



2025-26 School Learning Plan

SCHOOL STORY

Šxʷwəqʷəθət Crosstown is a dynamic urban elementary school in the heart of Vancouver. It opened for kindergarten to Grade Seven enrolment in September 2017 and now has 21 divisions and 475 students. We are the neighbourhood school for families living in parts of Yaletown, Chinatown, and the Downtown East Side. Our school population reflects this wonderful diversity of place. Welcoming brand-new immigrants to Canada, as well as Indigenous students whose families have lived on these lands since time immemorial, Šxʷwəqʷəθət Crosstown is a wonderfully diverse learning community. There are over thirty different home languages spoken, with the most common being English, Spanish, Russian, Farsi and Korean. Forty-four percent of our students speak a home language other than English.

The Šxʷwəqʷəθət Crosstown community is very proud of our hənqəmiñəm name, Šxʷwəqʷəθət [shwa quwa set], which was gifted to us by the Musqueam Nation on March 9, 2020. Elder Larry Grant gifted the name and explained its meaning: “Šxʷwəqʷəθət references a mode of transportation used by Musqueam people whereby they caught the tide as a shortcut from False Creek to Burrard Inlet. The meaning of this name is generally translated as ‘the place from which one can catch the tide.’” Since March 2020, we have been working to honour our name, learning about its meaning, spelling and pronunciation. This is an important part of our reconciliation work.

As a school community, we want all students to feel included, respected and seen. We value care, community and kindness. We have a well-established school wide positive behaviour support program (PBIS), which forms part of our Code of Conduct and helps us explain expectations and problem solve when needed. We are the Šxʷwəqʷəθət Crosstown CROWS – Caring, Responsible, Optimistic, Wise and Safe. Staff and students learn and speak about being Caring CROWS to make these values memorable. Our CROWS matrix which sets out positive expectations, supports the physical, social and emotional well-being of all members of our learning community.

A key part of our school community are the parents and caregivers, including the active and supportive Parent Advisory Council (PAC). The Šxʷwəqʷəθət Crosstown PAC provides additional resources, such as our library book bags, events like dances, support for our wonderful Sun Run team and much more. Many parents and caregivers, including grandparents, foster parents, aunties and older siblings, can often be seen on the playground, chatting with staff and other students before and after school.

We have valued community partnerships with Vancouver Society of Childcare Centres, which runs after school care as well as summer childcare on site. In addition, the VSB Food4Schools Program, the Vancouver Firefighters Charity and Backpack Buddies program provide us with valuable food support throughout the year. To help support families there is also after school programming such as sports, yoga and science programs facilitated through our partnership with the Community Schools Team (CST). The school itself is situated adjacent to Andy Livingstone Park, a City of Vancouver park, which serves as our playground.

Our unique location allows us access to many opportunities including ready access to the seawall around False Creek. Habitat Island is within walking distance, providing outdoor learning opportunities with a small stand of trees and shoreline environments. We also have easy access to Concord Pacific Park, Chinatown, Hogan's Alley, Dr. Sun Yat Sen Garden, and Science World. We also have a valued community partnership with BC Place which allows us periodic access to their field as part of the Field of Dreams program.

The ʔxʷwəq̓ʷəθət Crosstown students are very enthusiastic about opportunities offered to them. The committed staff team volunteer to run a wide variety of sports teams including soccer, volleyball, basketball, badminton, track and field and cross-country. Our teams are big! More than 90 students joined the track and field team and more than 100 ran cross country last year. In addition, thanks to parent volunteers, we also have a very special Sun Run team, which, at 177 registered members, was a huge show to school pride and the largest in the city! In addition to these athletic opportunities, many students are involved in caring for our roof top garden and contribute to annual events such as our Talent Show, Sports Day and Terry Fox Run.

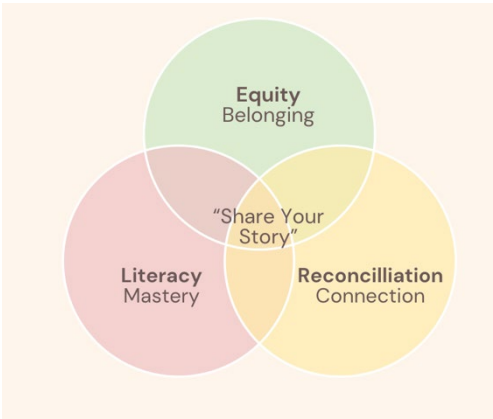
WHAT DO WE KNOW ABOUT THE COMMUNITY OF LEARNERS?

