



Park West School Division
Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2024-2025

Park West School Division

1161 St. Clare St. N

Birtle, MB

ROM 0C0

Table of Contents

Overview of K-12 Framework for Continuous Improvement	3
School division profile	4
Geographic information	4
Demographic information	5
Budget information	6
Description of senior administrative team	7
Division staffing profile	9
Disaggregated data	9
Education for Sustainable Development	9
Current divisional strategic plan	10
Report on results	10
Divisional K-8 Literacy and Numeracy Assessments	11
Grade 3-4 Provincial Assessment	15
Middle Years Provincial Assessment	22
Grade 9 Math and ELA successful credit attainment	32
Grade 9 Math and ELA distribution of marks	34
Grade 12 Provincial exams	36
High school graduation rates	38
OurSchool survey on wellbeing and engagement	40
Categorical grant specific reporting	41
Indigenous Academic Achievement	41
Literacy	43
Numeracy	45
English as an Additional Language	47
Plans for utilization of additional grants	49
▪ Career Development Initiative	49
▪ Technology Education	49
▪ Learning to Age 18 Coordinator	50
▪ Early Childhood Development Initiative	51
French Language Review planning	54
Plan for enhancing educational leadership	55
Stakeholder involvement in planning process	55

Overview of K-12 Framework for Continuous Improvement

The *K-12 Framework for Continuous Improvement*, developed collaboratively with school division leaders and other provincial education partners, was introduced to superintendents in May 2016.

This K-12 Framework for Continuous Improvement was developed collaboratively with school division leaders and other provincial education partners who recommended:

- a framework with broad planning areas and the flexibility to include emerging provincial and local priorities
- provincial implementation of the Individualized Education Plan–Report (IEP-R)
- incorporating planning and reporting for all grants, including student services and categorical grants, into the Framework
- ensuring alignment between school division planning and reporting and provincial priorities

The purpose of the Framework is to:

- increase the overall capacity and capability of the K-12 education system
- close the achievement gap and ensure high levels of achievement in numeracy and literacy for all students
- ensure the collection and analysis of student achievement data to inform instructional practice and school/school division planning and reporting
- promote reflection and collaborative inquiry
- increase transparency and ensure accountability for continuous improvement
- enhance instructional leadership capacity

Manitoba's *K-12 Framework for Continuous Improvement* emphasizes coherence, capacity building, data-informed decision making and shared responsibility for student achievement. It requires that school divisions:

- embed accountability in their planning and reporting to ensure high levels of academic achievement in literacy and numeracy for all students
- examine and analyze disaggregated student achievement data, provided by the Department, to better understand trends and patterns to inform instruction and develop appropriate supports for all students
- address literacy and numeracy
- incorporate planning and reporting for the following three grants:
 - Indigenous Academic Achievement
 - English as an Additional Language
 - Literacy and Numeracy
- assess, monitor, and report their progress in relation to divisionally identified targets and the provincial context

School Division Profile

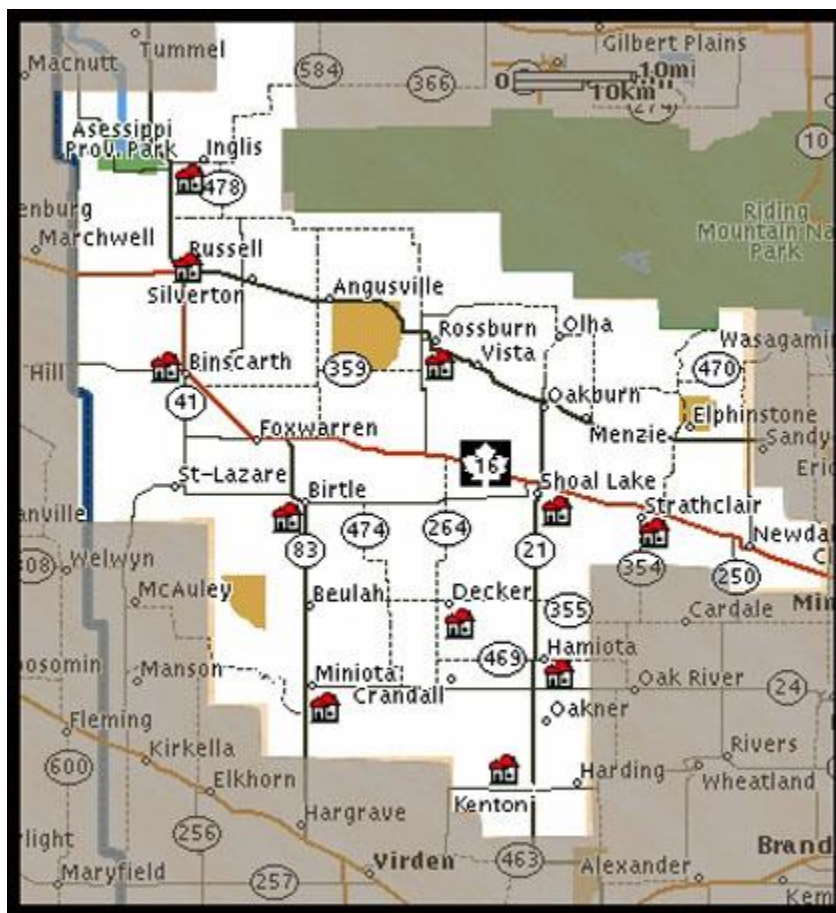
- a) Provide a brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and or challenges

Geographic information:

Park West School Division is located on the western side of Manitoba. It runs along highway #16 to the Saskatchewan border.

The school division office in Birtle is approximately 300 km northwest of Winnipeg and a 140 km northwest of Brandon.

Park West borders four other Manitoba divisions (Mountainview, Rolling River, Fort La Bosse, and Brandon) and one Saskatchewan division (Good Spirit).



Demographic information:

Park West School Division has 17 schools in 12 communities.

School	Configuration	Students (fte)
Binscarth	K-8	84.5
Birtle Collegiate	5-12	176
Birtle Elementary	K-4	89
Decker Colony	K-12	40.5
Hamiota Collegiate	6-12	169
Hamiota Elementary	K-5	103.5
Inglis	K-8	48.5
Major Pratt	K-12	553
Miniota	K-8	70
Monarch Colony	K-12	21
Rosburn Collegiate	9-12	113
Rosburn Elementary	K-8	95.5
Shoal Lake	K-12	159.5
Strathclair	K-12	154
Waywayseecappo	N-8	318.5
Wayway Off Campus / Adult Ed	9-12	47
	TOTAL	2243

School division strengths, equity issues and / or challenges:

Some key initiatives include our expanded Kindergarten program, our ownership stake in a regional fibre optic network, our partnership with Waywayseecappo First Nation, an extensive focus on literacy and numeracy, the expansion of mental wellness initiatives, numerous social justice initiatives, the integration of First Nation perspectives into curriculum, and our focus on outcome-based assessment.

We are excited to have returned the Assistant Superintendent position as of August 2024.

Our challenges are similar to previous years. They include

- Uncertainty about provincial funding levels and taxation ability.
- Possible volatility with First Nation student enrolment.
- Maintaining all our schools.
- Ensuring adequate course and program options for students with several key programs being lost due to reduction in funding and taxation restrictions.
- Significantly increased labour costs due to provincial bargaining for teachers and additional increases coming as bargaining is ongoing with non-teaching staff.

Budget information:

Provincial Revenue	2022-2023	2023-2024	2024-2025
Base Support	5,817,438	5,863,513	5,974,792
Categorical Support (specific)	2,267,906	2,280,577	2,348,108
Equalization (transfer payment)	167,743	169,224	0
School Building Support	103,920	104,520	104,460
Formula	1,135,859	1,075,032	1,065,506
Technology Enhancement Equipment Replacement			33,400
Additional Special Needs	43,365	143,466	143,466
Additional Operating Support		938,000	1,598,000
Wage Assistance	913,200	913,207	913,207
Student Engagement and Presence		255,000	255,000
Support for Enrolment Growth			53,000
Nutrition Funding			242,000
TOTAL Provincial revenue	10,449,431	11,742,539	12,730,939
Other revenue	2022-2023	2023-2024	2024-2025
Career development	31,250	31,250	31,250
Learning to Age 18	20,000	20,000	20,000
Community schools grant	80,000	80,000	80,000
Class size initiative (Early Years Enhancement Grant)	90,000	90,000	90,000
Paul Martin initiative	30,000	30,000	30,000
Payroll tax rebate	382,101	383,004	383,004
Tuition fees (First Nations)	8,368,123	8,836,263	9,709,047
Substitute fees	1,000	0	0
St. Lazare School (DSFM)	6,000	6,000	6,000
Interest	0	0	0
Private organizations	14,000	14,000	14,000
Apprenticeship facilitator	46,600	46,600	46,600
Transfer fees	13,000	13,000	13,000
Other	5,000	5,000	5,000
Special levy (local taxation)	11,360,260	11,587,466	12,050,965
TOTAL Other revenue	20,447,334	21,142,583	22,478,886
TOTAL Revenue	30,896,765	32,885,122	35,209,805

Budget information (continued):

Expenditures	2022-2023	2023-2024	2024-2025	Previous Year Difference
Regular Instruction	18,841,350	19,499,076	20,581,454	1,082,378
Student Support Services	4,251,394	4,485,286	4,833,410	348,124
Adult Education	123,457	115,620	134,635	19,015
Early Childhood	119,853	122,332	224,385	102,053
Divisional Admin	1,128,867	1,160,493	1,310,685	150,192
Curriculum	299,507	301,476	293,931	-7,545
Library	322,296	331,579	340,830	9,251
PD	92,839	105,779	122,533	16,754
Nutrition			242,000	242,000
Transportation	2,097,065	2,147,974	2,170,781	22,807
Maintenance	3,643,360	3,714,383	3,947,624	233,241
Fiscal	506,600	526,600	526,600	0
Capital items and surplus	540,000	550,000	575,000	25,000
TOTAL Expenditures	31,966,588	33,060,598	35,303,869	2,243,270

b) Description of senior administrative team:

Name	Position	Responsibilities
Stephen David	Superintendent/CEO	This Superintendent / CEO is responsible for providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services within the Park West School Division
Louise Langevin	Assistant Superintendent	This Assistant Superintendent assists the Superintendent in providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services within the Park West School Division
Rick Hrycak	Secretary-Treasurer	The Secretary-Treasurer is responsible for the divisions business matters involving; finance, purchasing, accounting, auditing, collective agreements, and insurance.

Bonnie Kiliwnik	Director of Student Services	The Director of Student Services is responsible for the Division in its development of programs that are supportive of students requiring special services.
Dan Voth	Transportation Supervisor	The Transportation Supervisor is responsible for all transportation operations in the Division as they pertain to students transported, school bus drivers, and condition of the bus fleet for both division operated and contracted services.
Rodney Snow	Maintenance Supervisor	The Maintenance Supervisor is responsible for the repair of all facilities, grounds, and equipment.
Colleen Clearsky	Education Director, Waywayseecappo	This Education Director is responsible for providing overall leadership and strategic direction in the development, implementation and evaluation of programs and services for students of Waywayseecappo First Nation.

c) **Division staffing profile:**

Position	Number
Principals	7.10
Vice-principals	1.75
Teachers	175
Counsellors	6.25
Resource teachers	11.15
Teachers supporting special needs low enrolment classes	0
Educational assistants	90
Speech language pathologists	2.6
Reading clinicians	0.80
Occupational therapists	0
Physiotherapists	0
Psychologists	1.00
Social worker	1.00
Community Connector	1.00
French revitalization coordinator	0.40
K-8 Literacy / Numeracy facilitator	1.00
ICT facilitator	0.75
Vocational facilitator	0.50
Workplace safety health coordinator	0.50
Learning to age 18 facilitator	0.25
Divisional guidance coordinator	0.75
TOTAL	299.30

d) **Disaggregated data for students designated as English as an Additional Language (EAL) and self-declared Indigenous students**

Disaggregation	No. of students	Percentage of student population
English as Additional Language	125	6%
Self-declared Indigenous	453	20%

e) **Education for Sustainable Development (ESD)**

Disaggregation	No. of students
Number of schools in division	17
Number of schools with ESD plan	14

Current Divisional Strategic Plan

Park West updated our strategic plan in the spring of 2022. We will be updating it again during this school year (2024-2025). All action areas of the Park West Plan are linked to one of our four pillars or priorities. These are the same priorities identified by Manitoba's new K-12 Education Action Plan.

The website link to the most current school division plan

<https://www.pwsd.ca/strategic-plan>




The priorities in our current divisional plan included:

- High-quality learning
- Student engagement and wellbeing
- Excellence in teaching and leadership
- Responsive systems

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 was developed through stakeholder consultation (including staff, parents, and students) and through review of school and divisional data. It stems from the division's beliefs, vision, and mission (shown below).

<p>Our Vision</p> <p>We will bring the world to our students to prepare our students for the world</p> 	<p>Our Mission</p> <p>PWSD will work with communities to:</p> <ul style="list-style-type: none"> • Provide innovative learning opportunities • Challenge student to reach their potential as engaged citizens of the world • Value, accept, and nurture students 
<p>Our Values</p> <p>Park West values:</p> <ul style="list-style-type: none"> • our PEOPLE • our PARTNERSHIPS • our PRACTICES • Our PROGRAMS 	<p>Our Motto</p> <p>Learners Today  Leaders Tomorrow</p>

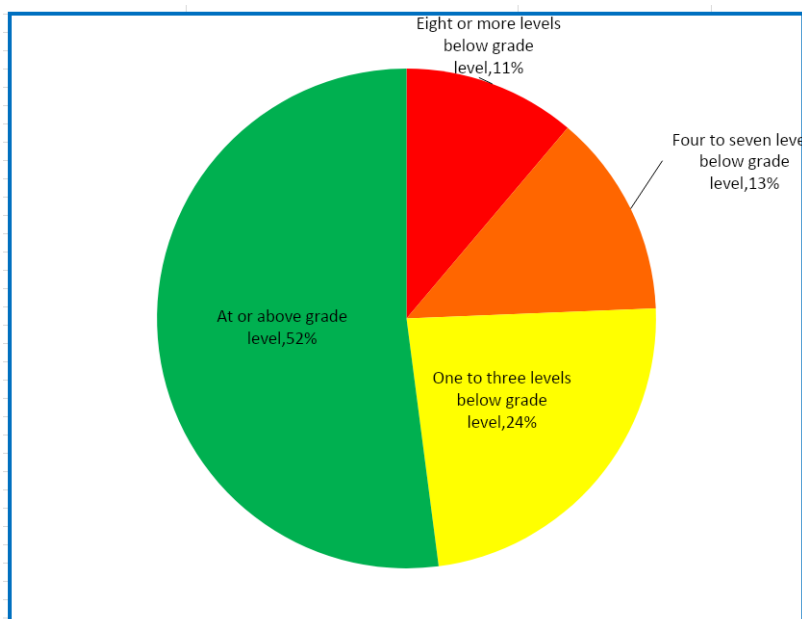
Report on Results – Numeracy and Literacy

