



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.*

Date: 2025-2026 **School:** Canyon-Lister Elementary School

Vision: *Small hands change the world.*

Values: *GROW – Generosity, Resilience, Ownership, Wonder*

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 are committed to fostering global citizenship, sustainability, and inclusive learning. Our school values, GROW (Generosity, Resilience, Ownership and Wonder), are grounded in the UNESCO philosophy and help guide our learning culture and daily interactions. We have approximately 125 students, including 37 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 revisits 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 SD8’s Strategic Plan, the UN Sustainability Goals and our GROW values. A local, national, or 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 & Caregivers

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

Our Aboriginal Youth and Family Worker (AYFW) actively participates in planning meetings, providing valuable insight into the needs and strengths of Indigenous learners. Input from Indigenous students and families is welcomed through ongoing relationship-building and informal conversations. Additional feedback is gathered during community events such as the annual Indigenous Winter Feast.

Coherence and Alignment

Ministry of Education Policy for Student Success
School District No.8 Framework for Enhancing Student Learning
BC Tripartite Education Agreement

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 Overview (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.

At our school, we use a range of assessments and learning updates to monitor literacy development and guide instruction for all learners. These data sources help us understand individual progress and tailor support where needed. Key data sources include:

- Fountas & Pinnell (F&P) Reading Benchmark Assessment – Administered three times yearly, this assessment tracks students’ decoding, fluency, and comprehension skills to inform responsive teaching.
- Early Literacy Profile (ELP) – Used in Kindergarten through to Grade 3 to assess early literacy strengths and needs, supporting early intervention.
- Acadience Assessment – Used as a universal screener and progress monitoring tool for early literacy skills, this assessment provides timely data on foundational reading abilities such as phonemic awareness, decoding, and fluency to support early identification and targeted intervention.
- Foundation Skills Assessment (FSA) – Conducted in Grades 4 and 7 annually, providing provincial benchmarks in reading and writing that help identify learners requiring additional support.
- Learning Updates – Ongoing classroom assessments offer a detailed view of learners’ progress, enabling teachers to adjust instruction to meet diverse needs.

Some data highlights from the school year 2025-26

F & P data highlights:

- Most learners demonstrate steady growth in reading levels from Fall to Spring across all grades.
- Many learners in Grades 1 to 3 reach or exceed expected reading benchmarks by Spring, while some continue to require targeted support.
- Grade 5 learners show varied progress, with most improving but a few needing additional literacy support.
- Grades 6 and 7 learners generally meet or exceed expected reading levels by Spring, with Grade 7 showing strong consistency.

FSA data highlights:

- Grade 4
 - Approximately 31% of learners are at the Emerging level, indicating initial understanding and a need for additional support.
 - 69% of learners are On Track or Extending (46% and 23% respectively)
- Grade 7
 - Around 10% of learners are at the Emerging level, indicating some additional support may be needed.
 - About 90% of learners are On Track, showing strong literacy progress and understanding of grade-level competencies.

ELP data highlights (Grade K-3): Spring results

- Kindergarten students demonstrated 56% proficiency in correct sound recognition, with 33% developing and 11% emerging. Sight word recognition was 56% proficient and 44% emerging.
- Grade 1 students demonstrated 80% proficiency in correct sound recognition, with 20% emerging. Sight word recognition was 60% proficient and 40% emerging.

- Grade 2 students demonstrated 81% proficiency in correct sound recognition, with 19% emerging. Sight word recognition was 50% proficient, 6% developing, and 44% emerging.
- Grade 3 students demonstrated 92% proficiency in correct sound recognition, with 8% emerging. Sight word recognition was 69% proficient, 23% developing, and 8% emerging.

Analysis (What objective trends do we see based on the data?). Please include evidence of priority learners.