There are 475 learners at ʔxʷwəq̓ʷəθət Crosstown. Of these, over twenty are Indigenous, about 35% are designated English Language Learners, with many more speaking one or more languages. In addition, about 11% have an Inclusive Education designation recognized by the Ministry of Education and Child Care. The community is dynamic, with new families joining us throughout the school year. Often these families are also brand new to Canada. We know that our learners are curious, empathetic and interested in each other's stories. We know that our students embrace leadership opportunities and have enacted several student-led initiatives, including various clubs. We value student voice.

Our collective goal is to increase students' sense of belonging by focusing on three interwoven aspects of this common goal – reconciliation, literacy and equity. We believe that our diversity is a strength and we want our learners to be able to express themselves and feel a sense of belonging within this community. We use the phrase "Share Your Story" to express this goal and as celebration of individuality and literacy within community.

Strengths

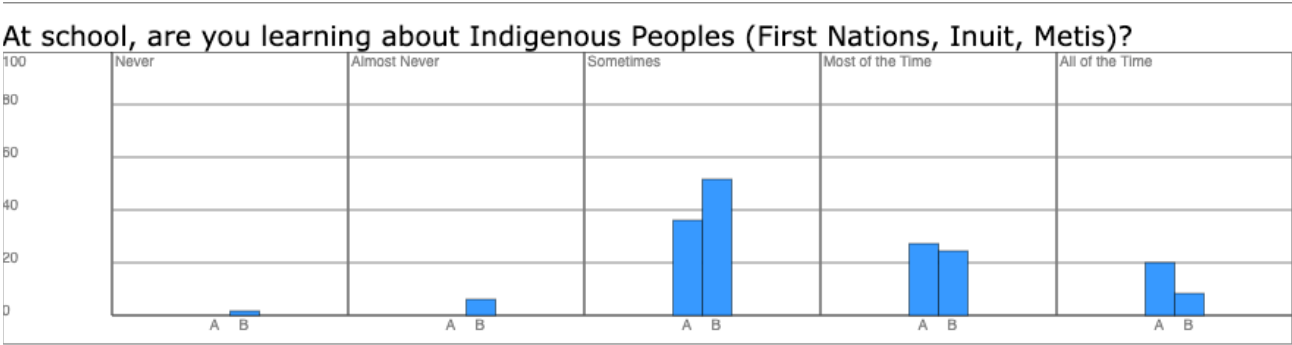
- Strong student engagement and participation in extracurricular activities
- An increasing sense of belonging, as indicated by student interviews and student learning survey results
- Growth in early literacy skills, particularly in primary grades
- Strong student voice, with students participating in clubs, special events and leadership opportunities



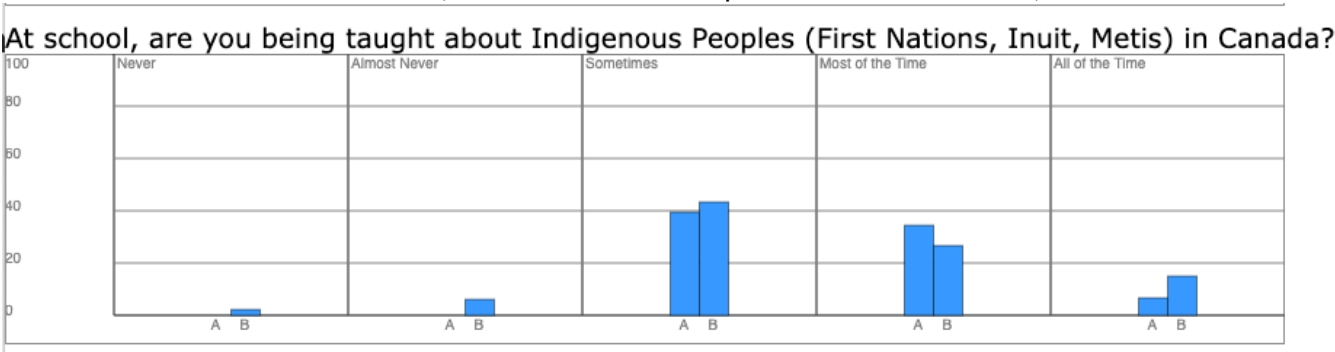
To understand our students’ perspective on reconciliation and their role in it, in the spring, we ask each student to complete a form answering the following questions: What do you know about Indigenous peoples and cultures (contributions, stories, history, traditions, language)? How do you think learning about Indigenous people connects to your own life? What do you wonder about Indigenous people in our community, our country or the world? We carefully consider students’ answers to these questions to help us plan our next steps in reconciliation.

