



District Context

Mission: *We inspire and support each learner to thrive in a caring learning environment.*

Vision: *Our learners grow as global citizens in an innovative and inclusive community.*

Values: *Our values help shape the culture of our schools and workplaces. By upholding these beliefs and attitudes, we can build learning communities that will lead to the fulfilment of our mission.*

School: Canyon-Lister Elementary School

Date: 2023-2024

Vision

Small hands change the world.

School Profile

Canyon-Lister Elementary School (CLES) is located in Canyon BC, a thriving agricultural community nestled at the base of the Skimmerhorn Mountains. CLES is a UNESCO (United Nations Educational, Scientific and Cultural Organization) associate school in British Columbia, this means that we have completed the required actions to achieve this accreditation, and we have committed formally as a whole staff to work together towards the UNESCO school vision. We focus on the United Nations Sustainability Goals, organized around the 4 UNESCO Pillars: *Learning to Do, Learning to Be, Learning to Live Together, and Learning to Know*. We have approximately 124 students, including 31 Indigenous students, and a Late French Immersion program. Additionally, we have a Strong Start program that operates in our school and is integrated into school routines where possible; staff members work closely with Early Learning staff to facilitate smooth transitions into Kindergarten.

Consultation Process

Staff

Staff worked collaboratively on School Planning Day to define the school determined goal, as well as to work through each of the three goal areas in turn. All of this became part of the School Plan. Throughout the school year staff will revisit the School Learning Plan collaboratively.

Students

Our *Be the Change* student group annually discusses their action plan for the year. These actions are aligned with the UN Sustainability Goals and the 4 Pillars. One local, one national, and one international project is selected by students each year. Each class also determines which UNESCO goal they will work towards via their UNESCO class projects.

Parents

The school plan is discussed with PAC and input is received. Parents value the collaborative approach to literacy learning through Super Literacy and the multi-year assessment of the Early Learning Profile, as well as the focus on empathy and social-emotional learning.

Indigenous Representation

CLES welcomed Jillian Newfield into the AYFW role in Fall 2023.

Literacy

Goal Statement

Improve literacy proficiency for all learners.

UNESCO connection: Literacy is an intrinsic part of the right to education and a foundation for lifelong learning, pivotal for individual empowerment and societal advancement.

Where We Are At

Literacy Data (Include provincial, district, and school level data as available)

- F&P: Fountas & Pinnell Reading Assessment (done 3 times/year)
- ELP: Early Learner Profile
- FSA: Foundation Skills Assessment

Analysis (What objective trends do we see based on the data?)

- Growth of student progress by the time they reach Grade 7
- Those who are older and lower tend to stay low
- Aftermath of COVID

Rationale (What is going on for our learners? How do we know? Why does it matter?)

What's going on for our learners? As of last year we are starting to see most learners reading at grade level by the end of Grade 3 and Grade 7, and if they are not, they have an identified learning challenge and are progressing more slowly. Students are arriving in Kindergarten with fewer literacy skills and higher social-emotional and maturity needs than in previous years.

Why does it matter? A strong literacy foundation will help students achieve academic/personal/emotional/life success

Target (Specific and measurable statement of the desired improvement)

- Phonics
- Reading comprehension
- High frequency words
- Reading strategies (ex. skippy frog)
- Target older students who need much more help reading
- Motivating students to want to read

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Lifelong Learners – fostering a love for literacy in a positive and caring environment.

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target?)

- New ELP training for updated program
- Intermediate training (ex. UFLI)
- The Phonics Companion
- Haggerty

Student Learning (What student learning strategies will support meeting the target?)

- Haggerty
- Phonics lessons
- Speech
- Guided reading
- Super literacy
- Buddy reading

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If we focus our energy on direct literacy opportunities such as Super Literacy, guided reading, and buddy reading, in addition to early literacy interventions, then we will see an improvement in literacy data such as the ELP, FSA and F&P.

FSA Data

- Grade 4 Literacy Proficiency Levels: On Track (53%), Emerging (47%)
- Grade 7 Literacy Proficiency Levels: On Track (65%), Emerging (30%), Extending (5%)

Numeracy

Goal Statement

Improve numeracy proficiency for all learners.

UNESCO connection: Numeracy, integral to UNESCO's vision, empowers individuals with critical thinking and problem-solving abilities, fostering societal advancement and equitable education.

Where We Are At

Numeracy Data (Include provincial, district, and school level data as available)

- FSA: Foundation Skills Assessment
- Level B Key Assessment
- School/district created assessment
- Leaps and Bounds
- Snap Data
- ENP (Early Numeracy Profile) (Kindergarten's only this year)

Analysis (What objective trends do we see based on the data?)

- Effects of COVID
- Mental math capabilities
- Foundations skills need improvement

Rationale (What is going on for our learners? How do we know? Why does it matter?)

- Level up numeracy with literacy

Target (Specific and measurable statement of the desired improvement)

- Number sense efficiency in their grade level/development
- Multiply/divide/addition/subtraction
- Common math language (ex. take away versus subtraction)

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Lifelong Learners – instilling confidence in numeracy proficiency.

