

# Enhancing Student Learning Report September 2025

## Part 2: Framework for Enhancing Student Learning (FESL)

In Review of Year 1 of our 2024-2028 Strategic Plan  
Approved by Board on September 23, 2025



# STRATEGIC PRIORITIES & CONTINUOUS IMPROVEMENT PLAN

## 1. District Context & Vision

We acknowledge that the Abbotsford School District is located on the traditional and unceded territory of the Semá:th First Nation and Máthxwi First Nation. We honour the longstanding relationships Indigenous Nations have with this land as its original caretakers.

Located in the heart of the Fraser Valley and serving over 20,000 students across 46 schools, Abbotsford is a diverse district where more than 90 languages are spoken at home. As the largest employer in the city, we have over 3,000 full and part time employees who are committed to helping students succeed.

### Our Mission

Preparing and inspiring our students for a lifetime of success.

### Our Vision

A world-class, innovative, and individualized educational experience for every student.

### Our Values

Respect, Trust, Integrity, Communication, Teamwork.

## 2. Strategic Plan Priorities (2024–2028)

In alignment with the B.C. Ministry of Education’s Framework for Enhancing Student Learning, our district has developed a Strategic Plan to outline the steps we are taking to fulfill our vision. Our [2024-28 Strategic Plan](#), developed in consultation with our stakeholders, sets the direction for every departmental and operational plan. The plan is comprised of the four key pillars - Student Success, Optimized Resources, Engaging Opportunities and Progressive Workforce.

Fundamentally the Board of Education is committed to ensuring that each staff, regardless of where they serve in the organization, is clear about the important

contributions they make towards student success. It is for this reason that this Strategic Plan is designed to create a clear “line of sight” to the District vision. Just as every student is important, every employee’s contribution is vital to student success.

The Board of Education’s Strategic Plan is built on four interconnected pillars:

**Student Success:** Our students are engaged, challenged and prepared for a lifetime of success. Improving student success in: Literacy, numeracy, early learning, well-being, career/life readiness, and graduation rates.

**Optimized Resources:** We are creative and responsible in the management of educational resources. Increase facility capacity and capital equipment and maximize instructional staffing and financial health

**Engaging Opportunities:** We provide engaging opportunities for every member of our learning community to contribute to student success. Increase Parent/community engagement, extracurriculars, and improve technology use.

**Progressive Workforce:** We provide a workplace that fosters creativity, inspires excellence, and challenges everyone to embrace growth. Increase employee engagement, improve recruitment/retention, leadership, and wellness.

## 3. Indigenous Enhancement Agreement (2025–2030)

[The Indigenous Enhancement Agreement](#) was co-developed with Indigenous students, families, Elders, and the Indigenous Education Council. It is guided by three central goals:

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- Goal 1: Student Success
- Goal 2: Cultural Identity
- Goal 3: Equity and Access through Advocacy

The purpose of this agreement is to support the enhanced educational experiences and achievement of Indigenous students in the Abbotsford School District. This agreement expresses commitment to Indigenous learners and their families. The process undertaken demonstrates the ongoing commitment to consultation and co-development of programs and services with Indigenous community partners. This agreement guides the goals of the District Strategic Plan. It provides a framework to assess the effectiveness of the programs and interventions implemented to support Indigenous learners.

## 4. Continuous Improvement Cycle

Abbotsford's improvement cycle is structured around four key phases:

**Monitor:** Operation plans for levels and departments (Indigenous Education, LSS, and Curriculum) are reviewed and updated in Envisio (Sept, Dec, Apr, Jun) four times a year. The Senior leaders reviews these updates with their departments to ensure the work plans are having the intended impact on student learning and well-being. Plans are reviewed and revised as needed. Operational plans for levels are shared with PVP and are used to inform school plans. Senior leaders monitor school plans and progress and follow up with student progress (focus on Indigenous students, CYIC, and students with disabilities and diverse abilities) during school visits and levels meetings.