Divisional K-8 Literacy and Numeracy Assessments

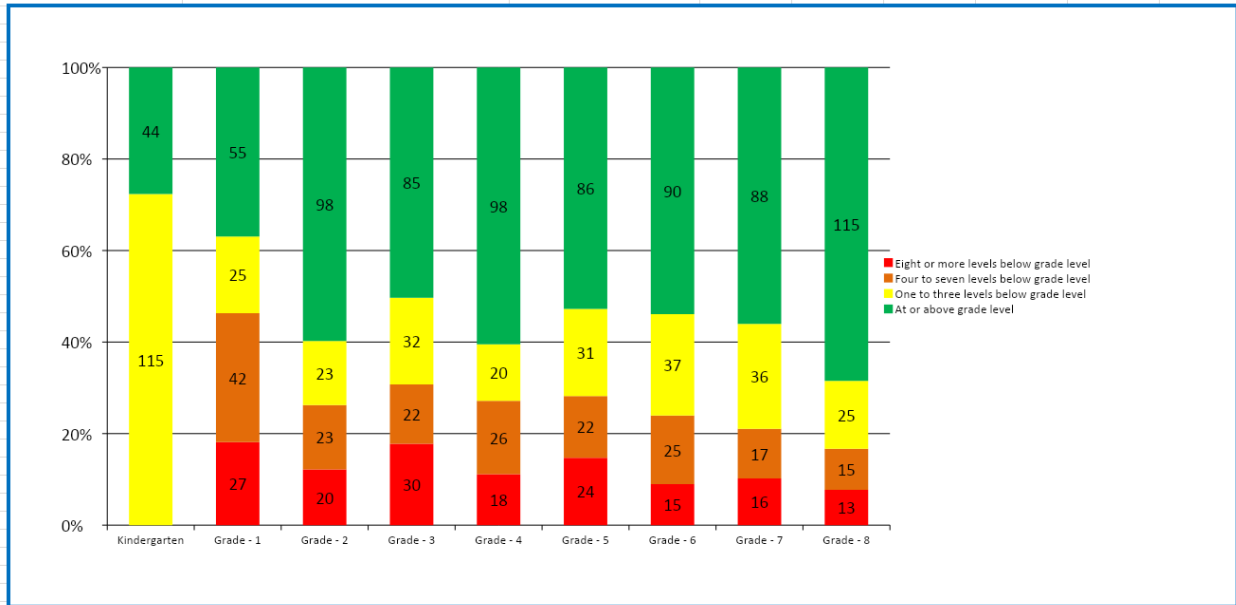
- Park West School Division implements divisional assessments for literacy and numeracy for students in Kindergarten to Grade 8.
- The literacy assessments occur in November and June using the Fountas and Pinnell Reading Record.
- The numeracy assessment are summative, grade-specific instruments that are implemented in June.
- The multiyear summary of literacy results shows a slight increase in the past two years in the number of students in K-8 who are at or above grade level. The results for June 2018 and 2019 all had approximately 60% of students at or above grade level. This number was approximately 50% at or above grade level for June 2020-2023. While multiple variables may have impacted these results, it is assumed that much of the decline in the past three years related to the pandemic.
- For the 2024 results, approximately 24% of K-8 students were one to three levels below grade level for literacy. The assumption is that with most of these students may reach grade level with improved post-pandemic attendance and minimal interventions.

Divisional Literacy Results

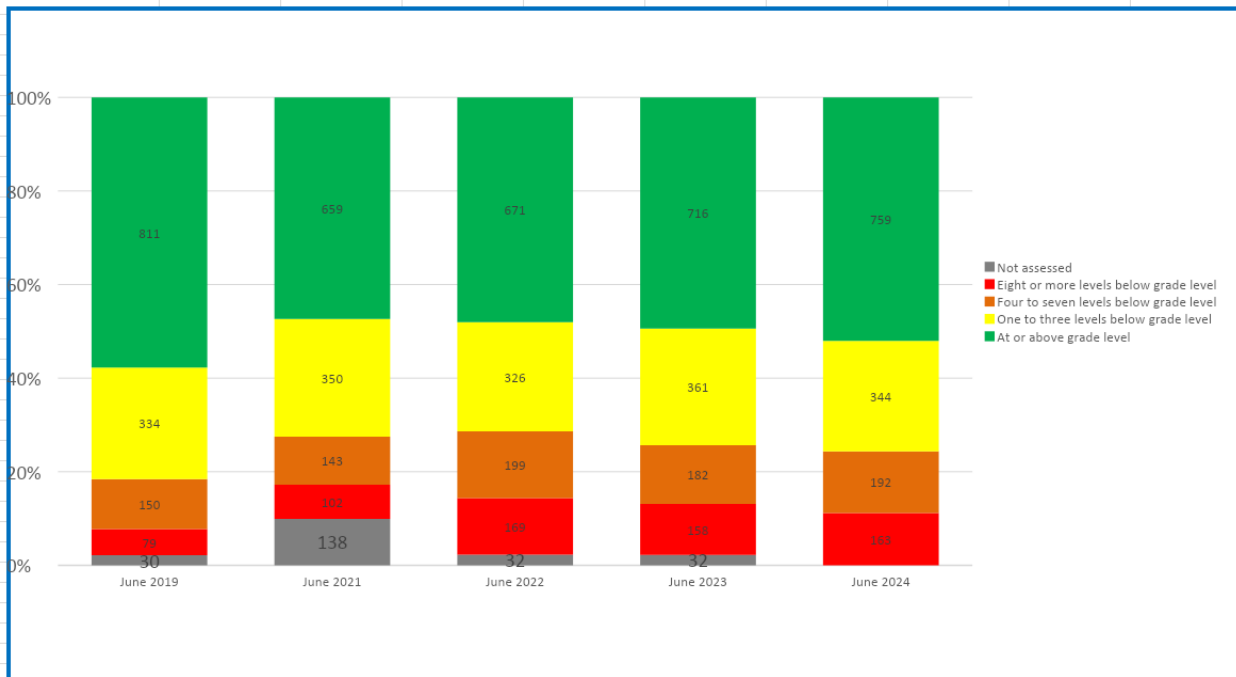
2024 Divisional Literacy Assessment – Overall Results for K-8



2024 Divisional Literacy Assessment Results by Grade Level



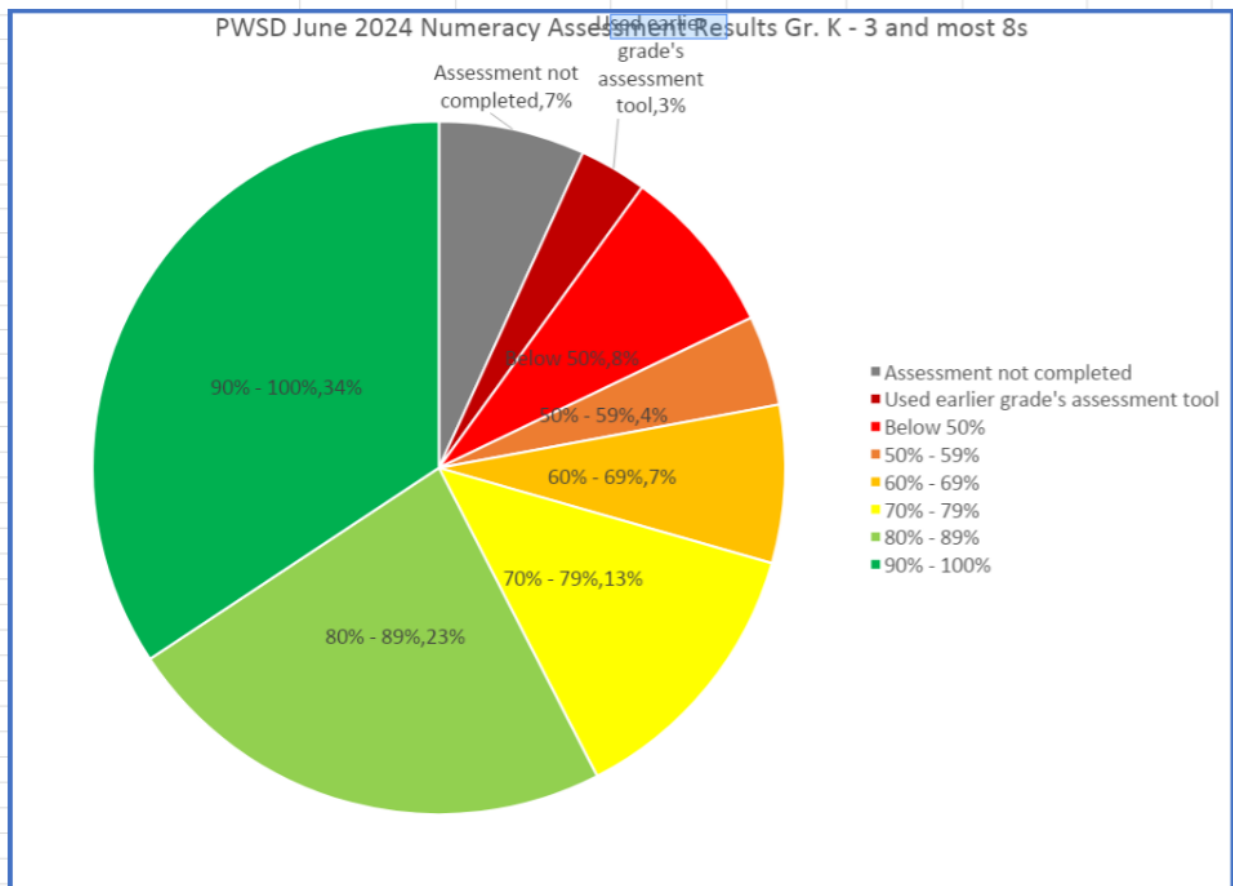
2024 Divisional Literacy Assessment Results by Grade Level Divisional Literacy Assessment Results from 2018 - 2023



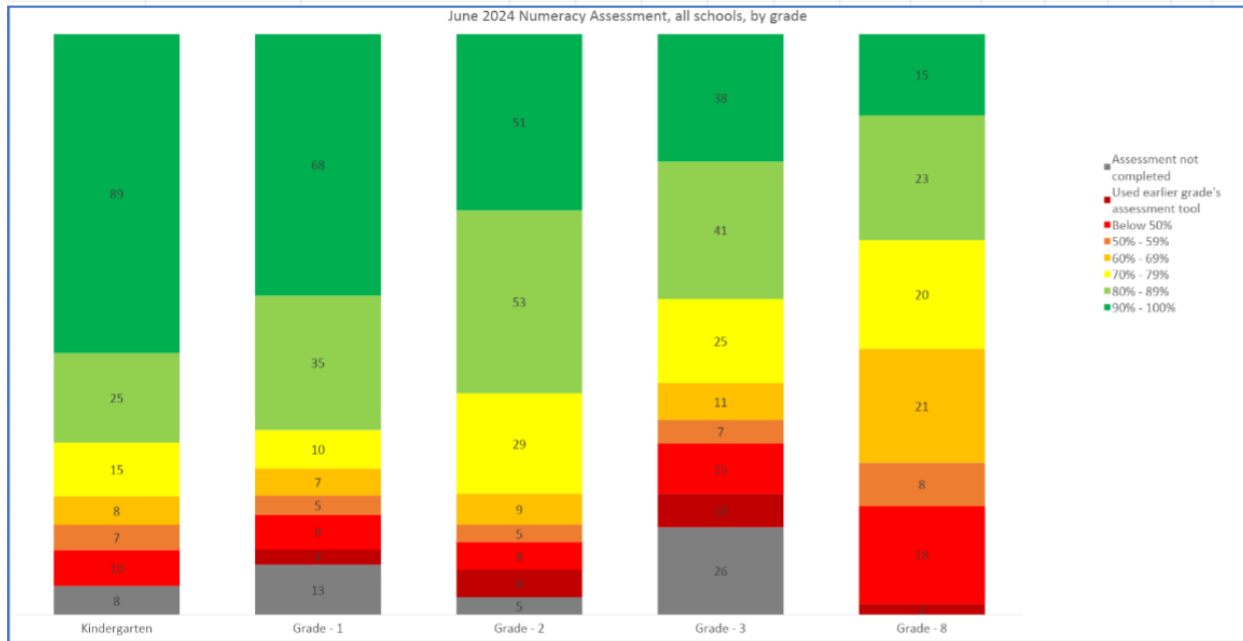
Divisional Numeracy Results

- For the 2024 results, 70% of K-8 students scored above 70% on our divisional numeracy assessments.
- The percentage of students scoring at grade level in the numeracy assessment is highest in Kindergarten and tends to decrease slightly in each subsequent year through Grade 8.
- The multiyear summary of numeracy results shows some variability. However, there is no appreciable change in results from one year to the next.

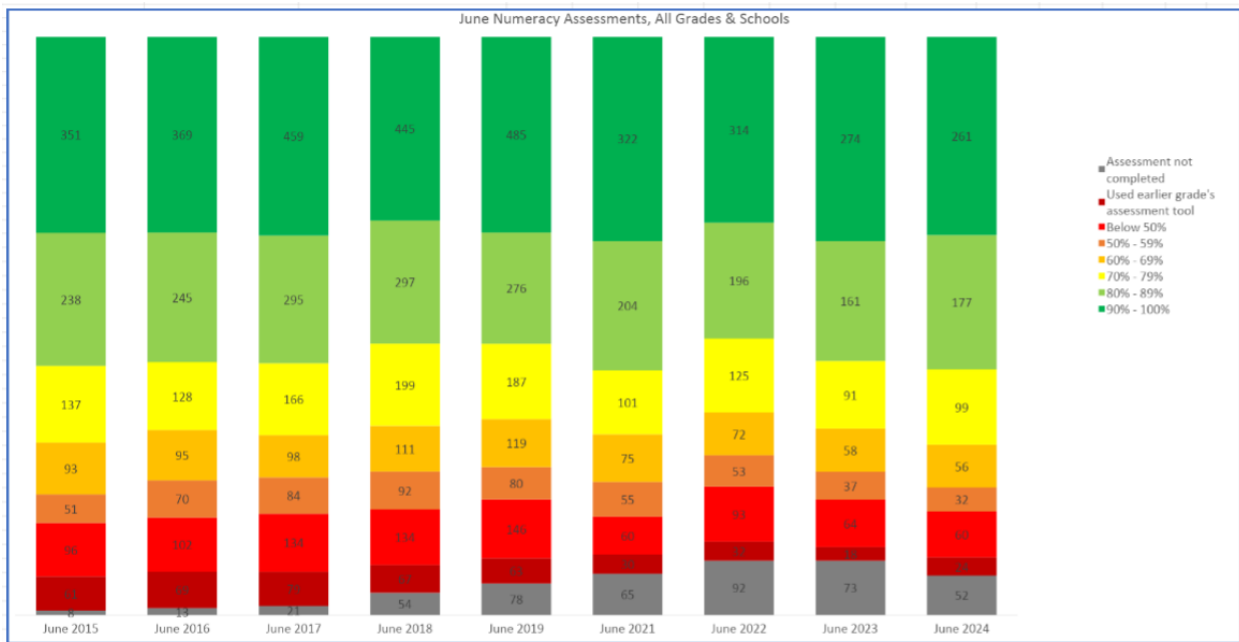
2024 Divisional Numeracy Assessment – Overall Results for K-8



2024 Divisional Literacy Assessment Results by Grade Level



Divisional Numeracy Assessment Results from 2015 - 2024



Report on Results – Literacy and Numeracy

Overview of Grade 3/4 Provincial Assessment

Early in the school year, Manitoba students in Grade 3 (all programs) and Grade 4 (French Immersion) undergo classroom-based provincial assessments in numeracy and reading competencies identified by Manitoba Education and Training. Evaluation criteria, including the competencies, scoring scales, and indicators of achievement, are provided by the Department and are used by teachers when reporting achievement results for these assessments to parents and to the Department.

