

School Education Plan and Results Report

2018-22

Year 1



Mills Haven Elementary School Motto

A Great Place to Be

Mills Haven Elementary School Mission

Our school, through the collaboration of staff, parents, guardians, and students, provides a safe and positive learning environment for diverse students as they grow academically, emotionally, and socially.

Mills Haven Elementary School Philosophy

Children learn best when they:

- feel safe, heard, and cared for
- experience routines, but are confident to experiment with appropriate risk-taking
- are engaged, mindful problem solvers and critical thinkers
- work in a collaborative environment where all opinions are considered
- cooperate and respect each other
- understand expectations
- find meaning and worth in the work they do
- understand the importance of people working towards the common good of the school and community
- consider themselves lifelong learners, while developing new learning strategies and techniques that best suit their individual needs
- who know how they learn best while having a variety of different learning experiences
- have goals, aspirations and an awareness that perseverance can help them achieve



SECTION ONE: School and Division Goals

School Goals:

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

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

GOAL 3: Build school citizenship through the use of The Seven Sacred Teachings, character and Indigenous education traits. Promote local community connectedness and student citizenship by developing positive social values and act upon those values responsibly. *(EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)*

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.

SECTION TWO: School Profile and Foundation Statements

Principal: Garry Russell

Assistant Principals: Keri Busenius

Counsellor: Dianne Hansen

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.

- Mills Haven is a kindergarten to Grade 6 school that serves 452 students
- Mills Haven is an open boundary school for 2018/2019
- Mills Haven students are served by 25 teachers and 15 support staff
- Total school budget is \$3,094,555 with 97% of the budget dedicated to staffing
- Total Classroom Improvement Fund allocation is \$43,357

School Community

The school community consists of approximately 452 children, representing approximately 355 families, and 40 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:

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. These centres provide a total of 475 hours of instruction per year, in keeping with provincial standards.

English Language Learning

At Mills Haven, the English Language Learning (ELL) 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.

SEAS Program

A division pilot project hosted at Mills Haven is the Social, Emotional, and Academic Success (SEAS) Program. This system program is designed to meet the needs of students in grades 4 - 6 with complex issues, including severe emotional/behavioural disorders, and related learning difficulties.

Students in the SEAS Program are supported through a safe and structured classroom environment with predictable and clearly articulated routines, procedures and expectations.

- This program operates through a ‘trauma-informed’ lens with a strong emphasis on social-emotional development.
- The goal of this program is to help students develop self-regulation skills and strategies that will enable them to respond more appropriately to social situations across a variety of settings.
- There is a strong focus on literacy and numeracy along with problem-solving skills, and social skill development.
- Students are placed in smaller classes with a higher adult to student ratio for more targeted instruction.
- There may be opportunity for students to join general classrooms in their area of strength.
- Flexible and responsive instruction is guided by an Instructional Support Plan (ISP) and behavior support plan, builds on individual strengths and needs, and follows the Alberta Education Programs of Study, with adaptations as necessary.
- There is a process for the school team who has referred the student to stay connected to the student, visit the program and build their school’s capacity to work with the student once they’ve returned to their home school.
- Parental engagement with the school-based student support team and community resources on an ongoing basis is integral to providing wrap around support services to address the emotional-behavioral concerns of each student.

The SEAS Program is for the student who:

- is in Division II in elementary school (although we may consider students in Grade 3)
- has the skills to meet the outcomes of the curriculum at or near their grade level as set out by the Alberta Programs of Study
- displays chronic, extreme and pervasive behaviors which require close and constant adult supervision, high levels of structure and other intensive support services in order to function in an educational setting
- has severe behaviors that significantly interfere with both the learning and safety of the student and others

Learning opportunities beyond the classroom at Mills Haven

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	Handbells
Reading Buddies	Read-In Week	Visual Literacy
Young Authors Conference	Mathletics	German Cultural Days
Fine Arts presentations	Ski Trip (grades 4-6)	Seasonal celebrations

Field Trips	Robotics	Musical Showcase
Carnival	3 on 3 Basketball	Partnerships with Salisbury High
Drug Abuse Resistance Education (D.A.R.E. (Grade 6))	Wee Read program	Young Speakers
Healthy Schools Initiative	Community Garden	Track and Field
Partnership with Cloverbar Junior High		First Nations, Métis, and Inuit Programming

SECTION THREE: School Education Results Report (2017-18)

What were the greatest successes/challenges faced in 2017-18?