**Review & Respond:** The FESL Review Team (made up of Senior leaders, District principals,

and communications) meet in September, January, April, and July to analyze Ministry and local assessment data. PVP teams and schools review data in September, May, and June. After all reviews, operational and school plans are reviewed and revised to ensure the plan and the work is meeting the needs of the students they are designed to serve. School plans are working documents and they are reviewed regularly with staff, semi-annually with the PAC, and updates are posted on school websites in January and June of each school year to highlight progress and next steps.

**Align:** School and department plans are strategically aligned with the District's Strategic Plan and Enhancement Agreement. Consultation protocols enable principals and vice-principals to receive feedback on their school plans, fostering alignment across schools and district levels. Intentional cross-departmental collaboration supports the development of operational plans, ensuring practices and priorities reflect the overarching Strategic Plan.

Quarterly reviews of department goals in Envisio promote coherence in progress tracking. Schools engage in collaborative data analysis, moderation of student work, and incorporation of student voice and feedback to ensure alignment with District goals.

The consistent use of local assessment tools across schools establishes a shared language and framework for monitoring student success and achievement.

**Implement:** Adopted strategies are launched across departments and schools, tracked through ongoing monitoring. Continual collaboration between District departments is necessary to ensure supports and resources are working together to support the strategic priorities of the District. Schools are supported with

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the implementation of their school plans through the departments (Indigenous Education, Learning Support Services, Curriculum, and Careers). Routine analysis of student data in EdPlan sparks curiosity among school and District teams, prompting a deeper exploration of each student's unique circumstances and needs. Consistent analysis of local assessment data enables teachers and administrators at the school level to assess the impact of initiatives and programs while identifying students requiring Tier 2 or Tier 3 support and intervention.

## 5. Strategic Engagement

### Engagement Structures

- Quarterly District Planning Team meetings, held four times annually, engage students, staff, parents, trustees, and community partners to align efforts with district priorities.
- Enhancement Agreement consultations with Indigenous rightsholders and education stakeholders ensure inclusive and culturally responsive planning.
- Participation in the McCreary Adolescent Survey, Early Development Instrument (EDI), Youth Development Instrument (YDI), and Middle Years Development Instrument (MDI) gathers student feedback on well-being, human and social connections, and success, as outlined in the Framework for Enhancing Student Learning (FESL).
- Community partnerships with organizations such as Archway, MCFD, The Reach Gallery Museum, FVCDC, and licensed childcare providers strengthen system-wide collaboration.
- Implementation of the Antiracism Plan and Equity Framework fosters engagement with diverse groups through targeted outreach, equity-focused professional development, and inclusive

dialogue to address systemic barriers and promote belonging.

### Indigenous Collaboration

- Regular meetings with Semá:th and Máthxwi First Nations and the Indigenous Education Council promote meaningful dialogue and shared decision-making.
- Incorporation of Indigenous teachings embeds cultural values into educational practices.
- Policy consultations with Indigenous rightsholders on all updates impacting Indigenous students ensure equitable and culturally informed decision-making.

## 6. Looking Ahead

The Abbotsford School District remains committed to fostering compassionate, inclusive, and innovative learning environments. Through strategic alignment, authentic engagement, and a relentless focus on equity, we continue to support every learner in reaching their full potential.



[Antiracism Plan](#)



[Equity Framework](#)



## 2 – REFLECT AND ANALYZE

# FRAMEWORK FOR ENHANCING STUDENT LEARNING (FESL)

The Abbotsford School District has identified key areas for growth among specific cohorts of learners, including Indigenous students, students with disabilities or diverse abilities, and children and youth in care (CYIC). These areas include persistent gaps in literacy and numeracy, a lower sense of belonging and well-being, and disparities in graduation and post-secondary transition rates. Additionally, access and equity in career programs, particularly for Indigenous students and women, have emerged as critical concerns.

