

Divisional Strategic Plan

September 2025

We will bring the world to our
students
to prepare our
students for the **world**



Park West School Division

Learners Today, Leaders Tomorrow

Table of Contents

Overview of Park West Strategic Planning Framework	3
Planning Cycle and Stakeholder Involvement	4
Guiding Principles of the Park West Strategic Plan	5
The Four Pillars or Priorities	6
High-Quality Learning	7
Student Engagement and Wellbeing	11
Excellence in Teaching and Leadership	14
Responsive Systems	17

Overview of Park West Strategic Planning Framework

This strategic plan provides direction and strengthens Park West School Division's commitment to continuous improvement for students and staff. Excellence requires setting high standards for all and vigorously pursuing them and doing everything possible to prepare all students for their future.

Key elements of the Park West School Division strategic plan include

- Increasing student achievement in literacy and numeracy.
- Striving for excellence in instruction and school leadership.
- Prioritizing wellbeing for students and staff.
- Improving equity and inclusion while advancing Truth and Reconciliation.

This strategic plan is a dynamic, living document which will be examined throughout the planning cycle. As we implement the plan, we will monitor progress, evaluate impact, and revise the plan as required.

A significant lens for divisional planning is the provincial Framework for Learning which emphasizes the emotional, social, and spiritual aspects of learning, alongside academic development.

Our Vision

We will bring the world to our
students
to prepare our
students for the **world**



Our Mission

PWSD will work with communities to:

- Provide **innovative** learning opportunities
- Challenge student to reach their **potential** as engaged citizens of the world
- Value, accept, and nurture **students**



Our Values

Park West values:

- our **PEOPLE**
- our **PARTNERSHIPS**
- our **PRACTICES**
- Our **PROGRAMS**

Our Motto

Learners **Today**
Leaders **Tomorrow**



Planning Cycle and Stakeholder Involvement

The identification of priorities in Park West School Division is a collaborative, iterative, and cyclical process that supports the school board's strategic planning.

This strategic plan was developed through stakeholder consultation, including staff, parents, and students, and through a review of school and divisional data. The strategic planning session on May 2, 2025, involved a diverse group of attendees including Trustees, School Leaders, Divisional Administration, Divisional Staff, Teachers (K-4, 5-8, High School, Resource), Guidance Counsellors, Educational Assistants, School Secretaries, School Librarians, School Custodians, Bus Drivers, PWTA and CUPE Presidents, Students, and Parents/Guardians.

In Park West, we employ and promote a data culture and an inquiry-based approach where school division and school staff formulate goals in each priority area after meaningfully examining data, exploring research, and considering feedback from stakeholders. Data offers guidance—a snapshot of information at a certain point in time, which leads to deeper conversations.

Although this strategic plan is multi-year, school and divisional continuous improvement plans are reviewed annually with priority areas under ongoing review, adjusting as needed to ensure that the system is responsive to emerging information as well as student and staff needs.

The plan will continue with a four-year planning cycle, with ongoing monitoring and renewal every four years, and action planning will include determining key initiatives, responsibilities, timelines, and resources needed.



Guiding Principles of the Park West Strategic Plan

Equity - We will ensure that every learner is valued and authentically represented in an equitable, socially just, anti-oppressive education system and, accordingly, a democratic society.

Access - Every learner has the right to appropriate educational programming. That programming is the Manitoba curriculum. Inclusion is a belief that all learners can and do learn, in their own ways, in their own time.

Cohesion - A powerful education system is built upon a common vision and shared understandings. The Strategic Plan offers educators in Manitoba a unifying vision encompassing curriculum, assessment, evaluation, reporting and implementation.

Flexibility - The Strategic Plan is a dynamic, responsive, and ever-evolving ecosystem where each component is essential and intertwined.

Agility - To create the greatest opportunity for every Manitoba learner to live a flourishing life, curricula must be relevant, meaningful, and inspiring. Therefore, a system that proactively adapts to changes in society and innovations in learning and teaching is required.



