



# **Madeira Park Elementary School**

**A Harbour for Learners**

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## **SCHOOL DEVELOPMENT PLAN 2018 / 19**

**PRESENTED TO ...**

**MR. PATRICK BOCKING  
&  
SCHOOL DISTRICT TRUSTEES**

**SCHOOL DISTRICT #46**

**SUNSHINE COAST**

**NOVEMBER 15, 2018**

# MADEIRA PARK ELEMENTARY

## School Development Plan: 2018 / 2019

### GOAL # 1 - READING

School	M.P.E.S.
<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. The school has an enrollment of 83 students from Kindergarten to Grade 6, and is made up of the following class compositions: K/1, 1/2, 2/3/4 &amp; 5/6.</p> <p>At the Primary level there are 54 students, and at the Intermediate level there are 29 students currently enrolled.</p> <p>There are 16 students with Aboriginal ancestry and one student who is an English Language Learner (E.L.L.). As of November 15, 2018, there are 12 students at M.P.E. who are formally identified with an Individualized Education Plan ( I.E.P.) Four of the 12 students with an I.E.P. have Aboriginal ancestry. The total number of identified students at M.P.E. will likely increase because some of our newer students are deemed to be <i>at risk</i>, and will require additional support in the future. Some of our students are currently in the formal assessment phase and will likely have I.E.P.'s soon.</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, social responsibility and career development skills.</p>
<b>Data Summary</b>	<p>The Kindergarten reading assessments for this fall were based on the SD 46 Kindergarten Screening inventory results from October 5, 2018. Grade 1 &amp; 2 students are assessed using the PM Benchmarks; students in Grades 3, 4, 5 &amp; 6 are assessed using the <i>District Assessment of Reading Team (DART)</i>, and other independent reading inventories.</p> <p>The Levelled Literacy Intervention (LLI) assessment kit is also being used as a teaching and assessment tool at the Grade One level.</p> <p>At the end of the first term, teachers completed a Quick Scale summary of individual student progress in Reading, Writing, Numeracy &amp; Social Responsibility. This quick scale will also be completed at the end of term two and three by the classroom teachers, and it will guide the data collection process – especially in regards to our Reading and Social Responsibility goals for 2018/19.</p> <p>The Grade 4 Foundation Skills Assessment (FSA) Reading results from last October 2017 indicated the following: 20% of students were not yet meeting expectations; 72% were meeting; and 8% were exceeding expectations.</p>
<b>Data Analysis</b>	<p>In November 2018, all M.P.E. students were rated as <i>not yet meeting, minimally meeting, fully meeting or exceeding expectations</i> in their reading and social responsibility. The reading data will be our baseline to identify those students who require additional support in order to fully meet expectations in reading. An analysis of the reading data from November 2018 shows the following student achievement:</p> <ul style="list-style-type: none"> <li>• Primary = 54 students</li> </ul>