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- Carole Fullerton
- Leaps & Bounds
- ENP: Early Numeracy Profile (Kindergarten only this year)

Student Learning (What student learning strategies will support meeting the target?)

- Math groups based on levels (math games)
- Splash Learn
- Prodigy
- IXL/Mathletics

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

If we focus on providing students with a variety of experiences with numeracy such as: open ended numeracy challenges, math manipulatives, hands-on math and mental math, then we will see an improvement in numeracy data such as ENP and FSA.

FSA Data

- Grade 4 Numeracy Proficiency Levels: On Track (40%), Emerging (60%)
- Grade 7 Numeracy Proficiency Levels: On Track (59%), Emerging (35%), Extending (6%)

School Determined

Goal Statement

Our school aims to cultivate lifelong learners, innovators, compassionate global citizens, and holistic individuals, in a nurturing environment that embodies UNESCO's educational philosophy.

Where We Are At

Data (Include provincial, district, and school level data as available)

- Student learning survey
- UNESCO cards
- Sharing at staff meetings
- UNESCO representative – Jessica King
- Fundraising data
- Develop a school-based UNESCO survey (related to BC curriculum competency standards:
 - Personal awareness and responsibility
 - Positive personal and cultural identity
 - Social awareness and responsibility

Analysis (What objective trends do we see based on the data?)

- Students implicitly know UNESCO, but don't have explicit knowledge of UNESCO itself or the pillars of learning.

Rationale (What is going on for our learners? How do we know? Why does it matter?)

"How do we design meaningful learning experiences that develop the skills and competencies most needed in the present, for the futures we want to create?"

Our school is formally accredited as a UNESCO associate school, and we value the skills, philosophies, competencies, and commitment to action that go along with maintaining this status. We believe that working together towards these goals will make the world a better place for all, and we believe in our vision: *Small Hands Change the World*.

According to staff: "We want the world to be a better place for all, to honour our identity as a UNESCO school, to promote kindness, and to spread this throughout our community".

<https://en.unesco.org/futuresofeducation/ideas-lab/sobe-reworking-four-pillars-education-sustain-commons>

Target (Specific and measurable statement of the desired improvement)

- Students will highlight their class UNESCO project at an assembly they do.
- Staff will share their UNESCO activities at the beginning of each staff meeting.
- *Be The Change Club* will create a collaborative hall display at the entrance of our school.
- There will be an increase in the use of UNESCO language by all.
- There will be more UNESCO cards given as more actions aligned with the Pillars take place
- There will be an increase in the ability of students to take a broader perspective; think of our impact on others; and work through conflict in a peaceful and positive way, as evidenced by development of skills and reduction of behaviours not aligned with the above.
- More UNESCO visibility – highlight UNESCO projects via assemblies, announcements, newsletter.
- Consider selecting UNESCO focus for the year.

What We're Doing

Embedding Strategic Priorities (How we're making connections and providing opportunities)



- Connected Learners – Local and global stewardship: *Be the Change* student group, UNESCO hour, UNESCO cards
- Caring & Inclusive Learning Culture: UNESCO hour and UNESCO cards, House teams

Where We Are Going (Action Plan)

Professional Learning (Describe the professional learning that will support meeting the target)

- UNESCO representative – Jessica King
- ProD around resources/ways to teach UNESCO to the kids.

Student Learning (What student learning strategies will support meeting the target?)

Self-Reflection on Core Competency – Core Competency to align with UNESCO school goal.

School Determined Goal: School Determined Goal: Our school aims to cultivate lifelong learners, empower innovators, compassionate global citizens, and holistic individuals, in a nurturing environment that embodies UNESCO's educational philosophy.

- Students implicitly know UNESCO, but don't have explicit knowledge of UNESCO itself or the pillars of learning.
- ProD around resources/ways to teach UNESCO to the kids.
- Connections to Core Competencies

Core Competency: Social Awareness and Responsibility: Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

First Peoples Principles of Learning: FPPL: Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Beaver - Wisdom: The Beaver carries wisdom. Wisdom is not to be confused with knowledge. Wisdom is the gained experience and knowledge is to know the difference and accept responsibility and accountability. When one pollutes the water, one does not break a human law, but the law of nature, which states that to poison the water, is to destroy oneself. (The Seven Teachings)

Theory of Action (What is our hypothesis given the action plan for staff and student learning?)

By explicitly instilling the UNESCO core values into all aspects of teaching and learning at CLES we will see this reflected in the overall wellbeing of our school community (ex. MDI and SLS data).

DATA

MDI data shows...

- MDI Connectedness, scoring almost 15% higher than district average in positive adult connectedness at school
- 73% Empathy "I care about the feelings of others"
- High sense of belonging
- Social and Emotional Development
 - 80% "I helped someone who was hurt." approx. 25% higher than the districts average
 - Concern for the environment: climate change, deforestation, and pollution. Coming in again approx. 25% higher than district average

SLS data shows....

- 90% of students feel welcome at school
- 90% of students think of others when they “do something”
- 90% of students “Students in my school treat each other with respect, even if they are not friends”
- 90% “At school, are you learning about how people change the world around us?”
- 66% “My learning is connected to the local environment and community.”
- 77% “I am learning at school to take care of the environment.”