



## SCHOOL EDUCATION PLAN FOR THE 2023-24 SCHOOL YEAR

**SCHOOL:** Mills Haven Elementary

**PRINCIPAL:** Jon Elzinga

### **ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:**

To provide high-quality, student-centered 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**

*"A Great Place to Be"*

#### 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 (GLAC), the English Language Learner, German Bilingual (GB) and SEAS (Social Emotional, Academic Success) programs. The school serves 476 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 2023/2024 school year.

Students are served by 24 teachers and 12 support staff.

Total school budget was \$3,184,798 with 94.82% 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.

### **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 Year Four (Grades One, Two, Three, Four and Five in 2023/24)

Students in Grades One to Five have the opportunity to participate in the German Language and Culture Program. The program will progressively include Grade 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.

#### German Bilingual Program (Grade Six in 2023/24)

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 day. German is infused

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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:

- Track Club
- Intramural Leagues
- Student Council
- Lunch on the Land
- 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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### 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 their STAR Reading assessments in September, January, and June.

### EIPS PRIORITIES AND GOALS:

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### STRATEGIES:

- Increase the positive affect of reading for all students by:
  - o Creating engaging school reading activities such as:
    - Reading Bingo
    - Reading Incentives/Rewards
    - Design a Bookmark
    - Junior High and Senior High student guest readers
    - Story Book Character Dress Up Day
    - Caught Reading Contests
  - o Increasing Reading Conversations between students and staff through activities such as:
    - Expand Read In Week to Read in Month
    - 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:
  - o Video showcases of staff sharing their favorite childhood book
  - o Display students holding their favorite book
  - o Library books present in the hallways for easy student access
  - o Favorite book posters around the school
  - o Purchase higher-level chapter books for guided reading
- Continued implementation of best reading practices/instruction
  - o Restructure the timetable to ensure all classes have dedicated, uninterrupted literacy instruction time every morning
  - o Phonics Units of Study and Heggerty in ECS, Grade 1 & Grade 2
  - o Continued use of leveled reading series
  - o Continued implementation of Readers Workshop at all Grade Levels



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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
- Create phonics scope and sequence for Kindergarten to grade 6 incorporating EIPS Scope and Sequence
- 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 students who demonstrate 1 year of growth in: STAR 360 Reading Assessment.
- 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 students find schoolwork interesting.
- The percentage of teachers, families and students who agree students 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.
- In-School Reading Affect Survey for Students.

### **SCHOOL GOAL 2:**

Through intentional instructional strategies in math literacy and numeracy assessment, 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.

### **EIPS PRIORITIES AND GOALS:**

Priority 1 Goal 2 Promote Growth and Success for All Students; Success for Every Student.

### **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 using the following tools:
  - STAR MATH and numeracy screeners
  - 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 STAR MATH 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 students who demonstrate 1 year of growth in: STAR Math.
- 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 teaching at their/their child's school.
- The percentage of EIPS stakeholders satisfied with the quality of education students are receiving at their school.

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### **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.

### **EIPS PRIORITIES AND GOALS:**

Priority 2 Goal 2 Enhance High-Quality Learning and Working Environments; Positive Learning and Working Environments.

### **STRATEGIES:**

- Support positive learning environments through:
  - o Common school expectations posted throughout the school
  - o Implementation of a common class management plan in all classes
  - o Strategically create class lists to ensure every student has a friend in their homeroom class
- Create a positive school environment through:
  - o 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.
  - o School wide year plan based on Seven Sacred Teachings
  - o Citizenship Staff Committee
  - o Strategic use of regulation spaces throughout the school
  - o School based Family School Liaison Worker to support students and family
- Provide student leadership opportunities such as:
  - o All classes at Mills Haven participate in monthly collaborative, cross grade activities (reading buddies, recess buddies, tech buddies etc.)
  - o Introduction of school wide leadership roles (lunch helpers, library helpers, etc.)
  - o School wide community service projects"

### **MEASURES:**

- The percentage of teachers, families and students who are satisfied students model active citizenship.
- The percentage of EIPS stakeholders who agree their/their child's school encourages learners to be responsible, respectful and engaged citizens.
- 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 my school.
- The percentage of teachers, families and students who agree students are learning respect for others.
- The percentage of EIPS stakeholders who agree their school is safe.





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- The percentage of students who agree they are safe at school.
- The percentage of families who agree teachers care about their child.
- The percentage of EIPS stakeholders who agree staff care about students at their school.