

School Education Plan and Results Report
2012-2015

Year 2



Elk Island Public Schools



School Profile and Foundation Statements

Principal: Kaye Schindeler

Assistant Principal: Ron Horton

Counsellor: Marlis Marler

Mission Statement

Mills Haven Elementary School, through the collaboration of staff, parents, guardians and students, provides a safe and positive learning environment for a diverse group of students as they grow academically, emotionally, and socially. Mills Haven School is “A Great Place to Be”.

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

School Description

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 Pre-School Communications 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 375 children, representing approximately 272 families, and 35 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.

Programs

Regular Program

The Regular Program is a full-time program in which the primary language of instruction is English. This program is available to students living within the designated school attendance area for Mills Haven. Families living outside the Mills Haven attendance area can apply for a boundary exemption to attend this school. The subjects of the Alberta Program of Studies are: Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, and Health. Students in grades 4, 5, and 6 also learn French as a Second Language.

German Bilingual Program

The German Bilingual Program is an Alternative Program available to all students within Elk Island Public Schools. Some students attending this district program may qualify for bussing. 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. English Language Arts, Science, Social Studies, and Music are mostly learned in English and the other subjects mostly in German. 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	Canada Flag Ceremonies
Young Authors	Mathematics contests	German Cultural Day
Fine Arts presentations	Ski Trips (Grade 4-6)	Seasonal celebrations
Field Trips	Robotics	Musical Showcase
School Track Meet	Penny Carnival	Partnerships with Clover Bar School
Partnerships with Bev Facey (GOALS Program and German Students)		

Elk Island Public Schools Guiding Principles:

We provide our students with access to high quality education.

We make decisions in the best interests of our students.

We make decisions that reflect our core values and align with division and school goals.

We make decisions based on equity of resources and opportunities.

We are accountable to our students, our communities, and our division.

We meet students' needs through cooperative efforts in the design and delivery of effective programs.

We share responsibility for creating and nurturing relationships that respect diversity and community uniqueness.

We form relationships based on trust, confidence, respect, and open communication.

Provincial Goals:

Goal One: An excellent start to learning

Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.

Goal Two: Success for every student

Students achieve Alberta's student learning outcomes and demonstrate citizenship, entrepreneurship, and proficiency in literacy and numeracy. The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated. Student learning needs are supported.

Goal Three: Quality teaching and school leadership

Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

Goal Four: Engaged and effective governance

The education system demonstrates collaboration and engagement with Aboriginal communities, business, industry, and the public. Students and communities have access to safe and healthy learning environments.

Elk Island Goals:

Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.

Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem solvers.

Students are global citizens who respect and value diversity.

All students have their individual needs met within inclusive learning environments.

School Goals:

Mills Haven students are engaged, confident learners who have the opportunity to experience learning in a differentiated environment.

Mills Haven students are excited to collaborate, share and create with other students both within the classroom, school, and in the wider community.

Mills Haven students are citizens that respect each other both online and in their broader communities.

School Based Professional Learning Day	Topic and brief description of plan (1 to 2 sentences)	Linked to School Goal
November 01	THE PACT Reading from dependence to independence, Novel study, "Teach with your Strengths" Discovery Education	1 1 1 2
April 11	Minecraft, Engaging learners thorough technology, PBL	2
May 16	Curriculum Redesign - Inspiring Education	1, 2, 3

<p>Mills Haven School Goal #1: Mills Haven students are engaged, confident learners who have the opportunity to experience learning in a differentiated environment.</p>	<p>Elk Island Goal #1: Students have engaging and collaborative learning experiences that prepare them to be active, creative, and knowledgeable participants in our global society.</p> <p>Elk Island Goal #4: All students have their individual needs met within inclusive learning environments.</p>
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MHV teachers together reviewed the Alberta Education publication, 'Making a Difference'. Staff shared the strategies used in their classrooms that provide differentiated learning experiences. Teachers read and engaged in conversations about flexible groupings, scaffolded instructions, variety and choice.

Outcome: Year 1 (2012-2013)

Teachers will have a differentiated approach as indicated in the book “Making a Difference infused into their weekly curriculum. (Completed June 2013)

Action Plan:

- Teachers will demonstrate differentiation in their classes. By completing a tally of how many times they differentiated in their classroom the first week of December (3-7), a base line will be established. During the January 2013 staff meeting, results will be shared and targets will be set for the rest of the year. Tallies will occur again in March and May.

Measures:

- Data will be collected from teacher input (tally sheet during the week of December 3 – 7 and twice more during the school year). December’s baseline will be measured against results in May. Teachers submitted the different ways they differentiated in class and those were shared with staff.