	<p>44% = Not Yet Meeting Expectations to Minimally Meeting; 56% = Fully Meeting or Exceeding Expectations</p> <ul style="list-style-type: none"> <li>• Intermediate = 29 students</li> </ul> <p>55% = Not Yet Meeting Expectations to Minimally Meeting; 45% = Fully Meeting or Exceeding Expectations</p> <p>The percentage of students with Aboriginal ancestry who are not yet meeting, or minimally meeting expectations in reading is 50%; 50% are fully meeting or exceeding expectations in reading.</p> <p>Data for fall 2018 shows the following: boys = 52% not yet meeting, or minimally meeting expectations in reading; girls = 43% not yet meeting, or minimally meeting expectations in reading.</p> <p>Better familiarization with the revised B.C. education curriculum components: Core Competencies, Big Ideas &amp; Learning Standards are paramount to student success.</p> <p>The data suggests that more discussion and a deeper analysis with teachers and resource staff is essential to determine exactly what the root causes are and what needs to be done to improve reading achievement at M.P.E.</p> <p>Previous discussions with staff have identified a number of challenges:</p> <ul style="list-style-type: none"> <li>• low achieving students who are often absent or tardy</li> <li>• a range of student abilities in reading</li> <li>• many programs work best in small group or 1-on-1 situations</li> <li>• time for teachers to complete individual assessments without affecting quality instruction time</li> <li>• adequate reading materials for individual levels and needs</li> <li>• lack of home reading and home support with some parents</li> <li>• disruptive behavior effects student achievement and fellow classmates</li> <li>• additional support and assessments required for extremely low readers</li> <li>• further literacy in-service/Pro-D support for teachers</li> </ul>		
<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>•each elementary school must have a clear reading goal: all students reading (intellectual)</li> <li>• each school must have a human and social</li> <li>• each school must have career development goals</li> </ul>	<p><b>November 2018</b></p> <p>65% of M.P.E. students will be meeting or exceeding expectations in reading. Students identified as not yet meeting or minimally meeting expectations in reading (Nov. 2018) will demonstrate positive growth in attitude toward reading and language arts activities.</p>	<p><b>March 2019</b></p> <p>80% of M.P.E. students will be meeting or exceeding expectations in reading as identified by classroom, and standardized assessments: PM Benchmarks, D.A.R.T. , L.L.I., or other inventories.</p>	<p><b>June 2019</b></p> <p>90% of M.P.E. students will be meeting or exceeding expectations in reading as identified by classroom, and standardized assessments: PM Benchmarks, D.A.R.T. L.L.I., or other inventories.</p>
<p><b>Progress on Targets</b></p>	<p>51% of M.P.E. students are fully</p>	<p>To be determined in March 2019</p>	<p>To be determined in June 2019</p>

	meeting or exceeding expectations in reading.		
<b>Strategies/ Actions</b>	<ul style="list-style-type: none"> <li>• Use Teaching, Learning, Collaboration (TLC) funds to support in-depth staff discussions and literacy program direction</li> <li>• Scheduled time will be determined for staff to meet with Principal to analyze all three school goals: Reading, Social Responsibility &amp; Career Development</li> <li>• Complete fall and spring standardized assessments using the DART PM Benchmarks and additional inventories where necessary</li> <li>• A detailed student summary of reading, writing, numeracy, and social responsibility – <i>as based on the Performance Standards</i> and the <i>Social Responsibility Competency Profiles</i> from the new curriculum – will be completed at the end of each term for the 2018 / 19 school year</li> <li>• Identify needs and strengths for each student in the class</li> <li>• Embed proven literature strategies into whole class instruction</li> <li>• On-going discussions and journal reflections around our reading goal will be incorporated into monthly staff meetings and staff collaboration meetings</li> <li>• Have 15 iPads and various apps to support literacy skills (ie. <i>Raz Kids &amp; Book Creator</i>)</li> <li>• Hired an additional 25 hour/week Education Assistant (EA2) to support in a primary class. The EA’s will assist in the general classroom setting so that teachers can work more directly with our most vulnerable students. EA’s will also work in one-on-one and small group settings.</li> <li>• Use of <i>Read &amp; Write</i> (replacing <i>Snap &amp; Read and Co-Writer</i>) to enhance literacy skills. Staff training and support to be provided by Ms. S. Magnussen (SD 46 Special Education Technology Coordinator) Accounts will be created for students and a ‘Big Buddy’ approach will be used to assist younger students. Ms. Magnussen will provide on-going check-ins and support throughout the year</li> <li>• Schedule 1 - on - 1 and very small reading groups for skill reinforcement for the most vulnerable readers. Special Education teacher, additional EA’s and Principal to provide extra support</li> <li>• Re-established our guided reading groups from K to Gr. 6 (Monday to Thursdays).</li> <li>• Principal meets with teachers to discuss their literacy philosophy, vision/focus for the year, as well as available resources, &amp; future needs</li> <li>• “The Balanced Literacy Classroom: 6 key elements” as expressed by R. Allington (<i>Every Child Everyday</i>, 2011) to be nurtured and supported in each classroom</li> <li>• Utilize the popular literary sets known as the <i>Sails</i> Program by Pearson Canada with engaging topics and a variety of reading levels</li> <li>• Implement comprehensive Fountas &amp; Pinnell L.L.I. kits in conjunction with SD 46 to support our most vulnerable learners</li> <li>• Integrate literacy instruction into fine arts and other wholistic themes</li> <li>• Incorporate Adrienne Gear: <i>Reading / Writing Power</i> strategies</li> <li>• M.P.E. is very excited to have a 0.2 Teacher-Librarian for 2018/19</li> <li>• Library focus will be on purchasing non-fiction resources for Primary students for 2018/19</li> <li>• On-going upgrade of resource bins for teachers (ie. core Competencies, A. Gear Literacy support)</li> <li>• Use of special Library collections resources for teachers: Seasonal, Feelings and emotions, Fairy tales, Birthdays, First Nations collection &amp;</li> </ul>		

