

## Madeira Park Elementary: Goal #2 – Social responsibility 21/22

To foster a sense of joy and love of learning at M.P.E., while building community, and solving problems in peaceful ways.

<b>School</b>	<b>M.P.E.S.</b>
<b>Background</b>	<p>Madeira Park Elementary (M.P.E.) is a small, rural school located in the Pender Harbour area of the Sunshine Coast.</p> <p>The school has an enrollment of 89 students from Kindergarten to Grade 6, and is made up of the following class compositions: K/1, 1/2/3, 3/4 &amp; 4/5/6. We have 5 students currently being Homeschooled. Currently, at the Primary level there are 49 students, and at the Intermediate level there are 40 students enrolled.</p> <p>There are 22 students with Indigenous ancestry and currently 1 student who is an English Language Learner (E.L.L.). As of November 1, 2021, there are 10 students currently at M.P.E. who are formally identified with an Individualized Education Plan ( I.E.P.) Some of our students are currently in the formal assessment phase and will likely have updated I.E.P.'s in the near future.</p> <p>Our staff is engaged in regular discussions with parents, and colleagues (ie. school-based teams &amp; I.E.P. meetings) to determine the best possible ways that we can support our students in their literacy, numeracy, and social responsibility.</p>
<b>Data Summary</b>	<p>A detailed student summary of reading, writing, numeracy, and social responsibility, as based on the <i>Performance Standards</i>, has been completed at the end of each term. This will continue in conjunction with the <i>Social Responsibility Core Competency Profiles</i> from the new curriculum.</p>

**Data  
Analysis**

The Middle Years Development (MDI) inventory was administered in 2020 for Grade 4 students @ MPES. In past years the data was masked but we have full results for 2019/2020. This data helps us to plan ahead. We were hit with the COVID Pandemic in March of 2020 which has complicated the lives of children and their families.

With the support of our school counsellor, inclusion support teacher, and classroom teacher, students are learning to utilize *Mind Up* calming strategies and identify their Zones of Regulation (Blue, Green, Yellow or Red). They are learning how to monitor their emotions using self-regulation tools and strategies (ie. proprioceptive blankets, sand, sponge balls, headsets, foot rests, cardboard privacy shields).

In November 2020, students were rated as *not yet/concerns*, *approaching/acquiring expectations*, *meeting/accomplished expectations* with their social responsibility. Indicators from the *Social Responsibility Core Competency Profiles* are used as a guideline.

Particular attention is given to two key areas:

- 1) Contributing to community and caring for the environment
- 2) Solving problems in peaceful ways

An analysis of the social responsibility data from 2019/20 showed the following student achievement:

58% of students were fully meeting or exceeding expectations (as identified in the *Social Responsibility Core Competency Profiles*).

Official behavior entries documented at the classroom and office level showed that a large majority of these incidents were at the Primary level, with a select group of students). Our focus for the 20/21 school year is to support our most vulnerable students.

At reporting last fall in Nov. 2020, only 11.9% of students were not yet meeting or having concerns.

Targets	December 2021	March 2022	June 2022
	<p>85% of students will be approaching or meeting expectations, as identified in the <i>Social Responsibility Core Competency Profiles</i>:</p> <ul style="list-style-type: none"> <li>• Contributing to community and caring for the environment</li> <li>• Solving problems in peaceful ways</li> </ul>	<p>86% of students will be approaching or meeting expectations, as identified in the <i>Social Responsibility Core Competency Profiles</i>:</p> <ul style="list-style-type: none"> <li>• Contributing to community and caring for the environment</li> <li>• Solving problems in peaceful ways</li> </ul>	<p>88% of students will be approaching or meeting expectations, as identified in the <i>Social Responsibility Core Competency Profiles</i>:</p> <ul style="list-style-type: none"> <li>• Contributing to community and caring for the environment</li> <li>• Solving problems in peaceful ways</li> </ul>

