

School Education Plan and Results Report
2015-2018

Year 2



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

Set three SMART (Specific, Measureable, Attainable, Relevant, Time-Framed) goals for the 2015-2016 school year (reference the Division's priority number and outcome that the goal supports).

School Goals:

GOAL 1: Promote numeracy growth and understanding to improve engagement and achievement for all students.

GOAL 2: Enhance learning by engaging students in the process of Project Based Learning throughout the year and throughout the curriculum.

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

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.

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: 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.

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 355 families, and 42 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 (Grade 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	FNMI
Talent Show	Track and Field	Eco Club
Community Garden		

SECTION THREE: School Education Results Report (2014-2015)

What were the greatest challenges faced in 2015-2016?

- MIPI and STAR at the very beginning of the school year
- School Space issues for break out rooms
- Class size issues in a few grades
- PAT results for acceptable had declined
- Helping all students achieve success in numeracy
- Helping all students achieve success in writing
- Meeting needs of diverse learner
- Fostering self-regulation of students

How, and to what degree, did those challenges impact planning for 2015-2018?

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

- Creative Math by Kim Sutton
- Common Writing Assessments
- Empowering Writers
- Visual Literacy
- Mathletics
- RAZ kids for all students
- Writing planners for Division 2 students

What are the successes seen during the 2015-2016 school year:

- Our students are a kind, caring, and well behaved group of individuals. They demonstrate respect and responsibility regularly throughout the school day. We have numerous positive referrals each week and very few suspensions throughout the year. Our students take responsibility for their behaviour. 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.
- Our PAT results were excellent and exceeded all Provincial and all but one EIPS Results
- Technology is appropriately integrated at each grade level and we have enough technology to meet student needs.
- Embedded collaboration time has been successful as seen in our PAT Results.

In this section, list you goals. Your school goals must be linked to ONE of EIPS Outcome statements. Detail no more than 3 strategies per goal. Focus on the efficacy of the strategies. List the performance measures that you will use evidence of progress. All data tables will remain in Section Five.

SECTION FOUR – School Goals, Strategies and Performance Measures

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

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:

- Problem Solving: vocabulary development, multi-step problem solving, write and solve authentic problems, collaboration, technology skills
- Numeracy Strategies: 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
- Teachers will complete PD opportunities in numeracy - Lead - Mandy
- Teachers will complete PD opportunities for Empowering Writer’s Sessions Literacy Lead – Amy

Performance Measures:

- more, and a variety of formative assessments
- PAT results will remain consistent with the three year average.
- 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.

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.)

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.)

Strategies:

- Staff will be trained in 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 FNMI throughout their PBL as well as throughout the curriculum.

Performance Measures:

- Formative assessments occurring during the projects through rubrics and feedback
- Students will work collaboratively in teams that employ the skill of all the group member when completing project tasks
- Students collaborate beyond the classroom
- Students will analyze and solve problems and think critically, in an in-depth and sustained way



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.)

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.)

Strategies:

- Teach structure of writing through Empowering Writers. PD will be offered for teachers as they incorporate the 6 + 1 Writing Traits into Empowering Writers.
- Students will have the opportunity to read at developmentally appropriate levels through the use of Book Club reading kits/ Guided Reading/ Balanced Literacy/Home reading programs.
- Literacy support will be given for struggling readers through teacher, EA, reading buddies and parent support. This will require training of parent volunteers.
- Implementing Words their Way
- Implementing LLI for Grades 1-3
- Incorporate FNMI Literature in Language Arts and throughout the curriculum

Performance Measures:

- Students will publish their work through paper publication and e-books
- Students will be engaged in reading MHV published works
- Students needing extra support will be assessed using Fountas/Pinnell reading levels for Grades 1-6.
- Kindergarten will be assessed based on appropriate literacy skills for K.
- Students will be assessed at their instructional reading levels.
- Teachers will complete PD opportunities - Literacy Leads – Amy and Theo
- Literacy lead teachers will offer PD for teachers as they acquire skills and knowledge through EIPS sessions.
- Common writing assessments/rubrics/exemplars will be used – Heather Balog to consult.
- STAR Results – results will show one year's growth for each student