	<p>Picture books</p> <ul style="list-style-type: none"> <li>• Library is re-configured so that students know how to use <i>Destiny</i> computer program and access materials independently</li> <li>• Library re-organized to highlight colour-coded bins for easier book selection (ie. Primary level, chapter books and graphic novels)</li> <li>• Organized sections for students: theme bins, chapter books, award winners, new arrivals &amp; autobiographies</li> <li>• Staff representatives to participate in the CARE Reading Project and follow-up with entire staff during staff meetings &amp; Pro-D sessions</li> <li>• Reading Success: opportunities to celebrate reading achievements on a regular basis – school announcements, assemblies, home correspondence, school newsletter, book talk with the principal, etc.</li> </ul>
<p><b>Engaging Parents</b></p>	<ul style="list-style-type: none"> <li>• 2018/19 School Development Plan will be shared with MPES PAC for parent feedback and suggestions</li> <li>• Nightly home reading program of 20 minutes/night from K to Grade 6</li> <li>• Family Literacy Week 2x/year... school based activities where parents are invited to join their children @ school</li> <li>• <i>Parents as Reading Coaches</i> - tips at PAC meetings, in newsletters, and on our MPES website</li> <li>• <i>Read &amp; Write</i> training for parents to use at home with their child</li> <li>• We've expanded our "Community Readers" support to five days/week</li> </ul>
<p><b>Engaging Aboriginal Team</b></p>	<p>To work in conjunction with our Aboriginal 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 aboriginal ancestry</li> <li>• Examine recent documents – <i>Aboriginal world views and perspectives in the classroom; Truth and reconciliation: calls to action, and First Peoples Principles of Learning</i></li> <li>• Continue to examine our database to identify what Aboriginal resources are currently available in our school and what we would like to purchase</li> <li>• Explore different ways that we can utilize these resources with the new curriculum</li> <li>• Expand the instructional support role performed by the Aboriginal Education Support Teacher and SD 46 team to include literacy instruction in the context of the classroom alongside the classroom teacher</li> <li>• Invite Aboriginal Education Support Teacher to attend staff meetings, relevant parent / I.E.P. meetings and share insights where necessary</li> <li>• Have cultural and Aboriginal celebrations. (ie. Orange Shirt Day, National Indigenous Day stations with students, staff, parents, and community guests)</li> </ul>
<p><b>Connections to District Plans</b></p>	<p>Madeira Park Elementary reading goal... to improve the knowledge skills and attitudes in reading literature for all students from K – 6. This reading goal is directly related to the <i>School District #46 Strategic Plan for 2015-2019: Excellence in All We Do</i></p> <p><u>Under the heading <i>Our Students Excel</i>:</u></p>

