

# School Education Plan and Results Report 2015-2018

Year 3

Mills Ha  en  
e l e m e n t a r y

## **School Philosophy**

Children learn best when they:

- feel safe, heard, and cared for
- experience order and predictability balanced with variety and opportunities to experiment and take appropriate risks
- are engaged and have opportunities to collaborate. This also prepares them to be active, creative, and knowledgeable participants in our global society.
- are engaged and have opportunities to collaborate as this prepares them to be problem solvers and critical thinkers
- respect each other
- understand what is expected of them
- find meaning and worth in the work they do
- see the important people in their lives working together for their good
- make real and valued contributions to the school and community
- see themselves as learners and are developing a sense of how they learn best
- have goals and aspirations and a sense that, with hard work, they can achieve them

## **SECTION ONE – School and Division Goals**

### ***Elk Island Public Schools Goals:***

#### **Priority 1: Promote growth and success for all students.**

##### **GOAL 1: EXCELLENT START TO LEARNING**

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

##### **GOAL 2: SUCCESS FOR EVERY STUDENT**

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

##### **GOAL 3: SUCCESS BEYOND HIGH SCHOOL**

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

#### **Priority 2: Enhance high quality learning and working environments.**

##### **GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT**

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

**GOAL 2: QUALITY INFRASTRUCTURE FOR ALL**

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

**GOAL 3: BUILD CAPACITY**

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

**GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY**

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Priority 3: Enhance public education through effective engagement, partnerships, and communication.**

**GOAL 1: PARENTS AS PARTNERS**

Outcome: Student learning is supported and enhanced through parent engagement.

**GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES**

Outcome: Community partnerships support the needs of our students.

**GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE**

Outcome: The division is committed to ongoing advocacy to enhance public education.



***School Goals:***

**GOAL 1:** Promote numeracy growth and understanding to improve engagement and achievement for all students. (EIPS Priority 1, Goal 2)

**GOAL 2:** Enhance learning by engaging students in the process of Project Based Learning throughout the year and throughout the curriculum. (EIPS Priority 2, Goal 3 and 4)

**GOAL 3:** Develop a comprehensive writing and reading framework throughout all grade levels to ensure all students are successful. (EIPS Priority 1, Goal 2)

## **SECTION TWO: School Profile and Foundation Statements**

**Principal:** Kaye Schindeler

**Assistant Principal:** Garry Russell

**Counsellor:** Marlis Marler

### **Mills Haven Quick Facts:**

Mills Haven has played a vital role within the local community since it opened in 1971. It has been a centre of excellence in both the Regular (English Language) and German Bilingual programs. The school serves students from Kindergarten to Grade 6, and provides service in an inclusionary setting to students with special education needs. The school is also home to a Play and Learn at School (PALS) district program.

Mills Haven has a budget of \$3,496,663 with 97% allocated to staffing.

Educational excellence is pursued at Mills Haven School by:

- providing a safe and positive learning environment where each individual is treated with respect and dignity
- encouraging a diverse group of students to maximize their learning—academically, emotionally and socially
- providing students with coping skills for everyday life
- fostering in students the skills for lifelong learning
- cultivating community

### *School Community*

The school community consists of approximately 490 children, representing approximately 333 families, and 48 staff members. Membership in Mills Haven School Council is open to all parents or guardians of children registered at the school. The German Bilingual Association is open to all parents or guardians of children in the German Bilingual program. These two organizations share a common mission to enhance the learning environment of all children in the school and work closely together.

### **Programming highlights:**



#### **Programs**

##### *German Bilingual Program*

The German Bilingual program is an Alternative Program available to all students within Elk Island Public Schools. The program is designed for students whose first language is English and who wish to acquire basic knowledge of and skills in the German language and culture. As well, it also meets the needs of German speaking families within the Elk Island Public Schools community. Instruction is provided in German for about one-quarter and up to one-third of the instructional time. German is infused throughout the day in multiple subject areas. Students may enter this program in kindergarten or grade one and in later grades if

transferring from a German Bilingual program from another school district, or if German is their first language.

### *Kindergarten*

The school offers three kindergarten centres: two Regular (English) programs and one German program. All centres operate each school day, and provide a total of 475 hours of instruction per year, in keeping with provincial standards.

### *PALS (Play and Learn at School) Division Program*

The division's PALS program serves students with special education needs throughout the district between the ages of 2 ½ and 4 ½ years. Admission to this program is administered by the division's Student Support Services department.