Below are results from our Grade 4 & 7 Students responses in the Student Learning Survey indicating their perceptions of how much they are learning about Indigenous Peoples & Studies.

Grade 4s (A is School Data compared to B District Data)

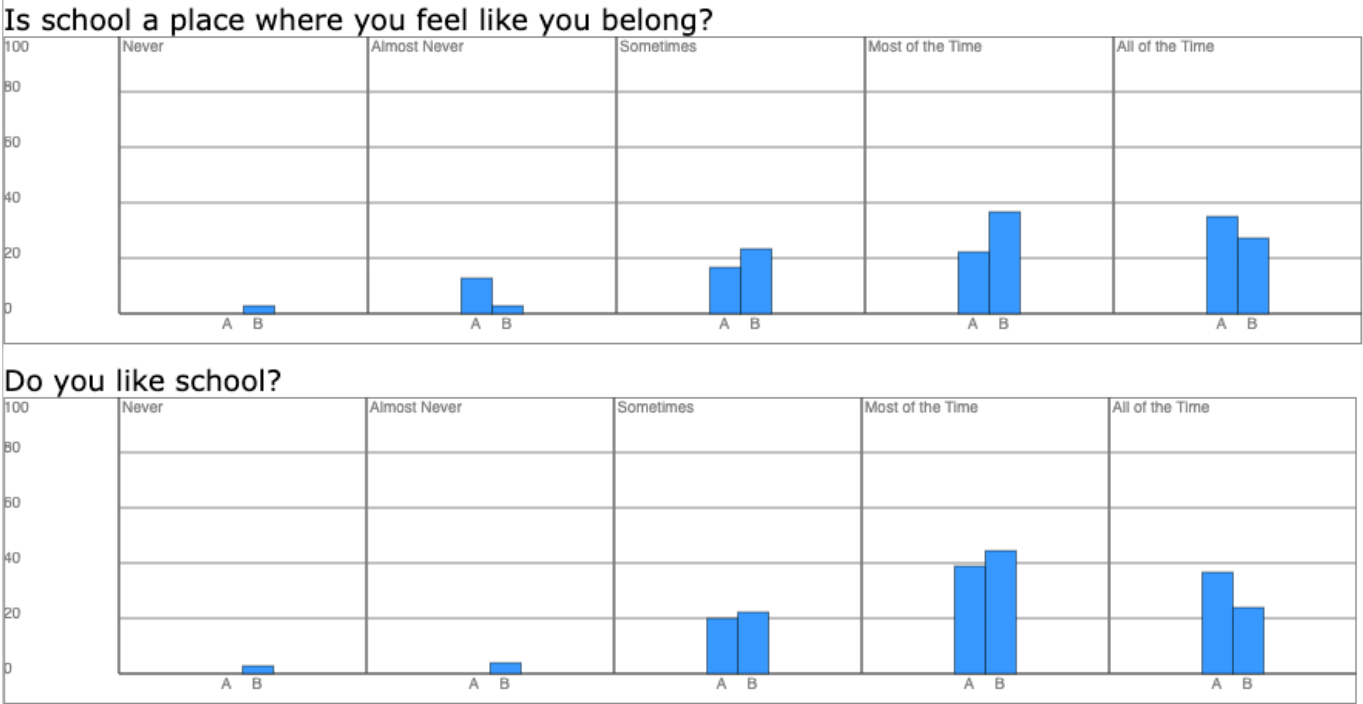


Grade 7s (A is School Data compared to B District Data)