	<p>Goal 1b states, “our students will... read at or beyond their grade level. They will discover joy in their reading!”</p> <p>Goal 1i states, “our students will... have the technical and social skills to navigate current and emerging technologies to enrich their learning.”</p> <p>Goal 1j states, “our students will... explore indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.”</p> <p><u>Under the heading <i>Our People Inspire</i>:</u>          Goal 2b states, “our staff will... support reading and all teachers will be reading teachers.”</p>	
<p><b>Budget</b></p>	<p>Professional Development</p>	<ul style="list-style-type: none"> <li>• A portion of TLC funds to be used in conjunction with School Development funds to support collaboration sessions on set days after school (\$4,265 overall)</li> <li>• During school-wide assemblies, led by a guest principal, our educators will collaborate together to examine our school goals and brainstorm specific action plans</li> <li>• Provide a variety of professional materials for staff to read and discuss at staff meetings</li> <li>• Staff reps participating in the CARE Project</li> <li>• <i>Read &amp; Write</i> in-service with Sd 46 Tech. support</li> </ul>
	<p>Resources</p>	<ul style="list-style-type: none"> <li>• We now have a trained 0.2 Teacher-Librarian to work in conjunction with staff to train students</li> <li>• We hired an additional Education Assistant in mid-September to provide extra support in the classroom and in small group literacy settings</li> <li>• Will purchase additional novels and non-fiction information books for Library (\$ 1,000)</li> <li>• Professional resource bins available to staff. Resources will be catalogued for staff sign-out, stored in the staffroom, and made available to all new staff members of M.P.E.</li> </ul> <p>ie.</p> <ul style="list-style-type: none"> <li>- Fountas &amp; Pinnell L.L.I. kits</li> <li>- <u>Reading Power</u> , <u>Nonfiction Reading Power</u>, and <u>Writing Power</u>, A. Gear</li> </ul>

<b>Principal</b>	Principal: Mr. Glen Smith
<b>Consultation: who, when, how, what</b>	Presented to staff for input / discussion at our September 19 staff meeting. Significant collaboration & consultation with staff needed throughout the year. Presented to parents for discussion/input after the Nov. 5 PAC meeting.

# School Development Plan: 2018 / 2019

## GOAL # 2 – SOCIAL RESPONSIBILITY

School	M.P.E.S.
<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. The school has an enrollment of 83 students from Kindergarten to Grade 6, and is made up of the following class compositions: K/1, 1/2, 2/3/4 &amp; 5/6. At the Primary level there are 54 students, and at the Intermediate level there are 29 students currently enrolled.</p> <p>There are 16 students with Aboriginal ancestry and one student who is an English Language Learner (E.L.L.). As of November 15, 2018, there are 12 students at M.P.E. who are formally identified with an Individualized Education Plan ( I.E.P.) Four of the 12 students with an I.E.P. have Aboriginal ancestry. The total number of identified students at M.P.E. will likely increase because some of our newer students are deemed to be <i>at risk</i>, and will require additional support in the future. Some of our students are currently in the formal assessment phase and will likely have I.E.P.'s soon.</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, social responsibility and career development skills.</p>
<b>Data Summary</b>	<p>In the past, a detailed student summary of reading, writing, numeracy, and social responsibility – <i>as based on the 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> <p>The Middle Years Development (MDI) 2017 inventory for Grade 4 students at MPES was examined. Particular attention was paid to the Social &amp; Emotional Development section.</p>
<b>Data Analysis</b>	<p>The Middle Years Development (MDI) inventory was administered in the fall of 2017 for Grade 4 students @ MPES. The data was examined and the following details emerged:</p> <p>OPTIMISM: 77% felt a medium to high level of well-being.            PROSOCIAL BEHAVIOUR: 77% felt a medium to high level of well-being (ie. “I helped someone who was hurt”).            SELF-ESTEEM: 89% felt a medium to high level of well-being.            HAPPINESS: only 55% felt a medium to high level of well-being.            SELF-REGULATION: 89% felt a medium to high level of well-being (ie. “If something is not going according to my plans, I can change my actions to try and reach my goal”. “ I can calm myself down when I am upset”).</p> <p>With the support of our school counsellor and resource teacher, students in every class are learning to identify their Zones of Regulation (Blue, Green, Yellow or Red) and how to monitor their emotions using self-regulation tools and strategies (ie. proprioceptive blankets, sand, sponge balls, headsets, foot rests, cardboard privacy shields).</p> <p>In November 2018, students were rated as <i>not yet meeting, minimally meeting, fully meeting or exceeding expectations</i> with their social</p>