### *English Language Learning*

At MHV, the ESL (English as a Second Language) program is designed to help all students whose first language is not English. Through individualized pull-out and content-based instructions, students work on enhancing all their language needs in a friendly, structured environment.

## **Learning opportunities beyond the classroom**

Students have numerous opportunities to further their learning and to learn in different ways, including:

Track Club	Mills Haven Hockey League	Student Leadership
AMA Safety Patrol	Choir	Hand bells
Reading Buddies	Read-In Week	Visual Literacy
Young Authors	Mathletics	German Cultural Day
Fine Arts presentations	Ski Trips (grades 4-6)	Seasonal celebrations
Field Trips	Robotics	Musical Showcase
Carnival	Partnerships with CLB	Partnerships with SAL
Basketball	D.A.R.E.	Friendship Club
Young Speakers	Healthy Schools Initiative	First Nations, Métis, Inuit
Track and Field	Eco Club	Community Garden
Drama	Intramural Soccer	St. Martin's Walk
Oktoberfest	Fasching	

### **SECTION THREE: School Education Results Report (2016-2017)**

What were the greatest challenges faced in 2016-2017?

- Behaviours of special needs students that interrupted other classes on a regular basis
- Changing roles of educational assistants because of the complexity of the students in the school
- STAR literacy assessment/MIPI (Mathematics Intervention Programing Instrument) implementation.
- Learning how to use the new report card
- Space constraints in the school. Limited space for small group work, LLI (Leveled Literacy Intervention), ELL (English Language Learner), Speech, and for our FSLW (Family School Liaison Worker).
- Communication with parents, managing the multiple ways to communicate with parents
- Managing multiple educational assistants in one class
- Meeting needs of diverse learners

How, and to what degree, did those challenges impact planning for 2017-2018?

Staff co-created the changes that needed to be made at Mills Haven that would help our students achieve. They have implemented:

- common writing assessments
- Empowering Writers
- Words Their Way
- LLI
- Project Based Learning
- Writer's Workshop

What are the successes seen during the 2016-2017 school year:

- Worked well as a team; teachers support each other
- Excellent work on the PAT's (Provincial Achievement Tests)
- First Nations, Métis and Inuit support with resources, Tipi in the courtyard, teachers integrating First Nations, Métis and Inuit studies in their classrooms
- First Nations, Métis and Inuit and Field Day
- One of the great successes at Mills Haven School is our 'Mission Monday' program. Each week a new mission is introduced that reinforces positive character traits and prosocial skills.
- Supportive parents, strong staff and a positive school culture all add to the wonderful environment at Mills Haven School.
- Embedded collaboration time

## **SECTION FOUR – School Goals, Strategies and Performance Measures**

**School Goal 1: Promote numeracy growth and understanding to improve engagement and achievement for all students.**

**School Outcome:** Students achieve a minimum of one year’s growth in numeracy.

**Division Outcome:**

**Priority 1:** Promote growth and success for all students

- **Goal 2:** Success for Every Student  
Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy.

**Strategies:**

- Numeracy
  - Vocabulary development, multi-step problem solving, write and solve authentic problems, collaboration, technology skills
  - Co-constructing criteria for successful problem solving skills.
  - Continued differentiated learning strategies for students
  - Use of manipulatives, variety of methods, extend strategies for deeper understanding
  - Basic fact recall and application: math games including technology games, home math activities, interactive math journals, and Mathletics
  - Kinesthetic learning strategies
  - Teachers will participate in professional development opportunities in

**Performance Measures:**

- Numeracy
  - More and varied formative assessments
  - PAT results will remain consistent with the three year average.
  - Positive summative assessment results
  - Mathletics tracking will show increased performance
  - MIPI results will show one year’s growth for students



**School Goal 2: Enhance learning by engaging students in the process of Project Based Learning throughout the year and throughout the curriculum with one focus being First Nations, Métis and Inuit.**

**Division Outcome:**

**Priority 2:** Enhance high quality learning and working environments

- **Goal 3:** Build Capacity  
Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.
- **Goal 4:** A Culture of Excellence and Accountability  
Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

**Strategies:**

- Staff will be trained in PBL (Project Based Learning).
  - Students will have at least two opportunities throughout the year to engage in Project Based Learning which may include projects with other classes or grades.
  - Staff will organically integrate First Nations, Métis and Inuit throughout their PBL as well as throughout the curriculum wherever possible.
  - Teachers have the opportunity to take PBL training with a First Nation, Metis, and Inuit focus through ERLC (Edmonont Regional Learning Consortium) .
  - Collaborative team planning
- First Nations, Métis and Inuit
  - First Nations, Métis and Inuit program for all students with Amie wait as lead teacher
  - First Nations, Métis and Inuit pull out for First Nations Inuit and Métis students
- Elder Wilson Bearhead will be a guest at MHV throughout the school year and an integral part of our First Nations Métis Inuit day in June