The Four Pillars or Priorities

All action areas of the Park West Plan will be linked to one of our four pillars or priorities. These are the same priorities identified by Manitoba's K-12 Education Action Plan.

High-quality learning:

Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments.

Student engagement and wellbeing:

Respond to diverse life experiences, engage students, support successful transitions, promote wellbeing, and leverage inter-sectoral partnerships.

Excellence in teaching and leadership:

Ensure teachers, school staff and leaders have the knowledge, skills, and tools to support student achievement and wellbeing.

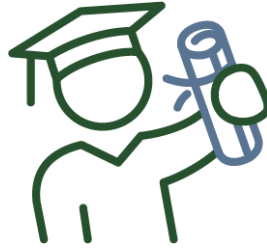
Responsive systems:

Ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion, and planning for provincial and local needs.



High-Quality Learning

Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments.



Priority Focus:

Actions will focus on incorporating Manitoba's Global Competencies into teaching and learning. These competencies are defined as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and develop throughout one's life. The six global competencies are:

1. Critical Thinking
2. Citizenship
3. Connection to Self
4. Collaboration
5. Communication
6. Creativity

Timeline	Outcomes	Actions Planned
2024-2029	To improve literacy outcomes for students.	<p>Introduce a new K-8 Literacy Framework aligned with provincial directives to enhance student learning. The rollout begins with a soft start in Fall 2025. June 2025 will be the last time literacy data is collected using the Fountas and Pinnell assessment. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data. Ongoing support and professional development will be offered.</p> <p>Engage students in guided practice, independent reading, and individualized and small group instruction. All teachers will model reading practices which support comprehension and critical thinking. A wide range (genre, reading level, content, form) of challenging and culturally appropriate reading material will be provided to engage students in reading.</p>

		<p>Implement comprehensive instructional structures and strategies based on research that provide students with rich learning opportunities to support literacy growth and achievement.</p> <p>Provide professional development on best practices in literacy instruction.</p> <ul style="list-style-type: none"> ▪ Teachers will deepen their understanding of how they support literacy development. ▪ Teachers will learn which effective reading/writing behaviours need to be targeted for their grade level and the progression of these skills throughout the year.
2024-2029	To improve numeracy outcomes for students.	<p>Increase student procedural fluency through consistent practice and targeted instruction, fostering greater mathematical confidence and deeper number sense.</p> <p>Continue to implement the Numeracy Achievement Project to build teacher expertise in mathematics instruction.</p> <p>Build capacity of high school mathematics teachers by hiring a dedicated numeracy lead/coach. This position will involve in-class support for teachers, coordination of professional development, and facilitation of access to instructional resources.</p>
2024-2029	Increase awareness and understanding of the six Global Competencies.	<p>Be more purposeful in embedding the global competencies in learning and schools, ensuring that students develop these crucial skills alongside academic content. This will include intentional sharing of stories of practice at Grade Group/Subject Area group meetings and principal PD</p>
2024-2029	Increase course options for students	<p>Increase remote learning options for students to enhance access to programming and learning across the division.</p> <p>Explore opportunities to expand access to the arts, including music, visual arts, dance, drama, and other value-added community activities.</p> <p>Expand vocational course options for students so that students will have confidence in their employment skills, knowledge of available opportunities for them and how to</p>

