



Park West School Division
Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2023-2024

Park West School Division

1161 St. Clare St. N

Birtle, MB

ROM 0C0

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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

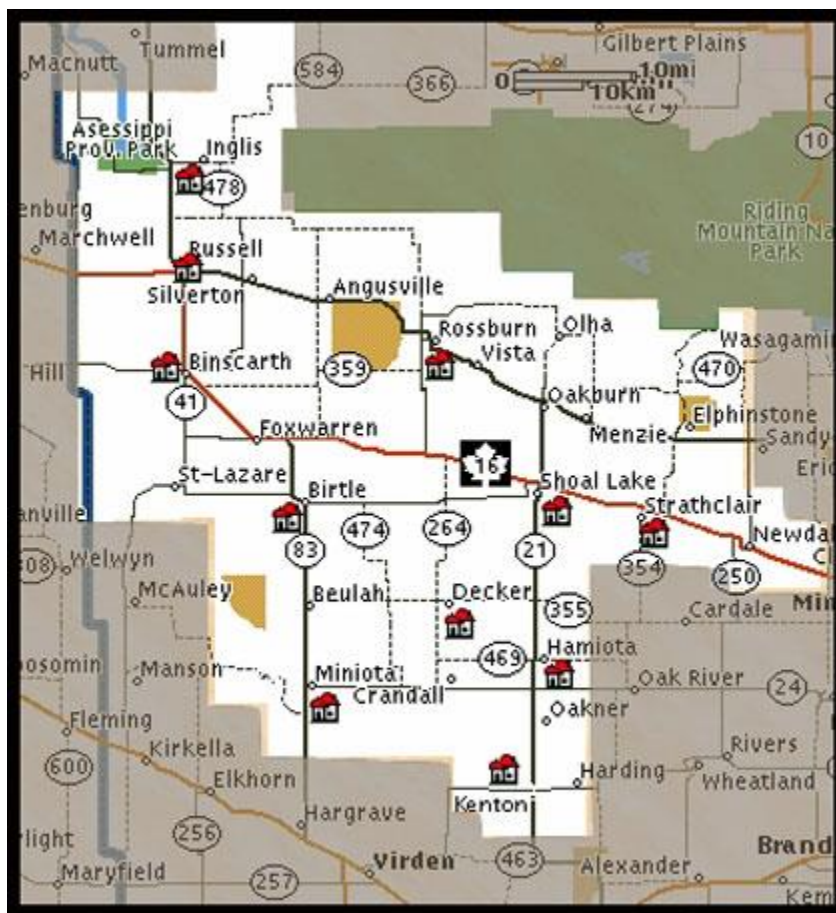
- a) Provide a brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and or challenges

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 from 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. As of September 30, 2023, approximately 25% of our students are Indigenous despite only 20.7% self-reporting.

School	Configuration	6tStudents (fte)
Binscarth	K-8	67
Birtle Collegiate	5-12	147
Birtle Elementary	K-4	83
Decker Colony	K-12	29
Hamiota Collegiate	6-12	156
Hamiota Elementary	K-5	109.5
Inglis	K-8	54.5
Major Pratt	K-12	79.5
Miniota	K-8	20
Monarch Colony	K-12	47
Rosburn Collegiate	9-12	120
Rosburn Elementary	K-8	94
Shoal Lake	K-12	142
Strathclair	K-12	131
Waywayseecappo	N-8	360
Wayway Off Campus / Adult Ed	9-12	28
	TOTAL	2153.5

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.

Challenges include:

- Multiple years of decreases in provincial funding and uncertainty about formula guarantee in future funding
- Restrictions in local taxation
- 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
- Loss of key positions in division (including Assistant Superintendent) due to budget constraints and requirements from the province for management reductions
- Labour costs and uncertainty with future labour costs due to provincial bargaining.

Budget information:

Provincial revenue	2022-2023	2023-2024
Base Support	5,817,438	5,863,513
Categorical Support (specific)	2,311,271	2,280,577
Equalization (transfer payment)	167,743	169,224
School Building Support	103,920	0
Formula	1,135,859	1,218,498
Vocational Equipment	0	104,520
TOTAL Provincial revenue	9,536,231	9,636,332
Other revenue	2022-2023	2023-2024
Career development	31,250	31,250
Learning to Age 18	20,000	20,000
Community schools grant	80,000	80,000
Class size initiative (Early Years Enhancement Grant)	90,000	90,000
Paul Martin initiative	30,000	30,000
Payroll tax rebate	382,101	383,004
Tuition fees (First Nations)	8,368,123	8,836,263
Substitute fees	1,000	1,000
St. Lazare School (DSFM)	6,000	6,000
Interest	0	0
Private organizations	14,000	14,000
Apprenticeship facilitator	46,000	46,000
One time funding – incremental costs pressures	913,200	913,207
Transfer fees	13,000	13,000
Other	5,000	5,000
Special levy (local taxation)	11,360,260	11,587,466
TOTAL Other revenue	21,360,534	23,248,790
TOTAL Revenue	30,896,765	32,885,122

Expenditures	2022-2023	2023-2024	Difference
Regular Instruction	18,841,350	19,499,076	657,726
Student Support Services	4,251,394	4,485,286	233,892
Adult Education	123,457	115,620	-7,837
Early Childhood	119,853	122,332	2,479
Divisional Admin	1,128,867	1,160,493	31,626
Curriculum	299,507	301,476	1,969
Library	322,296	331,579	9,283
PD	92,839	105,779	12,940
Transportation	2,097,065	2,147,974	50,909
Maintenance	3,643,360	3,714,383	71,023
Fiscal	506,600	526,600	20,000
Capital items and surplus	540,000	550,000	10,000
TOTAL Expenditures	31,966,588	33,060,598	1,094,010

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
Inderjeet Singh	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.
Rick Hrycak	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	2.00
Teachers	168.75
Counsellors	5.66
Resource teachers	10.33
Teachers supporting special needs low enrolment classes	0
Educational assistants	95
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	299.39

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	102	5.1%
Self-declared Indigenous	435	20.7%

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

Disaggregation	No. of students
Number of schools in division	17
Number of schools with ESD plan	13

Current Divisional Strategic Plan

Park West updated our strategic plan in the spring of 2022. 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>

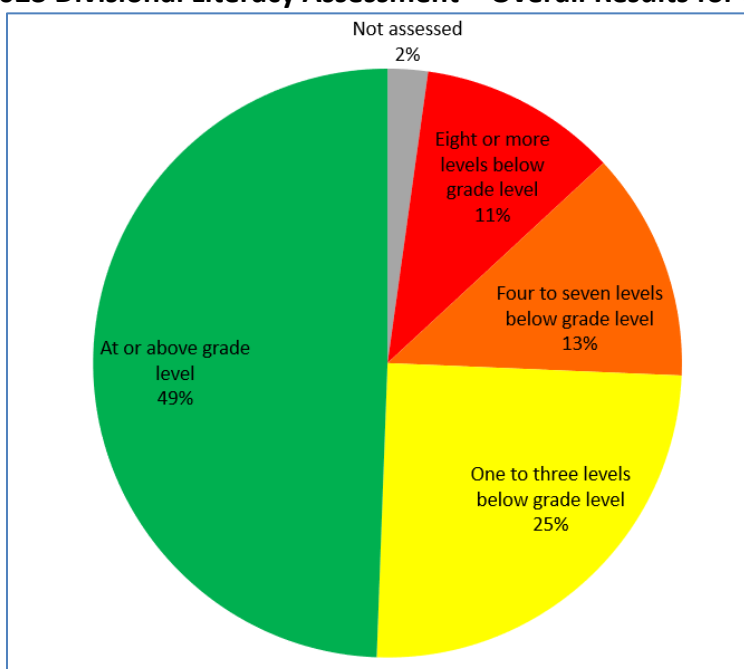
Report on Results – Numeracy and Literacy

Divisional K-8 Literacy and Numeracy Assessments

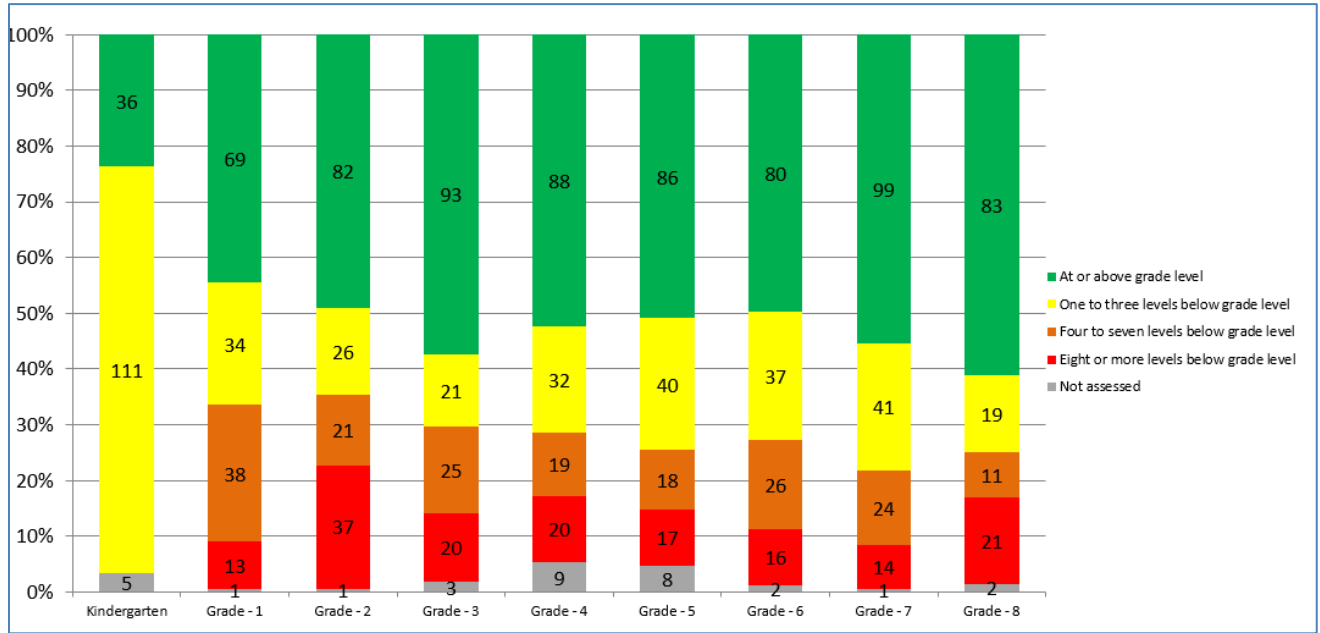
- Park West School Division implements divisional assessments for literacy and numeracy for students in Kindergarten to Grade 8.
- The literacy assessments occur in November and June using the Fountas and Pinnell Reading Record.
- The numeracy assessment are summative, grade-specific instruments that 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, 2021, and 2022. 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 2023 results, approximately 25% 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