**Performance Measures:**

- Formative assessments occurring during the projects using rubrics, feedback and other formative assessments
- Students will work collaboratively in teams that employ the skills of all the group members when completing project tasks
- Students collaborate with other classes in school as well as outside of the school community.
- Students will analyze and solve problems and think critically, in an in-depth and sustained way
- Students will engage in First Nations, Métis and Inuit opportunities in their class and develop a deeper understanding of First Nations, Métis and Inuit culture and history, including residential schools.



**School Goal 3: Develop a comprehensive writing and reading framework throughout all grade levels to ensure all students are successful.**

**Division Outcome:**

**Priority 1:** Promote growth and success for all students.

- **Goal 2:** Success for Every Student  
Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

**Strategies:**

- Writing:
  - All teachers implement Empowering Writers as a structure for writing
  - Continuing with Words their Way
- Reading:
  - Literacy support will be given for struggling readers through LLI teacher, classroom teacher, educational assistants, reading buddies and parental support.
  - Students will continue to read at developmentally appropriate levels through the use of book club reading kits/ guided reading/ balanced literacy/home reading programs.
  - Continuing to infuse First Nations, Métis and Inuit Literature in Language Arts and throughout the curriculum

**Performance Measures:**

- Students will publish their work through paper publication and e-books
- Students needing extra support will be assessed using Fountas/Pinnell reading levels for grades 1-6.
- STAR results – results will show one year's growth for each student
- STAR will be accessed throughout the year to assess student growth
- Kindergarten will be assessed based on appropriate literacy skills for kindergarten
- Students will be assessed at their instructional reading levels.
- Teachers will complete professional development
- Common writing assessments/rubrics/exemplars will be used

**SECTION FIVE: Summary of Performance Measures**

**Student Learning Measures Standards demonstrated by all students (5 students excused)**

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MHV	94.3	20.8	88.4	16.3	91.7	16.7	95.8	27.1	89.3	17.9	100	25
	EIPS	90.6	21.0	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	91.5	20.9		
Mathematics 6	MHV	83.0	18.9	79.1	9.3	78.3	15.0	81.3	18.8	87.5	5.4	100	25
	EIPS	81.9	23.0	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	76.2	13.7		
Science 6	MHV	92.5	24.5	83.7	20.9	78.3	31.7	93.8	43.8	83.9	30.4	100	40
	EIPS	86.6	34.7	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	86.0	33.2		
Social Studies 6	MHV	81.1	17.0	81.4	9.3	71.7	11.7	89.6	22.9	76.8	21.4	100	25
	EIPS	83.9	24.0	80.2	22.7	80.1	24.6	80.5	28.6	85.5	32.3		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	81.3	25.1		

**Standards demonstrated by all students who wrote**

	2017	
	A	E
English Language Arts 6	98.0	19.6
Mathematics 6	91.5	5.9
Science 6	97.9	35.4
Social 6	87.8	24.5

**Student Engagement Measures**

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.5	91.6	92.0	94.7	87.5	87.4	88.1	88.0	87.7	88.1	89.0	89.1	89.2	89.5	89.5
Teacher	97.8	99.0	96.4	98.3	89.5	93.9	95.9	95.6	94.8	95.1	95.0	95.3	95.4	95.4	95.3
Parent	91.0	89.3	91.5	96.2	91.7	87.5	87.2	87.7	87.4	87.3	87.8	88.9	89.3	89.8	89.9
Student	85.6	86.5	88.0	89.7	81.4	80.8	81.1	80.7	81.0	81.8	84.2	83.1	83.0	83.4	83.3

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.1	89.1	84.6	91.0	80.3	80.8	80.4	79.8	79.8	80.1	83.4	83.4	83.5	83.9	83.7
Teacher	97.8	97.0	98.2	98.3	91.2	93.0	94.2	94.1	94.1	94.1	93.6	93.8	94.2	94.5	94.0
Parent	79.0	85.3	75.0	87.5	80.5	77.7	76.9	76.5	75.0	75.4	80.3	81.9	82.1	82.9	82.7
Student	81.5	84.9	80.7	87.3	69.2	71.6	70.0	68.8	70.3	70.6	76.2	74.5	74.2	74.5	74.4

