



School District 70 (Alberni)
Maquinna Elementary
2017/2018- Social/Emotional Goal

<p>System Goal: All students will develop and apply social and emotional learning strategies to become resilient, flourishing, self-aware individuals.</p>	
<p>School Goal: To increase student resiliency/perseverance and help them solve problems, cope with challenges, and bounce back from disappointments.</p>	<ol style="list-style-type: none"> 1. Classroom lessons will focus on personal awareness and responsibility core competencies to increase student self-determination 2. Classrooms will continue to explore growth mindset to increase student resiliency.
<p>Rationale: <i>Evidence and information considered in identifying this goal</i></p> <ul style="list-style-type: none"> • “Resilience helps people deal with stress and adversity, overcome childhood disadvantage and reach out to new opportunities. More than thirty years of research shows that people who are resilient are healthier, live longer, and are more successful in school and at work, are happier in relationships, and are less prone to depression.” Pearson and Hall, 2006 • Our grade 7 MDI results show on 33% rated perseverance as high. Perseverance refers to determination. It means putting in a persistent effort to achieve goals, even in the face of setbacks. E.g. “Once I make a plan to get something done, I stick to it.” • Our grade 7 MDI results show 36% rated optimism as medium/low. Optimism refers to the mindset of having positive expectations for the future. “I have more good times than bad times.” • Our grade 4 MDI results show 33% of students responded medium/low for self-regulation long term. Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. “If something isn’t going according to my plans, I can change my actions and try to reach my goal • September School Planning Day Discussion resulted in the following statements when discussing social/emotional learning: <ul style="list-style-type: none"> ➤ Areas of growth – need to focus on common language of resiliency, flourishing and social emotional strategies ➤ Continue to promote growth mindset lessons in classroom • Class Profile Meetings in October with teachers: <ul style="list-style-type: none"> ➤ Goal to increase growth mindset – resiliency ➤ Goal to have students increase independence and challenge themselves ➤ Goal to have students increase independence and take responsibility for own learning 	

- Classroom stretches: how to deal with hardships
- Goal to increase student ability to self regulate behaviour and emotions as well as persevere through challenges
- Classroom stretches: self-esteem – failure and perseverance
 - Goals and Learning intentions: Growth Mindset – Do I know the importance of setting personal and educational goals? (I can....My next steps), Do I understand that learning is a continuous process? (What’s next?), Can I practice and use positive self-talk in the learning environment?

Evidence:

Data considered (Provincial, District, School)

Key Indicator:

Middle Years Development Instrument (MDI): Grades 4&7
2017/18 Class Profile Meetings
2017/18 School Planning Day Social and Emotional Learning Discussion

Other indicators:

Early Years Development Instrument (EDI)
Provincial Satisfaction Survey Results
My Blue Print

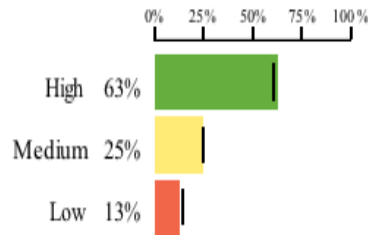


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RESULTS FOR MAQUINNA ELEMENTARY SCHOOL

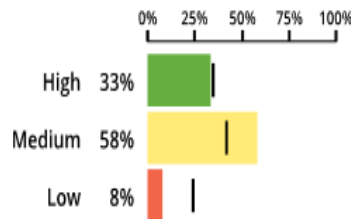
OPTIMISM

Optimism refers to the mindset of having positive expectations for the future. e.g. "I have more good times than bad times."



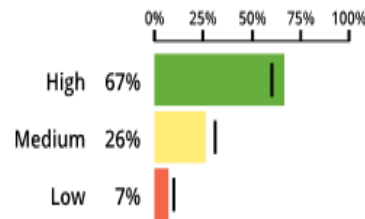
PERSEVERANCE

Perseverance refers to determination. It means putting in persistent effort to achieve goals, even in the face of setbacks. e.g. "Once I make a plan to get something done, I stick to it."



SELF REGULATION (LONG-TERM)

Long-term self-regulation requires adapting present behaviour to achieve a goal in the future. e.g. "If something isn't going according to my plans, I change my actions to try and reach my goal."



2017/18 Targets

Expected results

1. To increase the percentage of students who score themselves high in the area of optimism, perseverance and self regulation.

Organizing for Improvement

Strategies and Structures

How will we continue to support students in this goal area

- Continue to work as a staff to incorporate personal awareness and responsibility core competencies in lessons
- Continue to implement growth mindset strategies in the classroom

What new strategies, practices or structures will we introduce

- Offer book study opportunity to focus on book *Well Aware: Developing Resilient, Active and Flourishing Students*
- Share growth mind set strategies that are currently being used in classrooms
- Teach common language regarding resiliency

Communication

How will we communicate progress

- Staff Meetings – Social/Emotional goal will be on agenda for each monthly staff meeting
- PAC Meetings – goal to be presented at Meetings
- Board of Education – presentation at public Board meeting
- Newsletters – promote resiliency/perseverance goals
- Continue to share MDI data with all stakeholders.