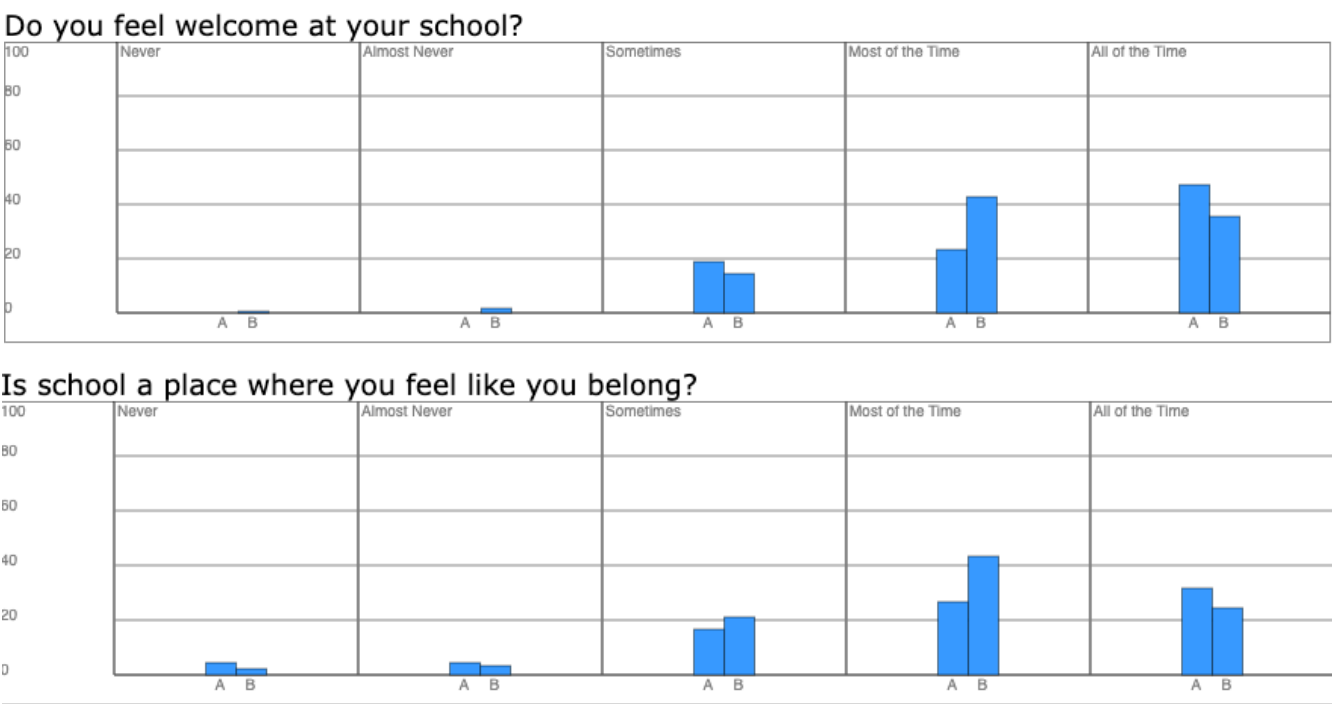


To support our understanding of our students’ feeling of belonging and connection, we examine the data shared by students and families in the Student Learning Survey.

Grade 4s (A is School Data compared to B District Data):



Grade 7s (A is School Data compared to B District Data):



In order to better understand students’ literacy skills, specifically reading, we will continue with administering the Dynamic Indicator of Basic Early Literacy Skills (DIBELS) 8 assessments for students three times per year (Gr 1-7 in Sept, Jan, June; Kindergarten in January and June). This information will help us tailor supports and track progress.

We are also examining our FSA Literacy and Numeracy data, as well as our Curricular Proficiency data from the Written Learning Updates throughout the year and in comparison, to last year.