SECTION FIVE: Summary of Performance Measures

Student Learning Measures

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	MHV	98.1	17.3	94.3	20.8	88.4	16.3	91.7	16.7	95.8	27.1	93.0	19.7
	EIPS	92.3	21.9	90.6	21.0	91.1	24.3	90.9	25.2	90.7	26.1		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
Mathematics 6	MHV	94.2	23.1	83.0	18.9	79.1	9.3	78.3	15.0	81.3	18.8	82.5	18.0
	EIPS	86.2	23.9	81.9	23.0	83.8	19.0	83.3	19.1	81.6	16.9		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1	72.2	14.0		
Science 6	MHV	98.1	53.8	92.5	24.5	83.7	20.9	78.3	31.7	93.8	43.8	90.0	40.0
	EIPS	88.7	40.6	86.6	34.7	87.2	35.4	86.9	34.4	88.7	39.7		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3	78.0	27.1		
Social Studies 6	MHV	90.4	23.1	81.1	17.0	81.4	9.3	71.7	11.7	89.6	22.9	85.0	21.0
	EIPS	83.6	24.9	83.9	24.0	80.1	22.6	80.1	24.7	80.5	28.6		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	90.5	91.5	91.6	92.0	94.7	87.3	87.4	88.1	88.0	87.7	88.6	89.0	89.1	89.2	89.5
Teacher	94.9	97.8	99.0	96.4	98.3	94.4	93.9	95.9	95.6	94.8	94.8	95.0	95.3	95.4	95.4
Parent	90.9	91.0	89.3	91.5	96.2	85.4	87.5	87.2	87.7	87.4	87.4	87.8	88.9	89.3	89.8
Student	85.7	85.6	86.5	88.0	89.7	82.1	80.8	81.1	80.7	81.0	83.7	84.2	83.1	83.0	83.4

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	MHV					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	84.6	86.1	89.1	84.6	91.0	79.5	80.8	80.4	79.8	79.8	82.5	83.4	83.4	83.5	83.9
Teacher	94.0	97.8	97.0	98.2	98.3	93.0	93.0	94.2	94.1	94.1	93.1	93.6	93.8	94.2	94.5
Parent	81.5	79.0	85.3	75.0	87.5	75.1	77.7	76.9	76.5	75.0	79.4	80.3	81.9	82.1	82.9
Student	78.4	81.5	84.9	80.7	87.3	70.4	71.6	70.0	68.8	70.3	75.0	76.2	74.5	74.2	74.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.3	78.9	77.9	86.4	80.1	75.6	78.0	76.4	79.0	77.8	79.7	80.3	81.2	82.0	82.6
Teacher	95.0	100.0	78.9	90.9	87.0	89.2	89.4	86.3	89.8	89.0	89.5	89.4	89.3	89.7	90.5
Parent	63.6	57.9	76.9	81.8	73.3	62.0	66.7	66.4	68.1	66.6	69.9	71.1	73.1	74.2	74.8

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	MHV					EIPS					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.9	93.4	88.1	95.5	96.0	88.6	88.6	87.1	88.5	88.5	89.4	89.8	89.2	89.5	90.1
Teacher	98.3	99.1	97.5	100.0	97.8	95.3	94.6	95.5	96.3	95.9	95.4	95.7	95.5	95.9	96.0
Parent	83.3	85.0	77.8	87.5	95.8	83.4	85.3	81.6	84.5	84.1	84.2	84.9	84.7	85.4	86.1

Student	97.1	96.0	89.1	99.1	94.3	87.1	85.9	84.3	84.6	85.4	88.6	88.7	87.3	87.4	88.0
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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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	82.8	85.0	82.3	92.2	86.8	82.2	82.1	82.0	82.8	83.4	80.7	81.5	81.3	81.3	81.9
Teacher	90.0	90.2	88.1	93.2	90.2	90.3	89.3	90.5	91.2	91.0	87.3	87.9	87.5	87.2	88.1
Parent	75.6	79.9	76.5	91.3	83.3	80.7	81.3	79.9	79.8	81.0	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	75.7	75.8	75.7	77.6	78.3	76.9	77.8	76.6	76.9	77.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	86.4	88.9	75.7	93.0	82.1	79.5	80.9	77.9	79.1	80.0	80.0	80.6	79.8	79.6	81.2
Teacher	95.0	94.4	84.2	81.0	82.6	80.3	83.4	80.6	83.1	82.9	81.1	80.9	81.3	79.8	82.3
Parent	72.7	84.2	60.0	100.0	75.0	74.7	77.6	73.7	74.6	77.5	76.2	77.9	77.0	78.5	79.7
Student	91.4	88.0	83.0	98.2	88.7	83.4	81.8	79.4	79.5	79.5	82.7	82.9	81.2	80.7	81.5

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				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	75.8	81.1	70.1	79.2	85.1	77.3	77.9	76.9	77.1	78.1	79.7	80.3	80.6	80.7	80.9
Teacher	88.0	93.1	92.9	93.5	93.9	88.3	87.7	87.2	88.0	88.2	88.0	88.5	88.0	88.1	88.4
Parent	63.6	69.1	47.2	65.0	76.3	66.3	68.0	66.5	66.2	67.9	71.4	72.2	73.1	73.4	73.5

This SEP is in its second year of a three year plan. The PAT results for the 2015/2016 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 be will 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 MHV School Education Plan. They are actively involved by supporting the school through assisting teachers though regularly scheduled times, times where can they 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 are care about and are interested in how our plan is being delivered and implemented. They are asked for guidance

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. Synervoice, 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>.