Results:

- In December, teachers on average were differentiating for students 11.2 times a day. By the end of the year, they were differentiating 14.56 times a day.
PAT results – Our results continue to be strong, differentiation continues to strengthen our practice and provide an excellent education for all students.
- TTFM (Tell Them From Me Survey – base line results were collected in November and then students were surveyed again in May.)
 - Increase of students in the school who were interested and motivated – increased from 53 – 55%
 - Increase in students who fit in the desirable quadrant with high skills and high challenge - increased from 44% - 52%
 - Increase in students who feel important concepts are taught well, class time is used efficiently and homework and evaluations support course objectives - stayed the same at 81%

- Increase in students' who find the classroom instruction well-organized, with clear purpose, and with immediate and appropriate feedback that helps them learn – increased from 78% to 79%
- Increase in students who feel teachers are responsive to their needs, and encourage independence with a democratic approach – increased from 7.9 to 8.2%
- Increase in the number of students who feel the school staff emphasizes academic skills and hold high expectations for students to succeed – increase from 87 to 89%
- Increase in the ability for students to work in groups – increase from 6 – 24%
- Increase in the availability for students to use technology to learn increase from 2 – 10%

Outcome Year 2-3 (2013 – 2015)

Teachers will focus on students with special and exceptional needs. They will create clear plans for the students that are consistently meeting the level of excellence and need, or would benefit from, further challenge. It is recognized that students with exceptional needs need a differentiated approach that makes learning more abstract, complex, interrelated, with flexible pacing. In *Making a Difference* it reads “Students who demonstrate that they already know some content or are able to learn the content in much less time than their classmates, will benefit from content differentiation...the goal of differentiation for students who are gifted is to more deeply engage these students and maximize their learning potential.” Can we use this to more clearly define how we differentiate for these students?

Secondly, Teachers will create clear plans for their students with special needs that incorporate a differentiated approach (EIPS GOAL 4). Differentiated learning benefits students with disabilities as it creates and promotes learning differences that are promoted, expected and valued.

Action Plan:

- Teachers will create clear plans for their students who are gifted that incorporate a differentiated approach (EIPS GOAL 4). Differentiated learning benefits students with exceptional learning needs as it challenges and supports learners as they maximize their learning. They will also create clear plans for their students with special needs that incorporate a differentiated approach (EIPS GOAL 4)

Measures:

- Review of Chapter 8 and 10 in “*Making a Difference*” Government of Alberta publication.
- Monthly review of IPPs in divisional teams to share the types of activities used in their classes.
- PAT results for grade six 2014

Professional Development:

- Teachers will have the opportunity to collaborate as they share practices used in their classes. Release time will be provided by administration during assemblies to allow

collaborative times. Implementing these practices will be discussed at staff meetings, observation by both fellow teachers and by administration.

Central Office Support:

- Experts on differentiation to in-service teachers. (November 2013 PD – THE PACT with Dianne Molzan)

Risks:

- Inadequate funding to implement the plan. Diverse special needs of students that require differentiation may inhibit differentiation for the exceptional students.

Stakeholders:

- Admin, teachers, parents (input), students

Resources:

Alberta Education. (2010). *Making a Difference: meeting diverse learning needs with differentiated instruction*. Edmonton: Alberta Education.

Carol Ann Tomlinson, J. M. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria: ASCD.

Carol Ann Tomlinson, M. B. (2010). *Leading and Managing a Differentiated Classroom*. Alexandria: ASCD.

Inclusive Education Planning Tool

Tomlinson, C. A. (2005). *How to Differentiate Instruction in Mixed Abilities Classrooms*. New Jersey: Pearson Merrill Prentice Hall.

<p>Mills Haven School Goal #2: Mills Haven students will collaborate, share, and create with other students both within the classroom, school, and in the wider community.</p>	<p>Elk Island Goal #2: Students have engaging and collaborative learning experiences that prepare them to be critical thinkers and problem solvers</p>
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There are many opportunities for students to collaborate share and create with other students. Teachers will facilitate collaborative opportunities where student can share and create with each other with the purpose of developing literacy skills throughout all subject areas.

Outcome Year One: (2012-2013)

Each student will have the opportunity to collaborate digitally on one literacy activity in the first year.

This can be classroom based at *the least*, within the school, or in the wider community. Students will have opportunities to collaborate digitally as well as other ways to enhance literacy skills.

Action Plan:

- Scope and sequence for LA (Completed March 2013)
- Digital Storytelling/writing - Kindergarten- 3
- Explore blogging (grade 3-6), Skype, Google docs, Story Bird, Screen Chomp, Kidspiration, Inspiration, and other internet research (research that focuses on discernment, and critical thinking)
- With the support of SC and GBA we would like to purchase 30 iPads to use to enhance these strategies (purchased in the 2012 2013 school year)

Measures:

- Tracking with teachers as teachers report to administration (January 2013 Staff Meeting)
- Staff collaboration on digital literacy activities
- PAT results
- PAT results (PAT teacher feedback)
- Accountability Pillar results

Outcome Year Two: (2013-2014)

Students will have more opportunities to experience digital literacy activities, encompassing a variety of subjects within the parameters of the school.