		<p>pursue career goals. Explore the introduction of earlier exposure to trades, career, and vocational opportunities, possibly starting in Grade 5 and 6.</p> <p>Expand outdoor education programs with clear curricular connections, organized with lessons and activities, to ensure continuity even with staff changes. Work in partnership with the local community to develop land-based learning opportunities for students.</p>
2024-2029	<p>Improve academic achievement, graduation, school completion and positive life outcomes for Indigenous students.</p>	<p>Collaborate and liaise with Indigenous partner groups, build awareness, identify collective action, and obtain resources to support the Calls to Action in the TRC Final Report.</p> <p>Implement Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework.</p> <p>Enhance age-appropriate curriculum by integrating content on residential schools, Treaties, land-based education, Indigenous languages, and Indigenous Peoples’ historical and contemporary contributions.</p> <p>Further develop high school programming and learning experiences to address Indigenous history, language development, and cultural awareness. This will include courses on Indigenous ways of knowing, language, culture, and land-based learning.</p> <p>Provide professional development for staff focusing on residential schools, Treaties, land-based education, Indigenous languages, and Indigenous Peoples’ historical and contemporary contributions.</p> <p>Engage the divisional Indigenous Student Council and divisional Indigenous Education Committee in conversations related to improving outcomes for students.</p> <p>Expand the Elder and Knowledge Keeper in Schools initiative.</p>
2024-2029	<p>Review and revise protocols to guide student and school transitions.</p>	<p>Improve transitions for students including those which occur between schools, from early to middle years, middle years to high school, and high school to post grad. Focus on</p>

		<p>the foundational knowledge, skills, and abilities that students should have when they finish high school to transition to advanced education, employment, or other opportunities.</p> <p>Develop a framework for life skills education for divisional students, including elements such as time management, study skills, work-life balance, daily living skills, and personal finance.</p>
2024-2029	<p>Ensure that assessment and evaluation of students is fair, effective, and supportive of learning.</p>	<p>Continue to foster evidence based practice by ensuring that assessment decisions are informed by data.</p> <p>Review current divisional assessment practices to determine their impact and effectiveness. Identify gaps and weaknesses in current assessment practices to ensure a more comprehensive and equitable assessment strategies across all grade levels.</p> <p>Explore, evaluate, and potentially diversify summative assessment methods to create more responsive and relevant learning experiences for students.</p>

Student Engagement and Wellbeing

Respond to diverse life experiences, engage students, support successful transitions, promote wellbeing, and leverage inter-sectoral partnerships.



Priority Focus:

Mental health and wellbeing, particularly as part of responding to the impacts of the pandemic and identifying actions to remove barriers to participation in learning. This includes a focus on the effects of poverty on education and student engagement.

To respond to diverse life experiences, engage students, support successful transitions, and promote wellbeing, the plan should be deeply informed by Manitoba's Vision for Learner Success and the concept of Mino-Pimatisiwin (The Good Life). The vision states that all children and youth matter, belong, and are respected, successful, and safe. It emphasizes putting learners at the centre and focusing efforts on improving learner success.

Learner success is defined as being prepared to reach one's full potential and to live Mino-Pimatisiwin. This means students will:

- Have hope, belonging, meaning, and purpose
- Have a voice
- Feel safe and supported
- Be prepared for their individual path beyond graduation
- Have the capacity to play an active role in shaping their future and be active citizens/good community members
- Live in relationships with others and the natural world
- Honour and respect Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation

Timeline	Outcomes	Actions Planned
2024-2029	Enhance the safety, belonging, and mental wellbeing of students and staff.	Implement a comprehensive and collaborative approach, among schools and families, for early and ongoing identification of learning needs and appropriate interventions to promote student achievement and

		<p>well-being. Determine what success looks like for each student and meet students where they are.</p> <p>Implement and strategically integrate responsive wellness curriculum, including the continued development and expansion of locally developed courses such as the Fundamentals of Mental Fitness 41G.</p> <p>Work with partners to ensure holistic supports in response to student transitions and learning needs, including mental health and wellness and the impacts of poverty on learning. Pursue inter-sectoral liaisons with public and mental health organizations and agencies. Foster strong interagency partnerships to increase access to positive mental health supports for students.</p> <p>Build student skills and provide them with opportunities to make positive choices that contribute to their mental, social, spiritual, and physical health, as well as ensuring access to mental health supports as needed.</p> <p>Continue to support students and staff using the divisional Social Worker and Mental Health Facilitator.</p> <p>Utilize a Response to Intervention Model for mental health programming and interventions.</p> <p>Provide professional development for staff focusing on positive mental health, mental health literacy, trauma, and creating safe spaces.</p>
2024-2029	Develop and implement a detailed plan to improve student attendance that actively helps remove barriers to school attendance.	<p>Implement the new provincial attendance policy to support student engagement and presence.</p> <p>Establish consistent data tracking, monitoring, and reporting related to student attendance to inform timely interventions.</p> <p>Identify attendance issues early and provide early intervention to address needs and to establish the habit of good school attendance.</p>