Grade 3 Literacy Results

The purpose of this assessment is to measure achievement in key competencies in literacy. The Literacy Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

The Grade 3 Literacy Assessment focus on four specific competencies:

- Student reflects on and sets reading goals.
- Student uses strategies during reading to make sense of texts.
- Student demonstrates comprehension.

Grade 3 Numeracy Results

The purpose of this assessment is to measure achievement in key competencies in numeracy. The Numeracy Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

The Grade 3 Numeracy Assessment focus on four specific competencies:

- Student predicts an element in a repeating pattern.
- Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.
- Student understands that a given whole number may be represented in a variety of ways (to 100).
- Student uses mental math strategies to determine answers to addition and subtraction questions to 18.

Observations, Analysis, and Conclusions of Grade 3/4 Provincial Assessment

Literacy:

- Prior to 2021, the number of PWSD students meeting expectations in all three competencies was consistent with provincial rates. Despite a dip 2021, the divisional results have returned to provincial levels as of 2022.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This likely still reflects significant lost instructional time due to low pandemic attendance.
- In 2023, female students are performing at a noticeably higher level than male students.

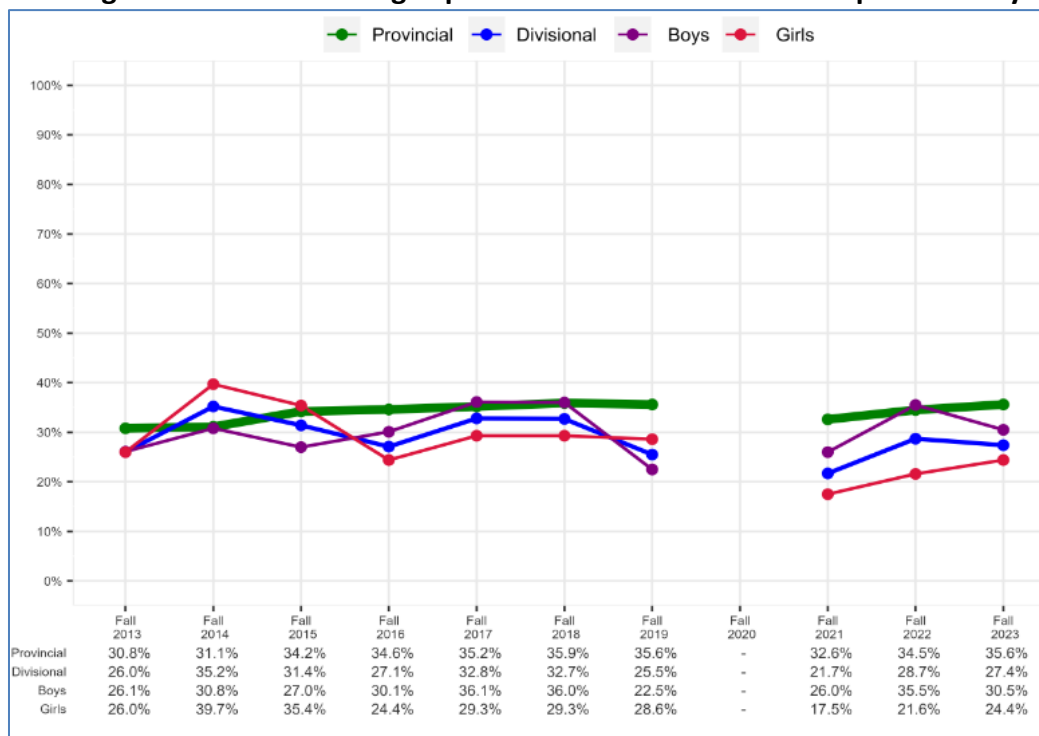
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies

Numeracy - Grade 3 Entry - English Program Number of Students Assessed PARK WEST SCHOOL DIVISION

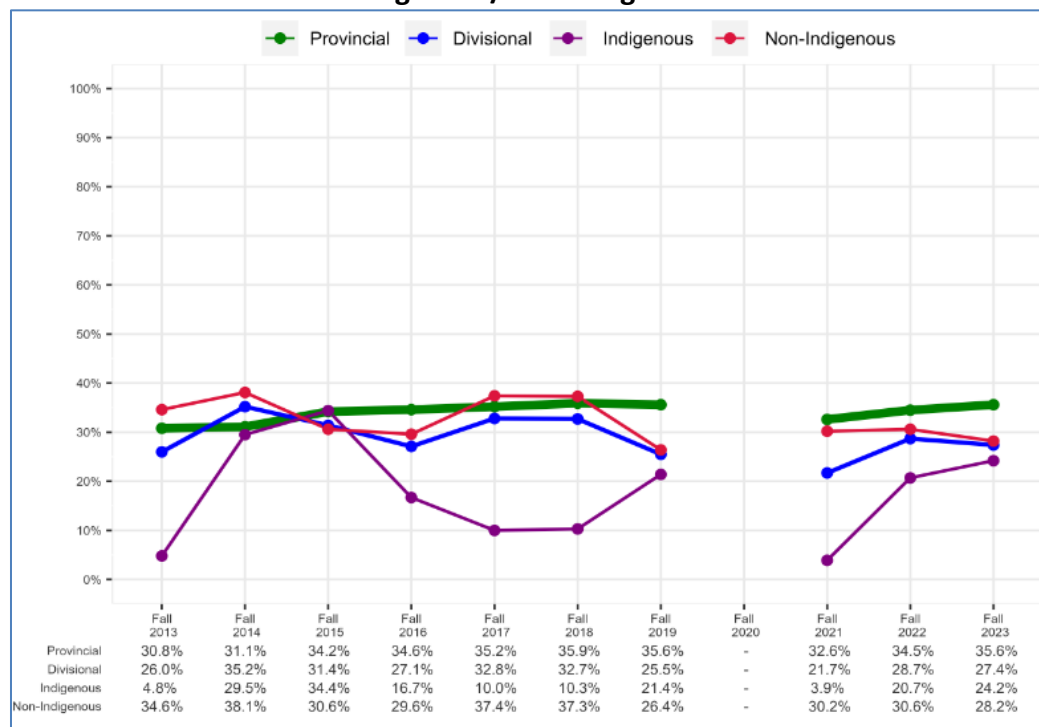
Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Provincial	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464	12,119	12,203
Divisional	146	128	156	155	119	171	157	-	157	150	164
Boys	69	65	74	73	61	89	80	-	77	76	82
Girls	77	63	82	82	58	82	77	-	80	74	82
Indigenous	42	44	32	30	20	29	28	-	51	29	33
Non-Indigenous	104	84	124	125	99	142	129	-	106	121	131
Non-EAL	136	123	149	152	111	161	146	-	144	142	152
Pupils receiving EAL services	10	5	7	3	8	10	11	-	13	8	12
Non-CFS	142	126	153	148	117	165	157	-	156	148	164
Pupils under the care of CFS	4	2	3	7	2	6	0	-	1	2	0

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

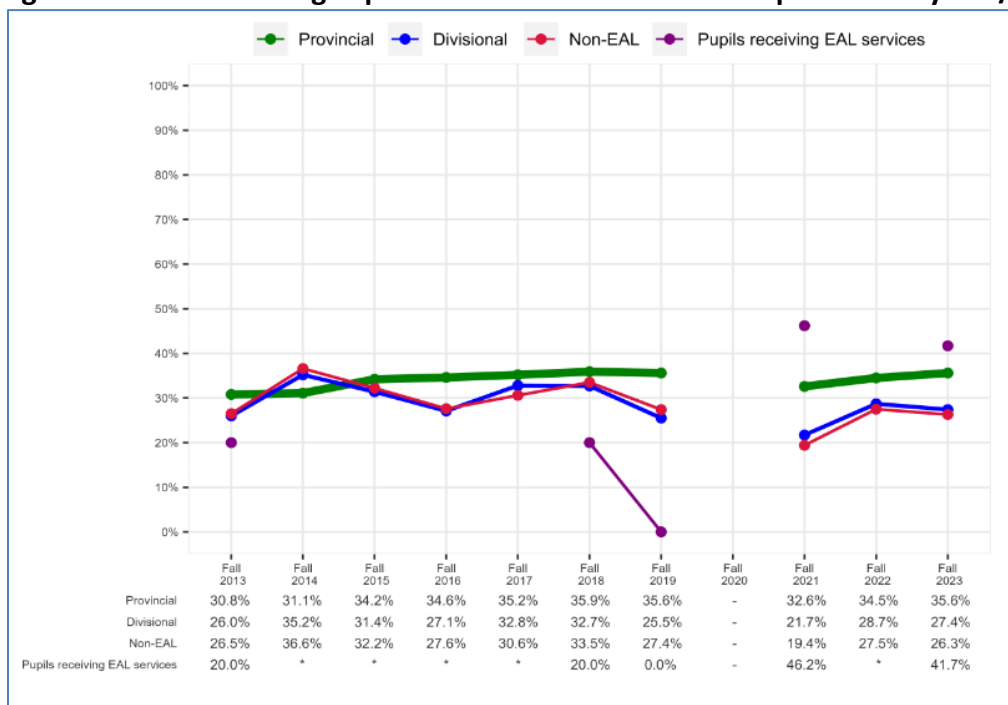
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by Sex



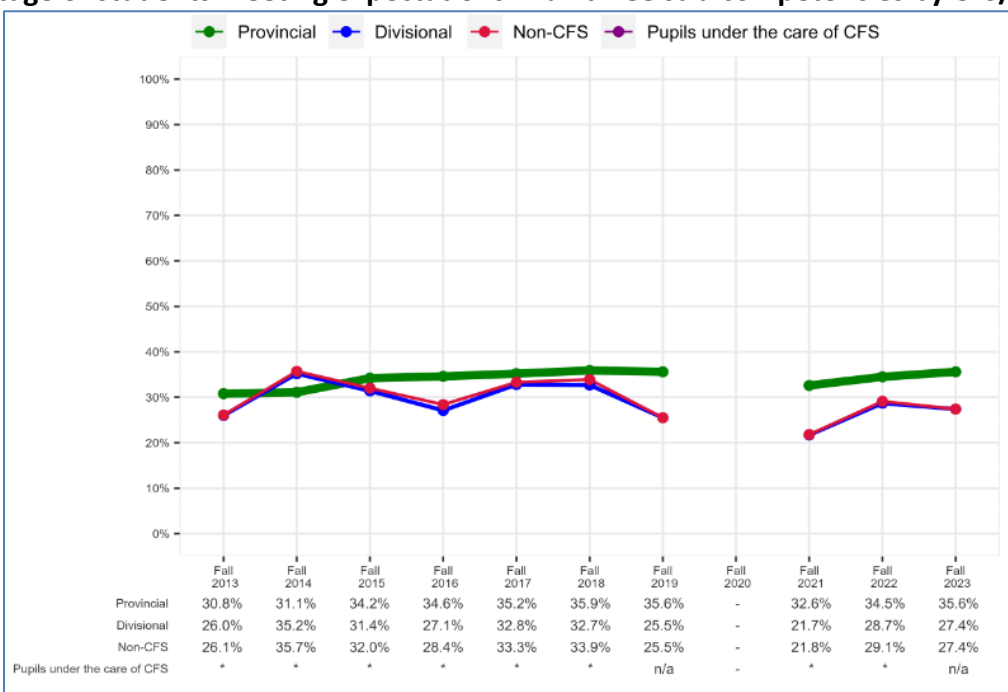
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



Observations, Analysis, and Conclusions of Grade 3/4 Provincial Assessment

Numeracy:

- Prior to 2019-2020, the number of PWSD students meeting expectations in all four competencies was consistent with provincial rates. In the last three years, the divisional percentage of students meeting expectations is below the provincial average in all four competencies.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This likely still reflects significant lost instructional time due to low pandemic attendance.

Grade 3 – Numeracy Percentage of students meeting expectations in all four sub-competencies

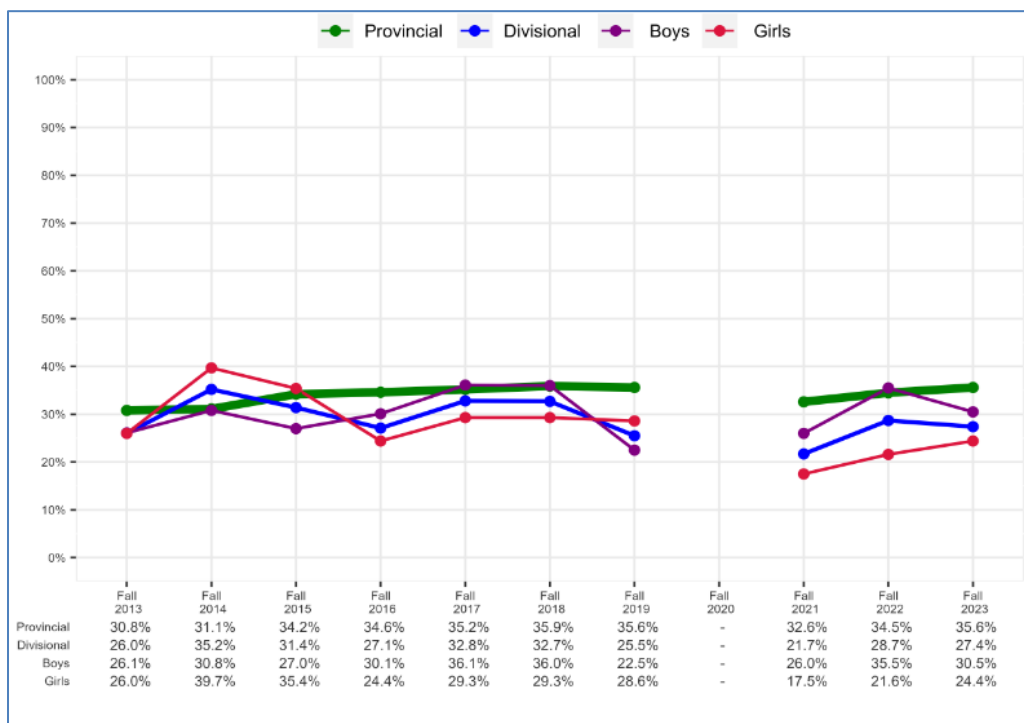
Numeracy - Grade 3 Entry - English Program
Number of Students Assessed
PARK WEST SCHOOL DIVISION

Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023
Provincial	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464	12,119	12,203
Divisional	146	128	156	155	119	171	157	-	157	150	164
Boys	69	65	74	73	61	89	80	-	77	76	82
Girls	77	63	82	82	58	82	77	-	80	74	82
Indigenous	42	44	32	30	20	29	28	-	51	29	33
Non-Indigenous	104	84	124	125	99	142	129	-	106	121	131
Non-EAL	136	123	149	152	111	161	146	-	144	142	152
Pupils receiving EAL services	10	5	7	3	8	10	11	-	13	8	12
Non-CFS	142	126	153	148	117	165	157	-	156	148	164
Pupils under the care of CFS	4	2	3	7	2	6	0	-	1	2	0

(-) The Fall 2020 assessment was suspended due to the COVID-19 pandemic.

