



School District 59 Peace River South

Canalta Elementary 2022-2023

Framework for
Enhancing Student
Learning



Our Vision

Fostering community and a nurturing environment to achieve lifelong, innovative and holistic learners anchored by a culture of teamwork and successful goal achievement.

Our Belief

It is our belief that when we communicate the importance of developing growth mindset and providing quality feedback, we will see students who:

- *Celebrate mistakes as learning opportunities*
- *Focus on the process of learning*
- *Acknowledge efforts that lead to learning.*

About Our School

Canalta Elementary is a K-7 school, with a current student population of 271 students. This year, 31% of our students identify as having Aboriginal ancestry.

Our Staff consists of skilled, positive and supportive professionals. Members include 12 classroom teachers, 16 educational assistants, 1 learning assistance teacher, 1 teacher librarian, prep teachers, 1 Reading Recovery teacher, 1 coach mentor teacher, 2 learning resource teachers, 1 indigenous support worker, 1 secretary, 2 janitors, 1 principal and 1 vice-principal.

We take priority in improving student achievement and well-being through high quality instruction. Based on data from last year, staff identified specific areas of describing mathematical patterns and Social Emotional Learning as the focus for student and staff learning this year.

Social Emotional Learning

Goal

Students will increase their ability to build self-awareness and self-management skills as identified in the CASEL 5 competencies of Social Emotional Learning.

Rationale

Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Research has shown that intentional teaching of Social Emotional (SEL) needs has a .52 positive effect size. Implementing SEL addresses health needs, creates equity, accessibility, impacts achievement and inclusivity for all members of the school community. PBIS (Positive Behaviour Interventions and Supports) has a .41 positive effect size and research shows that they are effective when used together. Student-teacher relationships has a .52 effect size.

District Alignment

This goal connects to the District Priority 1: Equity Goal 2: schools will build a positive culture that addresses social emotional learning and effective communication within the school community.

Action Steps

SEL Team to meet and create timeline for the year – review items.

- Teachers identify where SEL fits in the curriculum and what are the intentional teaching pieces for their classes.
- Teachers identified using Second Step, PATHS, and Kids in the Know, Mental Health Literacy, in all classes for consistency throughout the school. Teachers will choose their focus for each term and identify it in their term plans.

Yearly Teaching Focus

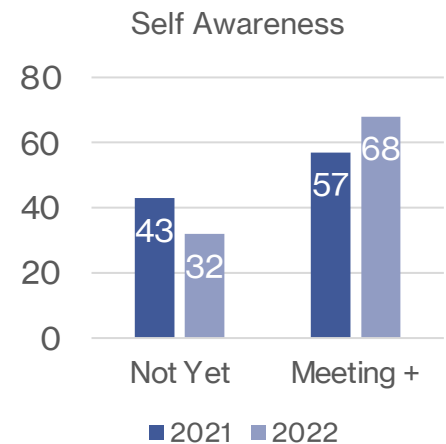
- Classroom teachers teach PAWS school wide behaviour expectations in all settings.
- Kodiak – teachers acknowledge significant student growth contributing to student self-awareness.
- Teachers select SEL focus for each term to address the needs of their class.

Resources

Mind Up (How the Brain works)
Second Step (Program rooted in SEL)
Canalta Matrix for expected behaviours
PATHS – intermediate classes will pilot this year.
Kids in the Know
CASEL Website
MindUp, Positive Echoes, breathing exercises

Data

CASEL Rubric based assessment to be done twice a year



Academic Learning: Numeracy

Goal

Students will become proficient in fact fluency based on the grade they are working at.

Rationale

Fact Fluency is the ability to quickly recall addition, multiplication and division facts through conceptual learning, strategies and memorization. Although the result of gaining fact fluency is having automaticity it is important that it is not just a memorization process. Research shows that students who can use multiple efficient and accurate strategies improve their understanding of number and their numeracy skills.

Math fluency is important because it...

- 1.contributes to students' ability to solve more difficult problems quicker and more accurately
- 2.leads to success in students' future mathematics courses and careers
- 3.builds confidence in students' math ability.

District Alignment

This goal connects to the District Priority 2: Foundational skills and core competencies Goal number 2. School District No. 59 will build the skills and efficacy of all learners in balanced numeracy and literacy.

Data

- School wide fact fluency numeracy assessment 3 times a year.
- SNAP in May
- FSA

Action Steps

- Numeracy Team to meet and create timeline for the year – review items then share out to staff.
- Professional Development on fact fluency including a scope and sequence for learning expectations across grades.

Yearly Teaching Focus

- Classroom teachers will intentionally teach grade appropriate fluency strategies.

Resources

Fluency Doesn't Just Happen in Addition and Subtraction by Dr. Nicki Newton, Ann Elise Record and Dr. Alison J. Mello
Power of Ten: www.poweroften.ca
Fact Fluency Padlet
<https://padlet.com/drnicki7/sjc9zsyyl3zn>