	<p>responsibility. Indicators from the <i>Social Responsibility Core Competency Profiles</i> were used as a guideline.</p> <p>Particular attention was given to two key areas:</p> <ol style="list-style-type: none"> <li>1) Contributing to community and caring for the environment</li> <li>2) Solving problems in peaceful ways</li> </ol> <p>*Area # 1 will also be integrated into our new Career Development goal. An analysis of the social responsibility data from Nov. 2018 showed the following student achievement:</p> <p>60% of students are meeting or exceeding expectations (as identified in the <i>Social Responsibility Core Competency Profiles</i>).</p> <p>In 2017/18 MPES had 95 official behavior entries documented at the office level based on 18 students (a large majority of these were at the Primary level, with a few key students). Our focus for the current school year is to support our most vulnerable students at the Primary level. In 2017/18 MPES had 30 Intermediate students who participated as School Monitors: Lunch, Library, PE, Grounds, Office, PA, Special Events etc. A similar number of students will be participating as Monitors for 2018/19 in various classroom and school-wide capacities.</p>		
<p><b>Targets</b></p> <ul style="list-style-type: none"> <li>•each elementary school must have a clear reading goal: all students reading (intellectual)</li> <li>• each school must have a human and social</li> <li>• each school must have career development goals</li> </ul>	<p><b>November 2018</b></p> <p>70% of students will be meeting or exceeding 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>March 2019</b></p> <p>80% of students will be meeting or exceeding 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>June 2019</b></p> <p>90% of students will be meeting or exceeding 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>Progress on Targets</b></p>	<p>60% of students were meeting or exceeding expectations (as identified in the <i>Social Responsibility Core Competency Profiles</i>)</p>	<p>To be determined in March (as identified in the <i>Social Responsibility Core Competency Profiles</i>)</p>	<p>To be determined in June (as identified in the <i>Social Responsibility Core Competency Profiles</i>)</p>
<p><b>Strategies/ Actions</b></p>	<ul style="list-style-type: none"> <li>• Promote and maintain a positive school culture and climate based on the principles of <i>Positive Discipline in the Classroom</i> by Jane Nelsen, Lynn Lott &amp; Stephen Glenn</li> <li>• Continue to emphasize, model and practice our M.P.E. keywords: RESPONSIBLE, RESPECTFUL, CARING &amp; HONEST</li> <li>• Emphasize our keywords and teach specific social responsibility lessons within the class and during school-wide assemblies.</li> </ul> <p>To be facilitated by the classroom teacher, school counselor,</p>		

Aboriginal Education Teacher or Principal (ie.) using ‘I Feel...’ statements

- Aboriginal Education Teacher works with classes on a weekly basis to promote cultural awareness, identity and connection to the natural world (ie.) Orange Shirt Day, Sechelt Nation museum; National Indigenous Day
- 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, *Kids in the Know safety program*, dealing with stress, etc.
- Principal visits classes and teaches social responsibility using social stories. (ie. *Hey Dude – that’s rude! Don’t Squeal Unless it’s a Big Deal*)
- Increase the number of student-led and staff-initiated theme days to enhance school spirit and promote differences (ie. Alice in Wonderland, Wizard of Oz, Star Wars Days, Backwards Day, Super Heroes Day etc.
- Upper intermediate students visit the Senior Center on a regular basis. This helps to bridge the generation gap, and it enhances understanding, appreciation and respect for our elders
- Intermediate students will examine different cultures in Canada that have experienced discrimination and racism
- Continue to utilize experts within our community to promote environmental stewardship and place-based learning (i.e.) field trips to Lily Lake & the Iris Griffith Centre; building bat & owl houses with volunteers from the Sunshine Coast Wildlife Project
- On-going partnership with *Roots of Empathy – Baby as Teacher* program to enhance social and emotional development in early primary
- Grade 5/6 class participates in WE Day introductory activities in order to promote local and global awareness while developing a sense of altruism
- Established a school-wide recycling and composting program that is supported by a parent volunteer but is reliant on full student body participation. Led by Division One students in conjunction with student monitors in the younger classes. In two years, we’ve decreased our garbage consumption by 50%
- Worked in conjunction with the Community School, parent volunteers, and classroom teachers to establish and maintain our school garden. Adult Volunteers picked crops in the summer to share with needy families in the local region. In October 2018 we harvested fresh vegetables to celebrate organic cultivation. In November 2018 we planted 300+ flowering bulbs as part of the *Bulbs in Schools* program
- Regular school grounds beautification projects: weeding, trimming, sweeping, litter patrol etc.
- Full participation in fundraising initiatives to support those in need (i.e.) Terry Fox Run, Halloween Fun Night, Jump Rope 4 Heart, Food Banks, Elves Club, Cops 4 Cancer, and other World causes
- An MPE Career Fair involving parents and guests from local businesses will be organized once again to enhance community awareness and promote career education
- Continue our “Weeks without Walls” extended experience program
- Scheduled times will be provided for staff to meet with Principal to work on our Social Responsibility goal as part of TLC grant
- Staff collaboration time will be provided to meet and work on our Social Responsibility goal while a guest principal takes the entire student body at a school-wide assembly