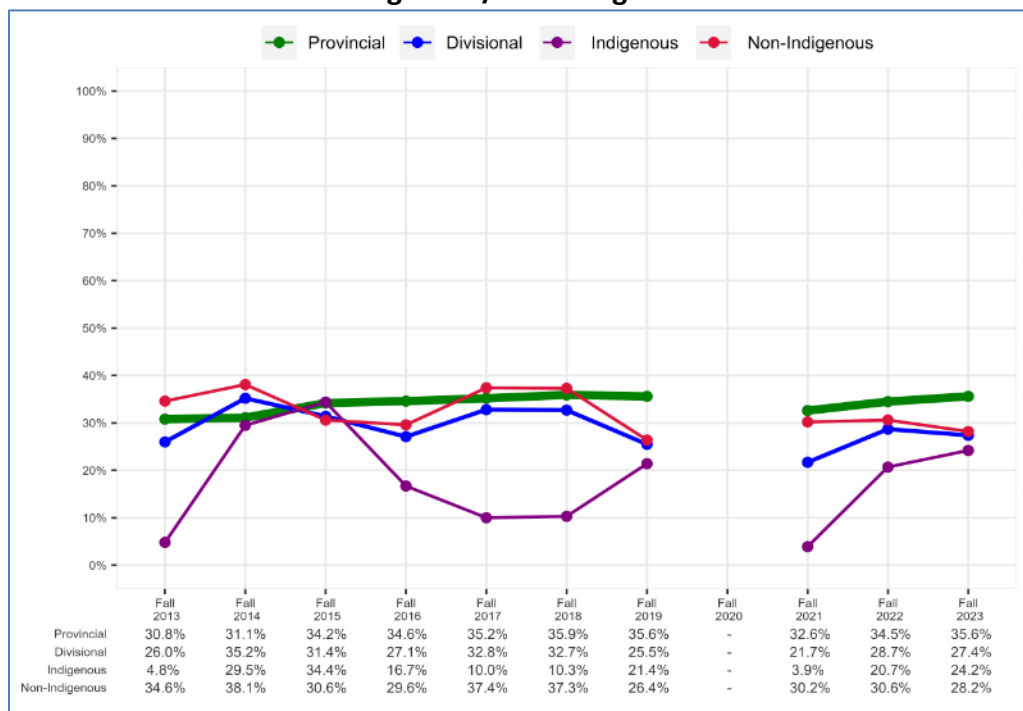
Grade 3 – Numeracy

Percentage of students meeting expectations in all four sub-competencies by Sex



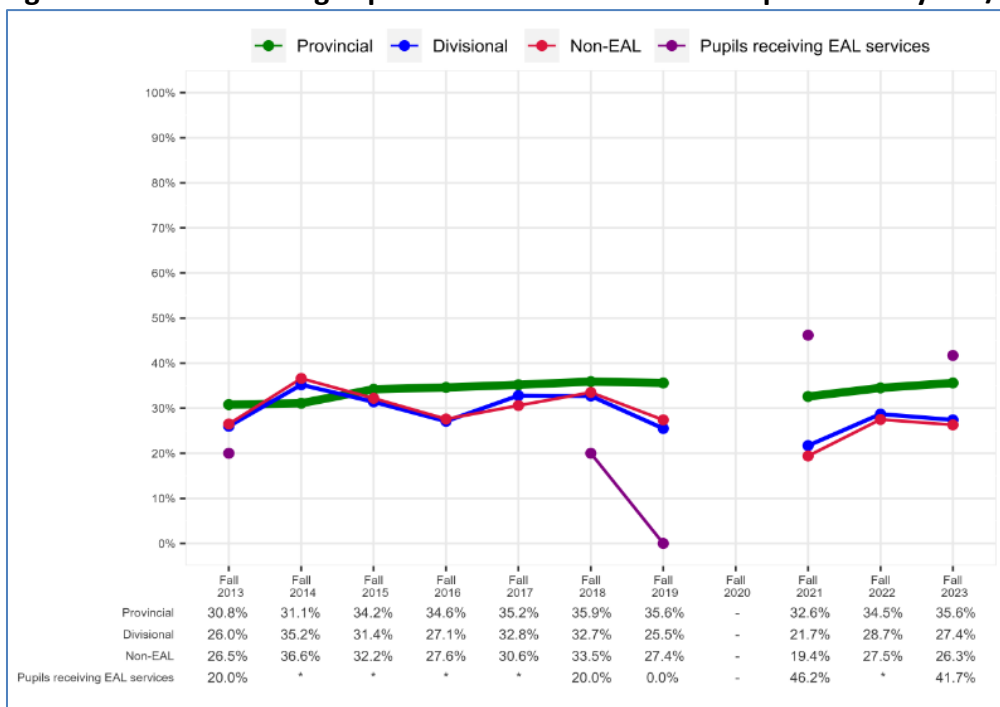
Grade 3 – Numeracy

Percentage of students meeting expectations in all four sub-competencies by Indigenous/Non-Indigenous



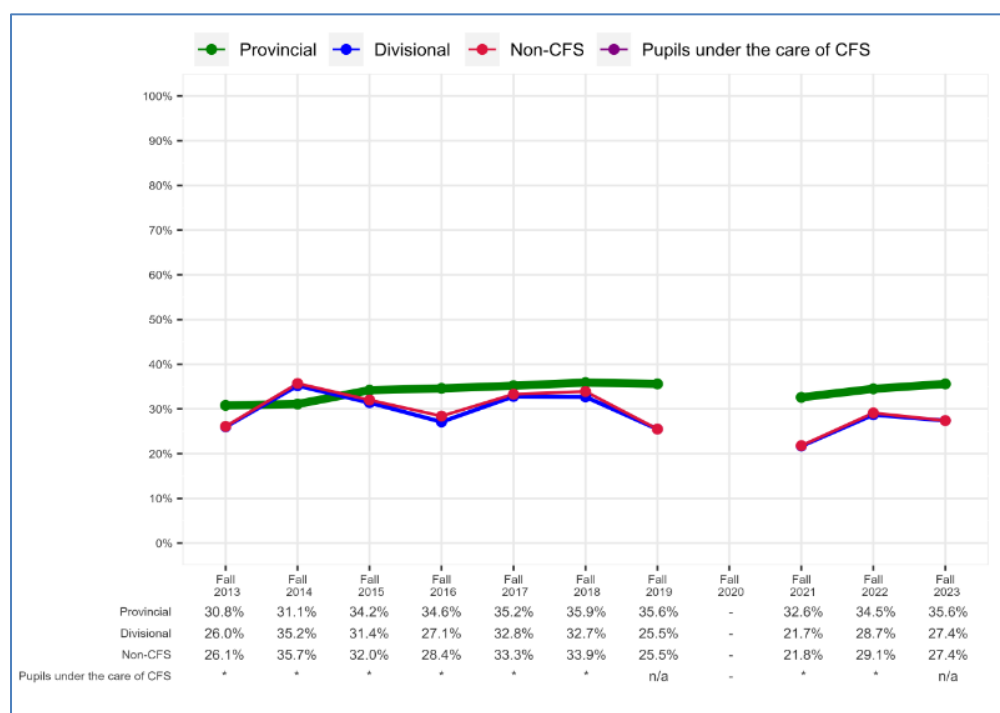
Grade 3 – Numeracy

Percentage of students meeting expectations in all four sub-competencies by EAL/Non-EAL



Grade 3 – Numeracy

Percentage of students meeting expectations in all four sub-competencies by CFS/Non-CFS



Middle Years Provincial Assessment

The purpose of the Middle Years Assessment is to gather summative information about the levels of achievement in key areas that Middle Years students have attained by the end of January. This Middle Years Assessment complements the Grades 3 and 4 Assessment and the Grade 12 provincial tests in providing a provincial picture of student achievement.

The Middle Years Assessment is not based on a single test, but on evidence of a student's achievement from ongoing assessment done as part of the normal teaching and learning process.

Grade 7 Numeracy Results

The Grade 7 Provincial Number Sense and Skills Assessment focuses on five specific competencies:

- Student orders fractions.
- Student orders decimals.
- Student represents numbers in a variety of ways.
- Student uses number patterns to solve problems.
- Student uses mental math strategies to solve math problems.

Grade 8 Literacy Results

The Grade 8 Provincial Reading Comprehension and Expository Writing Assessment focuses on six specific competencies:

- Student understands key ideas and messages in a variety of texts.
- Student interprets a variety of texts.
- Student responds critically to a variety of texts.
- Student writes expository texts for a variety of purposes and audiences.
- Student chooses word choices and sentence patterns.
- Student uses spelling, grammar, and resources to edit for a clear meaning.

Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 7 Numeracy:

- The number of PWSD students meeting expectations in all five competencies in 2024 is consistent with provincial averages.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This still likely reflects significant lost instructional time due to low pandemic attendance.
- Female students in the division are performing significantly better than males across all five sub-competencies.

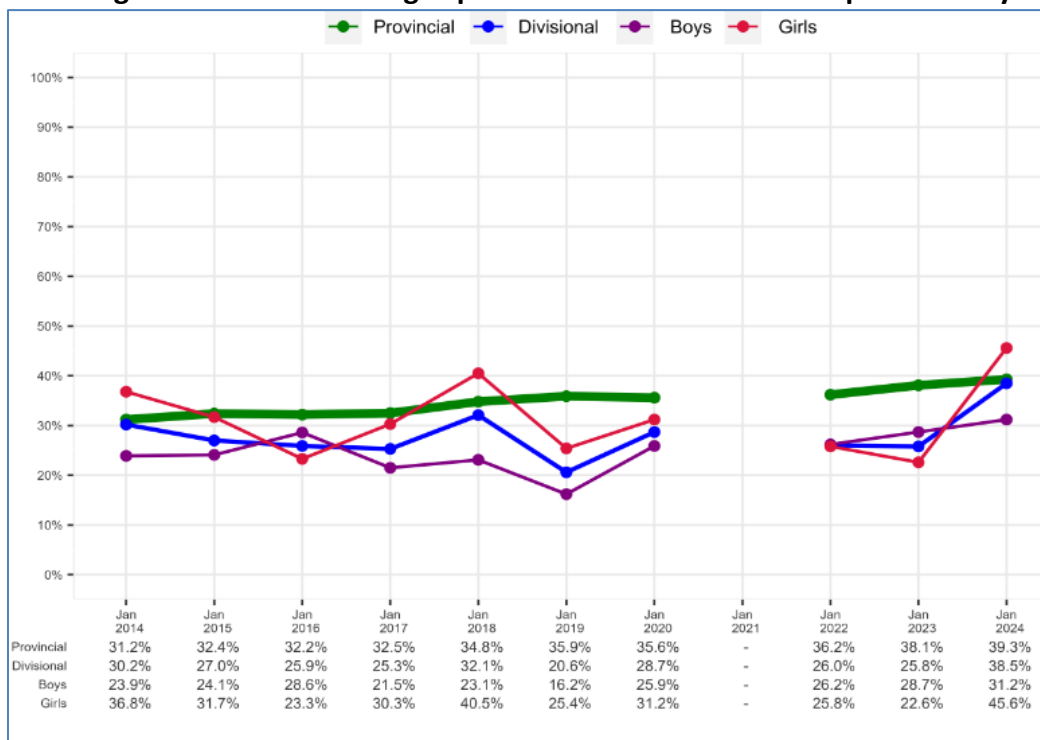
Grade 7 – Numeracy Percentage of students meeting expectations in all five sub-competencies

Grade 7 Number Sense and Number Skills - English Program
Number of Students Assessed
PARK WEST SCHOOL DIVISION

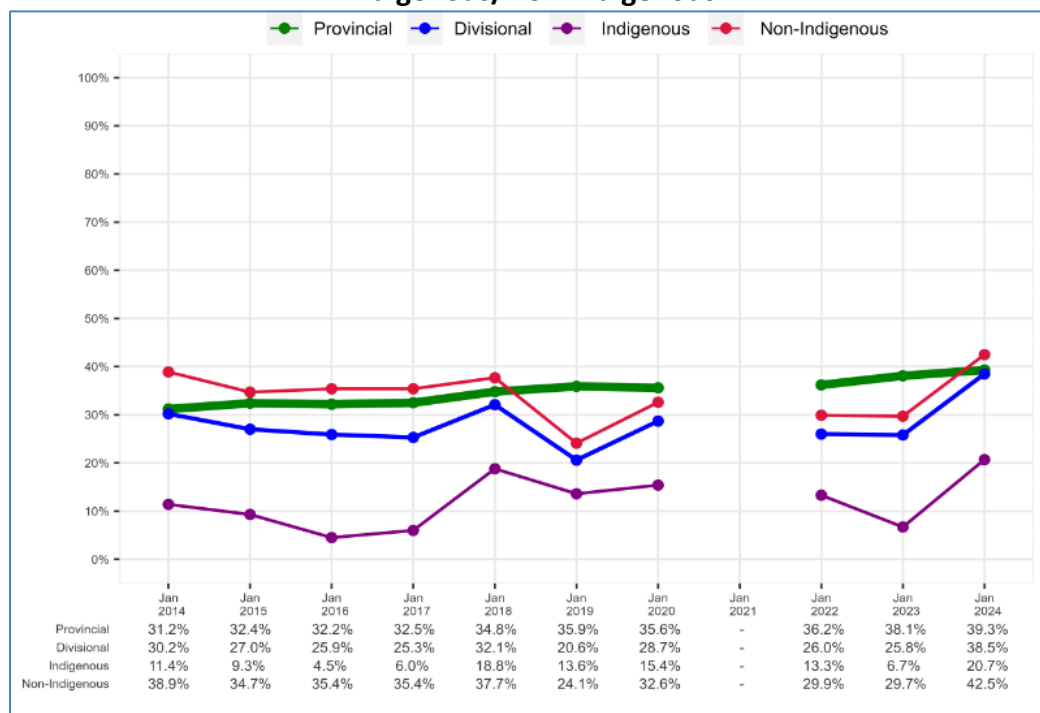
Year	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Provincial	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218	12,580	13,145
Divisional	139	141	143	146	162	131	174	-	127	178	156
Boys	71	79	70	79	78	68	81	-	65	94	77
Girls	68	60	73	66	84	63	93	-	62	84	79
Indigenous	44	43	44	50	48	44	39	-	30	30	29
Non-Indigenous	95	98	99	96	114	87	135	-	97	148	127
Non-EAL	135	137	142	140	155	128	168	-	122	171	152
Pupils receiving EAL services	4	4	1	6	7	3	6	-	5	7	4
Non-CFS	136	137	142	144	158	129	171	-	123	173	155
Pupils under the care of CFS	3	4	1	2	4	2	3	-	4	5	1

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 7 – Numeracy Percentage of students meeting expectations in all five sub-competencies by Sex