PBL – teachers will have the opportunity to book iPads or Laptops for extended periods of time so that they can be imbedded into classroom projects.

Teachers will have time at staff meetings, assembly times and SBPL Days to create grade group projects using digital literacy (e.g. skype, kidblog)

Outcome Year Three: (2014-2015)

Students will have more opportunities to experience digital literacy activities, encompassing a variety of subjects involving community partnership with another classroom/school within EIPS or in a context outside of our district.

Professional Development:

- Staff have the opportunity to continue to use the pedagogy for language arts that engages students in reading and writing. CAFE, Daily 5, 6+1 Writing traits, blogging, Skype and other best practices will be implemented throughout the school. Technology bits: Collaborative time to discuss successes and strategies will be a part of each staff meeting.

Central Office Support:

- Experts on literacy to in-service teachers. (Meagan Korner receiving training through Central Services)
- Experts in technology as we move towards PBL embedding technology into the projects.

Risks:

- Minimal

Stakeholders:

- Teachers, Students, Parents and Admin

Resources:

CAFE

Daily 5

6+1 Writing Traits

Lucy Culkins Writing Programs

<https://sites.google.com/site/blogngwithelementarystudents/>

<p>Mills Haven School Goal 3: Students at Mills Haven are citizens that respect each other both online and in their broader communities.</p>	<p>Elk Island Goal #3 Students are global citizens who respect and value diversity.</p>
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Outcome Year One: (2012-2013)

Staff and students will have the opportunity to promote the language of strengths and use it to understand themselves and their role in the greater community. There are four major foci of this goal: How Full is your Bucket? Digital Citizenship (Citizenship), Leadership, Social Skills.

Action Plan:

- Digital Citizenship/Citizenship
- Digital citizenship in-servicing from Donna Griffin at the beginning of the 2012 – 2013 school year to be aware of how this needs to be understood at an elementary level.
- Teachers teach students about digital citizenship and how to protect their online identity.
- Saffron gr.5/6 – digital citizenship, cyber bullying presentations (Grade 6 annually)
- Xmas concert promotes diversity- Christmas Around the World (2013)
- FNMI program – respecting each other, celebrating cultural differences (2012-2013, 2013-2014 school year)
- Speech competition (to promote better communication skills (2012, 2013, 2104)
- How Full is Your Bucket?
- Participation in helping organizations such as: Strathcona Food Bank, Terry Fox, Strathcona Christmas Bureau, Jump Rope for Heart (annually)
- Expanding upon strengths finder for staff for students via *How Full is Your Bucket* (Monthly assemblies) and book study for teachers, “Teaching with Your Strengths”
- Grade Five/Six Leadership
- Grade buddies within the school
- Grade 9 buddy collaboration with Clover Bar Junior High
- Grade 10 German/GB program collaboration
- Div. One track and field leadership groups
- Planning PD for Grade Five students with leadership training (Sept/Oct 2013). Pre conference activities will help include grade five leaders and they can take part in organizing it. For example: students help organize snacks and drinks. Student feedback will be collected student feedback. (Donna Griffin – digital citizenship session, RCMP officer session, sports figure, grade 9 Clover Bar junior high students – what does leadership look like to them and how do they demonstrate leadership)

Measures:

Accountability Survey – our results were again very strong
 Referrals to outside agencies (FSLW)
 Positive and negative behavior referrals

Outcome Year Two: (2013-2014)

Student leadership conference implementation early in the school year (2013).

Continued work with digital Citizenship/Citizenship building on the theme of filling buckets. School wide development and implementation of a social skills program. Teacher book study with “Teaching with Your Strengths – How Great Teachers Inspire Their Students”

Action Plan:

- Teachers teach students about digital citizenship and how to protect their online identity. (Annually)
- Saffron gr.5/6 – digital citizenship, cyber bullying presentations (Grade 6 annually)
- FNMI program – respecting each other, celebrating cultural differences (2012-2013, 2013-2014 school year)
- Speech competition (to promote better communication skills (2012, 2013, 2104)
- How Full is Your Bucket? (2012, 2013)
- Participation in helping organizations such as: Strathcona Food Bank, Terry Fox, Strathcona Christmas Bureau, Jump Rope for Heart (annually)
- Book study for teachers, “Teaching with Your Strengths”
- Grade Five/Six Leadership
- Grade buddies within the school (Annually)
- Grade 9 buddy collaboration with Clover Bar Junior High (Annually)
- Grade 10 German/GB program collaboration (Annually)
- Planning PD for Grade Five students with leadership training (Sept/Oct 2013). Pre conference activities will help include grade five leaders and they can take part in organizing it. For example: students help organize snacks and drinks. Student feedback will be collected student feedback. (Donna Griffin – digital citizenship session, RCMP officer session, sports figure, grade 9 Clover Bar junior high students – what does leadership look like to them and how do they demonstrate leadership)
- Pro -Social Skills (January 2014)
- Staff meeting discussion – what social skills do we expect students to have? (January 2014)
- Marlis for pro-social skills resources (January 2014)

Outcome Year Three: (2014-2015)

Continue digital citizenship/citizenship and social skills development within the school. Refine Student Leadership Conference Grade 6’s (trained the previous year) will be leaders in this conference.