- Across all literacy assessments (ELP, F&P, FSA, and learning updates), there is a consistent trend of stronger performance in foundational skills (phonemic awareness and decoding) compared to higher-level skills such as fluency, comprehension, and sight word automaticity.
- ELP data shows a clear progression of sound recognition proficiency from Kindergarten through Grade 3, with sight word recognition consistently lagging behind correct sound identification in K–2, and narrowing in Grade 3.
- F&P reading data indicates steady growth in reading levels across most grades from Fall to Spring, with the majority of students in Grades 1–3 and Grades 6–7 meeting or exceeding expected reading benchmarks by Spring.
- FSA results show a notable proportion of students performing On Track or Extending in Grade 7 (approximately 90%), while Grade 4 shows a higher proportion of learners at the Emerging level (31%), indicating variability in literacy outcomes at the intermediate level.
- Overall, literacy data across assessments indicates generally positive growth trajectories, with strongest outcomes in later primary and upper intermediate grades, and continued variability in early reading automaticity and foundational literacy skills in K–2.

Evidence of focus on priority learners:

- Collaborative efforts between classroom teachers, literacy specialists, and support staff support learners needing additional help. For example, in Grades K-3, the Super Literacy program brings together the inclusion support teacher, the teacher librarian, and the classroom teacher to divide students into small groups. This allows for targeted, small-group instruction tailored to individual learner needs, promoting more focused skill development and support.
- Regular assessment checkpoints—through the Early Literacy Profile, Fountas & Pinnell, Foundation Skills Assessment, and ongoing Learning Updates—enable teachers to identify learners who need additional, targeted literacy support. This timely data guides personalized interventions that help close learning gaps and promote equitable outcomes across all grade levels.
- Staff meet regularly, including literacy team meetings, to align goals, collaborate on strategies, and identify learners requiring focused support. The school-based team also provides ongoing guidance and resources to ensure interventions are effective and responsive to learners’ needs.

Rationale (What is going on for our learners? How do we know? Why does it matter?). Please ensure priority learners are included as a focus.

- Our data shows that while many learners are making steady progress in literacy, a significant number continue to require targeted support to meet grade-level expectations. Foundational skills such as letter sound recognition and decoding remain areas of challenge for some learners in Kindergarten through Grade 3. Similarly, a portion of learners in Grades 4 and 7 are performing at the Emerging level on provincial assessments, indicating they need focused instruction to develop essential reading and writing skills.
- We know this because regular assessments and learning updates provide ongoing, objective insights into learners’ strengths and areas for growth. These checkpoints allow us to identify learners who may be at risk of falling behind and to respond quickly with tailored supports.
- This matters because literacy is foundational to academic success and lifelong learning. Without targeted interventions, learners who struggle early risk wider gaps in achievement and engagement over time. Focusing on these learners supports equitable access to quality education and helps ensure all students have the skills they need to thrive both in school and beyond.

Target Objective (Specific, timebound and measurable statement of the desired improvement).

All learners will demonstrate measurable improvement in phonics, reading comprehension, and high-frequency word recognition through ongoing assessment and instruction. Targeted supports will be increased for learners requiring additional help, with a focus on timely, personalized interventions. For learners in Grades 4 to 7 who need intensified assistance, intervention strategies will be expanded to accelerate literacy growth and build confidence.

What We're Doing

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

Priority	Embedded Actions
Lifelong Learners	We use assessment-informed, interest-based literacy instruction to support growth in reading, writing, and comprehension for all learners.
Connected Learners	We provide authentic literacy experiences that connect reading and writing to real-world contexts, community, and cross-curricular learning.
Caring & Inclusive Learning Culture	We use responsive instruction, targeted supports, and differentiated approaches to ensure all learners can access and grow in literacy.
Culture & Identity Development	We include diverse texts and perspectives, including Indigenous voices, to support identity, representation, and engagement in literacy learning.
Career Development	We develop foundational literacy skills in communication, comprehension, and critical thinking that support future learning pathways and career readiness.

**Where We Are Going
(Equity-Focused Action Plan)**

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

- Early Literacy Profile (ELP) Training: Teachers received training on the revised ELP program to effectively assess and support early literacy development in Kindergarten through Grade 3.
- Acadience assessment training and implementation support staff in strengthening foundational literacy instruction through consistent screening and progress monitoring of key early reading skills, enabling timely, targeted intervention for learners.
- Our staff actively engage in self-directed professional learning focused on key literacy strategies such as phonics and foundational skills (ex. UFLI, The Phonics Companion, Haggerty). Additionally, we take full advantage of the district's wide range of literacy workshops and supports, ensuring ongoing growth and alignment with current best practices to meet our literacy goals.
- The primary literacy team meets regularly to collaborate, share best practices, and ensure alignment in delivering Super Literacy and guided reading programs, fostering consistent and effective literacy support for early learners.