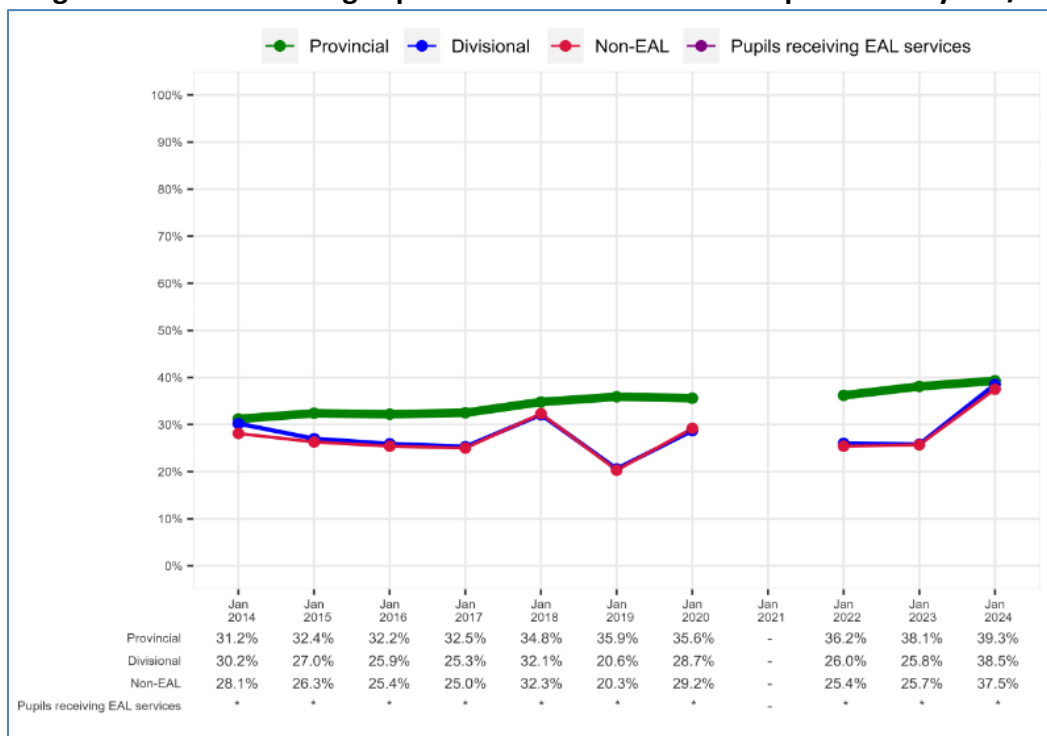


Grade 7 – Numeracy Percentage of students meeting expectations in all five sub-competencies by Indigenous/Non-Indigenous



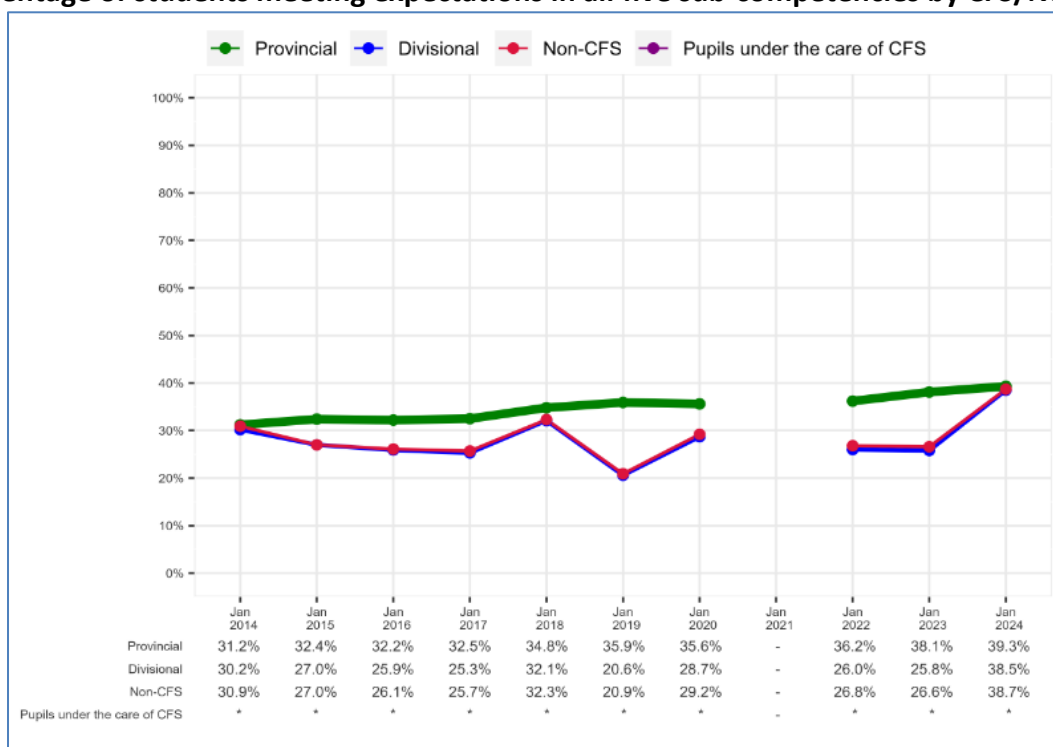
Grade 7 – Numeracy

Percentage of students meeting expectations in all five sub-competencies by EAL/Non-EAL



Grade 7 – Numeracy

Percentage of students meeting expectations in all five sub-competencies by CFS/Non-CFS



Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 8 Reading:

- The number of PWSB students meeting expectations in all five competencies in 2024 is comparable to provincial averages.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This reflects significant lost instructional time due to low pandemic attendance.
- The results for female students was significantly higher than their male counterparts.

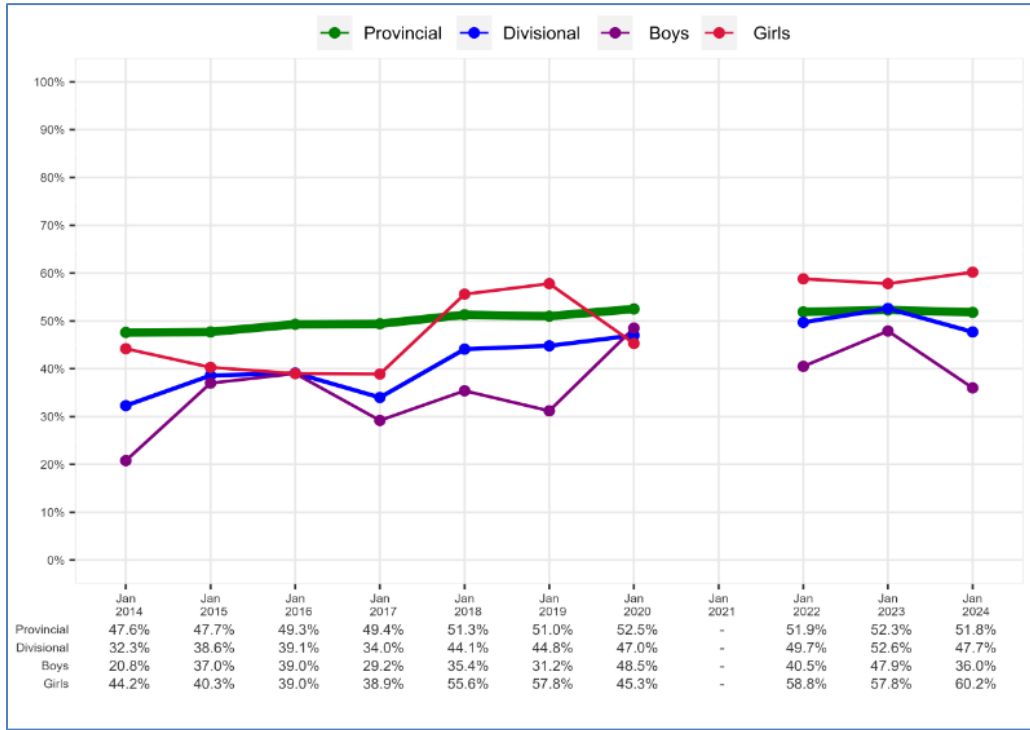
Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies

Grade 8 Reading Comprehension - English Program
Number of Students Assessed
PARK WEST SCHOOL DIVISION

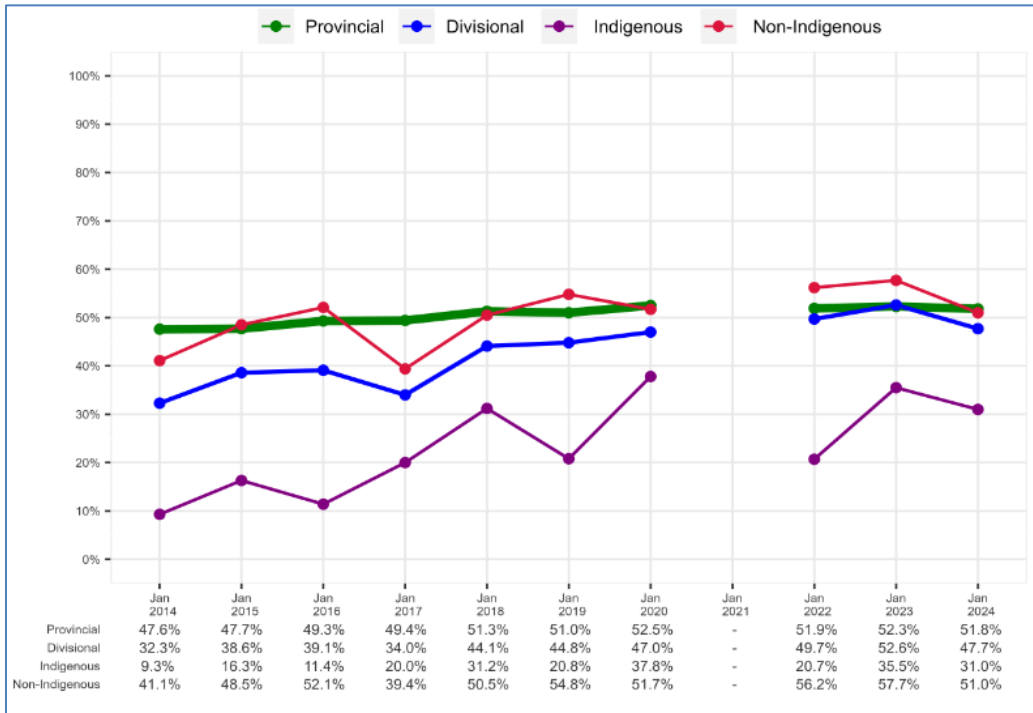
Year	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Provincial	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175	12,948	13,015
Divisional	155	140	138	144	143	163	132	-	159	135	172
Boys	77	73	77	72	79	80	68	-	79	71	89
Girls	77	67	59	72	63	83	64	-	80	64	83
Indigenous	43	43	44	40	48	48	45	-	29	31	29
Non-Indigenous	112	97	94	104	95	115	87	-	130	104	143
Non-EAL	153	134	135	142	137	158	128	-	154	130	168
Pupils receiving EAL services	2	6	3	2	6	5	4	-	5	5	4
Non-CFS	152	139	136	144	141	159	131	-	153	130	168
Pupils under the care of CFS	3	1	2	0	2	4	1	-	6	5	4

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

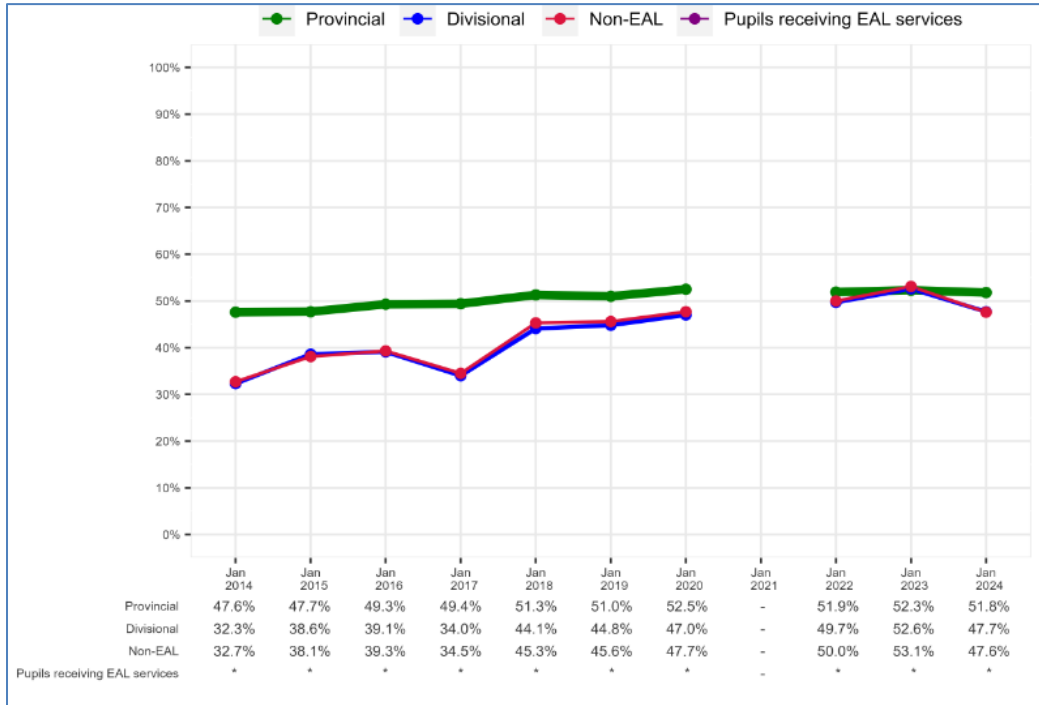
Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by Sex



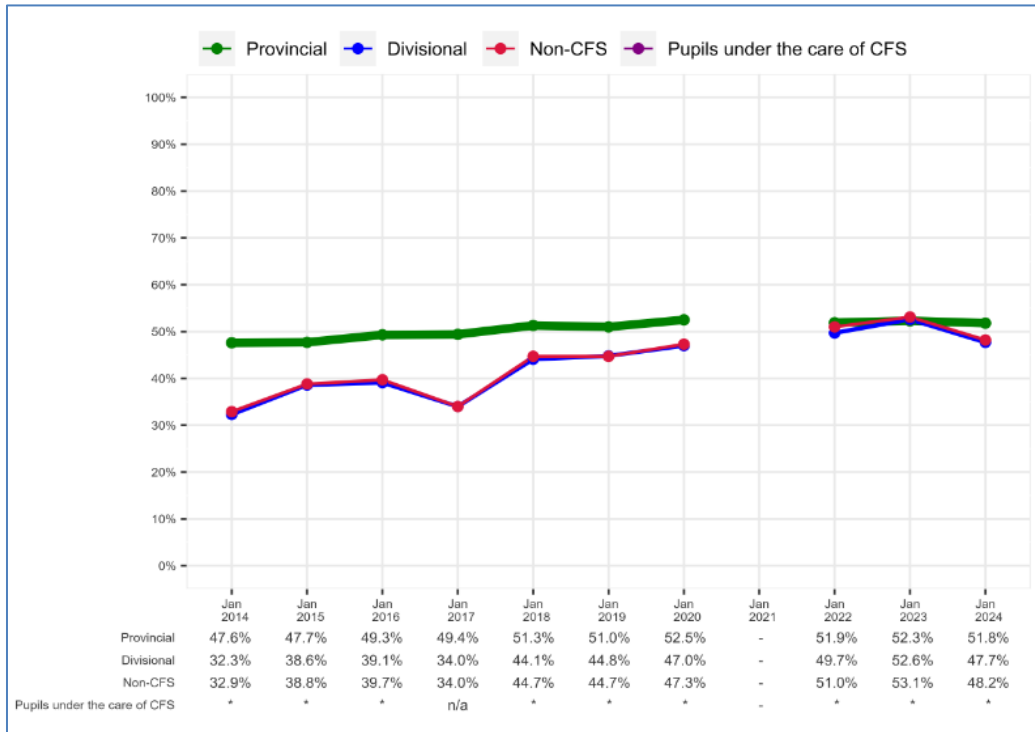
Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



Observations, Analysis, and Conclusions of Middle Years Provincial Assessment

Grade 8 Writing:

- The number of PWSO students meeting expectations in all five competencies in 2024 is less than the provincial average.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This likely reflects significant lost instructional time due to low pandemic attendance.
- The divisional results for female students was significantly higher than their male counterparts.