FSA Results Comparison 2024-25 to 2025-26

Grade 4					
Math Results					
Total	Pro_Ext	Eme_Dev	School % of Pro/Ext	District % of Pro/Ext	School Year
58	34	24	58.6	71.0	2025-2026
39	22	17	56.4	75.2	2024-2025

English Results					
Total	Pro_Ext	Eme_Dev	School % of Pro/Ext	District % of Pro/Ext	School Year
58	44	14	75.9	76.3	2025-2026
39	24	15	61.5	73.6	2024-2025

Grade 7					
Math Results					
Total	Pro_Ext	Eme_Dev	School % of Pro/Ext	District % of Pro/Ext	School Year
36	22	14	61.1	69.5	2025-2026
38	22	16	57.9	73.9	2024-2025

English Results					
Total	Pro_Ext	Eme_Dev	School % of Pro/Ext	District % of Pro/Ext	School Year
36	31	5	86.1	80.6	2025-2026
38	29	9	76.3	78.9	2024-2025

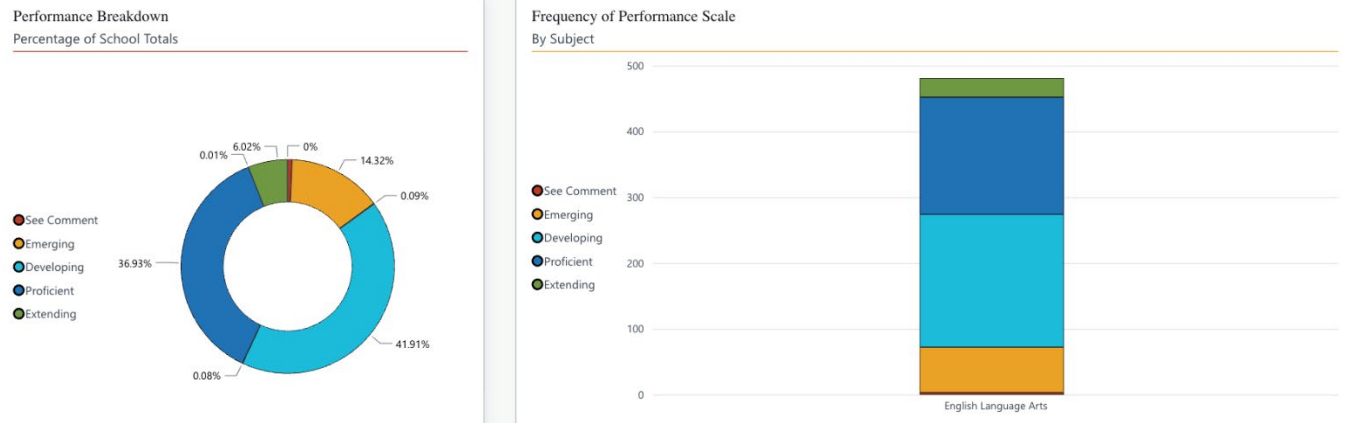
Looking at the FSA data above, we can see a slight improvement from 2024-25 to 2025-26 for both Grade 4s and Grade 7s in English and Math results.

Examining our curricular proficiency data over the year, we also recognize improvements as broken down below:

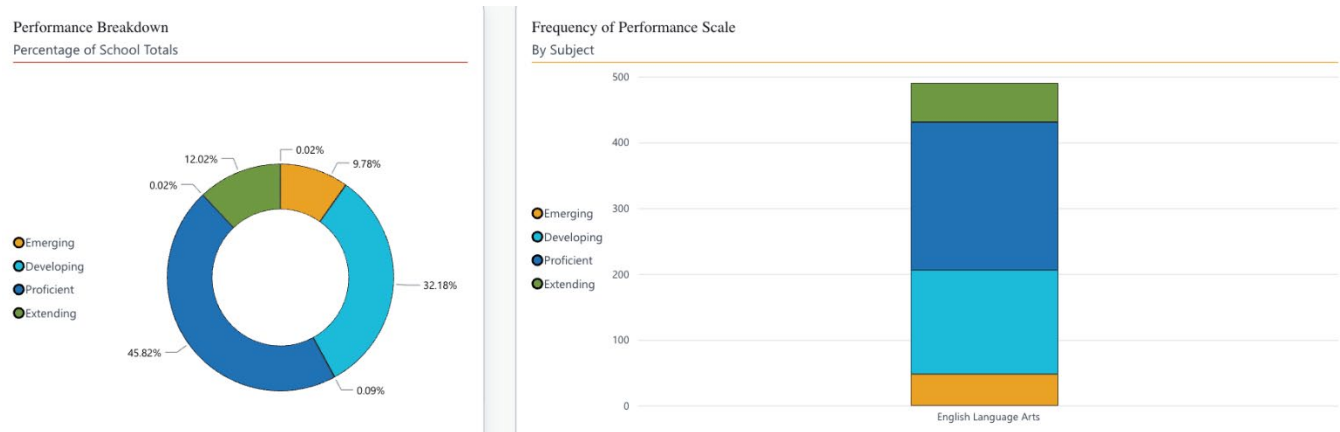
English Language Arts Progress Summary: Term 1 to Term 3

Based on the performance breakdown charts, there has been a positive shift in student achievement in English Language Arts from Term 1 to Term 3.