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

- Literacy is integrated across subjects like Social Studies and Science, using readings, videos, and comprehension questions to build skills.
- Teachers use phonics lessons (including Haggerty), speech support, guided reading, and small group sessions such as Super Literacy to provide targeted instruction.
- Acadience universal screening and progress monitoring is used to identify early literacy skill gaps in phonemic awareness, decoding, and fluency, allowing teachers to provide timely, targeted intervention and responsive small group instruction.
- Early Literacy Profile (ELP) is used in Kindergarten to Grade 3 to identify early literacy strengths and needs in foundational skills, supporting targeted instruction, early intervention, and responsive small group learning.
- Buddy reading encourages peer support and helps build reading confidence.

- Writing focuses on personal connections to improve skills, using resources like Adrienne Gear.
- Fountas & Pinnell assessments guide instruction and track progress.
- French Immersion students use leveled readers and participate in weekly dictée exercises to build literacy skills.
- Activities like World Read Aloud Day foster excitement and motivation around 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, Acadience and F&P.

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 (Discuss provincial, district, and school level data as available). Please ensure priority learners are included as a focus.

To guide instruction and monitor progress in numeracy development, we collect and analyze a variety of data sources across grade levels:

- Foundation Skills Assessment (FSA): Provincial data from Grades 4 and 7 continues to highlight a group of learners performing at the Emerging level in numeracy. These results help us identify trends and target supports.
- Early Numeracy Profile (ENP): Administered in Kindergarten and Grade 1, this assessment provides detailed insight into foundational number sense, helping teachers implement early interventions.
- Learning Updates: Ongoing classroom assessments offer a detailed view of learners' progress, enabling teachers to adjust instruction to meet diverse needs.
- Number Sense Assessment (NSA): Administered in Grade 2, this assessment provides information on foundational number sense skills such as number recognition, sequencing, and early operational thinking, supporting identification of learning needs and targeted numeracy instruction.

Some data highlights from the school year 2025-26

FSA data highlights:

- Grade 4: Approximately 92% demonstrated On Track or Extending performance, 8% Emerging.
- Grade 7: Approximately 65% were On Track or Extending, 35% Emerging.

ENP (Grade K-1 only) data highlights:

- In Grade 1, 40% of students are On Track or Extending in early numeracy, with the majority (60%) currently in the Developing range.
- In Kindergarten, approximately 61% of students are demonstrating Proficiency, with a smaller proportion Developing (22%) and Emerging (17%).

NSA (Grade 2 only) data highlights:

- Across Grade 2 classes, students show strongest proficiency in foundational number sense skills such as printing numbers, place value, and basic number representation, with several areas at or near 80–100% proficiency.
- Students demonstrate moderate understanding of core operational concepts (addition and subtraction equations, part-part-whole, and basic fact fluency), generally ranging from approximately 60–83% proficiency across tasks.
- Skills involving number flexibility and representation (such as expanded form, open number lines, and decomposing numbers to 100) show more variability, with proficiency ranging from approximately 50–70%.
- The greatest variability in performance appears in more complex or abstract numeracy concepts, particularly those requiring multi-step reasoning and flexible number sense, where proficiency drops as low as 50%.

Learning updates (Grade K-3), data highlights:

- Numeracy results show higher rates of Proficient/Extending in primary grades (K–1), with generally stronger overall performance in early numeracy development.

- Intermediate grades show more variability, with a noticeable dip in overall Proficient/Extending rates compared to primary grades.
- Across K–7, results range from mid-50% to mid-70% Proficient/Extending, indicating uneven but generally moderate levels of numeracy achievement across cohorts.