	<ul style="list-style-type: none"> <li>• Hired an additional 25 hour/week Education Assistant (EA2) to support in classes and provide extra supervision around the school at recess and lunch hour</li> <li>• Detailed behaviour monitoring/tracking in classes and at the office will serve as valuable learning opportunities and data collection ie. solving problems in peaceful ways</li> </ul>
<b>Engaging Parents</b>	<ul style="list-style-type: none"> <li>* Shared our Social Responsibility goal after the Nov. PAC meeting</li> <li>• Advertise and promote on-going programs / presentations offered in the district. (i.e. Project Parent, Anxiety, Resilience, Screen Time etc.)</li> <li>• Explore workshops that will meet the needs of our parent population</li> <li>• Continue to utilize Community Services personnel to support families with distress and other mental health issues</li> <li>• Helpful tips/reminders shared @ PAC meetings; in school newsletters</li> <li>• Invite parent volunteers to assist with and participate in special events</li> </ul>
<b>Engaging Ab Ed Team</b>	<p>In conjunction with our MPE Aboriginal 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 aboriginal ancestry</li> <li>• Examine recent documents – <i>Aboriginal 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 Aboriginal resources are currently available in our school and what we would like to purchase</li> <li>• Expand the instructional support role performed by the Aboriginal Education Support Teacher to include social responsibility within the context of the classroom alongside the classroom teacher. This was utilized last year with the Grade 5/6 class with positive results</li> <li>• Integrate a greater sense of Aboriginal environmental perspective into the new curriculum and allow for more hands-on student experiences and a deeper appreciation of the natural world</li> </ul>
<b>Connections to District Plans</b>	<p>Madeira Park Elementary social responsibility goal ... to increase students’ sense of social responsibility by caring for each other and the world around us while utilizing local and global perspectives. This social responsibility goal is directly related to the <i>School District #46 Strategic Plan for 2015-2019: Excellence in All We Do.</i></p> <p><u>Under the heading <i>Our Students Excel:</i></u></p> <p>Goal 1d states, “our students will... develop the social and emotional skills to successfully live, work and play together; they will have the resilience to deal with life’s challenges.”</p> <p>Goal 1e states, “our students will... be supported in learning skills and awareness to manage their mental and physical health.”</p> <p>Goal 1g states, “our students will... experience, respect and enhance the natural world by actively participating in sustainable practices and outdoor education.”</p>

	<p>Goal 1j states, “our students will... explore indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.”</p> <p><u>Under the heading <i>Our People Inspire</i>:</u></p> <p>Goal 2h states, “our staff will... thrive with their students in safe and healthy schools where everyone feels respected for their individual gifts and contributions.”</p>	
<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 funds to collaborate and discuss our social responsibility goal on set days after school (\$4,265 overall)</li> <li>• During monthly school-wide assemblies, led by a guest principal, our educators will collaborate together to examine our social responsibility goal and brainstorm specific action plans</li> <li>• Purchase literature associated with positive social skill development (Teacher Resource Library - \$100)</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• We hired an additional Education Assistant in October 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 / scheduled release times ie.) 1. <i>Positive Discipline in the Classroom</i> 2. <i>Restitution – Restructuring School Discipline</i> 3. <i>Drop the Worry Ball</i> 4. <i>Circle Training</i></li> </ul>
<b>Principal</b>	Principal: Mr. Glen Smith	
<b>Consultation: who, when, how, what</b>	Presented to staff for input / discussion at our September 19 staff meeting. On-going consultation throughout the year via TLC. Present to parents for input / discussion after the November 5 PAC meeting.	