Term 1 English Language Arts Data



Term 3 English Language Arts Data



Areas of Progress

- Increase in Proficient learners
 Term 1: 36.93%
 Term 3: 45.82%

This represents an increase of approximately 8.9 percentage points, indicating that more students are meeting grade-level expectations by the end of Term 3.

- Increase in Extending learners
 Term 1: 6.02%
 Term 3: 12.02%

The percentage of students exceeding expectations nearly doubled, suggesting that a greater number of students are demonstrating advanced understanding and skills.

- Reduction in Developing learners
 Term 1: 41.91%
 Term 3: 32.18%

This decline of almost 10 percentage points indicates that many students moved from Developing into higher performance categories.

- Decrease in Emerging learners
 Term 1: 14.32%
 Term 3: 9.78%

Fewer students are performing below expectations, demonstrating overall growth across the student population.

Overall Summary

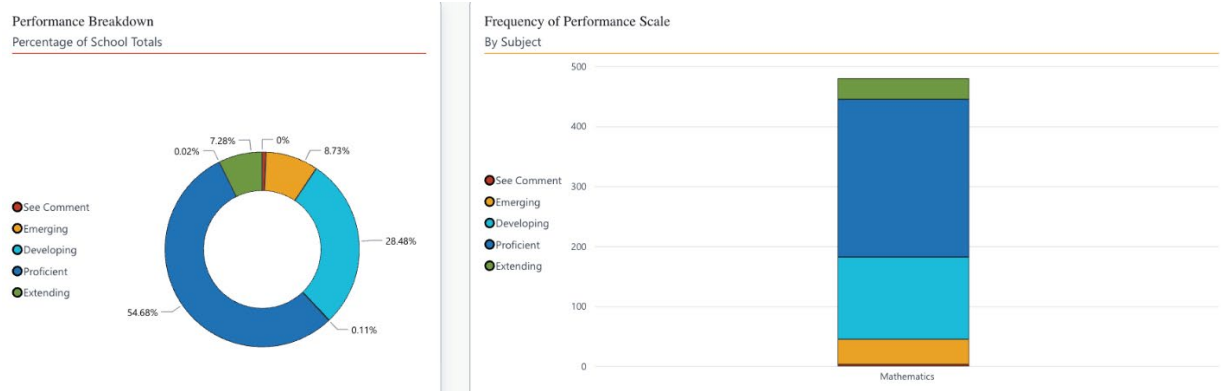
The data demonstrates a strong positive trend in English Language Arts achievement from Term 1 to Term 3. Student performance shifted upward, with notable gains in both the Proficient and Extending categories and corresponding decreases in the Developing and Emerging categories. These results

suggest that instructional strategies and supports implemented during the school year have positively impacted student learning. Continued attention to students in the Developing and Emerging categories, alongside enrichment opportunities for high-achieving students, will help sustain and accelerate this progress.

Mathematics Progress Summary: Term 1 to Term 3

In Mathematics, we also examined the data across terms to chart growth. The following tables and breakdown indicate our findings:

Term 1 Math Data



Term 3 Math Data



Areas of Progress

- **Strong Maintenance of Proficiency** - The percentage of students performing at the Proficient level remained high, increasing slightly from 54.68% to 55.53%. More than half of students consistently demonstrated grade-level mathematical understanding throughout the school year.