Analysis (What objective trends do we see based on the data?). Please include evidence of a focus on priority learners:

- Across assessments (FSA, ENP, NSA, and classroom learning updates), numeracy achievement shows a consistent pattern of stronger performance in foundational number sense skills, with decreasing proficiency as concepts become more abstract, multi-step, or problem-solving based.
- Primary numeracy data indicates stronger overall performance in Kindergarten compared to Grade 1, while Grade 2 NSA data shows solid foundational understanding but reduced proficiency in more complex representations and computational tasks.
- FSA results show a clear split between cohorts, with Grade 4 demonstrating a high proportion of students On Track or Extending (92%), while Grade 7 shows a larger proportion of students in the Emerging category (35%), indicating greater variability in upper-grade numeracy achievement.
- Across K–7 learning updates, numeracy performance remains moderately variable by cohort, with primary grades generally showing stronger foundational outcomes and intermediate grades demonstrating less consistent rates of Proficient/Extending achievement.
- Overall, the data suggests a consistent trend of stronger early numeracy development with increasing variability and reduced proficiency in upper grades, particularly in relation to application, reasoning, and problem-solving tasks.

Evidence of Focus on Priority Learners:

- Ongoing use of assessments like the Early Numeracy Profile (ENP) and Number Sense Assessment (NSA) help identify specific learning needs early, allowing for timely and individualized support.
- Small group instruction, differentiated learning activities, and the use of manipulatives and hands-on tools provide tailored opportunities to build numeracy skills for priority learners.
- The Aboriginal Youth and Family Worker provides additional academic support in classrooms to assist priority learners in building numeracy skills.

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

Many learners are currently developing foundational numeracy skills. While a number of students demonstrate proficiency or above, the data reveals a consistent group who require additional support to build confidence and fluency in number sense, computation, and problem-solving.

Without targeted interventions, gaps in mental math skills and foundational numeracy understanding can widen, affecting students' overall academic success and their ability to engage fully in everyday mathematical tasks.

Improving numeracy proficiency matters because strong numeracy skills are essential for lifelong learning, critical thinking, and equitable participation in society. Ensuring all learners, particularly priority groups, receive the support they need will help close achievement gaps and empower them to succeed academically and beyond.

Target (Specific, timebound and measurable statement of the desired improvement)

- By June, increase the number of learners demonstrating On Track or Extending performance in numeracy, with improved number sense and computational fluency.
- By June, learners will consistently use common mathematical language to explain and represent their thinking.

What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	We use assessment-informed, competency-based numeracy instruction to build foundational skills in number sense, problem solving, and mathematical reasoning.
Connected Learners	We provide authentic numeracy experiences that connect mathematics to real-world contexts, cross-curricular learning, and meaningful problem solving.
Caring & Inclusive Learning Culture	We use responsive instruction, differentiation, and targeted supports to ensure all learners can access and grow in numeracy learning.
Culture & Identity Development	We incorporate inclusive, culturally responsive numeracy tasks that reflect diverse perspectives, identities, and ways of thinking about mathematics.
Career Development	We develop foundational numeracy skills in computation, reasoning, and problem solving that support future learning pathways and career readiness.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<ul style="list-style-type: none"> Grade 2 teachers engaged in professional learning on how to effectively assess and administer the the Number Sense Assessment (NSA) Teachers engage in ongoing professional learning to strengthen numeracy instruction and better support all learners. This includes participation in district-led workshops such as SNAP and Early Numeracy Profile (ENP) training. Additionally, educators access resources and self-directed learning opportunities focused on effective math strategies and interventions, helping to address diverse student needs and promote equity in numeracy outcomes. 	
Student Learning (What student learning strategies will support meeting the target?)	
<ul style="list-style-type: none"> Small group math instruction based on students' current levels, utilizing math games and manipulatives to build conceptual understanding. Use of digital tools such as Splash Learn, Prodigy, and IXL/Mathletics to provide personalized practice and reinforce skills. Hands-on activities and open-ended numeracy challenges that encourage problem-solving and critical thinking. Regular opportunities for mental math practice to enhance computational fluency. 	
Theory of Action (What is our hypothesis given the action plan for staff and student learning?)	
<p>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, NSA and FSA.</p>	

School Determined

Goal Statement

Strengthen understanding and application of the GROW (Generosity, Resilience, Ownership and Wonder) values across the school community.

UNESCO Connection: The GROW values support the development of inclusive, respectful, and compassionate learning communities that align with UNESCO's commitment to education for global citizenship and sustainable futures.