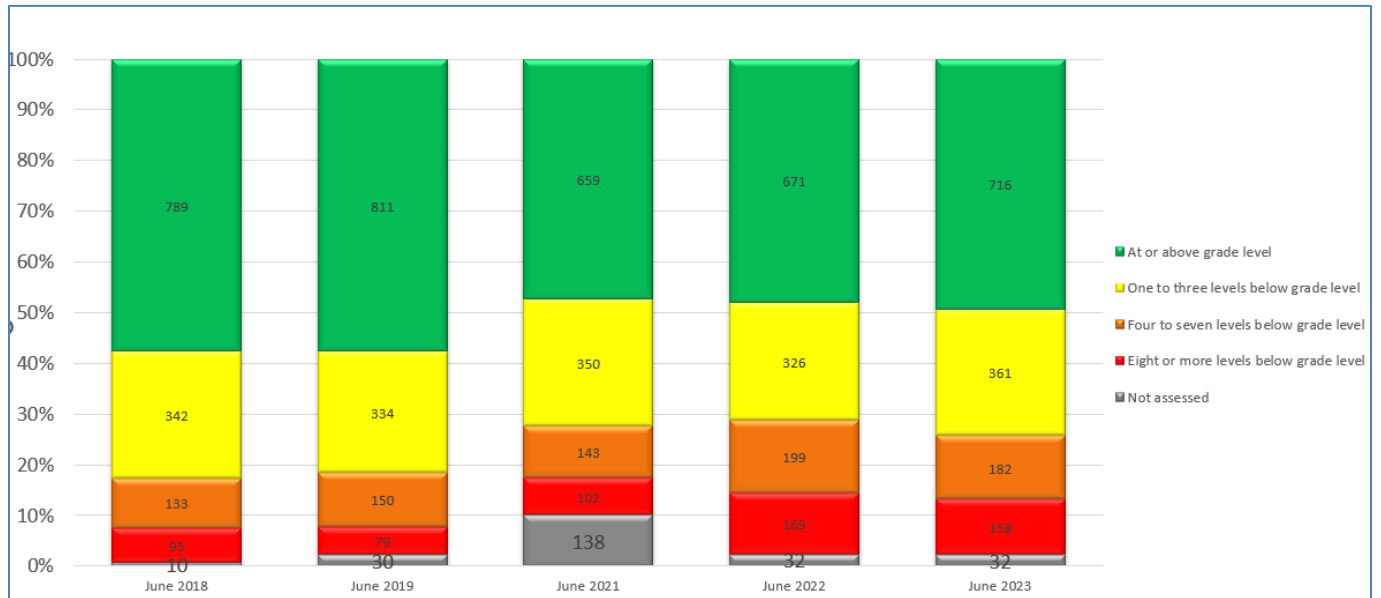
2023 Divisional Literacy Assessment – Overall Results for K-8



2023 Divisional Literacy Assessment Results by Grade Level



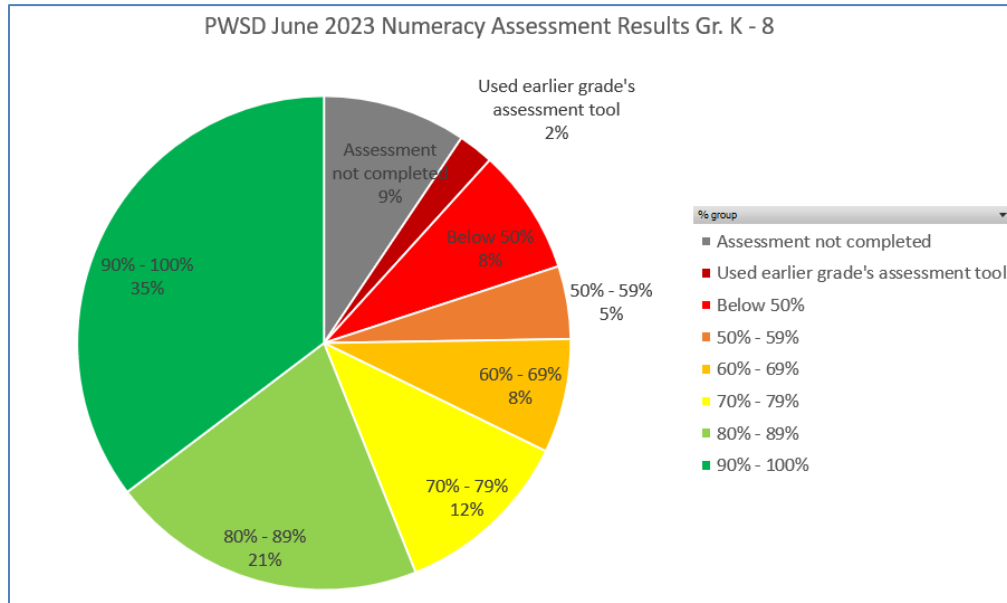
2023 Divisional Literacy Assessment Results by Grade Level Divisional Literacy Assessment Results from 2018 - 2023



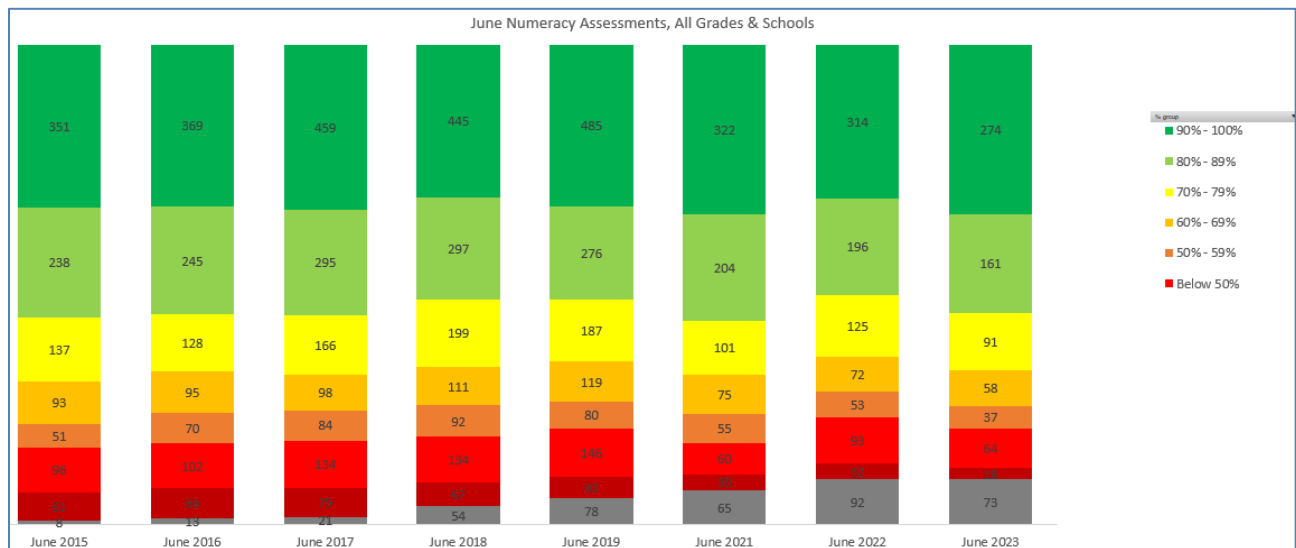
Divisional Numeracy Results

- For the 2022 results, 62% of K-8 students scored 74.8% or above on our divisional numeracy assessments.
- The multiyear summary of literacy results shows some variability. However, there is no appreciable change in results from one year to the next.

2023 Divisional Numeracy Assessment – Overall Results for K-8



Divisional Numeracy Assessment Results from 2015 - 2023



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 provisional 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 2022, female students are performing at a noticeably higher level than male students.

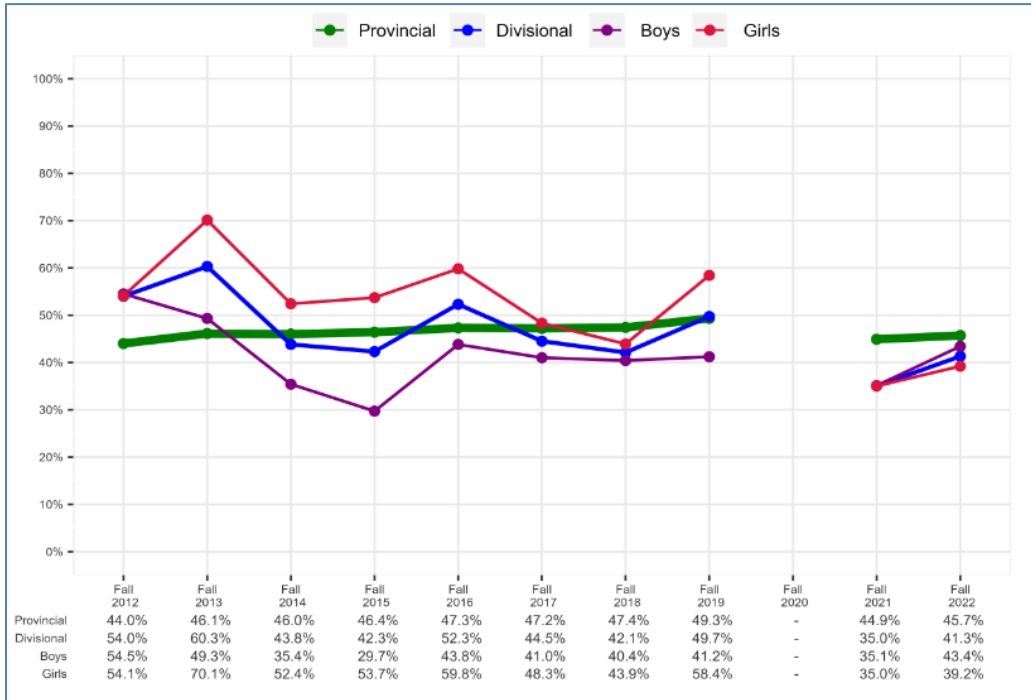
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies

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

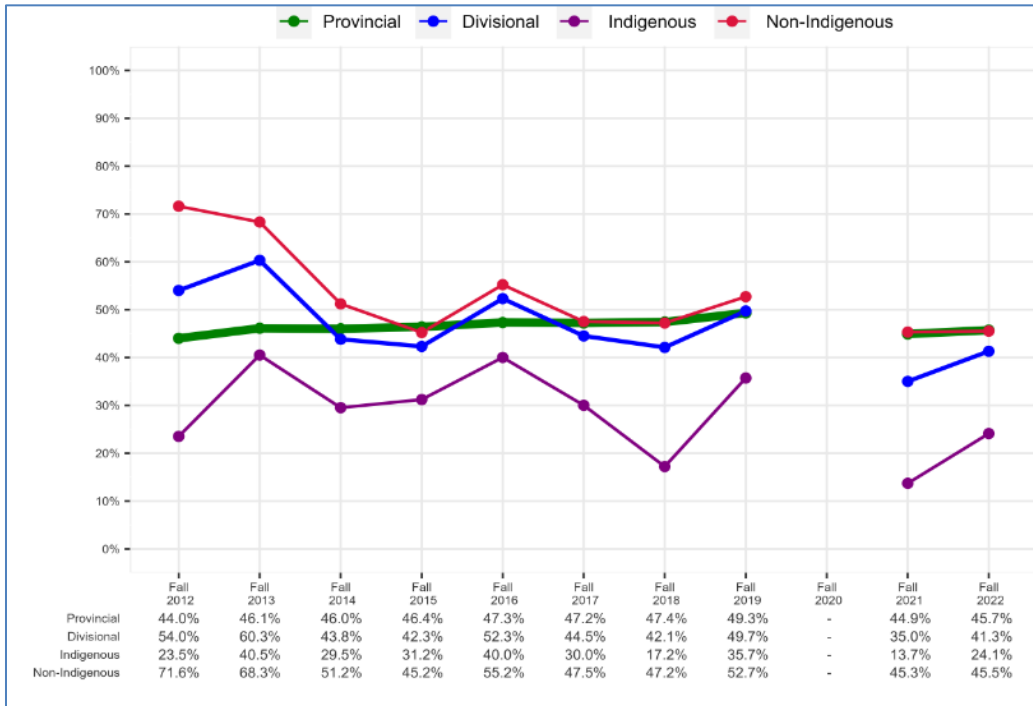
Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Provincial	10,966	10,958	11,335	11,726	11,890	12,162	11,947	11,954	-	11,464	12,119
Divisional	139	146	128	156	155	119	171	157	-	157	150
Boys	77	69	65	74	73	61	89	80	-	77	76
Girls	61	77	63	82	82	58	82	77	-	80	74
Indigenous	51	42	44	32	30	20	29	28	-	51	29
Non-Indigenous	88	104	84	124	125	99	142	129	-	106	121
Non-EAL	134	136	123	149	152	111	161	146	-	144	142
Pupils receiving EAL services	5	10	5	7	3	8	10	11	-	13	8
Non-CFS	137	142	126	153	148	117	165	157	-	156	148
Pupils under the care of CFS	2	4	2	3	7	2	6	0	-	1	2