SUCCESES:

- Teamwork - Teachers are very supportive of each other, and educational assistants worked hard alongside teachers to assist in the delivery of programming for students with complex needs.
- Mental health – Many teachers began to embed the language of a growth mindset in all subjects to assist students with anxiety, as well as striving readers, writers, and mathematicians.
- Literacy support - Regular Leveled Literacy Intervention pull-out sessions for students resulted in tremendous gains in reading and writing for students in grade 1-6.
- Developing a common language – Professional learning moved us forward with literacy practices. Grades 4-6 classes are using the language from Empowering Writers to talk about effective writing with students and a shared language for talking about reading is emerging.
- English Language Learning (ELL) – ELL programming at the school is very strong and serves a significant student population.
- Parent Group – A very active School Council and German Bilingual Association support our students with technology purchases, classroom resources, the milk program, cultural events, hot lunches, an artist in residence program, and much more. We are very fortunate to benefit from their efforts.

CHALLENGES:

- Many initiatives – With a variety of school and division initiatives related to literacy, numeracy, and mental health, staff were feeling slightly overwhelmed. Time to delve deeper into key areas is needed.
- Complex needs – Mental health challenges for students and a variety of complex behaviours resulted in busy days and calling upon staff to assist in different classes as needs would arise. This was overwhelming for staff and reminded us that more information about complex student needs is required.
Technology – With many Chromebooks available for students in grade 1-6, wifi interruptions and hardware not working seamlessly was frustrating at times.
- Citizenship focus – Mission Mondays started each week off with a citizenship focus. While a strong concept, one week to focus on a positive character trait resulted in teachers skimming across the surface about citizenship. More time to discuss and understand positive character traits is needed.
- Lack of space – Due to the configuration of and student numbers at our school, breakout space for small group work was lacking. Competing for space were language specialists,

English Language Learning groups, Leveled Literacy Intervention groups, students with complex needs who needed calming places, special presenters, and others.

How, and to what degree, did those successes/challenges impact planning for 2018-19?

Two of our school goals for 2018-2019 address key instructional areas: literacy and numeracy. While wide in scope, there are many entry points and continuation points for staff who are refining their learning journey in these areas this year. We know that students will benefit from a strong focus on these two goals.

Our third school goal relates to citizenship and will focus our efforts in a number of areas. These include six-week long “missions” where we can delve deep into understanding the Seven Sacred Teachings. Indigenous elders will guide us in this work, which will also enable us to build First Nations, Métis, and Inuit foundational knowledge as a staff, so we can lead this work with students. In addition, continued professional learning around mental health, including Dr. Jody Carrington later this year, will impact our students positively on their journey as citizens of our school and larger community.

SECTION FOUR: School Goals, Strategies and Performance Measures

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

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

Strategies:

- Ensure cognitively demanding tasks for problem solving across all math strands
- Identify, teach, and model criteria for effective problem solving
- Teacher professional learning, including workshops, book studies, and working with Numeracy Lead and Elk Island Public Schools (EIPS) Math Consultant
- Explicitly teach and plan for connections across strands of mathematics all year
- Explicitly teach and regularly assess foundational math skills
- Use math manipulatives in all grades and across all math strands
- Collaborate to identify and use math vocabulary development strategies and activities
- Purposefully use technology to enhance math programming and differentiation (websites such as Mathletics, apps, virtual manipulatives)
- Plan for project based learning with real life applications for math concepts
- Model and use growth mindset language in math
- Continue using the Kim Sutton interactive number line for number sense and operations
- Embed strong assessment practices learned with Sandra Herbst into math instruction
- Increase instructional time with small groups and a Guided Math Framework
- Share teacher reflections after implementation of Number Talks and other math warm ups
- Create numeracy-rich environments in classrooms, such as math word walls, in the public areas of the school
- Collaborate to better understand MIPI (Math Intervention/Programming Instrument) results, the Math Benchmarking Kit, and next steps for student programming

Performance Measures:

- Provincial Achievement Test results remain consistent with the three year average
- MIPI – identifies striving math students and strands of concern
- Math Benchmarking kits for striving math students
- Math journals
- Student self-assessments and explanations using criteria during problem solving tasks

School Goal 2: Develop a comprehensive writing and reading framework for kindergarten through Grade 6 to ensure all students are successful. (EIPS Priority 1, Goal 2; EIPS Priority 3, Goal 1)

Division Outcome: More students achieve a minimum of one year’s growth in literacy and numeracy. Student learning is supported and enhanced through parent engagement.