Where We Are At

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

Our school continuously evaluates its progress using a variety of data sources at the provincial, district, and school levels to inform our teaching practices and support all learners. These data sources provide insight into academic achievement, social-emotional wellbeing, and the development of global citizenship skills aligned with our UNESCO-inspired goal. Key data sources include:

- Student Learning Survey (SLS): Provides valuable feedback from students, parents, and staff about the school climate, engagement, and learning experiences.
- Middle Years Development Instrument (MDI): Measures social-emotional development and wellbeing of students in middle years, supporting targeted interventions. (Note: MDI not conducted this year).
- GROW Cards: Utilized to track student understanding and demonstration of the GROW values (Generosity, Resilience, Ownership, and Wonder), helping us strengthen school culture and support consistent language for learning and behaviour across the school community.
- Staff Meetings: Ongoing sharing of observations and insights ensures our teaching team collaborates to respond to student needs and reflect on best practices.
- UNESCO Staff Representative: Acts as a key liaison to integrate UNESCO principles into school-wide initiatives, promoting global citizenship and holistic learning.
- Be the Change Fundraising Initiatives: Provide insight into student-led social responsibility and community engagement, as students collaboratively select and support meaningful causes through annual fundraising efforts.

Some data highlights from the school year 2025-26

SLS data highlights:

- Approximately 85–90% of students report feeling a strong sense of belonging, safety, and welcome at school most or all of the time. This reflects the GROW value of **Generosity**, as students experience and contribute to a caring, inclusive school culture aligned with UNESCO's focus on compassionate learning communities.
- Approximately 85–90% of students report that adults treat students fairly and that they have multiple caring adults at school. This reflects the GROW values of **Generosity and Ownership**, highlighting strong relational trust and shared responsibility for student wellbeing across the school community.
- Approximately 85% of students report they are learning to solve problems with others in peaceful ways and work well in groups most or all of the time. This reflects the GROW value of **Resilience**, supporting collaboration, conflict resolution, and positive peer interactions aligned with UNESCO global citizenship competencies.
- Approximately 80–85% of students report respecting people who are different from them and learning about human rights, diversity, and Indigenous perspectives. This reflects the GROW value of **Generosity**, supporting inclusive thinking, empathy, and intercultural understanding aligned with UNESCO's focus on respect and global awareness.
- Approximately 80–85% of students report engaging in goal-setting, persistence, and continued improvement in learning. This reflects the GROW value of **Resilience**, supporting perseverance, self-regulation, and growth mindset development across learning contexts.

- Approximately 75–80% of students report having opportunities for choice, interest-based learning, and creative expression. This reflects the GROW value of **Wonder**, supporting curiosity, engagement, and learner agency aligned with UNESCO’s emphasis on innovative and meaningful learning experiences.

GROW cards, data highlights:

- Across the GROW Card data, Generosity is the most frequently recognized value with ~48% of GROW cards earned for G, followed by **Ownership** with 23%, **Resilience** with 19%, and **Wonder** with 10%. This indicates a strong and consistent emphasis on Generosity within the school culture, while also showing balanced recognition across all four GROW values, supporting the ongoing development of inclusive, responsible, and reflective learning behaviours aligned with our school-wide focus.

Staff Meeting highlights:

- Staff meetings highlighted many ongoing projects supporting our UNESCO goals, such as kindness challenges, environmental initiatives (water conservation, recycling programs, greenhouse activities), and community fundraisers like the “Be the Change” buoy sale.
- These activities promote respect, empathy, and environmental stewardship, connecting directly to UNESCO’s pillars and supporting priority learners through hands-on, inclusive experiences.
- Our UNESCO representative, attends virtual regional meetings and is working to share classroom highlights and involve older students in the Youth UNESCO group, further strengthening school-wide engagement with global citizenship.

