



School District 59 Peace River South

Canalta Elementary Framework for Enhancing Student Learning

2026-2027

Lead with kindness. Learn with purpose

MISSION

Together, we nurture a safe, caring, and inclusive learning community that fosters kindness, resilience, and respect. We strive to inspire a growth mindset while developing the academic skills that empower every learner to reach their full potential.

VISION

We envision self-aware, compassionate, and capable learners who embrace challenges, pursue lifelong learning, and confidently navigate an ever-changing world.

Canalta Elementary is a K-7 school, with a current student population of 216 students, with approximately 30% of our students identifying as having Indigenous ancestry. Based on data from 2025-2026, staff identified specific areas of focus to support student learning and development both academically and socially.

Social-Emotional Learning

Goal:

Students will develop a stronger sense of belonging as valued and contributing members of our school community.

Rationale:

A strong sense of belonging supports positive relationships, engagement, and student well-being.

District Alignment:

- **District Priority 1:** Student Success — Create and implement school plans that support student belonging and wellness through explicit social-emotional learning.

Action Steps:

- **Term 1:** Implement school-wide Spirit Days and gather Intermediate student input on belonging. Incorporate high-impact practices identified by Hattie.
- **Term 2:** Review student data and implement a targeted strategy based on Hattie's Illustrated Guide.
- **Term 3:** Administer a school-wide student self-assessment and review results to inform next steps.

Data to Collect:

- SEL Team Survey
- Student Learning Survey
- Middle Years Development Instrument (MDI)
- Suspension Data

Numeracy

Goal:

Students will demonstrate growth in numeracy skills, with a whole-school focus on creating three grade-level equations on the SNAP Numeracy Assessment.

Rationale:

Students will strengthen their ability to create and solve grade-level equations, demonstrating deeper mathematical understanding and measurable growth.

District Alignment:

- **Priority 1:** Student Success — Build foundational numeracy and literacy skills and provide supports and interventions for success.
- **Priority 2:** Building Capacity — Integrate differentiated instruction and visible learning practices.

Action Steps:

- **Term 1:** Whole-school pre-assessment; develop grade-level exemplars; provide intentional instruction and practice.
- **Term 2:** Continue explicit instruction, differentiation, and student practice.
- **Term 3:** Complete SNAP assessment; analyze data for individual and school-wide growth and trends.
- **Ongoing:** Incorporate Hattie's high-impact teaching strategies into classroom practice.

Data to Collect:

- Fall pre-assessment
- SNAP assessment/cohort data
- FSA results

Literacy

Goal:

Students will strengthen spelling conventions by recognizing spelling patterns, applying phonics knowledge, and accurately using high-frequency words in daily writing.

Rationale:

Strong word work skills support accurate spelling, clearer communication, and improved writing performance.

District Alignment:

- **Priority 1:** Student Success — Build foundational literacy skills and provide supports and interventions for success.

Action Steps:

- **Term 1:** Complete a school-wide writing sample to establish a baseline and begin cohort tracking.
- **Term 2:** Explicit teaching
- **Term 3:** Complete a second school-wide writing sample and analyze growth and trends.
- **Ongoing:** Use UFLI/Making Words and high-impact teaching practices to support intentional word work instruction.
- Provide explicit word work instruction and opportunities to apply skills in writing.

Data to Collect:

- School-wide writing samples
- Cohort tracking
- FSA results