – open to all staff and community members
- District Planning Team
- Indigenous family dinner nights at middle schools

Engagement with organizations representing and/or supporting CYIC

- LSS department meets with MCFD and FVACFSS on an ongoing basis to review supports for CYIC

Engagement with organizations representing and/or supporting students with disabilities or diverse abilities.

- LSS department works with the Provincial outreach programs, DPAC, BC CAISE

DPAC

- Collaborative planning with our DPAC for parent education sessions annually
- DPAC series monthly

Indigenous Engagement Strategy

- HR Cultural Safety Advisory Committee (bi-monthly)
- Weekly Telexw Indigenous staff meetings and training (2 hours per week)
- Indigenous Education Advisory Committee (monthly)
- Family gatherings (6 times per year)
- Indigenous Advisory Committee (6 times per year)

Impact of Engagement

- Greater awareness of the strategic direction of the district
- Feedback opportunities on our continuous cycle of improvement
- District Planning Team – robust student voice has impacted our secondary school with assessment practices and student wellbeing.
- HR Cultural Advisory Committee – created on-boarding staffing module
- Indigenous Education Advisory Committee – creates Administrative Day learning for 3,000 employees
- Consultation process for Enhancement Agreement - created a framework to support all Indigenous learners
- Engagement with our IEC resulted in feedback that they wanted more dialogue of district budget considerations.
- Feedback from our district planning meetings, students wanted a greater focus on health and wellbeing, careers and life skills.



Adjustment and Adaptations: Next Steps

Our refreshed strategic plan with engagement with multiple partners we have a renewed priority of student success.

What has been successful/continuing:

- Hiring two district helping teachers focused on literacy and numeracy
- Refreshed literacy framework
- Communities of practice focused on numeracy instruction
- Continued implementation of district assessments for literacy and numeracy
- Feedback cycles involving student voice – career/life goals and graduation
- MDI and YDI surveys will continue

Adjustments based on district needs:

- Improved ability to support literacy and numeracy in our middle and secondary schools
- RTI model with our school administrators based on school level data
- Revised our early learning support structure
- Secondary Learning Opportunities (SLOs) have been revised to support student success

Indigenous education:

- Successful and will continue: Continued guidance and direction from our IEC
- Successful and will continue: Indigenous Support Worker relationships with students – low ratio of students per staff member (10 students to 1 full day of ISW) and a dedicated space
- Successful and will continue: Meetings about each Indigenous graduate to make targeted and creative plans for graduation, and staffing of two Indigenous Grad Coaches
- New: Numeracy support for Elementary and Middle School
- New: Roots Program in response to Indigenous Middle School students who are struggling with positive school and community connections
- New: Indigenous Wellness programming for staff and families in response to engagement with Indigenous community and family members
- Need: Attendance support – a way to engage students in response to Indigenous students having double the representation for Tier 3 Absences in comparison to non-Indigenous students
- Need: Alternate forms of discipline – in response to the disproportion number of Indigenous students in Middle School requiring Tier 3 supports, behaviour designations, and suspensions.

Prioritization of Goals



**STUDENT
SUCCESS**

1. Literacy
2. Early Learning
3. Well-being
4. Numeracy
5. Career/Life goals
6. Graduation rates

Alignment for Successful Implementation

We have identified the following strategic priorities for the 2024-25 school year.

2024-25 Priorities	
1. Literacy.	Student Success
2. Parent and community engagement.	Engaging Opportunities
3. Student participation in extra-curricular activities.	Engaging Opportunities
4. Early learning.	Student Success
5. Employee engagement.	Progressive Workforce

Family of schools

- We have structured our district into a family of schools model aligned with our strategic plan.
- Ensures ongoing conversations aligning strategic actions K-12
- Supports effective student transitions.
- Ensures consistency and effective communication K-12

Level and department operational plans

- School improvement plans are aligned by level and reviewed throughout the school year.
- All level and department operational plans are aligned with the district strategic plan and priorities.
- All level and department operational plans are shared and reviewed with staff as they guide their day-to-day work.
- All level and department operational plans identify budget priorities tied to the strategic priorities of the district.

Equity framework and actions

- Dedicated district [webpage for building equitable and inclusive schools](#) was developed.
- Strategic direction of the school district is directly tied to the equity framework.
- Alignment of the district's equity work with the equity action plan and commitments in our Enhancement Agreement.
- Creates alignment between levels and departments around our equity imperative in the district.