Analysis (What objective trends do we see based on the data?). Include priority learners. Please include evidence of a focus on priority learners:

- Overall, students report a generally strong sense of belonging, safety, and feeling welcome at school, with Grade 4 responses showing higher levels of consistent belonging than Grade 7. However, both cohorts include a group of students who report only sometimes feeling connected, indicating an ongoing need to strengthen universal belonging supports, particularly for priority learners.
- A clear pattern emerges in perceptions of adult connection. Grade 4 students report high levels of feeling cared for by multiple adults and receiving support when needed, while Grade 7 students show more uncertainty about the number of caring adults in the school community. This suggests that relational visibility and access to trusted adults is an area for continued focus, especially for older and more independent learners.
- Students across both grade levels consistently report high levels of respect for others and inclusive behaviour, including respect for differences. This trend reflects a sustained strength in the GROW value of Generosity and indicates a stable foundation for inclusive practice and social responsibility across the school community.
- Student responses related to choice, interest-based learning, and opportunities to apply learning show more variability, particularly in Grade 7 where fewer students report strong or consistent choice in their learning. This indicates an opportunity to further develop the GROW values of Ownership and Wonder through increased student agency and more visible pathways for learner-driven inquiry.

Evidence of Focus on Priority Learners:

- Differentiated Projects: Many school-wide initiatives, such as the Be the Change fundraiser, gardening learning, and kindness challenges, offer flexible, hands-on entry points—ensuring students with diverse needs and learning styles can participate meaningfully.
- GROW Integration Supports Equity: The integration of the GROW values as a school-wide framework replaces and strengthens previous UNESCO-aligned practice, providing a more accessible shared language that supports identity, belonging, and purpose for all learners.
- Social-Emotional Learning and Relationships: SLS data indicates strong perceptions of adult connectedness and supportive relationships across the school. Staff continue to prioritize building trusted, caring

relationships, which is essential for supporting vulnerable and priority learners in feeling seen, supported, and included within the school community.

- Cultural Awareness and Representation: Indigenous learning is embedded through classroom instruction and school-wide activities focused on local First Nations knowledge, histories, and perspectives, supporting respectful representation and fostering an inclusive, culturally responsive school culture grounded in reconciliation.
- Leadership and Voice: Opportunities such as the Be the Change group (Grades 5–7), focused on UNESCO Sustainable Development Goals, provide inclusive leadership pathways designed to engage priority learners and ensure students who may not typically access leadership roles are actively invited to contribute and demonstrate their strengths.

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

At our school, learning is grounded in our identity as a UNESCO Associated School and is guided by a commitment to education for peace, sustainability, and global citizenship. Our vision, Small Hands Change the World, reflects our belief that all students have the capacity to contribute meaningfully to their communities and to the wider world.

Within this UNESCO foundation, we have intentionally integrated the school-based GROW values of Generosity, Resilience, Ownership, and Wonder as a shared, accessible framework for students and staff. These values bring our UNESCO commitments into daily practice, supporting students in developing compassion, responsibility, curiosity, and perseverance as they engage in learning.

Through classroom experiences, school-wide initiatives, and student voice opportunities, we observe students developing empathy, critical thinking, collaboration, and a growing sense of agency. These competencies are fostered through learning that emphasizes inclusion, environmental stewardship, intercultural understanding, and respectful relationships, reflecting both UNESCO priorities and the GROW framework.

Staff continue to prioritize relational practice, wellbeing, and inclusive learning environments, ensuring that all students feel a strong sense of belonging and are supported to experience success. The consistent use of GROW language across the school strengthens coherence in practice while reinforcing the values that underpin our UNESCO commitment.

Guided by both our UNESCO affiliation and the GROW framework, we continue to design learning experiences that are locally grounded and globally minded, supporting students to develop the skills, mindset, and confidence to contribute positively to an interconnected and changing world.

Target (Specific and measurable statement of the desired improvement)

All students (K–7) will demonstrate age-appropriate understanding of the GROW values (Generosity, Resilience, Ownership, and Wonder), grounded in UNESCO principles of global citizenship, by identifying and applying at least two GROW values in classroom and/or community-based learning experiences.