# MADEIRA PARK ELEMENTARY

## School Development Plan: 2018 / 2019

### GOAL # 3 – CAREER DEVELOPMENT

School	M.P.E.S.
<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. The school has an enrollment of 83 students from Kindergarten to Grade 6, and is made up of the following class compositions: K/1, 1/2, 2/3/4 &amp; 5/6. At the Primary level there are 54 students, and at the Intermediate level there are 29 students currently enrolled.</p> <p>There are 16 students with Aboriginal ancestry and one student who is an English Language Learner (E.L.L.). As of November 15, 2018, there are 12 students at M.P.E. who are formally identified with an Individualized Education Plan ( I.E.P.) Four of the 12 students with an I.E.P. have Aboriginal ancestry. The total number of identified students at M.P.E. will likely increase because some of our newer students are deemed to be <i>at risk</i>, and will require additional support in the future. Some of our students are currently in the formal assessment phase and will likely have I.E.P.'s soon.</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, social responsibility and career development skills.</p>
<b>Data Summary</b>	<p>This is only the third year for our school Career Development goal. Back in 2016/17 MPES introduced students to a Multiple Intelligence inventory, a Career Choice inventory, and a variety of field trips to many local businesses. We monitored the number of community members, business owners, and parent volunteers who participated in our week-long Career Fair at MPE. In the 2016/17 year 100 % of students were able to identify their strengths and interests based on a Multiple Intelligence Personal Inventory. The Intermediate students also used a detailed checklist for each of the 8 categories to further examine their interests / strengths. Through further class discussions all students were able to identify five or more career choices.</p> <p>In June 2017 the students and staff evaluated our initial Career Fair in a very positive manner. We previously visited 10 different businesses &amp; organizations, then rated their overall experiences on a 1 to 5 scale. The average rating was 4.5 / 5.</p> <p>Due to time constraints and availability of community participants, we decided to wait until the spring of 2018 to hold phase two of our M.P.E. Career Fair: students interviewed parents about their jobs; invited community members &amp; guests to present to students and respond to questions about their professions.</p> <p>By June 2018, 90% of students were able to recognize and identify <i>the basic skills required in a variety of jobs within the community</i>. All students participated in our Career Fair. 70% of the parent interview forms were returned. Twenty parents/community guests presented at our Spring Career Fair. Overall feedback was positive: 4/5 rating</p>

	<p>Over the past two years the Gr 5/6 students were introduced to <i>All About Me</i> – an interactive, on-line career portfolio that is a tool for reflecting and planning for their life and who they want to become.</p> <p>This ties in well with the curricular competencies of Career Education, and all of the Core Competencies: Positive Personal &amp; Cultural Identity; Personal Awareness and Responsibility; Social Responsibility; Communication; and Thinking.</p> <p>Further consultation with staff, students and our PAC will guide the data collection process.</p>		
<b>Data Analysis</b>	<p>In November 2018, students were rated as <i>not yet meeting, minimally meeting, fully meeting or exceeding expectations</i> with their social responsibility. Indicators from the <i>Social Responsibility Core Competency Profiles</i> can be used as a guideline.</p> <p>One area that can easily be integrated into the new Career Development goal is... Contributing to community and caring for the environment.</p> <p>*Further data analysis to be determined through staff consultation in the Fall of 2018.</p>		
<b>Targets</b> •each elementary school must have a clear reading goal: all students reading (intellectual) • each school must have a human and social • each school must have career development goals	<b>November 2018</b>	<b>March 2019</b>	<b>June 2019</b>
	Specific baseline data and assessment tools to be determined after detailed consultation with MPES staff	90% of students will be able to <i>recognize and identify the basic skills required in a variety of jobs within the community.</i> By the end of term two students will complete/examine an interview with a family or community member (adapted for different age levels). Intermediates will focus on <i>the role of technology in the changing workplace.</i>	100% of students will be able to <i>recognize and identify the basic skills required in a variety of jobs within the community.</i> In term three students will actively participate in our M.P.E. Career Fair with guest presenters. The interview forms in term two will help us to identify parents, and community members who will participate in our Career Fair.
<b>Progress on Targets</b>	To be discussed with staff: Fall 2018	To be discussed with staff: Feb/March 2019 To complete when date is reached.	To be discussed with staff: May/June 2019 To complete when date is reached.
<b>Strategies/ Actions</b>	<ul style="list-style-type: none"> <li>• Further consultation with staff, students and our PAC will guide the Career development goal and data collection process</li> <li>• Staff collaboration time will be provided to meet and expand our Career Development goal for 2018/19</li> <li>• Would like to incorporate the Pender business community as much as possible during planning process (as in previous years)</li> <li>• Continue to expand our current partnership with PHSS as part of their student work experience program ie. student volunteers in classrooms, and with special events: Terry Fox Run, Turkey Trot, Halloween Fun Night, Olympic Games, Sports Days etc.</li> </ul>		