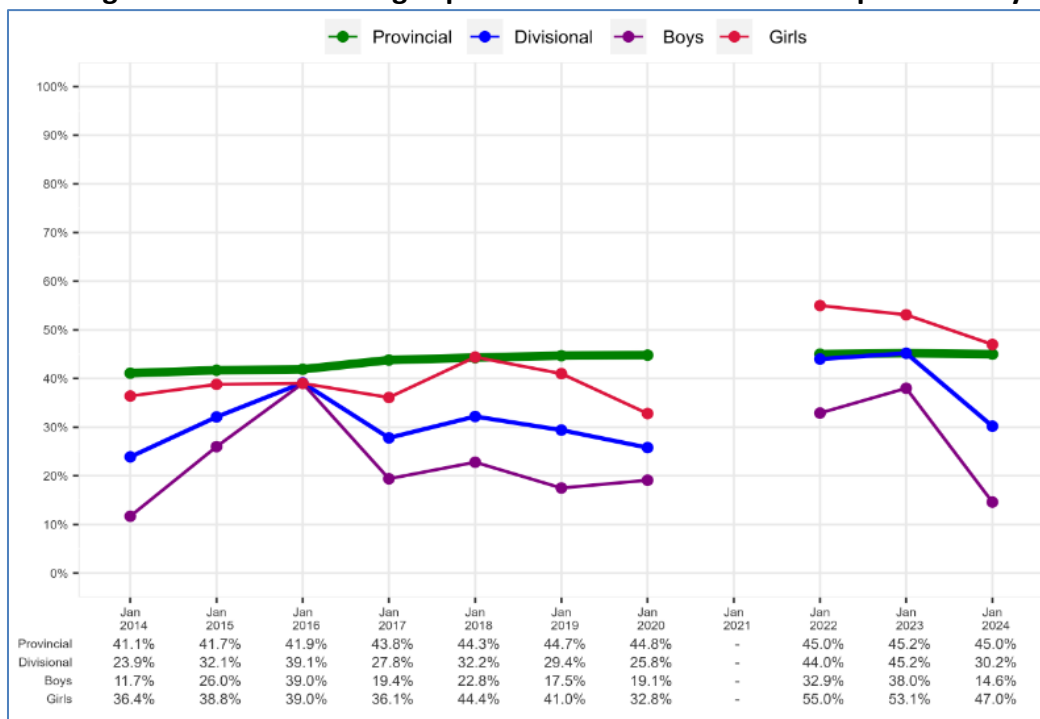
Grade 8 Reading

Percentage of students meeting expectations in all three sub-competencies

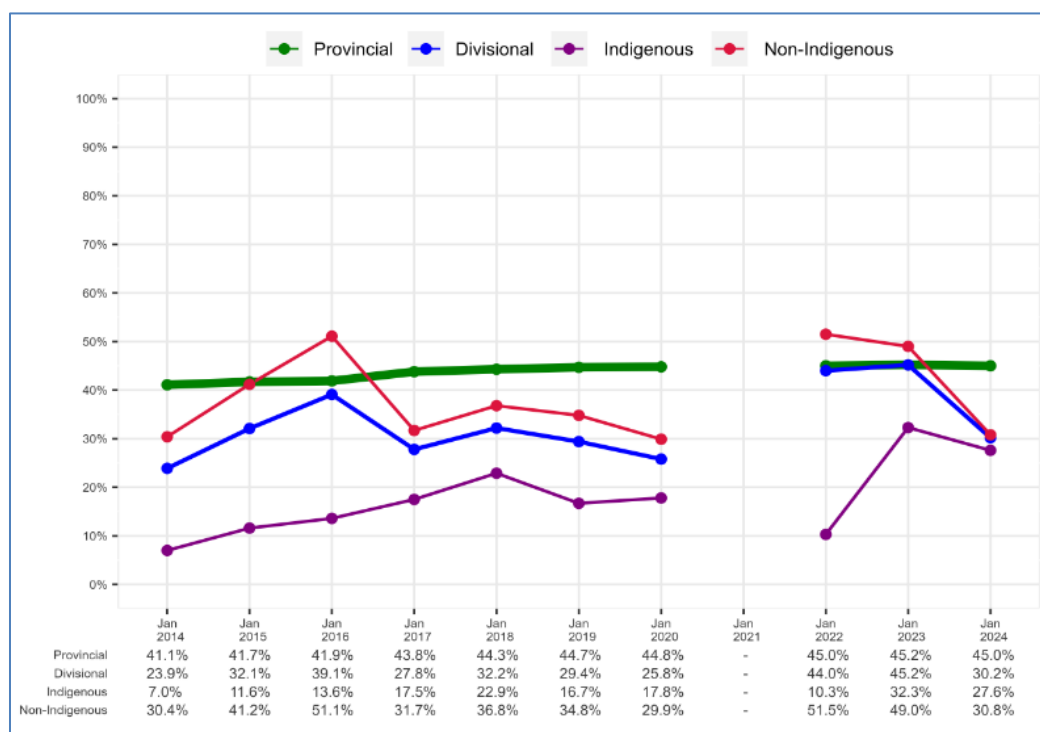
Grade 8 Expository Writing - English Program											
Number of Students Assessed											
PARK WEST SCHOOL DIVISION											
Year	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024
Provincial	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175	12,948	13,015
Divisional	155	140	138	144	143	163	132	-	159	135	172
Boys	77	73	77	72	79	80	68	-	79	71	89
Girls	77	67	59	72	63	83	64	-	80	64	83
Indigenous	43	43	44	40	48	48	45	-	29	31	29
Non-Indigenous	112	97	94	104	95	115	87	-	130	104	143
Non-EAL	153	134	135	142	137	158	128	-	154	130	168
Pupils receiving EAL services	2	6	3	2	6	5	4	-	5	5	4
Non-CFS	152	139	136	144	141	159	131	-	153	130	168
Pupils under the care of CFS	3	1	2	0	2	4	1	-	6	5	4

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

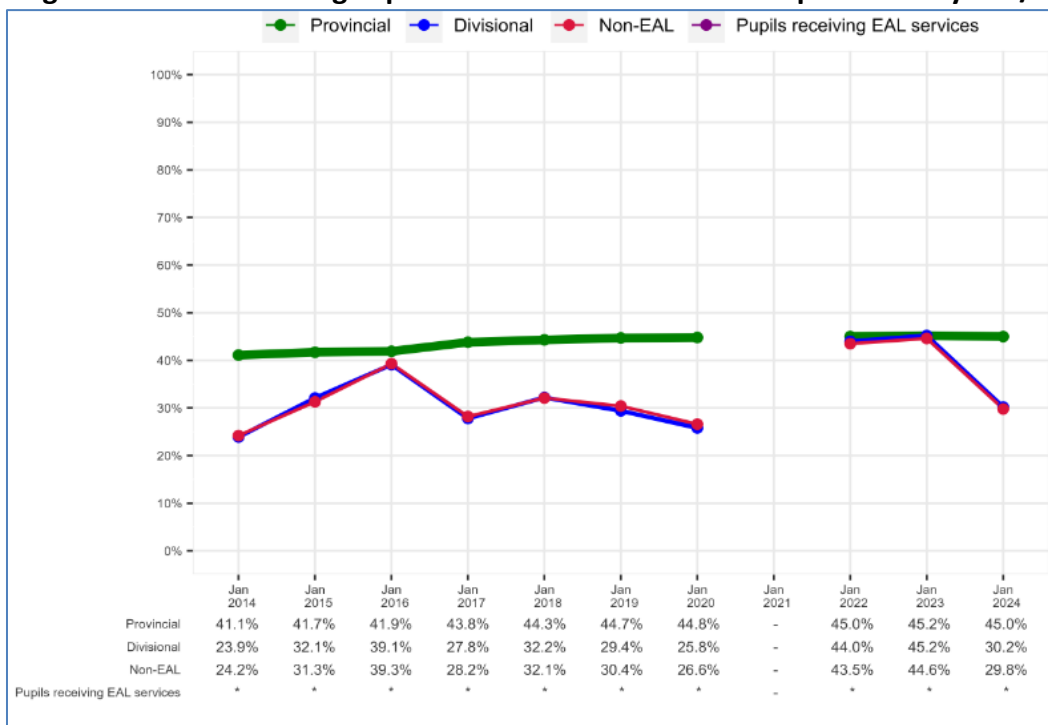
Grade 8 Expository Writing Percentage of students meeting expectations in all three sub-competencies by Sex



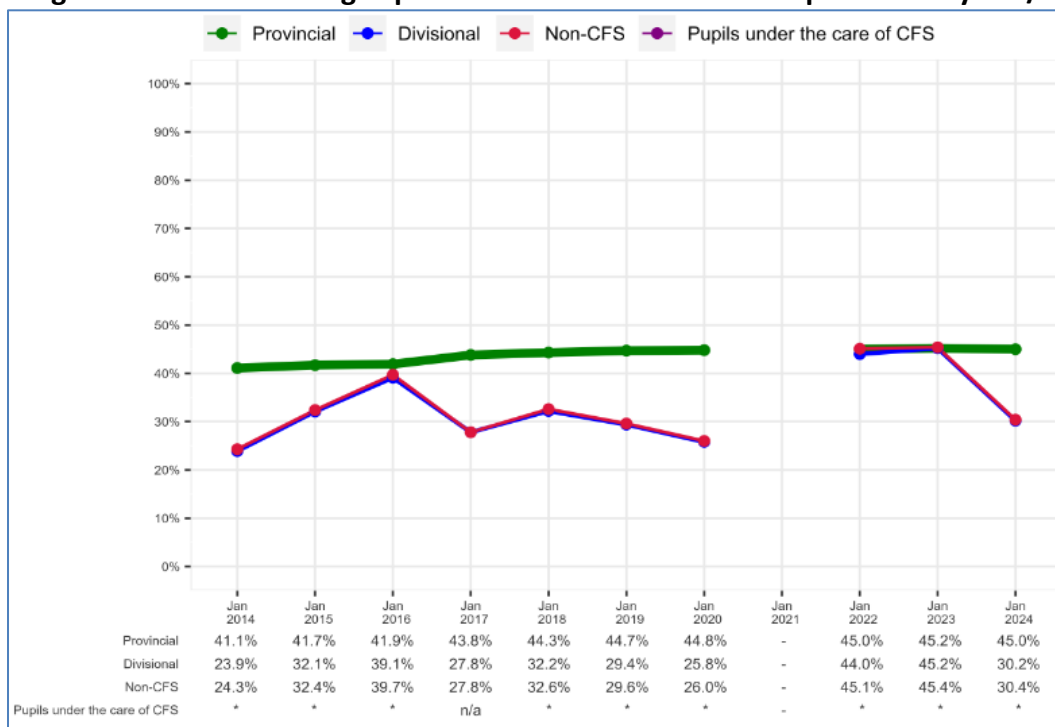
Grade 8 Expository Writing Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



Grade 8 Expository Writing Percentage of students meeting expectations in all three sub-competencies by EAL/Non-EAL



Grade 8 Expository Writing Percentage of students meeting expectations in all three sub-competencies by CFS/Non-CFS



Grade 9 Math and ELA Distribution of Marks

Observations, Analysis, and Conclusions of Grade 9 Math Distribution of Marks

- The most recent data for Grade 9 mark distribution is 2023-2023.
- 60.6% of Park West students have a mark of at least 80% compared to 45.5% provincially.
- 92.1% of Park West students have a mark of 60% or better compared to 78.6% provincially.
- Less than 1% of PWSD students have a mark of 50% or lower compared to the provincial average of 7%.
- Approximately 4% of PWSD students who are self-declared Indigenous have a mark of 50% or lower.
- Female students in PWSD are significantly more likely to have a mark of at least 80% when compared to males (64.1% compared to 57.1%).

PARK WEST SCHOOL DIVISION							
	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
Provincial	14,483	7.0%	4.5%	10.0%	14.4%	18.7%	45.5%
Divisional	127	0.8%	0.0%	7.1%	11.8%	19.7%	60.6%
Boys	63	0.0%	0.0%	7.9%	15.9%	19.0%	57.1%
Girls	64	1.6%	0.0%	6.2%	7.8%	20.3%	64.1%
Indigenous	27	3.7%	0.0%	22.2%	18.5%	29.6%	25.9%
Non-Indigenous	100	0.0%	0.0%	3.0%	10.0%	17.0%	70.0%
Non-EAL	122	0.8%	0.0%	6.6%	11.5%	20.5%	60.7%
Pupils receiving EAL services	5	*	*	*	*	*	*
Non-CFS	124	0.8%	0.0%	7.3%	11.3%	18.5%	62.1%
Pupils under the care of CFS	3	*	*	*	*	*	*

Observations, Analysis, and Conclusions of Grade 9 ELA Distribution of Marks

- The most recent data for Grade 9 mark distribution is 2022-2023.
- PWSD students closely parallel the average mark distribution of provincial students in ELA.
- PWSD students are more likely to have a mark of at least 70% when compared to their provincial counterparts (71.6% compared to 67.9%).
- 3% of PWSD students who are either self-declared Indigenous or under CFS care have a mark of 50% or lower compared to 1% for non-Indigenous students.
- Female students in PWSD are significantly more likely to have a mark of at least 80% when compared to males (69% compared to 32.5%).

PARK WEST SCHOOL DIVISION							
	Number of students	Percentage of students at each marks interval					
		Less than 50	Exactly 50	50.01 to 59.99	60 to 69.99	70 to 79.99	At least 80
Provincial	14,688	6.6%	3.5%	8.5%	13.5%	19.6%	48.3%
Divisional	148	0.7%	4.7%	8.8%	14.2%	21.6%	50.0%
Boys	77	1.3%	6.5%	10.4%	22.1%	27.3%	32.5%
Girls	71	0.0%	2.8%	7.0%	5.6%	15.5%	69.0%
Indigenous	33	3.0%	9.1%	15.2%	24.2%	27.3%	21.2%
Non-Indigenous	115	0.0%	3.5%	7.0%	11.3%	20.0%	58.3%
Non-EAL	143	0.7%	4.9%	9.1%	14.7%	21.0%	49.7%
Pupils receiving EAL services	5	*	*	*	*	*	*
Non-CFS	142	0.0%	4.9%	7.7%	14.1%	21.1%	52.1%
Pupils under the care of CFS	6	*	*	*	*	*	*

Grade 12 Provincial Math Exams

Until 2019, provincial tests were administered system-wide each semester in the following Grade 12 subjects:

- Applied Mathematics
- Essential Mathematics
- Pre-Calculus Mathematics
- English Language Arts

Grade 12 Provincial exams have not been implemented in the three previous years. They will resume in 2023-2024. The summary that follows reflects previous data collection up to 2019.

Observations, Analysis, and Conclusions of Grade 12 Math

- In 2024, PWSD students provincial pass rates and average marks in Applied Math were consistent with provincial averages but were below provincial average in Essential and Precalculus.
- Male students in Park West performing better than their female counterparts in both Essential and Precalculus Math.