Strategies:

- Teach structures of writing and a common language (Empowering Writers; Lucy Calkins’ Writing Workshop resources)
- Use the language of effective writing from the 6+1 Writing Traits
- Implementation of Lucy Calkins’ Reading Workshop lessons
- Ensure a variety of books at multiple levels are available for students as they develop and challenge themselves as readers
- Pinpoint instructional reading levels for all students and use these as guideposts for instruction
- Offer literacy supports (home reading, Leveled Literacy Intervention, English Language Learning) and challenges (Battle of the Books; Young Authors Conference)
- Professional development for Literacy Lead Teachers
- Collaborative planning with EIPS Literacy Consultant
- Refine spelling instruction and collaborate regarding most effective and engaging instructional methods (eg., Words their Way, spelling games, online spelling)
- Model for and coach teachers as they implement Leveled Literacy Intervention in grades 1-3
- Embed First Nations, Métis, and Inuit literature into all classroom libraries and areas of literacy programming
- Purposeful use of technology to engage students and enhance literacy at school and at home (RAZ Kids, other websites and apps)

Performance Measures:

- STAR Reading assessment results
- Fountas and Pinnell Benchmark Reading assessments for striving readers
- Provincial Achievement Test results remain consistent with the three year average
- Student self-assessment of “next steps as a writer” while using the EIPS Writing Continuum

School Goal 3: Build school citizenship through the use of The Seven Teachings, character and Indigenous education traits. Promote local community connectedness and student citizenship by developing positive social values and act upon those values responsibly. (EIPS Priority 1, Goal 1; EIPS Priority 2, Goal 1; EIPS Priority 3, Goal 2)

Division Outcome: More children reach social, intellectual, and physical developmental milestones by Grade One. Our learning and working environments are welcoming, caring, respectful, and safe. Community partnerships support the needs of our students.

Strategies:

- Daily “mission” on video announcements, focusing on one of the Seven Teachings for six weeks at a time
- Planning for Indigenous events (eg., Aboriginal Sports Day; Jingle dancer or hoop dancer, drumming)
- Increase classroom library and library collection of texts by Indigenous authors
- Kindergarten meets with elders for Connecting Generations program
- Continuing reading buddies within the school and with Grade 9 students
- Student leadership opportunities:
 - Grade 4 students as kindergarten lunch helpers
 - Milk helpers
 - AMA Safety patrollers
 - School sign team
 - Assembly team
- First Nations, Métis, and Inuit Lead Teacher to coordinate events, lessons, and liaise with families and Elders
- Collecting donations for community charities (eg., Terry Fox Foundation, Our Lady Queen of Peace Ranch, Soles4Souls)
- Positive Referrals
- Orange Shirt Day in September
- Working with Elder Strawberry for Cree knowledge and stories and Elder Wilson for Nakoda knowledge and stories
- Use read aloud books to assist with social and emotional development
- Project of Heart
- Staff attend First Nations, Métis, and Inuit professional development
- Classroom expectations include character education common language
- Blanket exercise for Grade 5 students
- Talking Circles

Performance Measures:

- Students using the language of the Seven Teachings in school and at home
- Increase in positive student behaviour and fewer behavioural referrals to school administration
- Increased number of students identifying as First Nations, Métis, and Inuit
- Increased student engagement and involvement in leadership at school
- Improved Student and Parent Survey results

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MHV	88.4	16.3	91.7	16.7	95.8	27.1	89.3	17.9	96.6	27.1	98.0	30
	EIPS	91.1	24.2	90.9	25.1	90.7	26.1	92.2	24.1	94.6	26.4		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
Mathematics 6	MHV	79.1	9.3	78.3	15.0	81.3	18.8	87.5	5.4	93.2	32.2	93.0	32
	EIPS	83.6	19.1	83.3	19.0	81.6	16.9	80.7	17.8	87.0	20.9		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	MHV	83.7	20.9	78.3	31.7	93.8	43.8	83.9	30.4	93.2	47.5	93.0	47
	EIPS	87.2	35.3	87.0	34.3	88.7	39.7	88.4	42.0	91.3	45.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	MHV	81.4	9.3	71.7	11.7	89.6	22.9	76.8	21.4	86.4	32.2	86.0	32
	EIPS	80.2	22.7	80.1	24.6	80.5	28.6	85.3	32.3	88.5	35.3		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	91.6	92.0	94.7	87.5	90.1	88.1	88.0	87.7	88.1	88.1	89.1	89.2	89.5	89.5	89.0
Teacher	99.0	96.4	98.3	89.5	96.0	95.9	95.6	94.8	95.1	95.8	95.3	95.4	95.4	95.3	95.0
Parent	89.3	91.5	96.2	91.7	92.0	87.2	87.7	87.4	87.3	86.9	88.9	89.3	89.8	89.9	89.4
Student	86.5	88.0	89.7	81.4	82.4	81.1	80.7	81.0	81.8	81.6	83.1	83.0	83.4	83.3	82.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	MHV					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	89.1	84.6	91.0	80.3	87.4	80.4	79.8	79.8	80.1	80.5	83.4	83.5	83.9	83.7	83.0
Teacher	97.0	98.2	98.3	91.2	95.2	94.2	94.1	94.1	94.1	94.1	93.8	94.2	94.5	94.0	93.4
Parent	85.3	75.0	87.5	80.5	88.0	76.9	76.5	75.0	75.4	75.4	81.9	82.1	82.9	82.7	81.7
Student	84.9	80.7	87.3	69.2	79.0	70.0	68.8	70.3	70.6	72.0	74.5	74.2	74.5	74.4	73.9