		<p>Prioritize literacy support as an early intervention for at-risk students, with particular attention to expanding assessment and support at the high school level.</p> <p>Strengthen and expand breakfast and nutrition initiatives to address hunger-related attendance barriers and ensure students are ready to learn.</p> <p>Develop strategies and structures that intentionally connect all students to each other and to the school. Identify and work with students that are struggling with their sense of belonging and connection. Enhance extracurricular offerings to foster student connection and belonging.</p>
2024-2029	Foster student empowerment by increasing meaningful student participation in school and divisional decision-making processes.	<p>Strengthen collaboration among school-based student councils through structured opportunities for networking, shared initiatives, and leadership development across the Division.</p> <p>Establish a Divisional Student Advisory Committee to ensure students have a formal, influential platform to share perspectives, advise on key issues, and contribute to shaping policies and initiatives that affect their educational experience.</p>

Excellence in Teaching and Leadership

Ensure teachers, school staff and leaders have the knowledge, skills, and tools to support student achievement and wellbeing.



Priority Focus:

A new provincial school leadership framework and enhanced professional learning amongst teachers and school staff.

Timeline	Outcomes	Actions Planned
2024-2029	Strengthen teacher capacity.	<p>Ensure that all teachers are highly trained by providing high-quality professional learning focusing on improving outcomes for students.</p> <p>Implement Professional Learning Communities (PLCs) as a framework for professional development.</p> <ul style="list-style-type: none"> ● PLCs are designed to be teacher-driven, self-selected, and self-directed fostering a culture of continuous improvement and collective efficacy. ● PLCs empower teachers to make decisions about their learning and professional growth, leading to greater ownership and positive impact on student outcomes. ● PLC groups will use the Manitoba Framework for Learning as a resource, aligning their topics with global competencies and integrating the framework website
2024-2029	Increase school leadership effectiveness.	<p>Plan, organize, and coordinate focused leadership development sessions to support principals in their leadership and management roles.</p> <p>Implement the new provincial school leadership framework which includes:</p>

		<ul style="list-style-type: none"> ▪ Learning about the nature of a school principal’s role and what makes for an effective principal ▪ Providing professional development for principals on challenging and difficult conversations and conflict management ▪ Training on how to establish group norms and how to foster effective teams ▪ Promoting learning within school teams with principals learning collaboratively with their staff ▪ Developing a comprehensive plan to support and mentor new school administrators ▪ Training principals to use data effectively to inform planning and instruction <p>Focus school leaders on the use of student assessment data to inform instructional practices.</p>
	<p>Cultivate a stable, skilled, and engaged workforce by enhancing teacher retention, proactively planning for leadership succession, and expanding recruitment efforts across all employment areas.</p>	<p>Develop targeted retention strategies for schools experiencing high staff turnover, including mentorship programs for new teachers, professional development pathways, wellness supports, and recognition initiatives.</p> <p>Explore rural solutions to attract teachers and other staff to remote or underserved communities.</p> <p>Partner with local economic development offices, employment agencies, and immigration services to reach a wider pool of candidates.</p> <p>Implement a succession planning framework focused on identifying, mentoring, and supporting aspiring school administrators. This initiative will build leadership capacity from within, ensuring a strong pipeline of qualified and prepared leaders ready to step into key roles. Through targeted professional development, coaching, and leadership opportunities, the division will foster a culture of growth and continuity, minimizing disruption from administrative vacancies and supporting long-term school success.</p> <p>Conduct a review of school leadership workload—particularly in schools where principals hold</p>