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

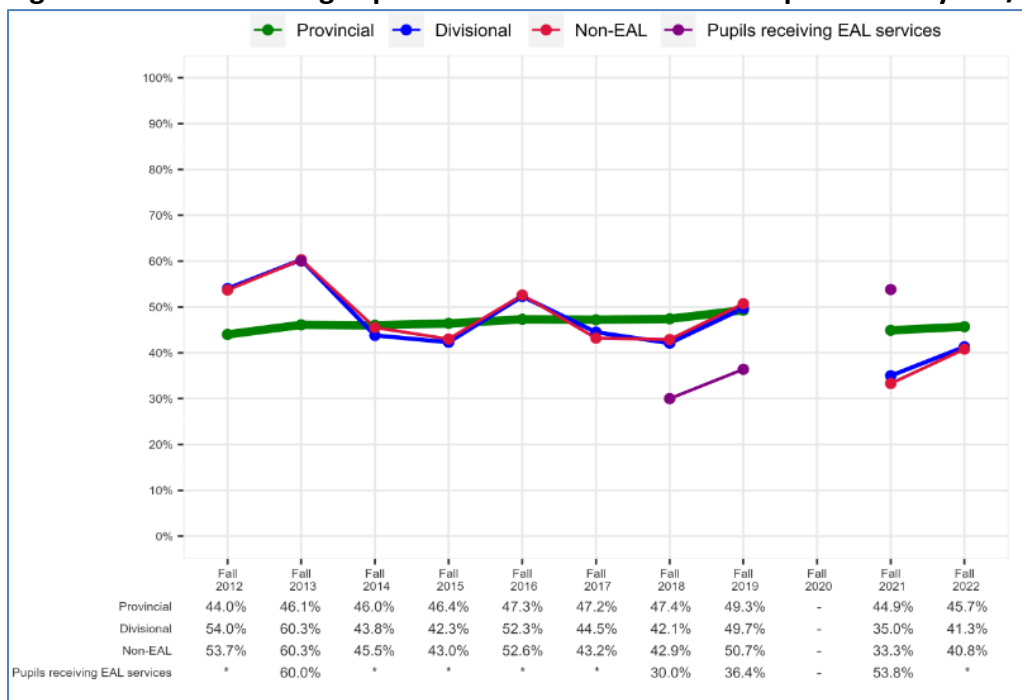
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by Sex



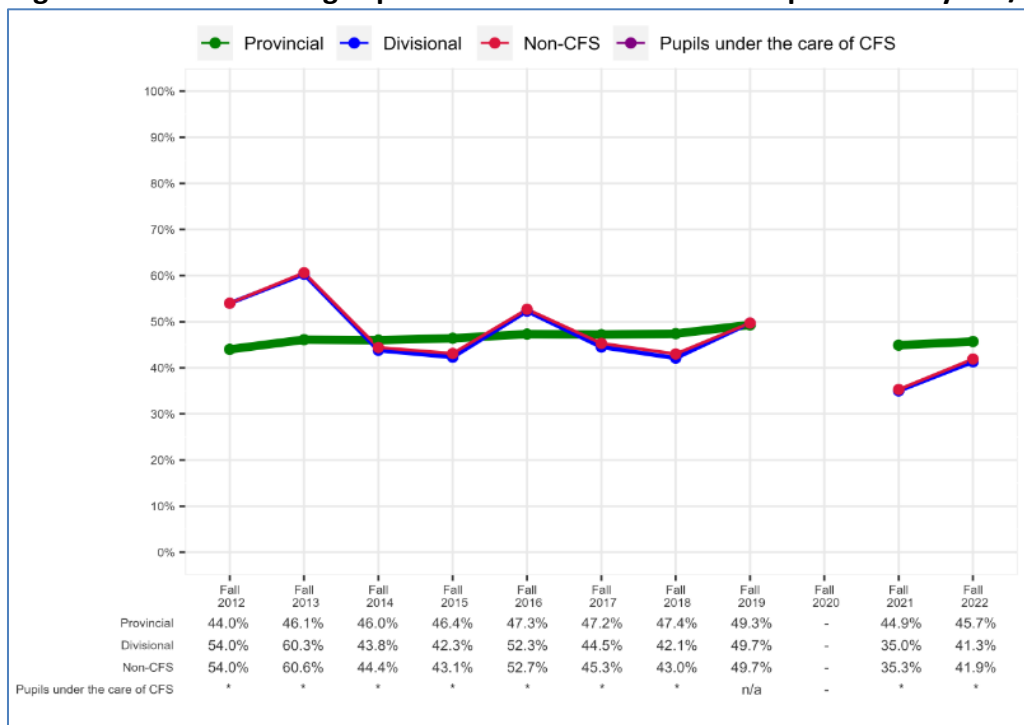
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



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 PWSO students meeting expectations in all four competencies was consistent with provincial rates. In the last two 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.

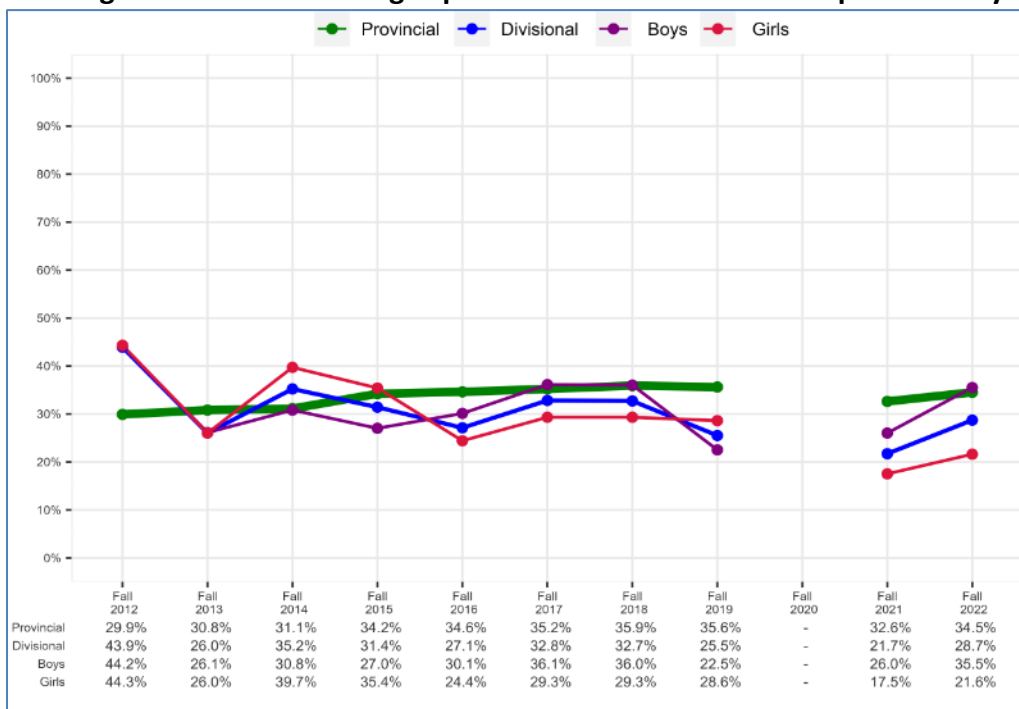
Grade 3 – Numeracy Percentage of students meeting expectations in all four sub-competencies

Numeracy - Grade 3 Entry - English Program											
Number of Students Assessed											
PARK WEST SCHOOL DIVISION											
Year	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Provincial	10,964	10,958	11,333	11,727	11,890	12,161	11,947	11,954	-	11,464	12,119
Divisional	139	146	128	156	155	119	171	157	-	157	150
Boys	77	69	65	74	73	61	89	80	-	77	76
Girls	61	77	63	82	82	58	82	77	-	80	74
Indigenous	51	42	44	32	30	20	29	28	-	51	29
Non-Indigenous	88	104	84	124	125	99	142	129	-	106	121
Non-EAL	134	136	123	149	152	111	161	146	-	144	142
Pupils receiving EAL services	5	10	5	7	3	8	10	11	-	13	8
Non-CFS	137	142	126	153	148	117	165	157	-	156	148
Pupils under the care of CFS	2	4	2	3	7	2	6	0	-	1	2