- Significant Growth in the Extending Category - The most notable gain was in the Extending category, which increased from 7.28% to 14.55%. This represents a doubling of students exceeding grade-level expectations, indicating that many students moved beyond proficiency and demonstrated deeper mathematical thinking and application.
- Reduction in Students Requiring Support - There were decreases in both lower performance categories:
Emerging: 8.73% → 5.75% Developing: 28.48% → 23.95%
These reductions suggest that students who initially required additional support made progress and shifted into higher achievement bands.
- Growth in Overall Achievement - When combining the Proficient and Extending categories:
Term 1: 61.96%
Term 3: 70.08%
This represents an overall increase of approximately 8 percentage points in students meeting or exceeding expectations.

Overall Summary for Math

Mathematics achievement data demonstrates growth from Term 1 to Term 3. The school maintained a strong proportion of students at the Proficient level while significantly increasing the number of students performing in the Extending category. At the same time, the percentages of students in the Emerging and Developing categories declined, indicating that many learners made meaningful progress throughout the year. These results suggest that instructional practices and supports have effectively strengthened mathematical understanding across the school. Continued focus on supporting Developing and Emerging learners, while providing enrichment opportunities for advanced mathematicians, will help sustain this positive trajectory and further improve student outcomes.

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

Focus Areas

- Ongoing literacy needs, particularly in intermediate grades (comprehension and language development)
- Supporting English Language Learners in developing academic language
- Ensuring equitable outcomes for all learners, including those who arrive mid-year
- Addressing the needs of students with disabilities or diverse abilities with Ministry designations

Areas for Continued Literacy Growth

- Continue implementing structured literacy practices that include explicit instruction in phonemic awareness, phonics, vocabulary, fluency, and comprehension.
- Use DIBELS screening data alongside classroom assessments to identify students' strengths and areas of need and provide timely, targeted intervention.
- Provide small-group and differentiated instruction to support students at varying stages of literacy development.
- Increase explicit instruction in reading comprehension strategies, including making predictions, questioning, summarizing, visualizing, and inferencing, particularly in the intermediate grades.
- Strengthen oral language development through rich classroom discussions, collaborative learning, and purposeful academic vocabulary instruction, recognizing its importance for multilingual learners.
- Provide regular opportunities for students to engage in authentic reading and writing across all curriculum areas.
- Continue to build classroom libraries with diverse, culturally responsive, and high-interest texts that reflect students' identities and experiences while introducing them to new perspectives.
- Support teachers through collaborative inquiry and professional learning, using student data to refine instructional practices and share effective strategies.
- Work collaboratively with Learning Support Teachers, English Language Learning teachers, and educational assistants to ensure interventions are coordinated and responsive to student needs.
- Encourage students to develop a positive reading identity by providing choice, goal setting, and opportunities to celebrate growth.

Areas for Continued Mathematics Growth:

- Continue Supporting Developing Learners - Although the Developing category decreased, nearly 24% of students remain in this range.
 - Targeted small-group instruction,
 - Problem-solving opportunities, and
- Regular formative assessment can help these learners move toward proficiency.
- Further Reduce the Emerging Category – Approximately 6% of students continue to require significant support.
 - Continued intervention focused on foundational numeracy skills, mathematical reasoning, and confidence-building strategies will be important.

- Sustain Challenge for High Achievers - The growth in the Extending category is a significant success. Continue opportunities for:
 - Rich mathematical tasks
 - Inquiry-based learning
 - Multiple-solution problem solving
- Real-world application of mathematics will help maintain and further increase high levels of achievement.

To continue supporting students' sense of belonging, we will:

- Foster positive relationships so every student has trusted adults at school;
- Continue to gather and respond to student voice through interviews and classroom conversations;
- Provide inclusive opportunities for leadership, extracurricular participation, and student choice;
- Celebrate the diverse cultures, languages, and identities within our school community;
- Strengthen partnerships with families and community organizations; and
- Continue to build a caring, inclusive school culture through our PBIS framework and CROWS values.

Improve Equity

Our school community is linguistically, culturally, and academically diverse. We want every student to experience high expectations, meaningful participation, and a strong sense of belonging by identifying and removing barriers to learning.

Improve equitable access to learning

- Continue using Universal Design for Learning (UDL) and differentiated instruction so students have multiple ways to access learning and demonstrate understanding.
- Use formative assessment data to identify students who need additional support early rather than waiting for year-end results.
- Expand targeted small-group literacy and numeracy interventions based on student needs.
- Ensure multilingual learners have opportunities to develop oral language alongside academic vocabulary across all subject areas.

