



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Mills Haven Elementary School

PRINCIPAL: Jon Elzinga

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

Mills Haven Elementary Overview

Administrative Staff

Principal: Jon Elzinga

Assistant Principal: Janice Sundar

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, the English Language Learner and the German Bilingual programs. The school serves **433 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 2022/2023 school year.

Students are served by **23 teachers** and **11 support staff**.

Total school budget was **\$2,943,451** with **94.18%** of the budget dedicated to staffing



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Kindergarten

The school offers three kindergarten centres, each providing 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, 11 students work on enhancing language needs in a friendly, structured environment. A teacher provides programming and assesses students while an EA works with students every day.

First Nations Metis Inuit Programming

A variety of programming and learning for all students includes: Land Based Learning Days into curricular outcomes, on going relationship with Metis Elder Artist as the MHV Artist in Residence, Spirit Bear, Blanket Exercise, Giant Floor Map and the Seven Sacred Teachings.

Special Programs

Social Emotional and Academic Success Program (SEAS)

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.

German Language and Culture Program Year Four (Grades One, Two, Three and Four in 2022/23)

Students in Grades One, Two, Three or Four have the opportunity to participate in the German Language and Culture Program. The program will progressively include Grades 5-6 in subsequent years. Students selecting the German Language and Culture Program option at Mills Haven Elementary School will receive thirty minutes of instruction in German each school day.



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German Bilingual Program (Grades Five and Six in 2022/23)

The German Bilingual Program is an Alternative Program 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 one-third to one-half of the instructional time. German is infused throughout the day in multiple subject areas. The German Bilingual program is changing to the German Language and Culture Program year by year, with its last year of operation in 2024.

Learning opportunities beyond the classroom at Mills Haven

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

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|---|---|---------------------|
| Track Club | Intramural Leagues | Student Council |
| Community Garden | Choir | Handbells |
| Reading Buddies | Read-In Week | Linking Generations |
| Fine Arts Presentations | Ski Trip Grades 4-6 | Musical Showcases |
| German Cultural Events | Robotics | Student Leadership |
| Lego Club (Grade 1-2) | Battle of the Books | Drama Club |
| Games Club | 3 on 3 Basketball League | D.A.R.E. (Grade 6) |
| June Carnival | Young Authors Conference | Learning Commons |
| Partnerships with Cloverbar Junior High | Partnerships with Salisbury Composite High School | |



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EIPS' PRIORITY: (1) PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL 1:

By building teacher capacity for all teachers to implement targeted small group teacher led instruction, each student will receive weekly small group instruction, to increase the number of students who achieve a minimum of one year's growth in literacy as measured by their STAR Reading assessments in September, January, and June.

STRATEGIES:

- Small group instruction in all classrooms will include:
 - Phonics Units of Study and Heggerty in ECS, Grade 1 & Grade 2
 - Continued use of levelled reading series
 - Continued implementation of Readers Workshop at all Grade Levels

- Decisions for creating targeted small groups in classrooms will be data informed using the following tools:
 - Benchmarking using Fountas and Pinnell and Levelled Literacy Intervention
 - Using the Diagnostic Tools (DRT/RRST) to assess striving readers
 - Creating a class specific plan and schedule for weekly small groups

- Staff will be supported to teach using targeted small group instruction through:
 - Providing release time for teachers to work with EIPS Literacy Consultant to develop capacity with evaluation tool(s) and implementation
 - Participation in EIPS Early Learning Initiative in Division 1
 - Assistant Principal FTE facilitating Learning Commons time allowing the classroom teacher to provide targeted small group instruction to students
 - Provide further training in staff meetings and professional development days for support staff to upgrade literacy practice
 - Collaboration time between grade partners to develop plans to effectively teach in a small group format.
 - Principal and Assistant Principal modelling literacy by reading to classes
 - Ensure staff have necessary literacy materials and resources



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MEASURES:

- Small group instruction observed during administration classroom walkthroughs at all grade levels
- Growth as demonstrated by CSL (report card) data “Understands what is read” and “Reads with fluency and accuracy”
- Teacher Mid-Year and Year End Reflections regarding the use of small groups in their classrooms
- Results of EIPS Parent Survey Questions 10 “My child is learning the knowledge, skills and attitudes necessary to be successful in life.” and 7 “My child is demonstrating growth in literacy”
- Growth on Star Reading from Fall to Spring administration

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: (1) PROMOTE GROWTH AND SUCCESS FOR ALL STUDENTS

SCHOOL GOAL 2:

Through targeted professional development on using Building Fact Fluency Kits, every student will experience Number Talks, 3-Act Math Tasks and Games for Purposeful Practice weekly to increase their fluency of math vocabulary and basic math facts as identified in STAR Math assessments and the CSL Report Card.

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
- Instruction in the classroom will be data informed using the following tools:
 - MIPI and numeracy screeners
 - Benchmarking to identify gaps in learning
 - Creating a class specific plan and schedule for weekly small groups



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- Staff will be supported to teach using targeted small group instruction through:
 - Providing teachers with time to collaborate to better understand STAR Math results, Math Benchmarking Kits, and next steps for student programming
 - Purposefully using technology to enhance math programming and differentiation (apps, virtual manipulatives)
 - Assistant Principal FTE facilitating Learning Commons time allowing the classroom teacher to provide targeted small group instruction to students

MEASURES:

- 100% of staff are implementing weekly activities from the Building Fact Fluency Kits in their math classes
- Gr 6 Math PAT results - specifically Math Part A
- Annual MIPI assessment (September) – year to year data comparison
- CSL report cards (November, March, June) “Demonstrates foundational math skills”
- Results of EIPS Parent/Caregiver Survey Questions 10 “My child is learning the knowledge, skills and attitudes necessary to be successful in life.” and 8 “My child is demonstrating growth in numeracy”.

RESULTS: (To be added for Results Review November 2023)

EIPS' PRIORITY: Enhance high-quality learning and working environments

SCHOOL GOAL 3:

Through targeted character education and consistent school/classroom expectations, teachers will create positive learning environments that encourage students to demonstrate positive peer interactions as measured by EIPS Parent Surveys, Staff Feedback, and Assurance Survey Results.



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STRATEGIES:

- Support positive learning environments through:
 - Common school expectations posted throughout the school
 - Implementation of a common class management plan in all classes
 - Social Skills groups lead by teachers to help students
 - Strategically create class lists to ensure every student has a friend in their homeroom class

- 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.
 - Character Education Plan based on the Seven Sacred Teachings
 - 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 participating 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

MEASURES:

- Parent Engagement including results of EIPS Parent/Caregiver Survey Questions “My child is learning the knowledge, skills and attitudes necessary to be successful in life”, “School staff care about my child”, “My child’s school handles discipline fairly and reasonably”, and “My child’s school encourages my child to be a responsible, respectful, and engaged citizen”
- Assurance Survey – “Students at your child’s school respect each other”

RESULTS: (To be added for Results Review November 2023)

