

Millstream Elementary 2026-27 School Growth Plan

School Context:

Millstream was established in 1959. The school is a two-story building with 12 classrooms, 5 portables and an annex which houses the gymnasium. In 2012, our school became a dual track school offering both English and French Immersion Programs. Enrollment will be approximately 320 students across 9 English divisions and 7 French divisions. We have about 50 staff members and a very active and supportive PAC group. Our school is a wonderful place for student learning, growth, and development.

Student Voice:

- Students have opportunities to provide their thoughts regarding their learning, areas of interest, how they want to show their learning, their goals and the growth they have achieved through conversations with their teachers and their self-assessments and reflections on their term learning updates
- Student voice is also gathered through our Equity Survey (Grades 3 – 5) and the Student Learning Survey (Grade 4)
- Students shared that they enjoyed the topics provided for School-Wide Writes and would like to continue with them next year

Goal #1: To strengthen literacy achievement by improving foundational reading skills, reading comprehension, oral language and writing proficiency through evidence-informed instruction, inclusive practices, and collaborative learning opportunities.

Actions/Strategies:

- *Provide explicit, systematic instruction in phonological awareness, phonics, vocabulary, fluency, comprehension and writing for all learners*
- *Integrate reading, writing, speaking, listening and viewing across all subject areas*
- *Incorporate Early Learning Framework and play-based literacy strategies in primary classrooms*
- *Incorporate First Peoples Principles of Learning and Indigenous perspectives throughout literacy instruction*
- *Offer students voice and choice in reading materials and writing topics*
- *Deliver targeted small group intervention*

- *Continue to add more targeted high-quality reading materials to our shared teacher library*

Data/Evidence of Impact:

- *Universal literacy screening (fall, winter and spring)*
- *FSA Data*
- *Fall and Spring School-Wide Writes*
- *Classroom-Based Assessment Data*
- *Student Self-Assessment and Reflection*
- *Student Learning Updates*

Goal #2: To improve numeracy achievement by developing confidence in numeracy through engaging, equitable and evidence-informed instruction that develops strong number sense, computational fluency, mathematical reasoning and problem-solving skills.

Actions/Strategies:

- *Use hands-on manipulatives to build deeper understanding of number sense*
- *Engage in open-ended and inquiry-based mathematical investigations to strengthen problem-solving skills*
- *Provide multiple ways for students to show their understanding through use of oral explanations, manipulatives, drawings, written work and technology*
- *SNAP Assessment and Number Sense Booklets*
- *Deliver targeted small group intervention*

Data/Evidence of Impact:

- *Classroom-Based Assessment Data*
- *FSA Data*
- *Student Self-Assessment and Reflection*
- *Student Learning Updates*

2025-26 Reflections:

Staff engaged in ongoing professional learning and collaboration focused on improving student achievement in reading and writing.

We took inventory of our classroom reading resources to identify gaps and needs. We purchased a significant amount of high-quality reading materials to ensure all grades have adequate reading resources (decodables, whole language, and novel sets). We

have begun creating a shared teacher resource library for easy and equitable access, allowing more availability of targeted reading materials for classrooms.

We held fall and spring school-wide writes where 21% of our students were emerging in the fall and 28% were proficient or extending. By the spring, only 7% of students were emerging while 44% were proficient or extending.

Student reading improved from 60% of students achieving proficient or extending in June 2025 to 62.5% in June 2026.

FSA data for literacy shows 63.3% of our Grade 4's are On-Track or Extending and 60.4% are On-Track or Extending for numeracy.

This data has informed the need to continue supporting reading and writing development and add numeracy development for our 2026-2027 plan.

Our third school goal was to develop consistent social-emotional learning language and skills across all grade levels, thereby increasing resilience and positive behaviour both in class and during unstructured times.

To achieve this goal, regular assemblies (approximately once a month) were conducted wherein new SEL topics were introduced, and previous ones were wrapped up. Themes were tied to events and holidays, as well as general needs/concerns that arise during specific times of year: September – Goal Setting; October – Gratitude; November – Courage; December – Compassion; January – Growth Mindset; February – Cooperation; April – Mindfulness; May – Self-Discipline. Classes were invited to present their learning from the month during the “wrap-up” portion of the assembly.

In addition, teachers were able to sign up for direct instruction lessons to be delivered in class on those topics. The primary resource used was the Little Spot series; depending on age and language of instruction, some activities were adapted for relevance. Most lessons were delivered to English primary classes, with French primary classes close behind. Some classes opted to partner up with their buddy class, while most participated individually. Activities ranged from paper-based activities to creating “worry dolls” and personalized breathing cards.

Overall, teacher participation in the monthly lessons was quite high, often with all available days/times booked for the month. Feedback from teachers was positive regarding topics and student activities; between the lessons and assemblies, teachers found the former the most valuable. Student engagement was high during both discussions and tasks. These lessons also created direct connections between our vice principal and the students, fostering deeper relationships across the school. Teacher reports show an increase in students' social-emotional learning: 74% of students were reported at Proficient or Extending at the end of the year (up 9% from last June).