Increase student voice and agency

- Continue interviewing students about their sense of belonging and use the findings to guide school decisions.
- Create additional leadership opportunities that are accessible to all students, not just those who typically volunteer.
- Intentionally include quieter students, newcomers, and students with diverse learning needs in clubs, assemblies, and school events.

- Celebrate the many languages, cultures, and identities represented in the school through classroom learning and community events.

Strengthen culturally responsive practice

- Continue expanding classroom libraries and learning resources that reflect students' identities and lived experiences.
- Incorporate culturally responsive teaching practices into planning across subject areas.
- Encourage students to share their own stories, languages, and cultural knowledge as valued classroom assets.

Improve family engagement

- Offer translated communication whenever possible.
- Use multiple methods of communication (paper, email, text, interpreters) to reach families.
- Hold informal family gatherings or learning sessions that help families understand school programs and curriculum.
- Continue building partnerships with community organizations that support newcomer and vulnerable families.

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

Our school's name, **šxʷwəqʷəθət**, gifted by the Musqueam Nation, reminds us of our responsibility to learn from and with Indigenous Peoples. Reconciliation is an ongoing commitment that requires us to deepen our understanding of Indigenous histories, cultures, languages, and worldviews while building respectful relationships within our school community.

To support this, we will:

Deepen Indigenous perspectives across the curriculum

- Continue embedding Indigenous ways of knowing and perspectives throughout literacy, mathematics, science, social studies, the arts, and outdoor learning.
- Plan learning experiences that move beyond commemorative events and are integrated throughout the year.
- Continue using authentic resources created by Indigenous authors, illustrators, artists, and knowledge keepers.

Strengthen relationships

- Continue learning from local First Nations through community partnerships, Elders, Knowledge Keepers, and Indigenous educators when opportunities arise.
- Build students' understanding of the Musqueam, Squamish, and Tsleil-Waututh Nations whose territories we learn on.

- Continue to honour the meaning and history of our school's hən̓qəmin̓əŋ name.

Support student learning and reflection

- Continue asking students to reflect on:
 - what they know about Indigenous Peoples;
 - how Indigenous perspectives connect to their own lives; and
 - what they wonder and want to learn next.
- Encourage students to make connections between Indigenous knowledge and environmental stewardship, community, language, and identity.

Build staff capacity

- Engage in ongoing professional learning focused on Indigenous education, culturally responsive teaching, and the First Peoples Principles of Learning.
- Collaborate as a staff to share resources and effective classroom practices.

Create meaningful school-wide experiences

- Continue student-led territorial acknowledgements with ongoing learning about their purpose and meaning.
- Recognize National Indigenous Peoples Day, Orange Shirt Day, National Day for Truth and Reconciliation, and other opportunities through learning rather than celebration alone.
- Highlight Indigenous voices, stories, and achievements throughout the school year.

HOW WILL WE KNOW WE'RE ON TRACK?

As student voice is integral to a sense of belonging and the goal of “Share Your Story”, we plan to continue to learn directly from students about how we are doing.

To support Literacy and Belonging we will continue to:

- *Use a reading screening tool three times per year for Grade One to Grade Seven.*
- Look at data that supports all areas of the VSB Literacy Framework to build comprehensive pictures of how our students are doing.
- Use this data to continue to refine our literacy supports and teaching practices.
- Continue to speak with five randomly selected students from each class to learn about their sense of belonging and how they feel about their own learning.

To support Equity, we will continue to examine our evidence of progress in:

- Student Learning Survey and student interviews
- DIBELS and classroom assessment data
- Participation in extracurricular activities and leadership opportunities

- Attendance and engagement data
- Family feedback
- Staff reflection and collaborative inquiry documentation

To support our Journey of Reconciliation we will monitor:

- Ask all students about their understanding, questions and connection to Indigenous cultures, traditions and histories will also continue.
- Classroom evidence of Indigenous perspectives embedded across subject areas.
- Student ability to explain the significance of our school's name and the Nations on whose lands we learn.
- Staff reflection and collaborative inquiry around Indigenous education.
- Increased use of authentic Indigenous resources and learning experiences.
- Feedback from students, staff, and Indigenous partners where appropriate.