



2025-2026 School Learning Plan

SCHOOL STORY

With deep gratitude and respect, xpey Elementary acknowledges that we learn and unlearn on the ancestral and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh Úxwumixw (Squamish Nation), and səliłwətaʔ (Tsleil-Waututh) Nations.

xpey is an Indigenous Focus Elementary School and the only school of its kind within the Vancouver School Board, welcoming both Indigenous and non-Indigenous students since 2012. Named in 2017, xpey (“cedar” in hənqəminəm) reflects a deep connection to the Musqueam People and the land on which the school stands.

Located in the Grandview–Woodlands neighbourhood, xpey serves Kindergarten to Grade 7 students and hosts a StrongStart program for children aged 0-5. The school is grounded in strong relationships with families and community, supporting intergenerational learning and shared responsibility for student success.

xpey fosters a strong sense of belonging, identity, and community. Learning is enriched through land-based and outdoor education, culturally responsive teaching, and opportunities for creativity and student voice. The school actively supports Truth and Reconciliation and the Calls to Action through a focus on Indigenous resurgence, self-determination, and the integration of Indigenous knowledge and perspectives.

Students benefit from meaningful programs and partnerships that support well-being and engagement, including Weaving Communities, Expressive Arts, the Boys and Girls Club, the Sarah McLachlan School of Music, Ingrid Science, Ethós Lab, LunchLABS, Micro Footie, and Saleema Noon Sexual Health Educators. Students also learn from knowledge keeper Curtis Ahenakew, who leads seasonal pipe ceremonies and shares cultural teachings.

xpey is committed to supporting the success of all learners by fostering pride in identity, respect for diverse perspectives, and growth in academic, social, and emotional learning within a culturally grounded and connected community. xpey is grateful to the Vancouver Elks Lodge for their yearly funding support for Indigenous cultural learning.

WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

xpey’s learners represent a diverse community of Indigenous and non-Indigenous students who bring a wide range of strengths, identities, and lived experiences. Students engage meaningfully in culturally grounded, experiential, and land-based learning that supports identity, connection, and a strong sense of belonging.

School-based evidence, including the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) and the Curriculum-Based Measurement (EasyCBM) screener assessments, indicates that students are making steady progress in developing foundational reading and math skills. Students demonstrate growth when instruction is responsive to assessment data and benefit from targeted, evidence-based programs such as the University of Florida Institute (UFLI) for Reading and Math Fact Fluency.

Term Comparison by Percentage: Language Arts (Grades k-7)

	Emerging	Developing	Proficient	Extending
Term 1 (Student Learning Update Reports)	58	28	<10	<10
Term 3 (Student Summary of Learning Reports)	48	27	24	<10

Term Comparison by Percentage: Math (Grades k-7)

	Emerging	Developing	Proficient	Extending
Term 1 (Student Learning Update Reports)	34	42	22	<10
Term 3 (Student Summary of Learning Reports)	32	32	35	<10

Data from the Fall Learning Update (Term 1) to the Summary of Learning (Term 3) shows overall positive movement in both literacy and numeracy. In Language Arts, the percentage of students achieving at the Proficient level increased significantly (from less than 10% to 24%), with a corresponding decrease in students at the Emerging level (from 58% to 48%). In Mathematics, there was also a notable increase in students at the Proficient level (from 22% to 35%), along with a decrease in students at the Developing level (from 42% to 32%). This data suggests that students are making progress toward meeting grade-level expectations, particularly as they move from developing to proficient levels.

Students are also highly engaged in hands-on, experiential learning opportunities. These include field studies to places such as Grouse Mountain and the Salmon Hatchery, learning from Indigenous guests through cultural practices such as rattle making, and participating in outdoor and land-based experiences. Within the school, students contribute to and learn from the indoor garden, developing knowledge of growing food, healthy food choices, and sustainability.

Through LunchLABS, students engage in food literacy by preparing and sharing healthy meals together twice weekly, strengthening both practical skills and community connection. Students also respond well to applied learning opportunities such as science programming, creative arts, and physical activity, including soccer programs.

Strong relationships with peers, staff, families, and community partners continue to support student well-being, engagement, and success. Ongoing work will focus on extending literacy and numeracy skills while continuing to deepen meaningful connections to land, culture, and community.

AS A SCHOOL COMMUNITY, WE ARE WORKING ON THE FOLLOWING TO:

Improve student achievement in literacy and numeracy, physical and mental well-being, and belonging

- Strengthen Tier 1 instruction in literacy, with a focus on reading comprehension and written expression across grades
- Build consistency in numeracy instruction, emphasizing problem-solving, flexible thinking, and mathematical reasoning
- Use common, school-wide formative assessments (e.g., DIBELS, EasyCBM) to inform instruction and monitor student progress
- Support student well-being through explicit social-emotional learning, self-regulation strategies, and relationship-building
- Foster inclusive, culturally responsive classroom environments that support belonging, identity, and student voice
- Provide targeted interventions and enrichment opportunities based on data to support diverse learners

Improve equity

- Use school-based and classroom data to monitor progress and address differences in student outcomes
- Continue to strengthen culturally responsive and inclusive teaching practices
- Ensure equitable access to learning supports, enrichment opportunities, and community-based programming
- Engage in ongoing professional learning focused on anti-racism, equity, and inclusive education
- Strengthen authentic partnerships with families to support student learning, identity, and well-being

Continue on our journey of reconciliation with First Nations, Métis, and Inuit

- Embed Indigenous knowledge, perspectives, and ways of knowing across all areas of learning
- Engage regularly with Elders, knowledge keepers, and community partners to support authentic, meaningful learning experiences
- Continue staff professional learning focused on Indigenous education and the Calls to Action
- Expand opportunities for land-based learning and connections to local territories and community
- Support Indigenous student voice, identity, and self-determination within the school community

HOW WILL WE KNOW WE'RE ON TRACK?

- Ongoing classroom-based and school-wide assessment data (e.g., DIBELS, EasyCBM) demonstrating student growth in literacy and numeracy over time
- Use of Student Learning Survey (SLS) and Middle Years Development Index (MDI) when appropriate
- Classroom evidence of learning, including student work samples, writing portfolios, and performance-based tasks demonstrating growth over time and increasing independence
- Evidence of increased student engagement in hands-on, experiential, and land-based learning opportunities
- Student voice, reflections, and participation indicating a growing sense of belonging, confidence, and connection to learning
- Observations of student well-being, self-regulation, and positive peer relationships across school settings
- Documentation of participation and learning in cultural, community-based, and land-based experiences (e.g., field studies, guest teachings, LunchLABS, outdoor learning)
- Ongoing staff collaboration and reflective practice (team meetings, inquiry cycles, instructional adjustments based on evidence of learning)
- Feedback from families and community partners on student growth, engagement, and connection to the school community