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

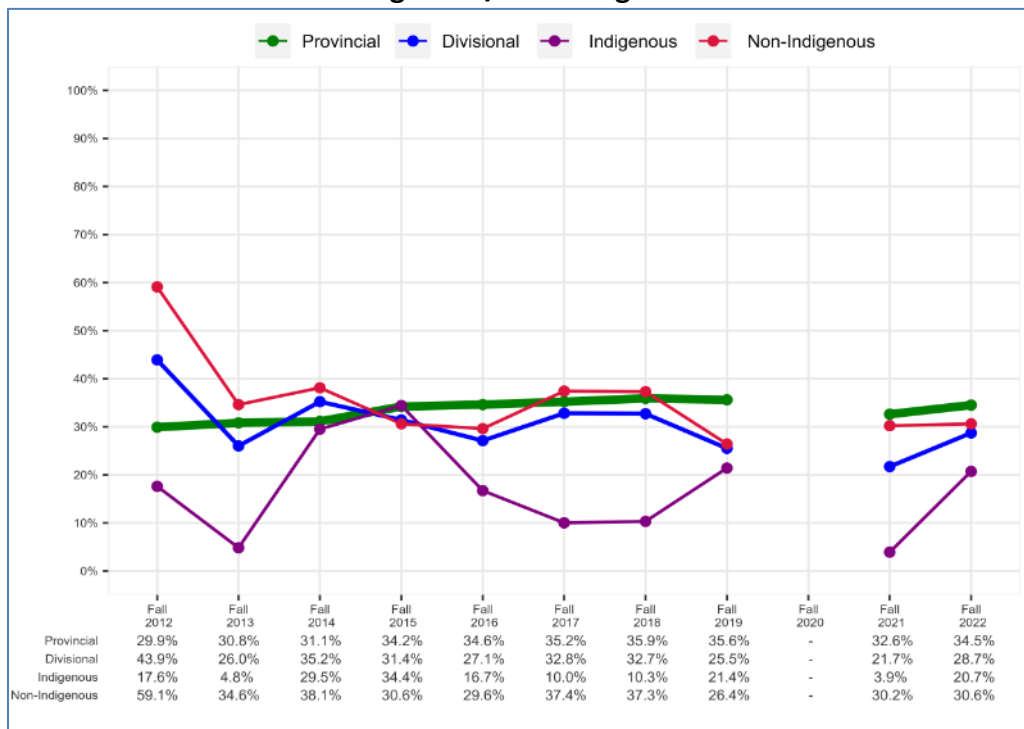
Grade 3 – Numeracy

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



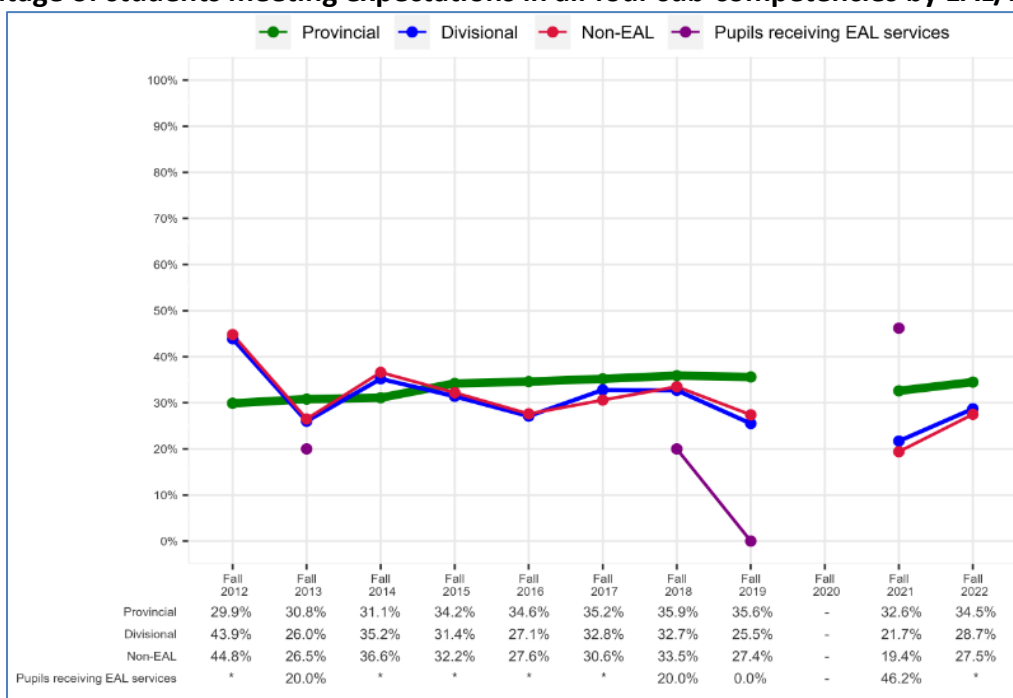
Grade 3 – Numeracy

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



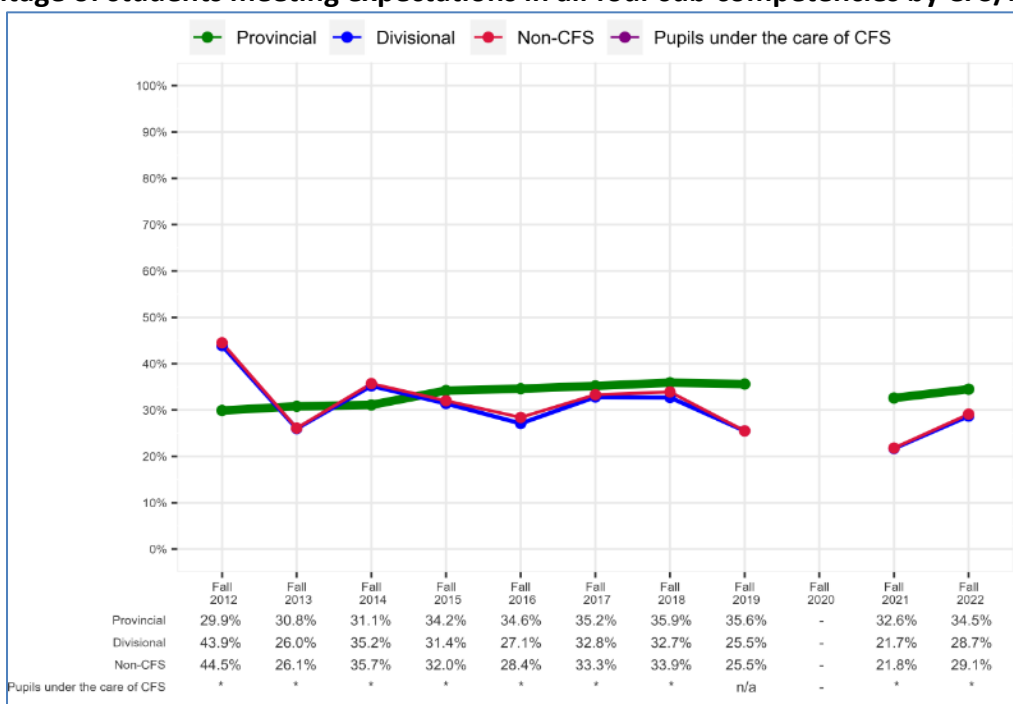
Grade 3 – Numeracy

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:

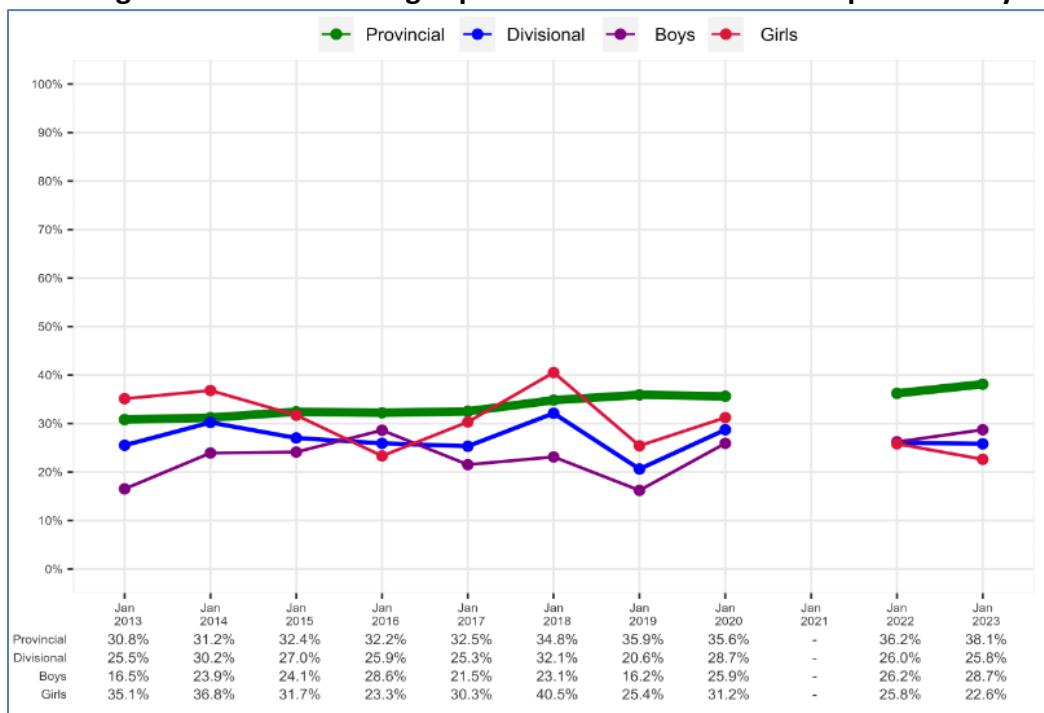
- The number of PWSO students meeting expectations in all five competencies in 2021-2022 was 25.8% compared to the provincial level of 38.1%.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This LIKELY reflects significant lost instructional time due to low pandemic attendance.
- Male students in the division are performing significantly better than females in all five sub-competencies, with 28.7% of males meeting expectations compared to 22.6% of females.

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

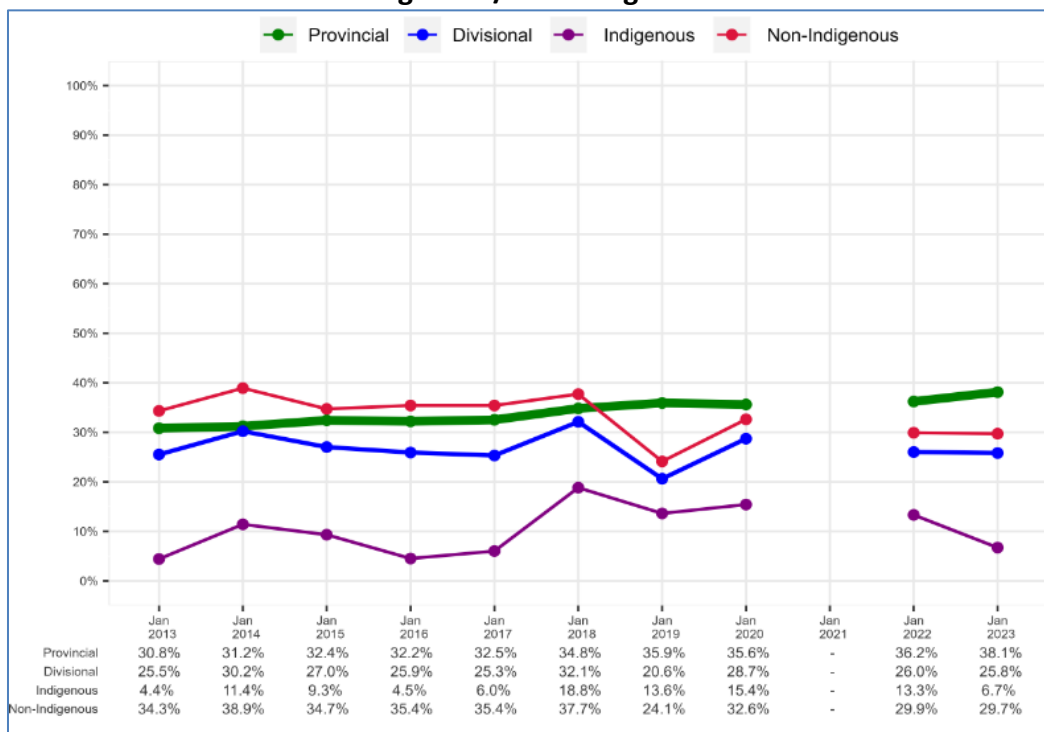
Grade 7 Number Sense and Number Skills - English Program											
Number of Students Assessed											
PARK WEST SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	12,328	12,107	12,027	12,061	11,943	11,983	12,272	12,691	-	12,218	12,580
Divisional	153	139	141	143	146	162	131	174	-	127	178
Boys	79	71	79	70	79	78	68	81	-	65	94
Girls	74	68	60	73	66	84	63	93	-	62	84
Indigenous	45	44	43	44	50	48	44	39	-	30	30
Non-Indigenous	108	95	98	99	96	114	87	135	-	97	148
Non-EAL	153	135	137	142	140	155	128	168	-	122	171
Pupils receiving EAL services	0	4	4	1	6	7	3	6	-	5	7
Non-CFS	151	136	137	142	144	158	129	171	-	123	173
Pupils under the care of CFS	2	3	4	1	2	4	2	3	-	4	5

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

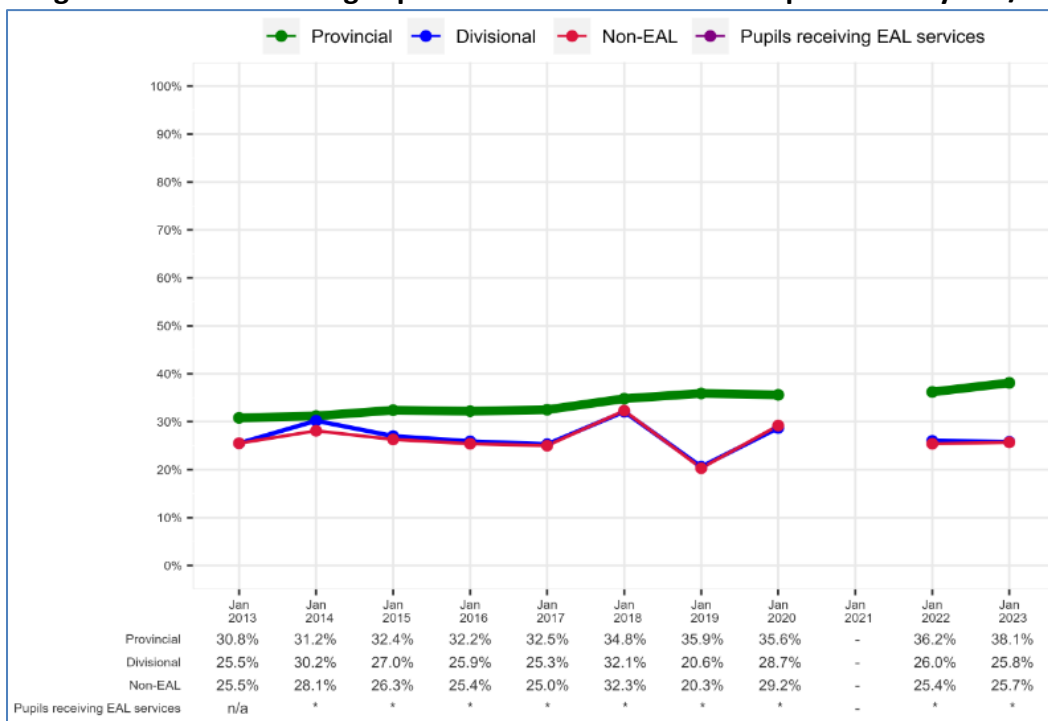
Grade 7 – Numeracy Percentage of students meeting expectations in all five sub-competencies by Sex