<p><b>Strategy/ Action</b></p>	<ul style="list-style-type: none"> <li>• Continue to emphasize, model and practice our M.P.E. keywords: RESPONSIBLE, RESPECTFUL, CARING &amp; HONEST</li>   <li>- We have taken on Positive Discipline as a school goal and are actively working ongoing towards making our school a place where students feel valued and loved. Staff did training in April 2021 and again in August of 2021 and we practice it in our classrooms weekly.</li>   <li>• Emphasize our keywords and teach specific social responsibility lessons within the class to be facilitated by the classroom teacher, school counselor, Indigenous Education Teacher or Principal ie.) using ‘ I Feel...’ statements</li> <li>• School Counselor works with classes on a weekly basis to address current issues of concern and teach specific social/emotional life skills: ie.) zones of regulation, personal bubble space, <i>Kids in the Know safety program</i>, dealing with stress, etc.</li> <li>• Principal sets tone with school with morning announcements emphasizing positive team spirit</li> <li>• Increase the number of student-led and staff-initiated theme days to enhance school spirit and promote differences in spirit teams</li> <li>• Establish a Student Leadership club Fall 2021 to promote school spirit, and examine ways to enhance the overall culture of M.P.E.</li> <li>• Organize regular multi age group activities focused on a specific topic or genre (ie. literacy or fine arts activities; kindness week)</li> <li>• Intermediate students will examine different cultures in Canada that have experienced discrimination and racism</li> <li>• Continue to utilize experts within our community to promote environmental stewardship and place-based learning i.e.) field trips, and the BC <i>Green Games</i> challenge</li> <li>• Offer club activities to encourage positive attachment to the school and the school staff through running club, gardening club</li> <li>• PAC Installed Buddy Benches in the outside play area Spring 2021</li> <li>• Utilize the SOGI 123 kit to promote inclusion, awareness and acceptance of differences</li> </ul>
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<p><b>Engaging Parents</b></p>	<ul style="list-style-type: none"> <li>• Share our Social Responsibility goal with the PAC in Spring 21</li> <li>• Advertise and promote on-going programs / presentations offered in the district. (i.e. Project Parent, Anxiety, Resilience, Digital Media Safety etc.)</li> <li>• Explore workshops that will meet the needs of our parent population</li> <li>• Continue to utilize Community Services and CYMH personnel to support families with distress and other mental health issues</li> <li>• Helpful tips/reminders shared @ PAC meetings, and via school newsletters</li> <li>• Invite parent volunteers to assist with, and participate in, special events</li> </ul>
<p><b>Engaging Indigenous Ed Team</b></p>	<p>In conjunction with our MPE Indigenous Education Teacher:</p> <ul style="list-style-type: none"> <li>• Examine where we want to go as a school and how we can best support all of our students, particularly those with Indigenous ancestry</li> <li>• Analyze our Indigenous inclusion practices using detailed rubrics</li> <li>• Examine recent documents – <i>Indigenous world views and perspectives in the classroom; Truth and reconciliation: calls to action, &amp; First Peoples Principles of Learning</i></li> <li>• Enhance connections to the community – local and global needs; cultural and social awareness (achieved by exploring self-identity, acknowledging cultural differences, and honoring indigenous traditions)</li> <li>• Continue to expand and update our database to identify what Indigenous resources are currently available in our school and what we would like to purchase</li> <li>• Expand the instructional support role performed by the Indigenous Education Support Teacher to include social responsibility within the context of the classroom alongside the classroom teacher.</li> <li>• Integrate a greater sense of Indigenous environmental perspective into the new curriculum and allow for more hands-on student experiences and a deeper appreciation of the natural world</li> <li>• Indigenous Education Teacher works with classes on a weekly basis to promote cultural awareness, identity and connection to the natural world ie.) Orange Shirt Day, National Indigenous Day, baking bannock etc.</li> </ul>

<p><b>Connections to District Plans</b></p>	<p>Madeira Park Elementary: Social Responsibility goal...          To foster a sense of joy and love of learning, while building community, and solving problems in peaceful ways.          This Social Responsibility goal is directly related to the <i>School District #46 Strategic Plan for 2019 – 2023 : Excellence in All We Do</i></p> <p>-  <u>Under the heading <i>Students</i>:</u></p> <p>-          Goal 1a states, “our students’ voices will... be respectfully heard and acted upon.”</p> <p>Goal 1b states, “our students will... thrive in their early years and throughout their education, within schools, families and communities that inspire learning, respect and connection.”</p> <p>Goal 1c states, “our students will... engage in ongoing reflection, experiential learning and personalized inquiry through the application of the core competencies.”</p> <p>Goal 1f states, “our students will... develop and apply <i>social and emotional skills</i> to successfully live work and play together. They will have the resilience and attitude to deal with life’s challenges and to manage their mental health.”</p> <p>Goal 1h states, “our students will explore Indigenous cultures in our community and the diversity of cultures in the world.”</p> <p>Goal 1j states “our students will have the digital literacy skills to enhance and communicate their learning and to responsibly navigate technology”</p> <p><u>Under the heading <i>Staff</i>:</u></p> <p>-          Goal 2a states, “our staff will be a healthy and inspired team in which everyone feels respected for their individual gifts, skills and contributions.”</p> <p>Goal 2c states, “our staff will apply a deep understanding of inclusive education practices.”</p> <p>Goal 2e states, “our staff will engage in positive partnerships with students and their families.”</p> <p>-</p>
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<b>Budget</b>	Professional Development	<ul style="list-style-type: none"> <li>• A portion of TLC funds to be used in conjunction with School Development/ Wellness funds to collaborate and discuss our social responsibility goal (and examine strategies to further support students with complex neuro-developmental challenges)</li> <li>• During monthly staff meetings, our educators will collaborate together to examine our social responsibility goal and brainstorm specific action plans</li> <li>• Purchase literature and resources associated with positive social skill development</li> <li>• Professional resource bins (ie. SOGI), books and links available to staff. Resources will be catalogued for staff sign-out, stored in the staffroom/library and made available to all staff members of M.P.E.</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• BC Ministry of Education - new curriculum website</li> <li>• We hired an additional Education Assistant to provide extra supervision and support around the school</li> <li>• Provide a variety of professional materials such as websites, video links, &amp; printed resources for staff to read and discuss at staff meetings ie.) with a specific emphasis on Ensouling Our Schools <ol style="list-style-type: none"> <li>1. <i>Positive Discipline in the Classroom</i></li> <li>2. <i>Restitution – Restructuring School Discipline</i></li> <li>3. <i>Powerful Understanding</i> by A. Gear</li> </ol> </li> </ul>
<b>Principal</b>	Principal: Mrs. Sandy Magnussen	

<b>Team Members</b>	MPES Staff
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