GRADE 12 APPLIED MATHEMATICS ACHIEVEMENT TEST (JANUARY 2024) ENGLISH PROGRAM										
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 2										
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)					TOTAL SCORE (%)	
				Relations and Functions	Probability	Financial Mathematics	Design and Measurement	Logical Reasoning	Pass Rate ⁽²⁾	Mean
Province ⁽³⁾	1344	1338	92	56.4	63.8	57.6	41.2	61.1	63.6	56.3
Division	32	32	1	49.4	57.3	40.5	39.1	48.4	34.4	45.3

GRADE 12 ESSENTIAL MATHEMATICS ACHIEVEMENT TEST (JANUARY 2024) ENGLISH PROGRAM											
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 6											
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)						TOTAL SCORE (%)	
				Vehicle Finance	Statistics	Precision Measurement	Home Finance	Geometry and Trigonometry	Probability	Pass Rate ⁽²⁾	Mean
Province ⁽³⁾	2862	2755	516	61.0	56.7	48.3	63.5	52.2	57.1	61.9	55.9
Division	49	49	5	61.1	49.5	44.4	59.5	41.9	55.5	53.1	51.0

GRADE 12 ESSENTIAL MATHEMATICS ACHIEVEMENT TEST (JUNE 2024) ENGLISH PROGRAM											
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 1											
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)						TOTAL SCORE (%)	
				Vehicle Finance	Statistics	Precision Measurement	Home Finance	Geometry and Trigonometry	Probability	Pass Rate ⁽²⁾	Mean
Province ⁽³⁾	2485	2452	439	67.0	45.8	55.3	64.0	56.0	56.9	66.1	58.6
Division	7	7	0	58.3	35.7	57.1	58.0	77.6	67.0	57.1	59.2

GRADE 12 PRE-CALCULUS MATHEMATICS ACHIEVEMENT TEST (JANUARY 2024) ENGLISH PROGRAM															
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 4															
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)								MEAN SCORE BY PART (%)		TOTAL SCORE (%)	
				Transformations of Functions	Trigonometric Functions	Binomial Theorem	Polynomial Functions	Trigonometric Equations and Identities	Exponents and Logarithms	Radicals and Rationals	Calculator	Non-Calculator	Pass Rate ⁽²⁾	Mean	
Province ⁽³⁾	2468	2453	86	59.6	63.8	62.3	78.9	56.1	63.3	58.4	65.8	60.1	65.6	60.6	
Division	33	33	1	42.8	42.9	45.8	70.3	33.0	44.1	46.0	47.0	43.5	33.3	43.8	

GRADE 12 PRE-CALCULUS MATHEMATICS ACHIEVEMENT TEST (JUNE 2024) ENGLISH PROGRAM															
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 3															
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY CURRICULAR UNIT (%)								MEAN SCORE BY PART (%)		TOTAL SCORE (%)	
				Transformations of Functions	Trigonometric Functions	Binomial Theorem	Polynomial Functions	Trigonometric Equations and Identities	Exponents and Logarithms	Radicals and Rationals	Calculator	Non-Calculator	Pass Rate ⁽²⁾	Mean	
Province ⁽³⁾	2422	2407	144	62.4	59.0	70.4	73.1	59.7	64.6	68.6	65.2	64.5	70.9	63.5	
Division	20	20	0	51.0	58.4	72.3	68.6	45.8	62.2	68.4	68.4	58.7	60.0	57.9	

Observations, Analysis, and Conclusions of Grade 12 ELA

- PWSD students have met or exceeded provincial pass rates and averages in Grade 12 ELA in 4 of the past 6 years. In 2024, PWSD students had an average mark of 66.4% compared to 67.6% provincially.

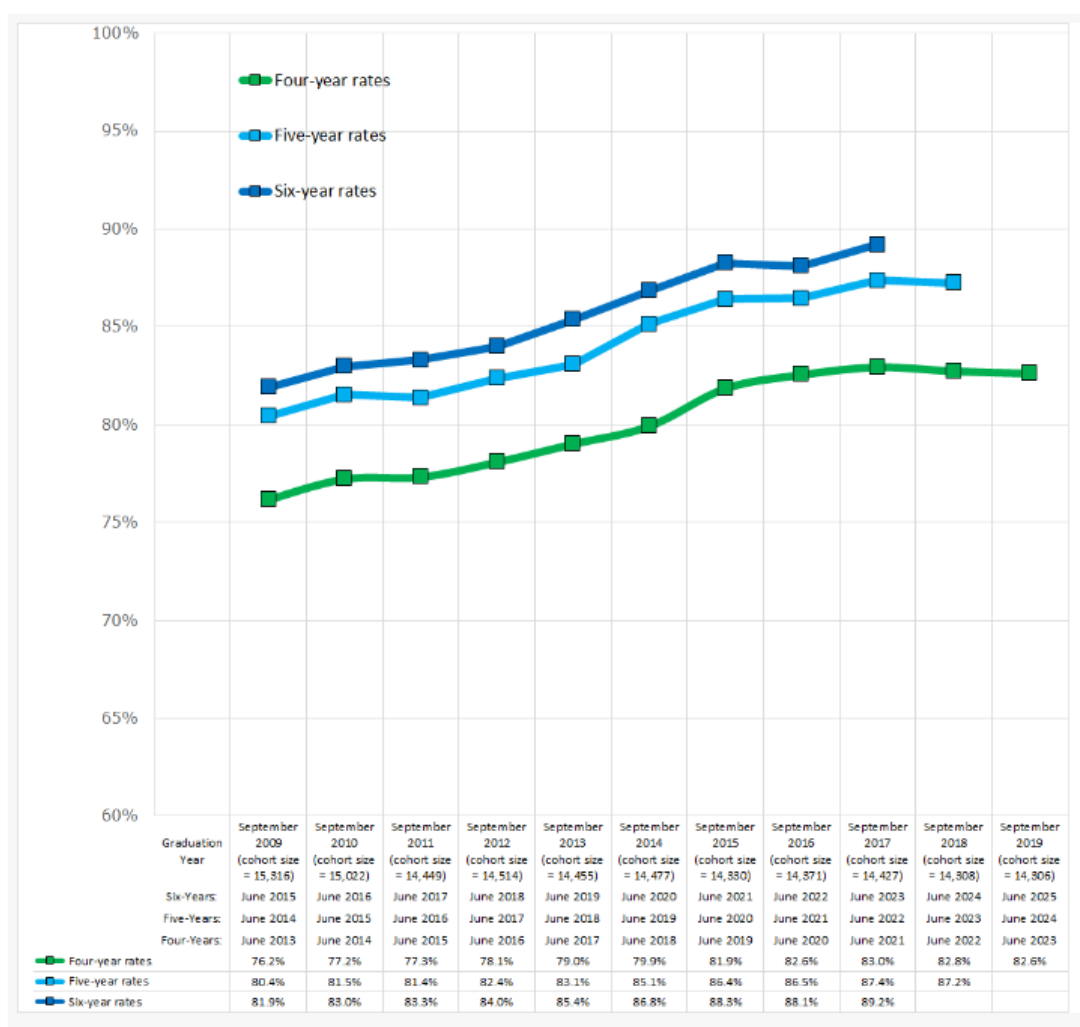
SCHOOL DIVISION: PARK WEST SCHOOL DIVISION NUMBER OF SCHOOLS WRITING: 6													
School Code	Number of Students Writing	Number of Students Included in Reporting ⁽¹⁾	Number of Students for Whom at Least One Adaptation Was Granted	MEAN SCORE BY GENERAL OUTCOME (%)					MEAN SCORE BY TEST COMPONENT (%)		TOTAL SCORE (%)		
				1.0	2.0	3.0	4.0	5.0	Responding to Text	Process Booklet Tasks	Pass Rate ⁽²⁾	Mean	
Province ⁽³⁾	6324	6048	828	60.0	64.2	62.4	71.6	66.3	63.1	69.7	85.5	67.6	
Division	99	99	15	55.3	58.6	64.0	71.7	71.9	59.7	70.2	82.8	66.4	

High School Graduation Rates

High school graduation is generally viewed as the minimum requirement for pursuing additional education and for entry into the world of work.

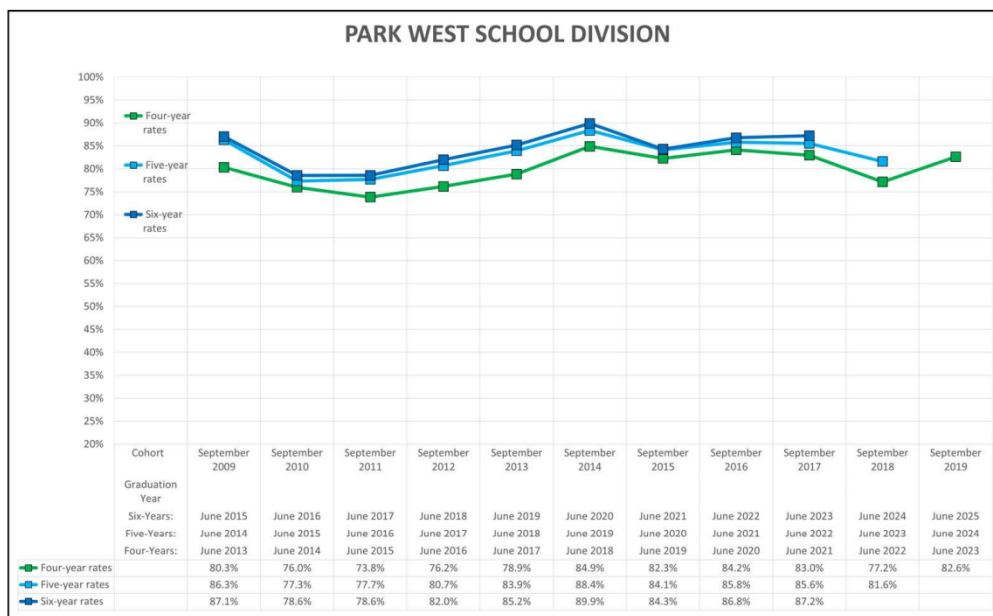
Manitoba's student-tracked method of calculating high school graduation rates allows us to understand how long it takes for individual students to graduate and to help us identify certain achievement gaps, such as those between male and female students and between Indigenous and non-Indigenous students.

High school graduation in Manitoba typically occurs within four years of beginning Grade 9. For some students, and for a variety of reasons, taking more time to obtain their credits for graduation could make the difference between successfully completing high school or not. Manitoba's four-year student-tracked high school graduation rate for June 2023 is 82.6%.



Observations, Analysis, and Conclusions of High School Graduations Rates

- The most recent detailed breakdown of PWSD grad rates was provided in June 2019. This section will be updated when Manitoba Education provides updated data.
- PWSD’s four-year student-tracked high school graduation is consistent with provincial rates.



OurSCHOOL Survey

Effective in 2023-2024, we are collecting data on student and staff wellbeing and engagement. We will use the OurSCHOOL Survey tool which allows students and staff to share their feedback anonymously on their experiences at school, school environment, and school improvement programs.

The OurSCHOOL Student Engagement Survey focuses on measuring students' attitudes towards learning, working with others and participating in all aspects of school life. This survey presents a summary of your school's engagement levels, some key demographic breakdowns and advice about what can be done to positively impact engagement.

The OurSCHOOL Teacher Survey gives teachers an opportunity to provide their unique insight into their school's learning culture and climate. Used as a planning tool, the OurSCHOOL teacher survey can help spur constructive dialogue about effective teaching strategies, professional learning opportunities, parental involvement, and other important topics.

Our plan is to implement this survey two times per year (October and May) for 2023-2024, 2024-2025, and 2025-2026.

We are now contemplating our first sharing of the OurSCHOOL survey data with stakeholders which will occur in the current school year. Subsequent continuous improvement plan reports will include a section pertaining to these survey results.



Detailed Reports on Specific Grants

Indigenous Academic Achievement (IAA) Grant

Timeline	Outcomes	Evidence
2022 - 2024	To improve literacy and numeracy outcomes for Indigenous, Metis, and First Nation students.	<p>Providing professional development on best practices in literacy and numeracy instruction.</p> <p>Divisional curriculum resource teacher implements an intensive coaching model of PD in literacy:</p> <ul style="list-style-type: none"> ▪ Teachers will deepen their understanding of the balanced literacy components and how these support literacy development. ▪ Teachers will learn which effective early reading/writing behaviours need to be targeted for their grade level and the progression of these skills throughout the year. ▪ Teachers will begin to learn how to effectively incorporate and manage shared and guided reading. Teachers will develop knowledge and skills regarding First Steps in Mathematics and Guided Math. <p>Providing additional resources and professional development to support K – 8 literacy and numeracy programs.</p> <p>Assessment of Indigenous, Metis, and First Nation student achievement using the Divisional K-6 literacy and numeracy Assessment protocol.</p> <p>Early intervention is also a priority with educational and parenting sessions planned for community members.</p> <p>Developed clear transition protocols between elementary and high schools to ensure appropriate plans are developed to ensure senior years' success for at risk students.</p> <p>Conducted site visitations to examine good practices in high school transitions. Transitional support for students entering high school combines academic, cultural, individual, community and career guidance intervention.</p>

		<p>Transitional courses in Mathematics and Language Arts are available for new Grade 9 students in our high schools. This includes the provincial “Reading is Thinking Framework.</p> <p>Increased professional development and resource support to address middle and senior year student literacy and numeracy needs (ongoing).</p> <p>Purchased Indigenous, Metis, and First Nation resources to enhance classroom and school libraries.</p>
2022 - 2024	To support schools and staff in the respectful inclusion of First Nations and Metis content and perspectives in K-12 curricula for all schools, students, and grade levels.	<p>Our Indigenous Education Facilitator (Community Connector) provides leadership in education as it relates to Indigenous, Metis, and First Nation students.</p> <p>The Community Connector assists teachers and schools in planning and implementing strategies to improve student engagement and achievement.</p> <p>Professional development will be delivered to existing Park West teachers to assist them in incorporating Indigenous perspectives into their instruction and indigenize the curriculum.</p>
2022 - 2024	To build cultural competencies in students and staff.	<p>Develop high school programming and learning experiences to address Indigenous history, language development, and cultural awareness.</p> <p>Provide opportunities for student voice regarding Indigenous, Metis, and First Nation issues.</p> <p>Professional development will be delivered to Park West teachers to assist them in developing cultural competencies.</p>

Literacy Grant

Timeline	Outcomes	Evidence
2022 - 2024	By June 2024, early years' students will receive comprehensive support for the development of their literacy skills.	<p>Schools are assigned staffing sufficient to provide Reading Recovery to lowest 20% of grade 1 readers. However, the provincial allocation only allows for 0.80 Reading Recovery positions divisionally. A determination was made to allocate Reading Recovery only to schools with 8 or more students in Grade 1 on a given year.</p> <p>Students are assessed using the six tasks from the Observation Survey of Early Literacy Achievement.</p> <p>Several early years' teachers received training on the Daily 5. Ongoing professional for teachers in implementing the Stepping into Literacy Place framework. School PLC groups piloted Fostering Independence during Literacy Time.</p>
2022 - 2024	By June 2024, 100% of grade 2 and 3 students previously in Reading Recovery will be found to be working comfortably with an average group in their classrooms when progress is monitored.	<p>Each school team monitors student progress two times per year.</p> <p><u>Grade 2</u> Instructional Text Level and Writing Vocabulary scores plus divisional literacy protocol.</p> <p><u>Grade 3</u> Grade 3 ELA assessment, Instructional Text Level and Writing Vocabulary scores plus divisional literacy protocol.</p>
2022 - 2024	By June 2024, we will increase the capacity of teachers as reading instructors.	<p>Intensive small group and 1-to-1 professional development provided by curriculum resource teachers for teachers requiring support in improving their skills as reading instructors. Informal teacher feedback indicates increased confidence in ability to teach children how to read.</p> <p>Monitoring student performance with respect to grade level reading expectations as measured by divisional literacy protocol.</p>

