

Millstream 2025-26 School Plan

School Context:

Millstream was established in 1959. The school has a two-story main building with 12 classrooms, five portables and an annex housing the gymnasium. Since 2012, it has become a dual track school which now serves 347 students. Our school includes a StrongStart Program for 0- to 5-year-olds and a Seamless Day Program for 24 of our Kindergarten learners. We have over 45 regular staff members with a very active and supportive PAC group. Our school supports many students with diverse needs including 10.1% of our students are English Language Learners (ELL), 15.6% of our students have a Ministry approved designation and 4.5% of our students are Indigenous.

Goal #1:

Reading – To strengthen reading skills across all grades

Actions/Strategies:

- Focus on ensuring each class has access to sufficient quality reading resources (English and FRIMM)
- Use screening and diagnostic assessments to identify needs and inform instruction
- Liaise and collaborate with Curriculum Transformation Department
- Engage in school-wide shared reading activities during Literacy Week
- Provide authentic reading opportunities for students outside of their classrooms (ie: assemblies, announcements)
- Engage in school-wide Phonemic Awareness Activities (ie: announcements, bulletin boards, class activities)
- Discuss at staff meetings

Data/Evidence of Impact:

Current data for 2024-2025:

FSA's – 67% of our Grade 4's are On Track or Extending in Literacy (combined reading and writing)

Final Reading Marks – 60% of our students (K-5) are Proficient or Extending in Reading

Sources of Data to review in 2025-2026 to collect evidence of impact will be:

- LIT data fall and spring (K – 3)
- FSA data (Grade 4)
- Summary of Learning Final Marks (K – 5)

Goal #2:**Writing – To develop comprehensive writing skills across all grades****Actions/Strategies:**

- Engage in school-wide writes (fall and spring)
- Support students in creating a variety of texts for different purposes and audiences
- Provide regular opportunities for students to share their writing for an authentic reason (ie: peers in class, buddy classes, assemblies, announcements)
- Engage in school-wide writing activities during Literacy Week
- Engage in school-wide writing activities connected to SEL monthly themes
- Discuss at staff meetings

Data/Evidence of Impact:

Current data for 2024-2025:

FSAs – 67% of our Grade 4's are On Track or Extending in Literacy (combined reading and writing)

Final Writing Marks – 56% of our students (K-5) are Proficient or Extending in Writing

Sources of Data to review in 2025-2026 to collect evidence of impact will be:

- FSA data (Grade 4)
- School-wide writes fall and spring (K – 5)
- Summary of Learning Final Marks (K – 5)

Goal #3:**Social Emotional Learning – To develop consistent social emotional learning language and skills across all grades****Actions/Strategies:**

- Focus on a monthly theme in our announcements, assemblies and in class SEL lessons (connect these to our reading and writing goals)
- Provide direct instruction based on each theme
- Discuss at staff meetings

Data/Evidence of Impact:

- Decrease in office referrals
- Increased independence of expressing needs to support regulation
- Improved regulation
- Staff feedback

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