	<ul style="list-style-type: none"> <li>• A student leadership process will be initiated so monitors are working in various capacities throughout the school. ie.) lunch hour helpers, morning announcements, PE equipment monitors, assembly preparation, grounds crew etc.</li> <li>• Increase the number of learning experiences that promote environmental stewardship, active living and healthy eating ie.) Lily Lake guided nature walks and student-made signs; garden harvest sessions</li> <li>• Continue to utilize experts within our community to promote environmental stewardship and place-based learning i.e.) field trips to the Iris Griffith Ctr.; building bat &amp; owl houses with volunteers from the Sunshine Coast Wildlife Project</li> </ul>
<b>Engaging Parents</b>	<ul style="list-style-type: none"> <li>* Share Career Development goal after November PAC meeting and seek feedback</li> <li>• Invite parent volunteers to assist with and participate in special events</li> </ul>
<b>Engaging Aboriginal Team</b>	<p>In conjunction with our MPE Aboriginal 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 aboriginal ancestry</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>• Expand the instructional support role performed by the Aboriginal Education Teacher to include career development and social responsibility within the context of the classroom alongside the classroom teacher.</li> <li>• Integrate a greater sense of Aboriginal environmental perspective into the new curriculum and allow for more hands-on student experiences and a deeper appreciation of the natural world</li> </ul>
<b>Connections to District Plans</b>	<p>This Career Development goal is related to the <i>School District #46 Strategic Plan for 2015-2019: Excellence in All We Do</i>.</p> <p><u>Under the heading <i>Our Students Excel</i>:</u></p> <p>Goal 1d states, “our students will... develop the social and emotional skills to successfully live, work and play together; they will have the resilience to deal with life’s challenges.”</p> <p>Goal 1e states, “our students will... be supported in learning skills and awareness to manage their mental and physical health.”</p> <p>Goal 1g states, “our students will... experience, respect and enhance the natural world by actively participating in sustainable practices and outdoor education.”</p> <p>Goal 1 h states, “encounter, challenge, explore and pursue interests, and develop core competencies through experiential learning and personalized inquiry.”</p> <p>Goal 1j states, “our students will... explore indigenous cultures in our community and the diversity of cultures in the world through experience, instruction and language learning.”</p>

	Goal 1k states, “our students will... graduate with specific life skills and with a clear focus on their personal future direction in their chosen career path.”	
<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 funds to collaborate and discuss our career education goal on set days after school (\$4,265 overall)</li> <li>• Scheduled discussion time at monthly staff meetings to collaborate and discuss our Career Development goal</li> <li>• During some of our monthly school-wide assemblies, led by a guest principal, our educators will collaborate together to examine our Career Development goal and brainstorm specific action plans</li> <li>• Purchase resources / programs / hands-on learning kits associated with Career Development &amp; Teacher Resource Library</li> </ul>
	Resources	<ul style="list-style-type: none"> <li>• Provide a variety of professional materials such as websites, video links, printed resources etc. for staff to read and discuss at staff meetings and TLC meetings</li> <li>Purchase non-fiction resources for the Library that are directly related to career development and job opportunities (\$ 200)</li> </ul>
<b>Principal</b>	Principal: Mr. Glen Smith	
<b>Consultation: who, when, how, what</b>	Presented to staff for input / discussion at our September 19 staff meeting. On-going consultation throughout the year. Present to parents for input/discussion after the November PAC meeting.	