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	77.9	86.4	80.1	65.6	72.1	76.4	79.0	77.8	79.0	77.8	81.2	82.0	82.6	82.7	82.4
Teacher	78.9	90.9	87.0	75.0	92.0	86.3	89.8	89.0	90.7	89.4	89.3	89.7	90.5	90.4	90.3
Parent	76.9	81.8	73.3	56.3	52.2	66.4	68.1	66.6	67.3	66.2	73.1	74.2	74.8	75.1	74.6

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MHV					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	88.1	95.5	96.0	92.8	93.5	87.1	88.5	88.5	89.3	88.9	89.2	89.5	90.1	90.1	90.0
Teacher	97.5	100.0	97.8	94.7	98.0	95.5	96.3	95.9	96.4	96.2	95.5	95.9	96.0	95.9	95.8
Parent	77.8	87.5	95.8	92.2	87.9	81.6	84.5	84.1	85.7	83.6	84.7	85.4	86.1	86.4	86.0
Student	89.1	99.1	94.3	91.5	94.7	84.3	84.6	85.4	85.8	86.8	87.3	87.4	88.0	88.1	88.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.3	92.2	86.8	81.7	91.5	82.0	82.8	83.4	83.3	82.7	81.3	81.3	81.9	81.9	81.8
Teacher	88.1	93.2	90.2	82.6	94.5	90.5	91.2	91.0	90.4	90.0	87.5	87.2	88.1	88.0	88.4
Parent	76.5	91.3	83.3	80.8	88.5	79.9	79.8	81.0	80.0	79.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	75.7	77.6	78.3	79.5	79.2	76.6	76.9	77.5	77.7	77.2

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.															
	EIPS					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.7	93.0	82.1	84.3	90.1	77.9	79.1	80.0	80.2	79.5	79.8	79.6	81.2	81.4	80.3
Teacher	84.2	81.0	82.6	76.0	92.0	80.6	83.1	82.9	84.3	81.8	81.3	79.8	82.3	82.2	81.5
Parent	60.0	100.0	75.0	87.5	91.7	73.7	74.6	77.5	76.7	76.1	77.0	78.5	79.7	80.8	79.3
Student	83.0	98.2	88.7	89.4	86.7	79.4	79.5	79.5	79.5	80.7	81.2	80.7	81.5	81.1	80.2

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	70.1	79.2	85.1	75.6	80.8	76.9	77.1	78.1	78.1	78.4	80.6	80.7	80.9	81.2	81.2
Teacher	92.9	93.5	93.9	88.0	94.1	87.2	88.0	88.2	89.2	89.7	88.0	88.1	88.4	88.5	88.9
Parent	47.2	65.0	76.3	63.3	67.5	66.5	66.2	67.9	67.0	67.2	73.1	73.4	73.5	73.9	73.4

Communication of Plan:

This School Education Plan (SEP) is in its first year of a four year term. The Provincial Achievement Test results for the 2018/2019 school year were presented at the October School Council meeting in the principal's report. The School Council agreed that the results presented were excellent and were pleased with the direction the school is following. The entire SEP will be presented, in detail, at our November School Council Meeting. The 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 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 Mills Haven School Education Plan. Our School Council is an active group of dedicated parents who care about and are interested in how our plan is being implemented. They are asked for guidance and their concerns are addressed. They are a great resource and support 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 fortunate to have another strong group of supportive parents. The German Bilingual Association supports our German Bilingual Program and provides whole school cultural events that all of the students enjoy.

We are grateful to 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, should they have questions or concerns. Parents can also assist teachers by signing up to help occasionally, or they can be involved through activities at home. As a school, we welcome parent involvement and hope to engage them meaningfully.

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