To address these challenges, the District has implemented a range of targeted strategies. In literacy and numeracy, the Curriculum Department has introduced co-teaching residencies and piloted the ACT assessment to improve instructional alignment. The Learning Support Services (LSS) department has expanded evidence-based interventions like ERSB and ELSB for students with cognitive disabilities. Indigenous Education has provided culturally relevant literacy support and deployed grad coaches to improve graduation outcomes.

Well-being and belonging initiatives have included SEL programming such as Roots of Empathy, Calm Kits, and antiracism education. Dedicated Indigenous spaces and cultural projects have strengthened identity and engagement. Graduation and transition supports include expanded dual credit programs, mentorship, and targeted outreach for underrepresented groups.

Analysis of data and feedback indicates mixed effectiveness. While Grade 10 literacy proficiency has improved for Indigenous students, gaps remain in earlier grades. Teachers have responded positively to literacy residencies and ACT assessments. Numeracy residencies have increased teacher confidence and improved instructional practices. SEL initiatives have

enhanced adult-student connections and created more inclusive environments. However, participation in trades programs has declined for Indigenous students, and post-secondary transition rates have dropped.

New areas for growth include alignment in Grade 10 numeracy assessments, improving well-being in secondary grades, and increasing post-secondary transitions.

**Grade 10 Numeracy Misalignment:** A significant gap exists between report card grades (64%) and GNA results (33%), especially for Indigenous students (57% vs. 19%) and students with designations (49% vs. 22%). This suggests a need for more consistent assessment practices and deeper numeracy instruction at the secondary level.

**Declining Post-Secondary Transitions:** Indigenous students' 3-year PSI transition rates dropped from 41% to 34%, and students with designations remain below provincial averages. This highlights the need for sustained mentorship and application support beyond graduation.

**Well-being Decline in Secondary:** YDI data shows a steep drop in thriving rates from Grade 5 (41%) to Grade 11 (25%), with peer relationships weakening significantly. This suggests a need for targeted SEL programming in the middle/secondary grades.

In response, the District will continue successful strategies, refine less effective ones, and adopt new initiatives. These include expanding the ACT pilot, launching a 'Faces on the Data' initiative, implementing a district-wide K/1 literacy screener, and forming a secondary assessment team to promote equitable grading practices. Staff training will deepen in trauma-informed practices, executive functioning, and inclusive design.

## 2 – REFLECT AND ANALYZE

The District remains committed to equity, accountability, and continuous improvement through data-informed decision-making and inclusive instructional planning. These efforts aim to ensure that all learners, particularly those from equity-deserving groups, receive the support they need to succeed academically and socially.

### Reflect and Adjust Chart – Literacy and Numeracy

Reflective Question	Response
What existing areas for growth has the district prioritized?	Gaps in literacy and numeracy proficiency for Indigenous students and students with diverse abilities, especially in Grades 4 and 7.
What targeted strategies are currently in place?	Literacy and numeracy residencies, ACT assessment pilot, ERSB/ELSB interventions, culturally relevant literacy support.
How effectively are the current strategies addressing the areas for growth?	Positive feedback on ACT and residencies; improved instructional alignment; persistent gaps in early grades.
What new areas for growth emerged?	Grade 10 numeracy misalignment between report card grades and GNA results.
What adjustments will be made?	Continue residencies and ACT pilot; launch Numeracy Framework; implement early literacy screener; form secondary assessment team.

### Reflect and Adjust Chart – Well Being and Belonging


Reflective Question	Response
What existing areas for growth has the district prioritized?	Lower sense of belonging and well-being among Indigenous students and students with designations.
What targeted strategies are currently in place?	SEL programming (Roots of Empathy, Calm Kits), anti-racism education, Indigenous cultural projects.
How effectively are the current strategies addressing the areas for growth?	Improved adult connections; increased belonging for on-reserve Indigenous students; positive feedback on SEL initiatives.
What new areas for growth emerged?	Declining well-being in secondary grades; weakened peer relationships.
What adjustments will be made?	Continue SEL programming; expand targeted SEL supports in middle/secondary grades.