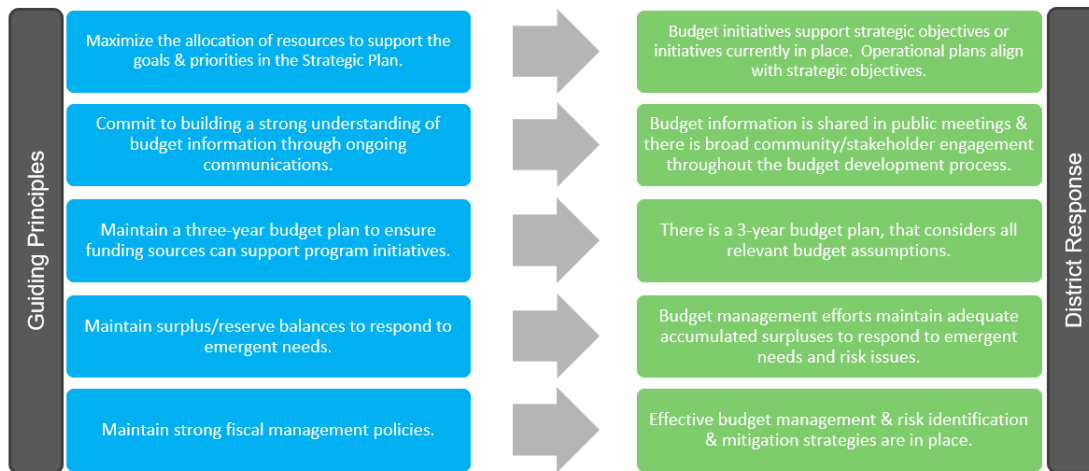
LEA/Enhancement Agreement

The Abbotsford School District honors our signed Local Education Agreements with Semá:th First Nation and Mathxwí First Nation, which are effective from January 1, 2024, to June 30, 2027. Education representatives and leaders from both Nations consulted with community families to determine key inclusions. We work on communication at the school level to ensure that schools of choice are informed about the LEAs. However, we recognize the need for further improvement in communicating directly with students and families, and this is a priority for us this year.

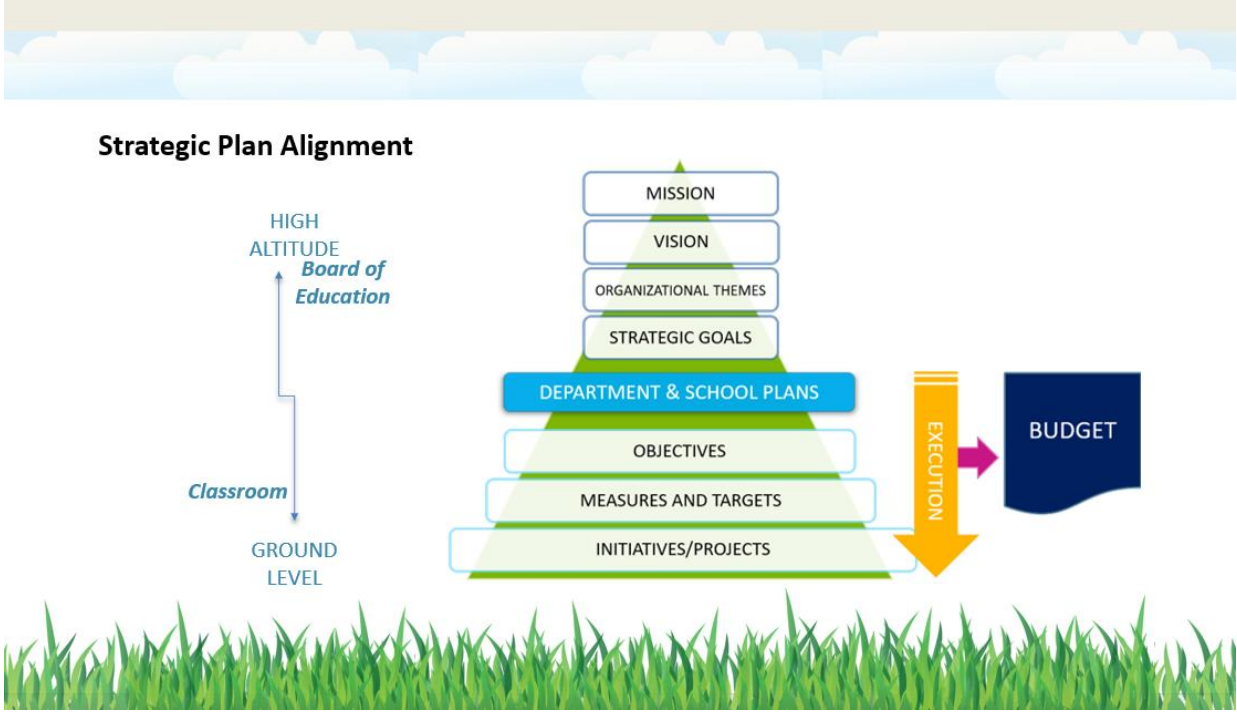
The newly signed Enhancement Agreement, which was developed through extensive consultation, will guide our work until 2030. Our School District has communicated the goals of the Enhancement Agreement to staff, students, and families through websites, printed copies, posters, videos, and dedicated time on Administrative Days. The Indigenous Education Department aligns its work, staffing, and resources with the commitments and actions outlined in the agreement.

Budget Process

Adhering to the Budget Guiding Principles



- Our process allows for feedback from multiple rights holders and partners around spending priorities.
- Our IEC is involved and consulted with district budget and approves spending of targeted funds.
- Our annual budget process aligns with our strategic plan and identification of spending for new priority initiatives.



Our strategic plan shows how we are working across the district to boost student achievement. This involves using our resources wisely and making ongoing adjustments to our actions based on what we need to improve.

Conclusion

As a district, we are dedicated to public engagement and transparency in our strategic planning and budget processes. Through our ongoing cycle of improvement, we will maintain active engagement with students, staff, rights holders, and families to achieve our strategic goals and objectives.

In summary, our strategic planning process is robust and closely aligned with our comprehensive budget planning process. Our strong relationship with local First Nations, along with our newly signed Enhancement Agreement, will guide us in enhancing success for our Indigenous students. The close alignment between school plans, operational plans, and the district strategic plan establishes the framework needed to address issues of inequity.

Looking ahead, we must continue to concentrate on the success of our Indigenous students, students in care, and students with disabilities and diverse abilities. This involves ensuring that support and resources within the district are allocated in line with our strategic plan.