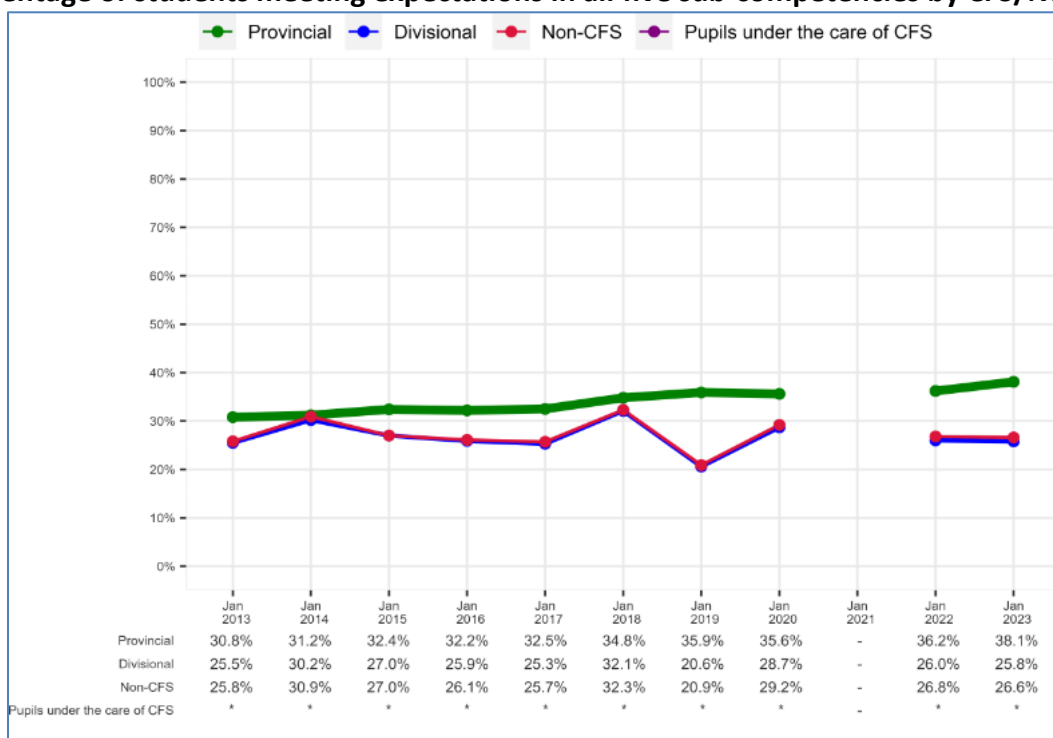
Grade 7 – Numeracy Percentage of students meeting expectations in all five sub-competencies by Indigenous/Non-Indigenous



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:

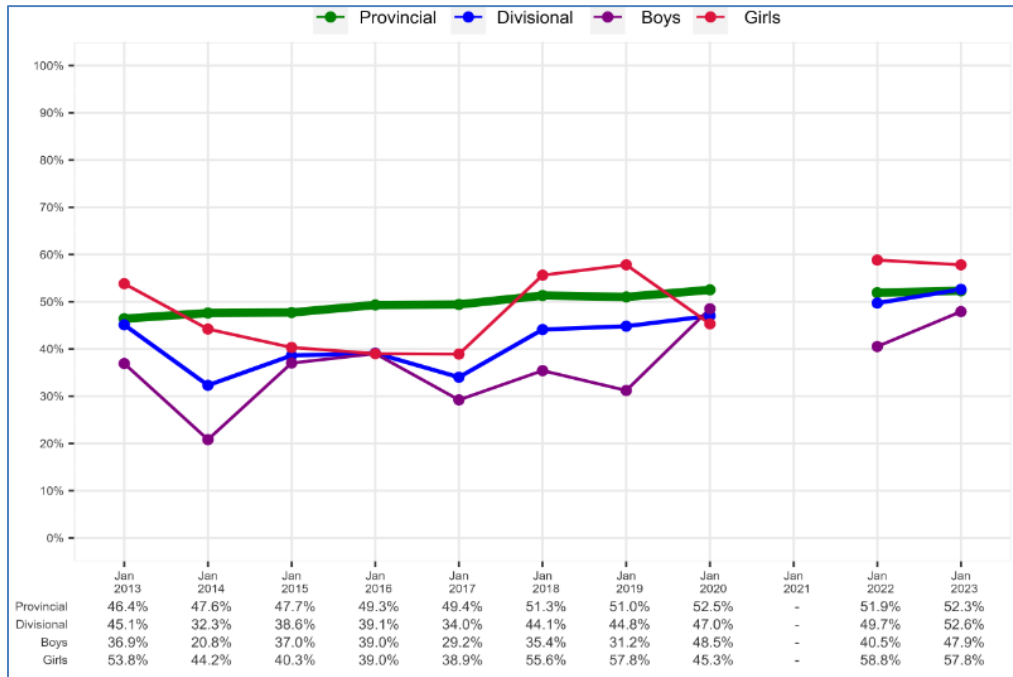
- The number of PWSO students meeting expectations in all five competencies in 2021-2022 was 52.6% compared to the provincial level of 52.3%.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. This reflects significant lost instructional time due to low pandemic attendance.
- The results for female students (57.8%) in 2022-2023 was significantly higher than their male counterparts (47.9%).

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

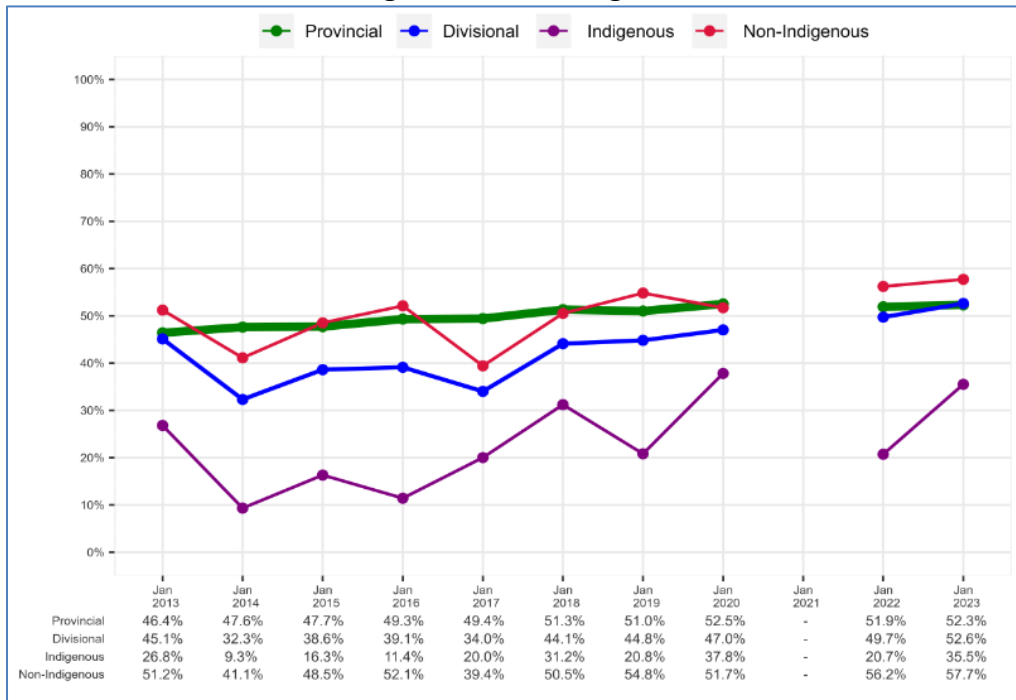
Grade 8 Reading Comprehension - English Program Number of Students Assessed PARK WEST SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175	12,948
Divisional	162	155	140	138	144	143	163	132	-	159	135
Boys	84	77	73	77	72	79	80	68	-	79	71
Girls	78	77	67	59	72	63	83	64	-	80	64
Indigenous	41	43	43	44	40	48	48	45	-	29	31
Non-Indigenous	121	112	97	94	104	95	115	87	-	130	104
Non-EAL	161	153	134	135	142	137	158	128	-	154	130
Pupils receiving EAL services	1	2	6	3	2	6	5	4	-	5	5
Non-CFS	161	152	139	136	144	141	159	131	-	153	130
Pupils under the care of CFS	1	3	1	2	0	2	4	1	-	6	5

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

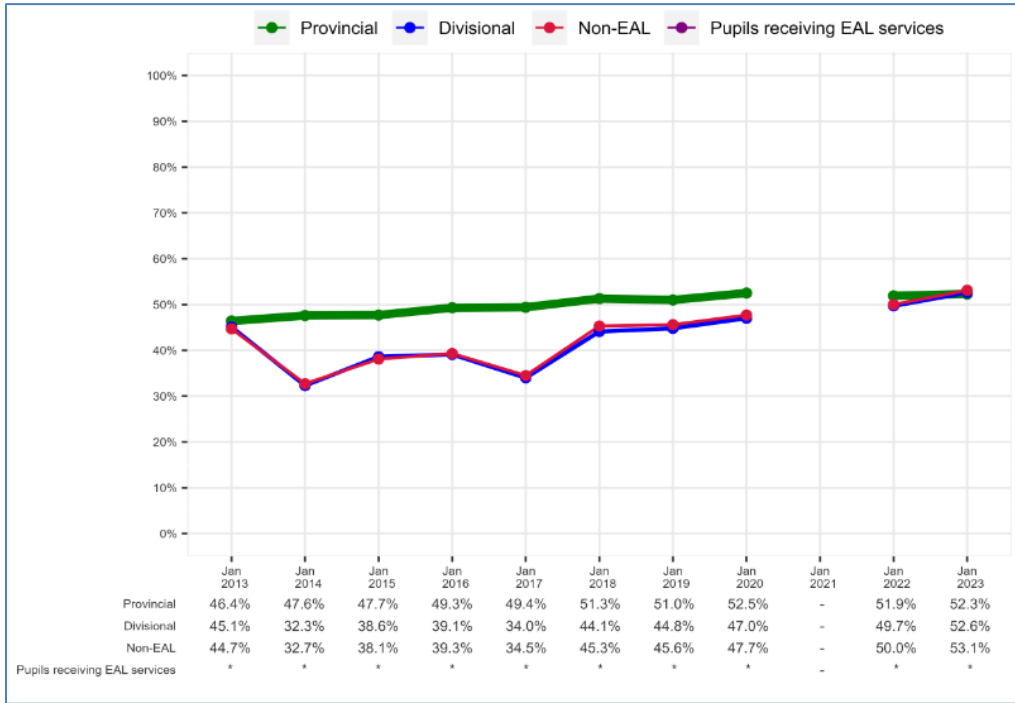
Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by Sex



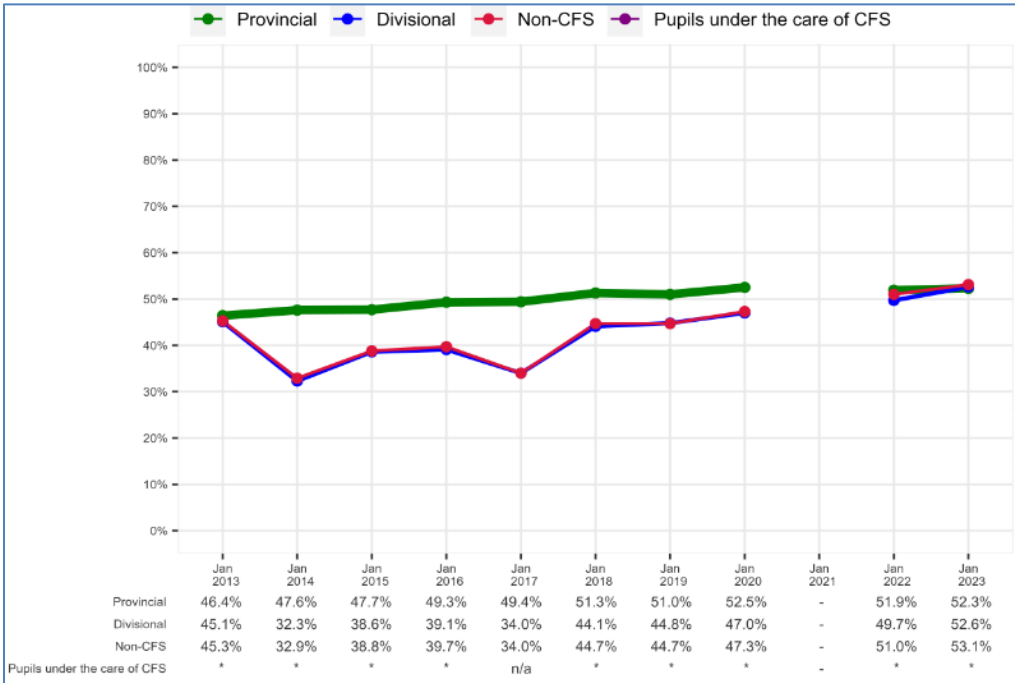
Grade 8 Reading Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



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 PWSD students meeting expectations in all five competencies in 2022-2023 was exactly at the provincial average of 45.2%.
- 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 (53.1%) in 2021-2022 was significantly higher than their male counterparts (38.0%).