		<p>combined roles (e.g., principal/resource/guidance)—to determine the extent to which job overload contributes to administrators returning to teaching roles. Use this data to identify patterns of unsustainable workload and job design and to evaluate the impact of combined roles on leadership retention, school operations, and student outcomes. Findings will directly inform future job postings, staffing models, and recruitment strategies, ensuring that leadership roles are realistically scoped, adequately supported, and sustainable particularly in small schools.</p> <p>Regularly assess staff satisfaction and engagement to inform retention strategies, especially in rural and hard-to-staff locations.</p>
--	--	--

Responsive Systems

Ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion, and planning for provincial and local needs.



Priority Focus:

A new provincial funding model, a provincial data performance measurement framework, and the renewal of the K-12 Framework for Continuous Improvement.

Timeline	Outcomes	Actions Planned
2024-2029	Embed equity in all aspects of its educational system, so that personal and social circumstances are not barriers to student success.	<p>Foster a learning environment that actively prevents discrimination and supports all students in realizing their full potential.</p> <p>Ensure that personal and social circumstances are not obstacles to developing skills, abilities and achieving full potential.</p> <p>Foster an equity focus that prevents and prohibits discrimination based on gender, ability, health status, language, cultural background, or socioeconomic status.</p> <p>Ensure that equity is integral to all engagement, policies, programs, and decision making.</p>
	Foster a culture of collaboration by leveraging internal expertise, strengthening communication, and building strategic partnerships to enhance shared learning, innovation, and cohesive decision-making.	<p>Strengthen communication within schools and identify sustainable strategies for providing release time that supports meaningful staff collaboration and professional growth.</p> <p>Develop and promote opportunities for collaboration between schools and communities, including innovative staffing models that support the sharing of teachers and specialized personnel across sites.</p>

		<p>Create a representative stakeholder group that meets regularly to share ideas, coordinate initiatives, and make consistent, informed decisions that leverage the division’s collective expertise.</p> <p>Proactively establish and maintain partnerships with municipalities, industry leaders, and community members and organizations to enrich educational experiences and align resources with student and community needs.</p>
	<p>Provide all students and staff with access to robust, secure, and high-quality technology infrastructure and networks, supporting a reliable and safe digital learning environment across the division.</p>	<p>Launch an updated, forward-looking divisional technology plan that addresses both instructional needs and infrastructure development, ensuring alignment with evolving educational demands and technological advancements.</p> <p>Create and implement a unified digital skills guide that supports the division’s vision of preparing students for a rapidly changing technological world. This framework will help students achieve success along their personalized post-graduation pathways.</p> <p>Strengthen and harmonize digital literacy instruction across all grade levels by fully adopting and integrating a comprehensive K–12 ICT Skills Guide, grounded in the Literacy with ICT (LwICT) model. This includes clear guidance on digital health, safety, and ethical use to prepare students for responsible participation in the digital world.</p>
	<p>Develop a plan for targeted and sustainable infrastructure improvements that reflect the evolving needs of modern education.</p>	<p>Focus capital investments on strategic building enhancements that address urgent needs, improve safety and functionality, and support innovative teaching and learning.</p> <p>Increase the availability of safe, confidential, and appropriately designed spaces within schools to deliver specialized services such as clinical support, counselling, and wellness programming.</p>
	<p>Support timely and safe travel for students and staff, the Division will focus on strengthening transportation infrastructure and services.</p>	<p>Modernize and maintain the fleet of buses and vehicles to ensure safety, efficiency, and environmental sustainability.</p>

		<p>Improve bus route planning and scheduling to optimize travel times and accommodate the growing and changing student population.</p> <p>Invest in transportation facilities to support reliable service delivery.</p>
--	--	---