### Reflect and Adjust Chart – Graduation and Transition

Reflective Question	Response
What existing areas for growth has the district prioritized?	Lower graduation and post-secondary transition rates for Indigenous students and students with designations.
What targeted strategies are currently in place?	Indigenous grad coaches, grad verification meetings, expanded dual credit and career programs.
How effectively are the current strategies addressing the areas for growth?	Improved five-year completion rates; higher PSI transitions at schools with stationed coaches.
What new areas for growth emerged?	Declining 3-year PSI transition rates; need for sustained mentorship.
What adjustments will be made?	Refine grad coach deployment; expand dual credit offerings; increase outreach and financial supports.




For the full Reflect and Adjust charts:

[Early Learning](#) 

[Literacy](#) 

[Numeracy](#) 

[Human and Social](#) 

[Graduation](#) 

[Career](#) 

## 2 – REFLECT AND ANALYZE

# ALIGNMENT TO ENHANCING STUDENT LEARNING

The Abbotsford School District has aligned school learning goals with district strategic priorities through a multi-tiered, cyclical planning process grounded in the principles of continuous improvement and equity. The revised [Administrative Procedure 105 \(AP 105\)](#) provides a clear framework for school improvement planning, requiring schools to align their goals with the District’s Strategic Plan and to focus on priority student populations, including Indigenous learners, CYIC, and students with diverse abilities. These revised planning expectations were introduced in the 2024/25 school year and will be used by all school teams for the 2025/26 school year.

All schools are now using a revised planning template that reflects the domains of intellectual, human and social, and career development—ensuring alignment not only with the District’s Strategic Plan but also with departmental operational plans and the provincial Framework for Enhancing Student Learning. This vertical alignment supports coherence from classroom-level goals through to system-wide strategies and provincial expectations. School teams meet regularly to review disaggregated data, identify gaps, and adjust strategies accordingly. Emphasis will be placed on equity-focused actions such as trauma-informed practices, student voice amplification, and targeted academic supports. The District provides ongoing support through school visits, levels meetings, and collaborative review sessions to ensure that school plans are responsive to emerging needs and remain aligned with district-wide goals. This alignment ensures that school-based strategies are not only consistent with District priorities but also responsive to local contexts and student needs, particularly for equity-deserving groups.

Operational plans across departments have also been intentionally aligned to support the implementation of new and adapted strategies identified through the FESL process and the Strategic Plan. The District’s continuous improvement cycle includes quarterly reviews of

departmental operational plans in Envisio (September, December, April, June)—ensuring that adjustments are data-informed and strategically coordinated.

Human Resources (HR) has prioritized equity and inclusion in its recruitment and staffing plans, with targeted hiring to support Indigenous learners and students with diverse needs. Professional learning is aligned with District goals, including training in trauma-informed practices and culturally responsive pedagogy.

The Information Technology and Digital Learning (ITC) operational plans support digital equity and instructional innovation, including tools for assessment and student engagement. For example, the integration of platforms like EdPlan Insight and SchoolAI supports data-driven instruction and personalized learning.

Finance plays a monitoring role in ensuring that budget allocations align with strategic priorities as determined by the Board. Based on recommendations from the Superintendent, the Board makes decisions regarding the allocation of funds. Finance then ensures that these funds are spent as directed, with resources equitably distributed to support mentorship programs, SEL initiatives, and career readiness pathways—particularly for CYIC and students with designations.

Each department (e.g., Learning Support Services, Indigenous Education, Curriculum) aligns its goals and actions with the Strategic Plan pillars. These plans are reviewed alongside school plans to ensure coherence and mutual reinforcement.

This integrated approach ensures that operational resources—human, financial, and technological—are strategically deployed to support student learning and well-being across the system.



AP105 school plans: [Godson Elementary](#); [Clayburn Middle](#); [Rick Hansen Secondary](#)

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