2022 - 2024	By June 2024, we will introduce new early literacy intervention programs that have the potential to demonstrate success in increasing the reading and writing proficiency of the lowest achieving students in Grade One.	<p>Ongoing professional development for teachers focusing on:</p> <ul style="list-style-type: none"> ▪ Daily 5 ▪ Stepping into Literacy Place framework ▪ Guided reading ▪ Handwriting Without Tears ▪ Words Their Way ▪ Levelled literacy intervention <p>Informal teacher feedback indicates increased confidence in ability to teach children how to read.</p> <p>Monitoring student performance with respect to grade level reading expectations as measured by divisional literacy protocol.</p>
-------------	--	---

Numeracy Grant

Timeline	Outcomes	Evidence
2022 - 2024	By June 2024, early years' students will receive comprehensive support for the development of their numeracy skills.	<p>All Early Years teachers received professional learning communities to further consolidate their learning in the area of best practice in helping children with mastery of basic facts. Teachers then implemented strategies into daily instruction. A key focus of the PD was participation in the Numeracy Achievement Program facilitated by mRLC.</p> <p>An elementary divisional numeracy protocol is implemented annually. Summative data from numeracy assessments will be analyzed and used to inform future PD and planning.</p> <p>Improved student performance with respect to numeracy outcomes as indicated by results on the divisional numeracy protocol.</p>
2022 - 2024	By June 2024, students in Kindergarten to Grade 8 will be able to show a progression in their knowledge and understanding in Mathematics by demonstrating their ability to use, represent and describe numbers and their relationships in many different ways.	<p>Ongoing professional development for educators, including:</p> <ul style="list-style-type: none"> ▪ PD for teachers focusing on concept development of representation of numbers ▪ PD for teachers focusing on “Math beyond rules, procedures, and routines” ▪ PD for school principals and math team leaders focusing on Implementing Quality Mathematics Programming <p>Informal teacher feedback will indicate increased confidence in ability to teach children how to read.</p> <p>Sustain professional learning through PLC'S, support, colleague visits.</p> <p>Work toward implementing Guided Math to meet the developmental needs of all students.</p> <p>Teacher use of the assessment suggestions found in the Support Document, First Steps in Mathematics, NAP, and Numeracy Nets to assist with Guided Math instruction.</p>

		<p>Teachers use of the divisionally purchased materials such as ORIGO, Numeracy Nets to support mathematical concept development in their classrooms.</p> <p>All teachers will implement the K – 8 numeracy protocol Students will be assessed using End of Year Division Numeracy Assessment.</p> <p>Student work will show growth through:</p> <ul style="list-style-type: none">▪ Increase of variety of representations▪ Increase in complexity of representations▪ Multiple modes of representations (concretely, pictorially, and symbolically)▪ Application in mental math, operations, and problem solving to meet grade level expectations. <p>There will be a greater number of students “meeting expectations” on the Grade 3 and 7 math assessments and divisional numeracy protocols.</p>
--	--	---

English as an Additional Language (EAL) Grant

Timeline	Outcomes	Evidence
2022 - 2024	By June 2024, EAL designated students will use English to communicate effectively in a social setting.	Anecdotal evidence and observation and individual student achievement indicates improvement in social communication among EAL students.
2022 - 2024	By June 2024, EAL designated students will use English Language to achieve academic standards in all content areas.	Anecdotal evidence and observation and individual student achievement indicates improvement in academic achievement among EAL students. Individual student progress monitored through regular classroom assessment and by monitoring of the divisional literacy protocol.
2022 - 2024	By June 2024, the clinical services protocols and procedures in Park West School Division will be reviewed, revised, and implemented.	<p>Student Services Handbook developed including protocols and procedures.</p> <p>Support document developed to support intake of EAL students and resources for teachers</p>
2022 - 2024	By June 2024, schools will have a welcome and intake protocol for EAL students and their families.	<p>Schools have based their intake and welcome protocol on the Division Protocol.</p> <p>There has been an increase in community resources and agencies to support families</p> <p>Feedback from parents, students and teachers on the intake process has been extremely positive.</p>
2022 - 2024	By June 2024, using appropriate and effective EAL strategies in the inclusive classroom to support diverse EAL learning, Park West students will show an improvement in stages as indicated by the provincial EAL continuum.	<p>Through the Student Services Support Model, EAL students' needs are discussed by divisional and school teams.</p> <p>Decisions are based on assessment data. Based on provincial EAL continuum and assessment data students will be identified by stages 1-3.</p> <p>School-based teams meet a minimum of 2 times a year to review EAL student IEPs.</p> <p>School teams in each school monitor the progress of EAL students at Stages 1 - 3 at least twice a year. Both EAL and subject-area learning will be considered and EAL plans will be updated as needed.</p>

		<p>Resource Teachers and classroom teachers are receiving professional development on effective EAL teaching strategies in an inclusive classroom.</p> <p>Students have demonstrated progress base on the MB Continuum of EAL Acquisition, and variety of assessment methods.</p> <p>IEPs for EAL students are identifying student specific outcomes and student progress.</p>
2022 - 2024	By June 2024, provide increased social opportunities in assisting students in adding English to their linguistic repertoire and improving proficiency in the language.	<p>Colony students will have increased opportunities to use English language skills in social settings. These will include Artist in the School initiatives, Music and Art programs, and involvement in divisional events.</p> <p>Feedback from teachers and students is positive regarding EAL initiatives.</p>

Plans for Utilization of Additional Grants

Career Development Initiative

The priority areas within the Career Development Initiative (CDI) are as follows:

- Personal Awareness and Management
- Career Exploration and/or Skills Training
- Job Seeking and Job Maintenance
- Career and Community Experiences

Some highlights of recent activities within CDI include:

- Developing a framework for career technology studies for students.
- Investigating of expansion of vocational programs beyond single course offerings to comprehensive program clusters.
- Developing and delivering a high school SIC course focusing on Financial Literacy. This was replaced by a provincially developed curriculum.
- Planning and implementing a regional career fair for all high school students.
- Increasing practicum placement opportunities for students.
- Connecting students with community resources offering non-credit alternative programs and to employability skills and training.
- Purchase of a Virtual Reality system for vocational simulation.

Technology Education

Vocational education is a priority for both our school division, our First Nation partners, and for our communities. Park West employs a community-based model where selected schools from various communities host specific trades training.

Until 2018-2019 we had four divisional vocational programs - Birtle Collegiate housed the divisional Building Construction, Nature Studies, and Health Care Aide programs while Cosmetology was based in Waywayseecappo.

Unfortunately, significant budget constraints related to reduced provincial funding and a hard cap of local taxation impacted the vocational programs. Three were cut completely from our current budget with only the Cosmetology program remaining. After many years of program development, resource investment, and many vocational graduates, three extremely valuable programs exist no longer. This was an extremely disappointing development for the division and its stakeholders.

The Board is excited for the return of Middle Years' vocational, effective 2024-2025. Students in Grades 7-8 in schools without vocational programs are bused to schools for programming throughout the school year.

Learning to Age 18 Coordinator

The Park West School Division Learning to Age 18 facilitator provides support to students (and their families) currently not engaged in school. The goal is to improve students' school attendance and to decrease the number of students identified as at-risk attenders. This will be accomplished through consulting and collaborating with school teams, providing support to students, and coordinating alternative learning plans. We will also be increasing divisional and community awareness of the importance of attendance while improving student/parent communication systems. Our goal is to develop a new cultural attitude toward attendance policies and attendance expectations.

The primary focus in the early implementation of Learning to Age 18 has been attendance. Low attendance is a key indicator for dropping out. It is also a symptom of other issues that students may need help in addressing. Attendance reports have been sent to schools monthly indicating students who may potentially be at-risk based on their attendance. School teams have then worked to identify issues negatively influencing attendance, and to scaffold support to students and families. Communication and consultations with schools has contributed to a building awareness of students at-risk because of poor attendance. An attendance target of 90% was established. Identification of students of concern in Early Years and Middle Years has been a priority so that interventions can be implemented at the onset.

School teams have been asked to identify students under 18 but not attending school. Student referrals to the Learning to Age 18 facilitator have been made. These referrals have resulted in student assessment (using Kearney framework), individual counselling, and development of alternative learning plans. Further access of this service and support for students will be encouraged.

Additional support has been provided through Learning to Age 18 to the Waywayseecappo Off-Campus Program. This has included individual counselling, graduation planning, and consultation with program staff.

Early Development Instrument (EDI)

Park West School Division has partnered with stakeholders to increase early years' programming in communities. This has included working with childcare facilities and community partners to offer early years' learning opportunities for both parents and children.

Our division has also increased school resources and focus on readiness for Kindergarten. We have collaborated with childcare facilities to offer professional development to plan specific interventions in EDI competencies. Also, we have provided parenting sessions focusing on the awareness of readiness skills for preschool students.

A teacher-completed questionnaire, called the Early Development Instrument (EDI), is used to measure students' ability to meet age-appropriate developmental expectations at school entry (Kindergarten).

The EDI questionnaire is completed by teachers for each Kindergarten student. Each student is given a score for each of the five domains. These individual scores are then aggregated so students can be assessed as groups only.

These grouped scores are then divided into three different percentile categories :

1. On Track is the percentage of students with scores above the 25th percentile of the Canadian baseline sample. On Track represents a group of students whose scores signify that they are meeting age-appropriate developmental expectations.
2. At Risk is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample. At Risk represents a group of students who are not in the vulnerable range at the time of the EDI assessment, but whose scores are still lower than expected for children of that age.
3. Vulnerable is the percentage of students who score below the 10th percentile of the Canadian baseline sample. Vulnerable represents a group of students who are at an increased risk of difficulties, including those whose struggles may not be apparent. a difference.

For each of the five domains, the Canadian baseline sample acts like a point on a ruler or benchmark that Manitoba's results are measured against.

The charts on the next two pages show Park West results for the EDI as well as the provincial norm for 2022-2023.

On Track by Domain:

This table shows the percentage of students *On Track* in each domain. *On Track* is the percentage of students with scores above the 25th percentile of the Canadian baseline sample.

On Track by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	76.7%	75.7%	81.3%	74.1%	73.5%	74.9%
Social Competence	68.5%	72.4%	82.1%	78.3%	72.7%	71.5%
Emotional Maturity	70.5%	70.5%	72.1%	76.2%	73.5%	67.6%
Language and Cognitive Development	78.1%	77.1%	73.6%	81.1%	65.9%	69.5%
Communication Skills and General Knowledge	69.2%	72.4%	63.6%	69.2%	75.8%	69.0%
High percentages are preferable. The higher the percentage of students who are <i>On Track</i> , the better. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or higher.						

At Risk by Domain:

This table shows the percentage of students *At Risk* in each domain. *At Risk* is the percentage of students with scores between the 10th and 25th percentiles of the Canadian baseline sample.

At Risk by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	8.9%	6.8%	13.7%	11.2%	9.8%	10.5%
Social Competence	23.3%	14.3%	9.3%	15.4%	18.9%	17.4%
Emotional Maturity	18.5%	9.5%	17.9%	14.0%	12.9%	16.5%
Language and Cognitive Development	8.9%	12.4%	12.9%	9.8%	15.9%	16.3%
Communication Skills and General Knowledge	17.1%	10.5%	25.0%	14.0%	9.1%	15.1%
Low percentages are preferable. The higher the percentage of students who are <i>At Risk</i> , the more concern. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or lower.						

Vulnerable by Domain:

This table shows the percentage of students *Vulnerable* in each domain. *Vulnerable* is the percentage of students who score below the 10th percentile of the Canadian baseline sample.

Interpretation Tips: Low percentages are preferable. The higher the percentage of students who are *Vulnerable*, the more concern. Any domain that has more than 10 per cent of students (higher than the Canadian baseline sample) may be interpreted as a domain of need. If you identify a domain of need, then look more closely at the associated subdomain results on page 11 to help provide more detail. You can also compare your results to Manitoba. Ideally, you would like to see your percentages similar to the rest of Manitoba, or lower.

Vulnerable by Domain (%)	2012/13	2014/15	2016/17	2018/19	2022/23	Manitoba 2022/23
Physical Health and Well-Being	14.4%	17.5%	5.0%	14.7%	16.7%	14.6%
Social Competence	8.2%	13.3%	8.6%	6.3%	8.3%	11.0%
Emotional Maturity	11.0%	20.0%	10.0%	9.8%	13.6%	15.5%
Language and Cognitive Development	13.0%	10.5%	13.6%	9.1%	18.2%	13.5%
Communication Skills and General Knowledge	13.7%	17.1%	11.4%	16.8%	15.2%	15.9%
<p>Low percentages are preferable. The higher the percentage of students who are <i>Vulnerable</i>, the more concern. Any domain above 10% may be interpreted as a domain of need.</p>						

French Language Review Planning

In September 2014, the Department introduced a French Language Education Review (Review). Based upon the review and divisional needs, we developed a plan to improve the quality of French language instruction in Park West School Division. This plan states that Park West students will:

- Acquire the necessary language skills to communicate in French
- Value the learning of French as a tool for personal, intellectual, and social growth
- Demonstrate an appreciation of Francophone cultures
- Further develop intercultural communication skills that are essential to all global citizens.

The short-term objective is to increase enrolment in high school French courses and increase the number of students graduating with all Grade 9 – 12 French courses. Key considerations for our French plan:

- We need to develop consistency in our French programs by requiring commitments of the school and division to build both capacity and confidence in our teachers.
- Middle Years (Grades 5 – 8) is a key priority. We need students ready for and interested in high school French.

Specific objectives of the Park West plan for improving French-language instruction:

- We will build capacity in K - 6 teachers through ongoing professional development. Recent PD focus has included:
 - Early Start K – 3 curriculum
 - The AIM program
 - The Communication and Culture 4-8 curriculum framework.
- Ongoing professional development will focus on new curriculum documents and frameworks.
- High school French programs will include balanced literacy approach (oral communication, reading and writing) where students are given the opportunity to use and re-use the French language for the purpose of real communication.
- We promote class visitations by teachers and interclass connections within our division.

One significant challenge in the implementation of this plan is the lack of confirmation from the Province regarding our French Revitalization Grant submission. A major part of this proposal was funding for a French Coordinator upon whom much of the divisional plan is dependent. This position has been supported for several years. In several recent years, we did not receive the funding until November which stalled many of the initiatives in our division related to French.

Plan for Enhancing Educational Leadership

School principals have an essential role in supporting teachers to improve student achievement.

Highly effective principals perform five key practices well:

- Shaping a vision of academic success for all students.
- Creating a climate hospitable to education.
- Cultivating leadership in others.
- Improving instruction.
- Managing people, data, and processes to foster school improvement.

Within Park West School Division, we have implemented several initiatives aimed at enhancing instructional leadership:

- Learning about the nature of a school principal's role and what makes for an effective principal.
- Providing extensive 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.
- Providing additional training, professional development, and mentorship to new principals.

Our plan is to review and revise our framework for principal supervision and evaluation for September 2025. The revision will incorporate the provincial framework for school leadership.

Stakeholder involvement in planning process

Our divisional planning process has involved multiple stakeholders:

- First Nations input in the division goals has been ongoing.
- We had a focus group session in June 2022 with 45 representatives from various stakeholder groups who assisted in the development of our strategic plan. The planning session included students, staff, parents, and community representatives, divisional and school administrators, and our trustees.
- We surveyed all stakeholders to inform the development of our next strategic plan. They provided feedback on priority areas and possible action areas.



Park West School Division
Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2024-2025

Park West School Division

1161 St. Clare St. N

Birtle, MB

ROM 0C0