



SCHOOL EDUCATION PLAN for the 2024-2025 SCHOOL YEAR

SCHOOL: Mills Haven Elementary

PRINCIPAL: Paul McKay

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Administrative Staff

Principal: Paul McKay

Assistant Principal: Michelle Waddell

Mills Haven has played a vital role within the local community since it opened in 1971. It has been a center of excellence in both the Regular (English language), German Language and Culture (GLAC), the English Language Learner, and SEAS (Social Emotional, Academic Success) programs. The school serves 473 students from Kindergarten to Grade 6 and provides service in an inclusionary setting to students with special educational needs.

Mills Haven is an open boundary school for the 2024/2025 school year.

Students are served by 23 teachers and 18 support staff.

Total school budget was \$3,464,609 with 95.85% of the budget dedicated to staffing.

Kindergarten

The school offers three kindergarten classes, each providing a total of 475 hours of instruction per year, in keeping with provincial standards.



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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, 17 students work on enhancing language needs through teacher provided programming and assessment.

First Nations Metis Inuit Programming

A variety of programming and learning for all students includes: integrating Land Based Learning Days into curricular outcomes, on going relationship with Metis Elder Artist as the MHV Artist in Residence, using the First Nations Metis, and Inuit Kits (Traditional Indigenous Games Unit, Giant Floor Map) and the Seven Sacred Teachings as part of a character education program. Throughout the year EIPS consultants will host professional learning for staff to increase foundational knowledge so teachers can create land acknowledgements for each class and to create a nature cart to be used for land based learning.

Special Programs

Social Emotional and Academic Success Program (SEAS)

This system program is designed to meet the needs of students in grades 2 - 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.

German Language and Culture Program

Students in Grades K-6 have the opportunity to participate in the German Language and

Culture Program. In grades K-3 the German program will be taught in conjunction with the social studies program and in grade 4-6 the program will be offered at the same time other students are taking French.

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

Intramural Leagues

Student Council

Lunch on the Land



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Choir
Handbells
Reading Buddies
Read-In Week
Badminton Team
Fine Arts Presentations
Ski Trip Grades 4-6
Terry Box Walk/Run
German Cultural Events
Robotics
Student Leadership
Theatre Sports
Battle of the Books
Games Club
3 on 3 Basketball League
D.A.R.E. (Grade 6)
Winter Carnival
Young Authors Conference
Learning Commons
Speech Competition
Drawing Club
Partnerships with Cloverbar Junior High
Partnerships with Salisbury Composite High School



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 1:

Create a culture of reading for the entire school community through high engagement activities and improved access to literature, to increase the number of students who achieve a minimum of one year's growth in literacy as measured by the new government o

STRATEGIES:

- Increase the positive affect of reading for all students by creating engaging school reading activities such as:
 - Reading Bingo
 - Reading Incentives/Rewards
 - Junior High and Senior High student guest readers
 - Story Book Character Dress Up Day
 - Caught Reading Contests
 - School-wide Read-a-thon Fundraiser
 - School Wide Home Reading Program
 - Mystery Readers
 - Monthly book talk at Staff Meetings
- Make reading visible and accessible throughout the school through initiatives such as:
 - Video showcases of staff sharing their favorite childhood book
 - Display students holding their favorite book
 - Library books present in the hallways for easy student access
 - Favorite book posters around the school
 - Purchase higher-level chapter books for guided reading
 - Continued implementation of best reading practices/instruction
 - Restructure the timetable to ensure all classes have dedicated, uninterrupted literacy instruction time every morning
 - Heggerty in ECS, Grade 1 & Grade 2
 - Continued use of leveled reading series
 - Implementation of UFLI reading program in div 1 classrooms



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- Continued implementation of targeted small group instruction at all grade levels
- Protected reading time in every class every day
- Teacher Librarian on site
- PowerTeacher Pro Gradebook Pilot
- Teachers will triangulate assessment data using products, observations, and conversations

MEASURES:

The percentage of students who achieved the acceptable standard and standard of excellence in: Grade 6 Language Arts PAT.

The percentage of families who agree the literacy skills their child's learning at school are useful.

The percentage of EIPS stakeholders who agree students are demonstrating growth in literacy.

The percentage of families who agree learners find schoolwork interesting.

The percentage of teachers, families and students who agree learners are engaged in their learning.

The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.

The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P1G2 Promote Growth and Success for All Students; Success for Every Student.

SCHOOL GOAL 2:

Through teacher implementation of intentional strategies and best practices that support number sense and fact fluency, students will demonstrate growth as measured by government of Alberta Screeners, Provincial Achievement Tests and teacher created assessments.

STRATEGIES:

- Instruction centered around Fact Fluency Kits will incorporate:
 - Use of “Fact Fluency Kits” resource in all classrooms
 - Use of vertical non-permanent surfaces in all classrooms (VNPS) for student feedback
 - Explicitly teach and regularly assess foundational math skills
 - Use math manipulatives in all grades and across all math strands
- Partnership with school council for a Math-a-thon Fundraiser
- Instruction in the classroom will be data informed
- Benchmarking to identify gaps in learning
- Math Literacy and Common Numeracy Language will be integrated into all classroom instruction
 - Problem solving language
 - Math Vocabulary visible in all classrooms
 - Math vocabulary integrated into video announcements monthly (Math Story Monday)
 - Math Mad Libs
 - Math literature section in the library
- Continued implementation of best numeracy practices/instruction
- Leadership from the Numeracy Committee to help teachers better understand GOA screener results, Math Benchmarking Kits, and next steps for student programming
- PowerTeacher Pro Gradebook Pilot
- Teachers will triangulate assessment data using products, observations, and conversations
- Purposefully using technology to enhance math programming and differentiation (apps, virtual manipulatives)



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MEASURES:

The percentage of families who agree the numeracy skills their child's learning at school are useful.

The percentage of students who achieve the acceptable standard and standard of excellence in: Grade 6 Mathematics PAT.

The percentage of EIPS stakeholders who agree students are demonstrating growth in numeracy.

The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.

The percentage of EIPS stakeholders satisfied with the quality of teaching at their/their child's school.

OTHER MEASURES: No "other" measures noted.



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EIPS PRIORITIES AND GOALS:

P2G2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

SCHOOL GOAL 3:

Through targeted approaches teachers will create positive learning environments that encourage students to demonstrate engagement with school and the curriculum as measured by engagement data in the EIPS surveys and provincial assurance survey.

STRATEGIES:

Create a positive school environment through:

- Positive student referrals, “Great Place to Be Awards”, highlighted on daily video announcements. Additionally, students will be encouraged to give awards to each other for positive actions that they witness at school
- Staff led student engagement committee
- Strategic use of regulation spaces throughout the school
- School based Family School Liaison Worker to support students and family

Provide student leadership opportunities such as:

- All classes at Mills Haven participate in monthly collaborative, cross grade activities (reading buddies, recess buddies, tech buddies etc.)
- Introduction of school wide leadership roles (lunch helpers, library helpers, etc.)
- School wide community service projects
- Begin popcorn with the principal meetings to gather student input into engagement activities at school

MEASURES:

The percentage of teachers, families and students satisfied with the overall quality of basic education.

The percentage of teachers, families and students indicating EIPS schools have improved or stayed the same in the last three years.

The percentage of parents and caregivers satisfied with the overall quality of basic education.



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The percentage of families satisfied with the quality of teaching at their child's school.

The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.

The percentage of parents and caregivers who agree teachers care about their child.

The percentage of EIPS stakeholders who agree staff care about students at their school.

OTHER MEASURES:

Locally developed survey to measure student engagement in the school community and their classrooms