Evidence of this learning will be collected through:

- Student reflections (verbal, written, artistic, or digital depending on grade level)
- Classroom-based learning artifacts such as projects, portfolios, and inquiry-based tasks
- Staff observations documented through collaborative meetings and shared professional platforms
- Student participation in school-wide and community-based initiatives (e.g., Be the Change, environmental stewardship, and kindness-focused activities)

What We're Doing	
Embedding Strategic Priorities (How we're making connections and providing opportunities)	
Priority	Embedded Actions
Lifelong Learners	Through the intentional integration of the GROW values, students engage in interest-based, competency-driven learning experiences that promote agency, adaptability, and continuous growth.
Connected Learners	The GROW values, grounded in UNESCO principles, support students in developing curiosity, critical thinking, and responsibility as active contributors to their local and global communities.
Caring & Inclusive Learning Culture	The focus on Generosity and Resilience within the GROW framework strengthens social-emotional learning, wellbeing, and compassionate relationships that support an inclusive school culture.
Culture & Identity Development	The integration of GROW values within a UNESCO context supports students in developing a strong sense of identity, belonging, and respect for diverse perspectives, including Indigenous worldviews.
Career Development	The GROW values, particularly Ownership and Resilience, support students in developing self-management, goal setting, and perseverance, helping them build competencies that prepare them for a range of future pathways.
Where We Are Going (Equity-Focused Action Plan)	
Professional Learning (Describe the professional learning that will support meeting the target)	
<p>To meet our goal of strengthening student understanding and application of the GROW values, grounded in UNESCO principles of global citizenship, our professional learning will focus on building staff capacity to embed Generosity, Resilience, Ownership, and Wonder meaningfully across all subject areas and grade levels. This ensures consistent, equitable access to shared language and learning experiences that support student growth, belonging, and agency.</p> <ul style="list-style-type: none"> GROW and UNESCO Leadership Support: Our school's UNESCO staff lead provides ongoing connection to the provincial UNESCO network, bringing back resources, ideas, and current practices that support the integration of both UNESCO principles and the GROW framework across classrooms. Collaborative Professional Practice: Ongoing collaboration during staff meetings and team planning time will support shared understanding, co-planning, and consistent implementation of the GROW framework across the school, with staff regularly sharing examples of practice and student learning. <p>This professional learning approach supports a coherent, equity-focused implementation of our school goal, ensuring all students have opportunities to develop as compassionate, reflective, and engaged learners within a UNESCO-informed learning environment.</p>	
Student Learning (What student learning strategies will support meeting the target?)	
<p>To support students in developing a deeper understanding and consistent application of the GROW values, grounded in UNESCO principles of global citizenship, we are integrating intentional learning strategies that emphasize reflection, relationship building, and real-world application. These strategies align with BC Core Competencies, particularly Social Awareness and Responsibility, and reflect First Peoples Principles of Learning through experiential, relational, and holistic approaches.</p> <ul style="list-style-type: none"> Classroom-Based GROW Learning: All classes explicitly teach and reinforce the GROW values (Generosity, Resilience, Ownership, and Wonder) through daily instruction, classroom routines, and inquiry-based learning experiences, with opportunities for students to demonstrate and reflect on their learning. Be the Change Group Initiatives: The Be the Change group (Grades 5–7) provides student leadership opportunities focused on sustainability, equity, and community action aligned with UNESCO principles and the GROW values. Student-led projects are shared across the school to model active citizenship and engagement. 	

- **Intentional Use of Shared Language:** Staff and students consistently use GROW language in instruction, feedback, and school-wide communication to build a common understanding of learning dispositions and support student self-regulation, reflection, and growth.
- **Recognition and Reflection:** Students are recognized for demonstrating GROW values through school-wide acknowledgements (e.g., GROW cards), supporting reflection on positive behaviours, learning dispositions, and contributions to the school community.
- **Social-Emotional Learning and Problem Solving:** Educators explicitly teach collaboration, perspective-taking, and peaceful problem-solving skills, supporting students to navigate relationships effectively and build resilience in social and learning contexts.
- **Ongoing Celebration of Learning:** GROW-aligned learning is made visible through classroom displays, assemblies, newsletters, and school-wide sharing, ensuring that student growth, voice, and contributions to a compassionate learning culture are consistently highlighted.

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

If we explicitly teach, model, and embed the GROW values across all areas of school life, then students will consistently apply Generosity, Resilience, Ownership, and Wonder in their interactions, resulting in stronger belonging, improved relationships, and increased engagement across the school community.