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.															
	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	78.9	77.9	86.4	80.1	65.6	78.0	76.4	79.0	77.8	79.0	80.3	81.2	82.0	82.6	82.7
<b>Teacher</b>	100.0	78.9	90.9	87.0	75.0	89.4	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4
<b>Parent</b>	57.9	76.9	81.8	73.3	56.3	66.7	66.4	68.1	66.6	67.3	71.1	73.1	74.2	74.8	75.1

### Overall School Culture Performance Measure

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	93.4	88.1	95.5	96.0	92.8	88.6	87.1	88.5	88.5	89.3	89.8	89.2	89.5	90.1	90.1
<b>Teacher</b>	99.1	97.5	100.0	97.8	94.7	94.6	95.5	96.3	95.9	96.4	95.7	95.5	95.9	96.0	95.9
<b>Parent</b>	85.0	77.8	87.5	95.8	92.2	85.3	81.6	84.5	84.1	85.7	84.9	84.7	85.4	86.1	86.4
<b>Student</b>	96.0	89.1	99.1	94.3	91.5	85.9	84.3	84.6	85.4	85.8	88.7	87.3	87.4	88.0	88.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.															
	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	85.0	82.3	92.2	86.8	81.7	82.1	82.0	82.8	83.4	83.3	81.5	81.3	81.3	81.9	81.9
<b>Teacher</b>	90.2	88.1	93.2	90.2	82.6	89.3	90.5	91.2	91.0	90.4	87.9	87.5	87.2	88.1	88.0
<b>Parent</b>	79.9	76.5	91.3	83.3	80.8	81.3	79.9	79.8	81.0	80.0	78.9	79.9	79.9	80.1	80.1
<b>Student</b>	n/a	n/a	n/a	n/a	n/a	75.8	75.7	77.6	78.3	79.5	77.8	76.6	76.9	77.5	77.7

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	88.9	75.7	93.0	82.1	84.3	80.9	77.9	79.1	80.0	80.2	80.6	79.8	79.6	81.2	81.4
<b>Teacher</b>	94.4	84.2	81.0	82.6	76.0	83.4	80.6	83.1	82.9	84.3	80.9	81.3	79.8	82.3	82.2
<b>Parent</b>	84.2	60.0	100.0	75.0	87.5	77.6	73.7	74.6	77.5	76.7	77.9	77.0	78.5	79.7	80.8
<b>Student</b>	88.0	83.0	98.2	88.7	89.4	81.8	79.4	79.5	79.5	79.5	82.9	81.2	80.7	81.5	81.1

## SECTION SIX: Additional Information

### Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	MHV					EIPS					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
<b>Overall</b>	81.1	70.1	79.2	85.1	75.6	77.9	76.9	77.1	78.1	78.1	80.3	80.6	80.7	80.9	81.2
<b>Teacher</b>	93.1	92.9	93.5	93.9	88.0	87.7	87.2	88.0	88.2	89.2	88.5	88.0	88.1	88.4	88.5
<b>Parent</b>	69.1	47.2	65.0	76.3	63.3	68.0	66.5	66.2	67.9	67.0	72.2	73.1	73.4	73.5	73.9

This SEP (School Education Plan) is in its last year of a 3 year plan. The PAT results for the 2016/17 school year as well as the entire SEP will be presented at the November School Council meeting in the principal's report. This year's goals will be included in one of our Mills Haven Weekly News

Updates and the parents will have the opportunity to comment on the goals throughout the school year. A completed copy of the SEP will be posted on our website. At the end of the school year, the principal will present a summary of the year and comment on the goals and the progress made toward the accomplishment of the goals to the School Council.

School Council supports and has input into the MHV School Education Plan. They are actively involved in supporting the school by assisting teachers through regularly scheduled times, times where they can sign up to help occasionally, or to be involved through activities at home. As a school, we welcome parent involvement and hope to engage them meaningfully.

Our School Council is an active group of dedicated parents who care about and are interested in how our plan is being delivered and implemented. They provide input and their concerns are addressed. They are a great resource and support to our students in a variety of ways. They are a strong part of the fabric that makes up our positive school culture.

Mills Haven is also very fortunate to have another strong group of parent support. The German Bilingual Association supports our German Bilingual program as well as whole school cultural events that all of the students enjoy.

We are grateful for all the parents who selflessly give of their time to make Mills Haven a Great Place to Be!

As always, the doors in the office are open to parents.

We have many ways of communicating the ongoing progress of our SEP. Synvoice, emails, newsletters, Twitter, phone calls home and individual classroom communication ensures parents are engaged as we implement this important plan.

A complete class size report for each school in EIPS may be viewed at <http://www.eips.ca/planning-and-results>.