Grade 8 Reading

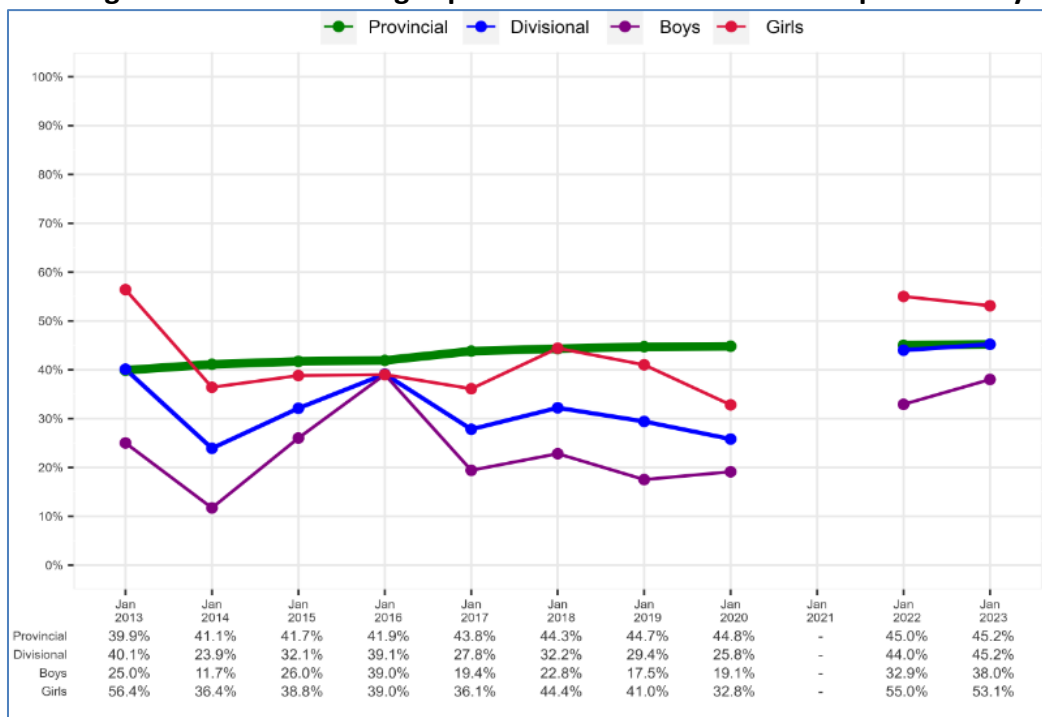
Percentage of students meeting expectations in all three sub-competencies

Grade 8 Expository Writing - English Program Number of Students Assessed PARK WEST SCHOOL DIVISION											
Year	Jan 2013	Jan 2014	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023
Provincial	12,501	12,452	12,269	12,160	12,309	12,116	12,074	12,458	-	12,175	12,948
Divisional	162	155	140	138	144	143	163	132	-	159	135
Boys	84	77	73	77	72	79	80	68	-	79	71
Girls	78	77	67	59	72	63	83	64	-	80	64
Indigenous	41	43	43	44	40	48	48	45	-	29	31
Non-Indigenous	121	112	97	94	104	95	115	87	-	130	104
Non-EAL	161	153	134	135	142	137	158	128	-	154	130
Pupils receiving EAL services	1	2	6	3	2	6	5	4	-	5	5
Non-CFS	161	152	139	136	144	141	159	131	-	153	130
Pupils under the care of CFS	1	3	1	2	0	2	4	1	-	6	5

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

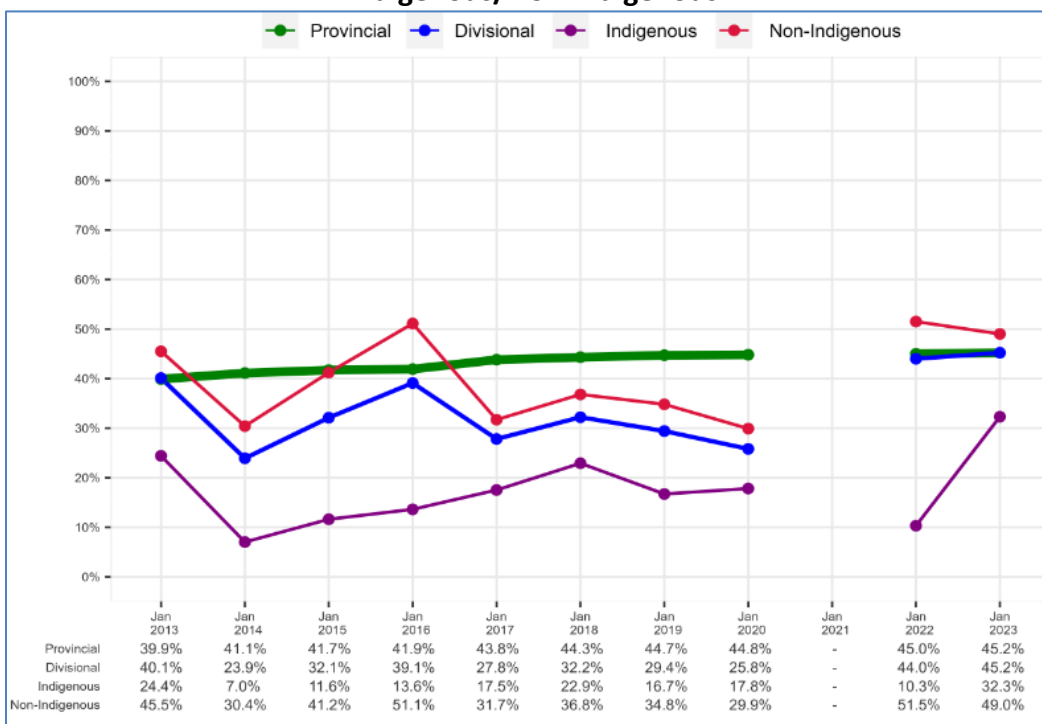
Grade 8 Expository Writing

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

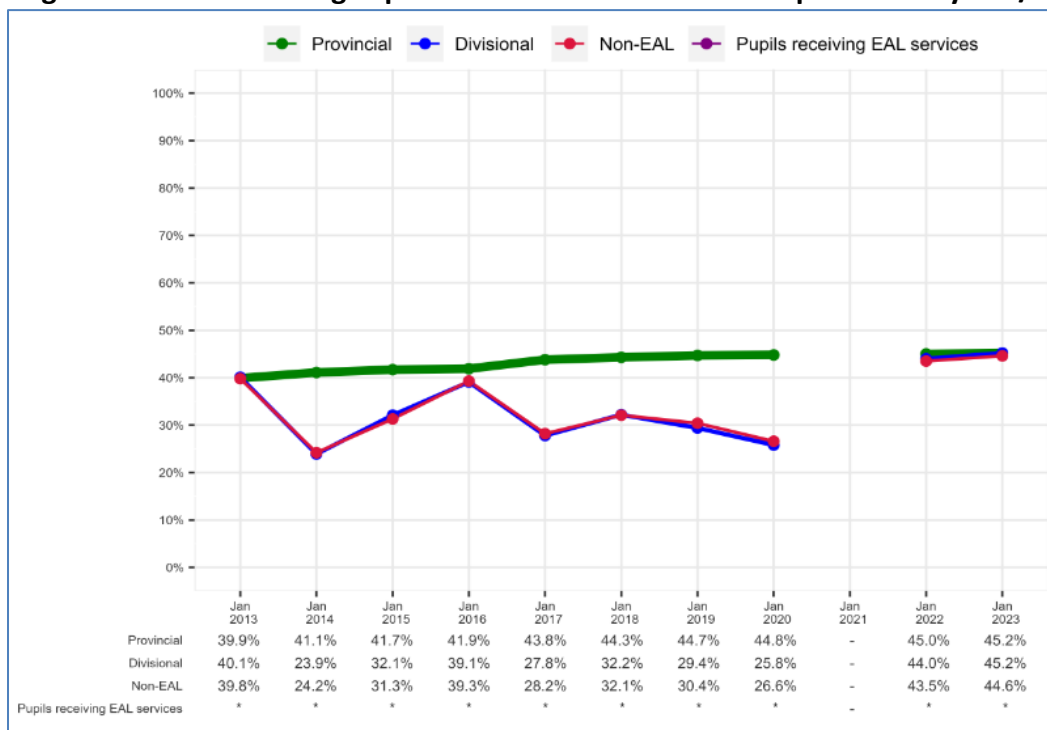


Grade 8 Expository Writing

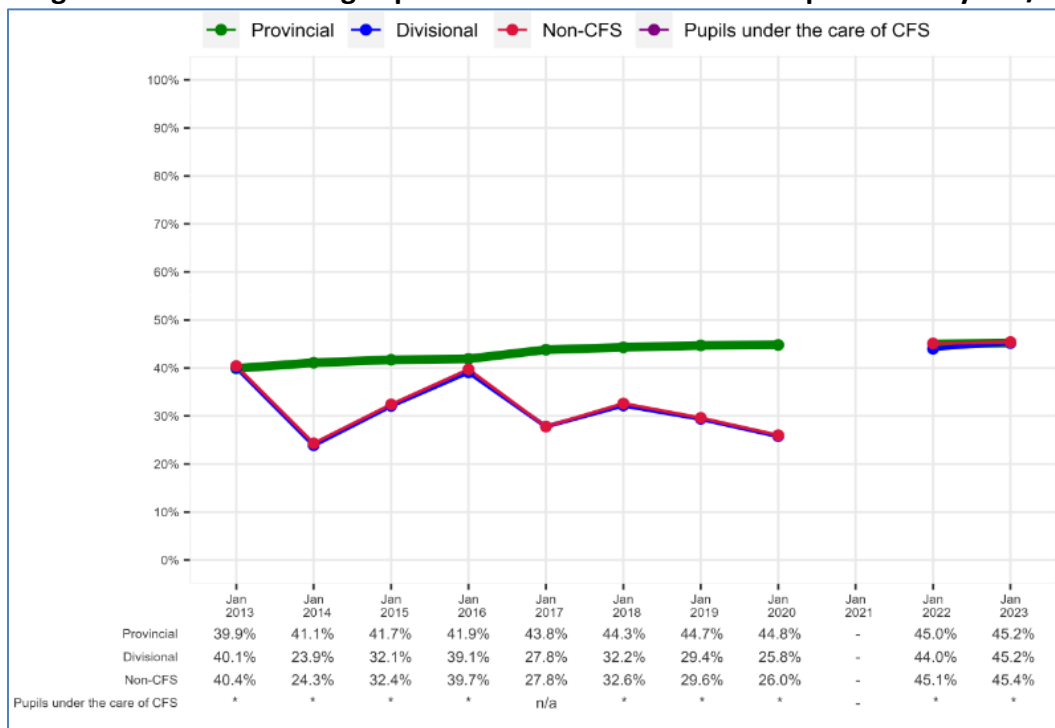
Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



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 Successful Credit Attainment

Grade 9 is the first year in Manitoba schools when students must pass core courses toward earning their high school diploma. For many, this transition year can mean declines in academic achievement and increased absences among other social factors that impact their success. Research shows that success in Grade 9 credit attainment is a critical determinant of a student's likelihood of successfully completing high school.