Professional Development:

- Provide a copy of “Teach with Your Strength: How Great Teachers Inspire Their Students”, as we learn more about our strengths from StrengthsFinder.

Central Office Support:

- None needed at this point

Risks:

- Not enough time, staff changes

Stakeholders:

- Staff, student and parents

Resources:

Alberta Education. (2010). *Making a Difference: meeting diverse learning needs with differentiated instruction*. Edmonton: Alberta Education.

Carol Ann Tomlinson, J. M. (2006). *Integrating Differentiated Instruction and Understanding by Design*. Alexandria: ASCD.

Carol Ann Tomlinson, M. B. (2010). *Leading and Managing A Differentiated Classroom*. Alexandria: ASCD.

Rath, T. (2007). *Strengths Finder 2.0*. New York: Gallup Press.

Tom Rath, D. O. (2004). *How Full is Your Bucket*. New York: Gallup Press.

Tom Rath, M. R. (2009). *How Full Is Your Bucket for Kids*. New York: Gallup Press.

Tomlinson, C. A. (2005). *How to Differentiate Instruction in Mixed Abilities Classrooms*. New Jersey: Pearson Merrill Prentice Hall.

Digital citizenship websites:

Privacy Pirates:

<http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9>

<http://www.education.alberta.ca/resources/backtoschool/teachers.aspx>

Accountability Pillar Overall Summary

Accountability Pillar Overall Summary Survey Results		<i>Current Result 2013</i>	<i>Previous 3-yr Average</i>
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Mills Haven Elementary School	86.1	79.6
	Province	83.4	82.0
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.	Mills Haven Elementary School	91.5	91.6
	Province	89.0	88.1
Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.	Mills Haven Elementary School	85.0	85.9
	Province	81.5	80.7
Overall teacher, parent and student satisfaction with the overall quality of basic education.	Mills Haven Elementary School	93.4	91.1
	Province	89.8	89.3

Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.	Mills Haven Elementary School	78.9	76.2
	Province	80.3	79.9
Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.	Mills Haven Elementary School	81.1	75.4
	Province	80.3	79.8
Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	Mills Haven Elementary School	88.9	80.9
	Province	80.6	80.0

Accountability Pillar Overall Summary Provincial Achievement Tests		Current Result 2012	Previous 3-yr Average
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.*	Mills Haven Elementary School	93.3	94.8
	Province	79.0	79.2
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	Mills Haven Elementary School	28.2	31.6
	Province	18.9	19.9

Provincial Achievement Tests Detail Results		Acceptable Current Result 2013	Excellent Current Result 2013t	Acceptable Previous 3-yr Average	Excellent Previous 3-yr Average
Elementary					
English Language Arts 3	Mills Haven Elementary School	93.0	41.9	93.5	27.4
	Province	81.5	17.8	81.8	19.2
Mathematics 3	Mills Haven Elementary School	79.1	25.6	83.9	22.9
	Province	76.5	25.5	77.1	25.8
English Language Arts 6	Mills Haven Elementary School	94.3	20.8	95.9	19.9
	Province	82.5	16.3	83.0	18.4
Mathematics 6	Mills Haven Elementary School	83.0	18.9	91.4	25.2
	Province	73.0	16.4	74.2	17.2

Science 6	Mills Haven Elementary School	92.5	24.5	95.1	47.6
	Province	77.5	25.9	76.9	26.5
Social Studies 6	Mills Haven Elementary School	81.1	17.0	89.9	27.7
	Province	72.7	19.0	71.8	18.1

*The percentages achieving the acceptable standard include the percentages achieving the standard of excellence

Results are based on all students registered in that grade. Students who did not write the achievement test (excused from writing or absent) are included in the calculation of the results.

School Council Involvement and Communication of Plan

School Council would like to support and have input into the MHV School Education Plan. They would particularly like to be 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.

At School Council meetings, parents are given the opportunity to learn more about how our plan is being delivered and implemented. They will be asked for guidance and concerns will be addressed.

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

The MHV SEP will be shared with School Council. It will also be email out to parents and available on our website.

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

Additional Information

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

Please refer to the supplemental data package at <http://www.eips.ca/documents> for detailed school, jurisdiction and provincial results.