Observations, Analysis, and Conclusions of Grade 9 Math Credit Attainment

Grade 9 Math:

- PWSD student credit attainment rate of 78.5% in Grade 9 Math which is below provincial average of 87.2% for 2021-2022.
- PWSD non-Indigenous student credit attainment in Grade 9 Math above provincial average over last four years.
- Self-declared Indigenous student credit attainment in Grade 9 Math significantly below their non-Indigenous counterparts with only 55.2% attaining credits in 2021-2022. There have been three years of significantly increased credit attainment among Indigenous students since a low level of results in 2018-2019.

Percentage of first-time Grade 9 students who attained a Mathematics (0080) 10F/10E/10L/10M credit by year-end											
PARK WEST SCHOOL DIVISION											
School Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Provincial	86.6%	87.1%	87.8%	87.2%	88.3%	88.0%	87.7%	86.9%	89.4%	86.6%	87.2%
Divisional	70.4%	75.0%	74.6%	74.3%	77.3%	77.3%	77.4%	71.2%	80.9%	68.9%	78.5%
Boys	63.3%	75.0%	72.4%	70.6%	77.8%	78.8%	76.7%	70.8%	74.7%	66.2%	80.5%
Girls	78.5%	75.0%	76.8%	78.0%	76.8%	75.4%	78.1%	71.6%	86.7%	71.9%	76.8%
Indigenous	38.6%	38.6%	45.2%	35.8%	42.9%	54.2%	34.9%	29.8%	50.9%	53.8%	52.0%
Non-Indigenous	81.6%	92.4%	88.5%	92.1%	95.7%	92.3%	95.1%	94.9%	94.9%	75.3%	88.2%
Non-EAL	70.4%	74.7%	74.6%	74.5%	76.6%	76.9%	77.1%	70.0%	80.4%	68.0%	77.9%
Pupils receiving EAL services	n/a	*	n/a	*	*	*	*	*	*	*	*
Non-CFS	71.7%	75.9%	76.5%	74.7%	78.3%	77.9%	77.9%	72.5%	80.6%	69.3%	78.6%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	*	*

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
 (*) Data representing fewer than 10 students is suppressed.
 (n/a) "Zero" students in this category

Observations, Analysis, and Conclusions of Grade 9 ELA Credit Attainment

Grade 9 ELA:

- PWSD student credit attainment in Grade 9 ELA of 87.1% not statistically different than the provincial average of 88.6% for 2021-2022.
- PWSD non-Indigenous student credit attainment in Grade 9 ELA consistently above provincial average over the last eleven years.
- Self-declared Indigenous student credit attainment in Park West for Grade 9 ELA is significantly below their non-Indigenous counterparts, at 70.0% compared to 93.4%. However, Indigenous students are sustaining levels over the past six years with the exception of a dip in results in 2020-2021.

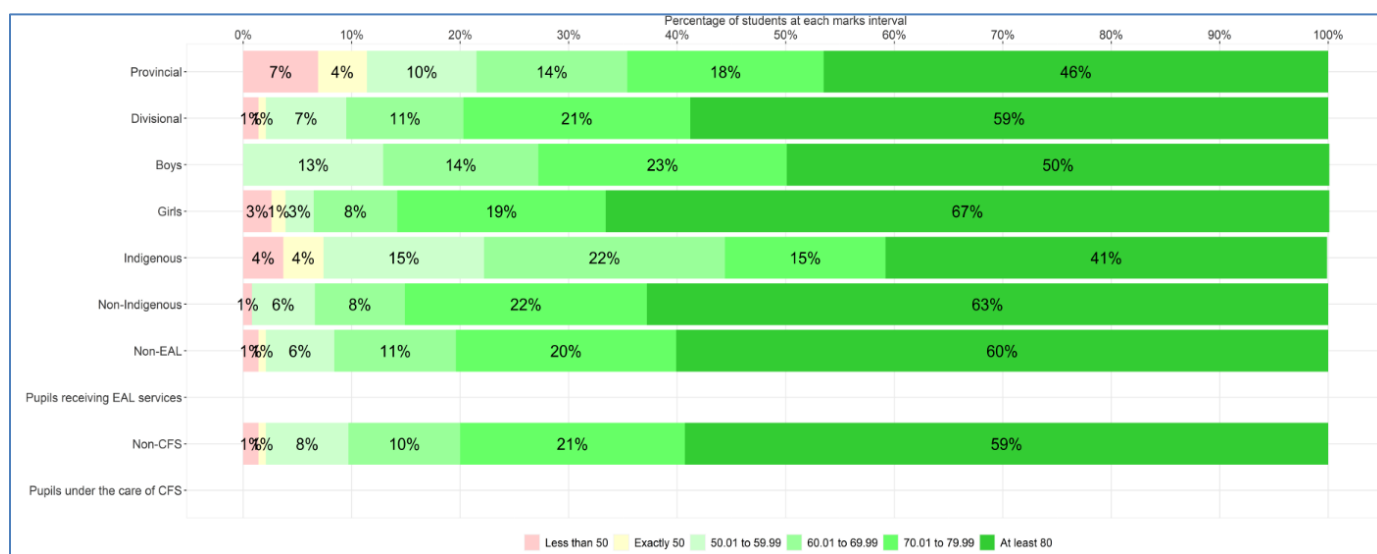
Percentage of first-time Grade 9 students who attained an English Language Arts (0001/0008/0021) 10F/10E/10M credit by year-end											
PARK WEST SCHOOL DIVISION											
School Year	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
Provincial	89.4%	88.9%	89.0%	89.3%	90.2%	89.7%	89.5%	88.8%	90.0%	88.4%	88.6%
Divisional	79.9%	86.4%	86.0%	91.6%	85.8%	84.7%	89.0%	87.2%	86.7%	79.5%	87.1%
Boys	78.9%	87.5%	83.7%	88.2%	86.1%	83.5%	86.3%	85.4%	85.5%	75.0%	85.1%
Girls	81.0%	84.7%	88.4%	95.1%	85.5%	86.2%	91.8%	89.6%	87.8%	84.4%	88.9%
Indigenous	47.7%	66.7%	66.1%	75.5%	65.3%	67.8%	67.4%	70.2%	80.0%	59.0%	70.0%
Non-Indigenous	91.2%	95.8%	95.4%	99.1%	96.7%	95.6%	98.1%	97.0%	89.8%	88.2%	93.4%
Non-EAL	79.9%	86.2%	86.0%	91.5%	85.4%	84.4%	89.3%	86.7%	86.3%	78.9%	86.7%
Pupils receiving EAL services	n/a	*	n/a	*	*	*	*	*	*	*	*
Non-CFS	81.3%	86.2%	87.2%	91.4%	87.0%	86.2%	89.7%	87.6%	86.5%	78.7%	87.4%
Pupils under the care of CFS	*	*	*	*	*	*	*	*	*	*	*

Note: The provincial figures include public schools, division administered First Nations schools, and funded independent schools.
 (*) Data representing fewer than 10 students is suppressed.
 (n/a) Zero students in this category

Grade 9 Math and ELA Distribution of Marks

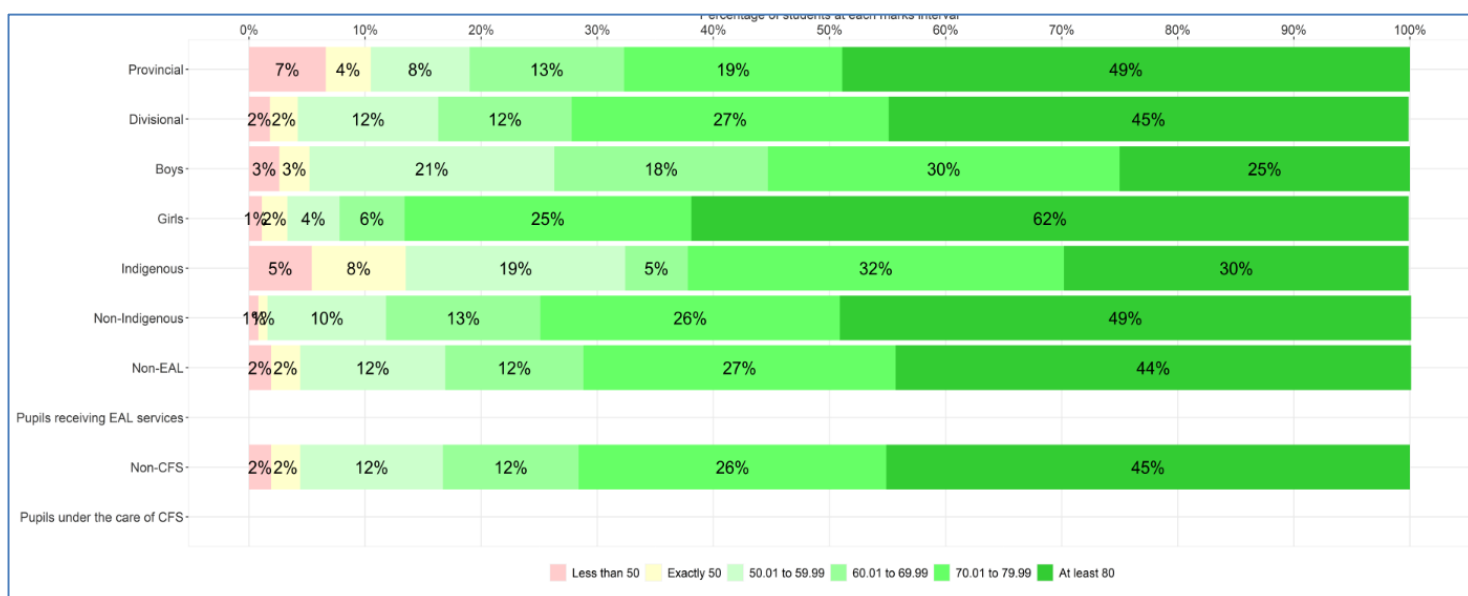
Observations, Analysis, and Conclusions of Grade 9 Math Distribution of Marks

- The most recent data for Grade 9 mark distribution is 2021-2022.
- 59% of Park West students have a mark of at least 80% compared to 48% provincially.
- 80% of Park West students have a mark of 64% or better compared to 57% provincially.
- Only 1% of PWSD students have a mark of 50% or lower compared to the provincial average of 7%.
- 4% of PWSD students who are self-declared Indigenous have a mark of 50% or lower.
- 4% of PWSD students who are self-declared Indigenous have a mark of exactly 50%.
- Female students in PWSD are significantly more likely to have a mark of at least 80% when compared to males (67% compared to 50%).



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

- The most recent data for Grade 9 mark distribution is 2021-2022.
- 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 (72% compared to 68%).
- 5% 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 (62% compared to 25%).



Grade 12 Provincial Math Exams

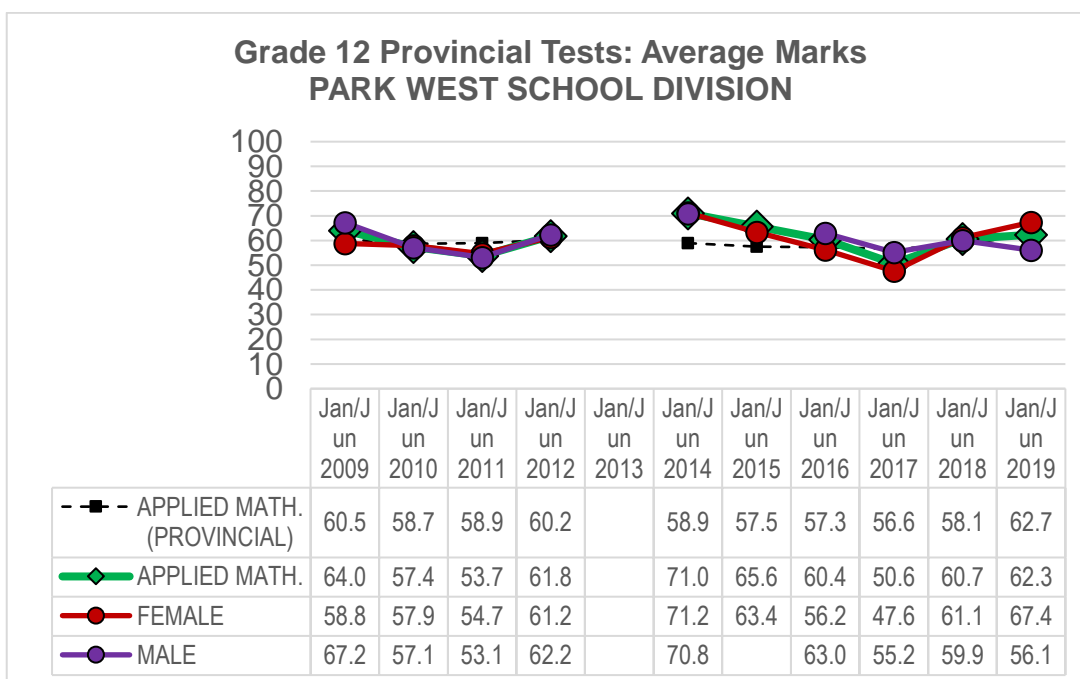
Until 2019, provincial tests were administered system-wide each semester in the following Grade 12 subjects:

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

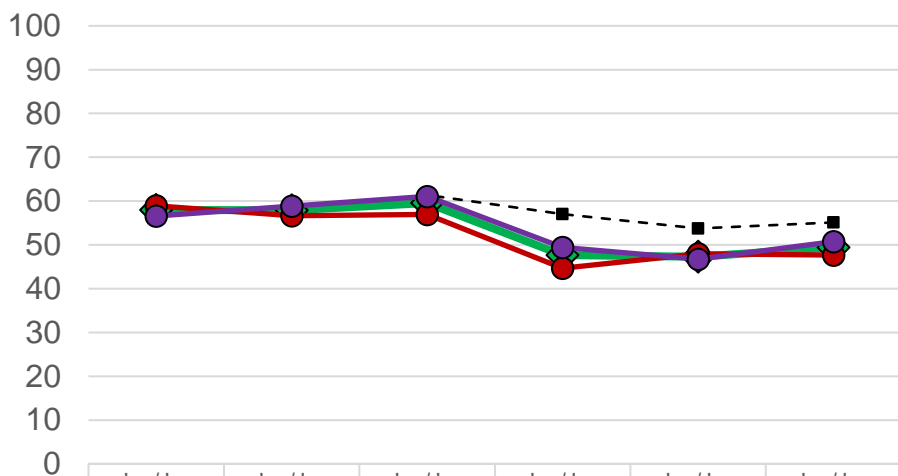
Grade 12 Provincial exams have not been implemented in the three previous years. They will resume in 2023-2024. The summary that follows reflects previous data collection up to 2019.

Observations, Analysis, and Conclusions of Grade 12 Math

- In 2018-2019, 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.
- PWSD average score of 62.3% on Applied Math compared to provincial average of 62.7%.
- PWSD average score of 49.4% on Essential Math compared to provincial average of 55.1%.
- PWSD average score of 55.6% on Precalculus Math compared to provincial average of 68.4%. That was the lowest performance of Park West students in five years.
- Male students in Park West performing better than their female counterparts in both Essential and Precalculus Math.

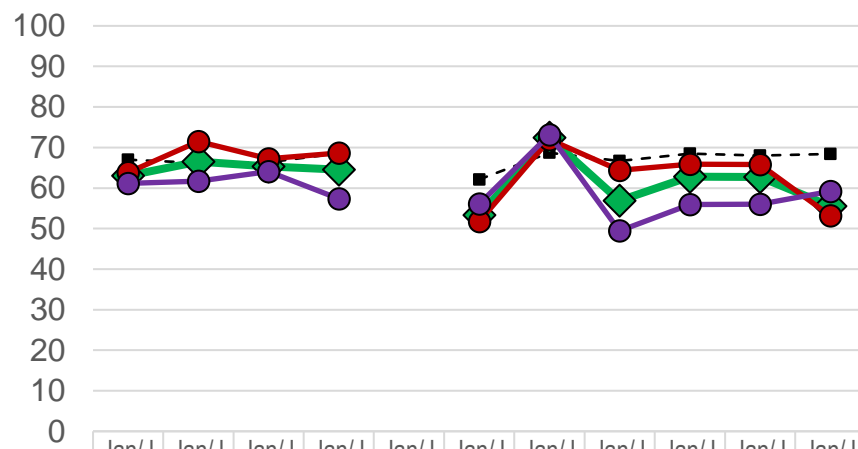


Grade 12 Provincial Tests: Average Marks PARK WEST SCHOOL DIVISION



	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019
--■-- ESSENTIAL MATH. (PROVINCIAL)	58.2	58.0	61.4	57.0	53.7	55.1
—◆— ESSENTIAL MATH.	58.0	57.9	59.5	47.6	47.3	49.4
—●— FEMALE	58.9	56.7	56.9	44.7	48.0	47.7
—●— MALE	56.6	58.8	61.1	49.4	46.7	50.7

Grade 12 Provincial Tests: Average Marks PARK WEST SCHOOL DIVISION

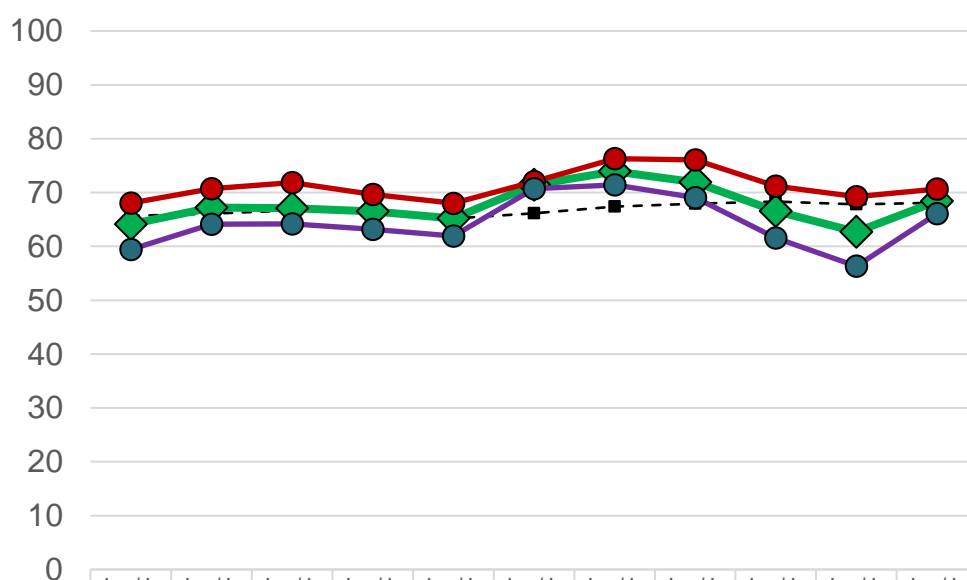


	Jan/June 2009	Jan/June 2010	Jan/June 2011	Jan/June 2012	Jan/June 2013	Jan/June 2014	Jan/June 2015	Jan/June 2016	Jan/June 2017	Jan/June 2018	Jan/June 2019
--■-- PRE-CALCULUS MATH. (PROVINCIAL)	66.9	66.2	66.4	68.6		62.1	68.7	66.7	68.5	68.0	68.4
—◆— PRE-CALCULUS MATH.	63.0	66.5	65.3	64.5		53.3	72.4	56.9	62.8	62.7	55.6
—●— FEMALE	63.8	71.5	67.2	68.6		51.8	72.0	64.3	65.9	65.8	53.2
—●— MALE	61.1	61.7	64.0	57.4		56.1	73.1	49.4	56.0	56.0	59.2

Observations, Analysis, and Conclusions of Grade 12 ELA

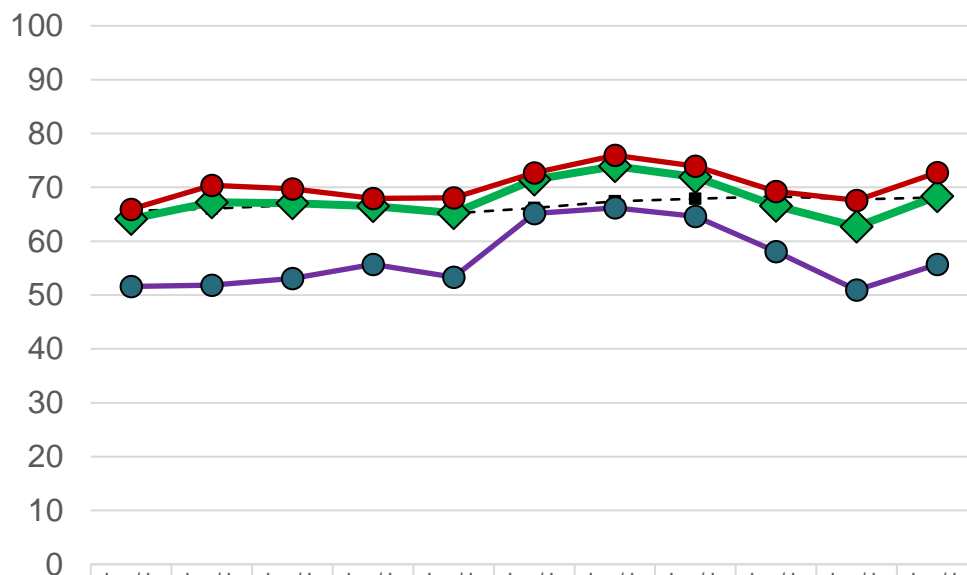
- PWSD students exceeded provincial pass rates and averages in Grade 12 ELA in 4 of the past 6 years.
- In 2018-2019, PWSD students had an average mark of 68.4% compared to 68.1% provincially
- Self-declared Indigenous students are not performing as well as their non-Indigenous divisional counterparts.
- PWSD females continue to have higher marks on the Grade 12 ELA test compared to male students.

**Grade 12 Provincial Tests: Average Marks
PARK WEST SCHOOL DIVISION**



	Jan/Jun 2009	Jan/Jun 2010	Jan/Jun 2011	Jan/Jun 2012	Jan/Jun 2013	Jan/Jun 2014	Jan/Jun 2015	Jan/Jun 2016	Jan/Jun 2017	Jan/Jun 2018	Jan/Jun 2019
ELA (PROVINCIAL)	65.7	66.1	66.7	67.0	65.2	66.1	67.4	67.9	68.3	67.8	68.1
ELA	64.1	67.2	67.1	66.5	65.2	71.5	73.9	71.9	66.6	62.7	68.4
FEMALE	68.0	70.7	71.8	69.7	68.0	72.0	76.3	76.1	71.2	69.2	70.6
MALE	59.4	64.1	64.2	63.1	61.9	70.7	71.4	69.0	61.5	56.3	66.1

Grade 12 Provincial Tests: Average Marks PARK WEST SCHOOL DIVISION



	Jan/Jun 2009	Jan/Jun 2010	Jan/Jun 2011	Jan/Jun 2012	Jan/Jun 2013	Jan/Jun 2014	Jan/Jun 2015	Jan/Jun 2016	Jan/Jun 2017	Jan/Jun 2018	Jan/Jun 2019
- ■ - ELA (PROVINCIAL)	65.7	66.1	66.7	67.0	65.2	66.1	67.4	67.9	68.3	67.8	68.1
◆ ELA	64.1	67.2	67.1	66.5	65.2	71.5	73.9	71.9	66.6	62.7	68.4
● NON-INDIGENOUS	66.0	70.4	69.7	68.0	68.1	72.7	75.9	73.9	69.3	67.6	72.8
● INDIGENOUS	51.6	51.9	53.1	55.7	53.3	65.2	66.2	64.6	58.1	50.9	55.7

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 2021 is 83.0%. For non-Indigenous students the rate is 91.3% and for Indigenous students it is 51.1%. The average improvement from a four-year rate to a six-year rate is 5.3 percentage points.

Manitoba's Four-Year "On-Time" High School Graduation Rates September 2016 - June 2020

	First Time Grade 9 Cohort of September 2016	On Time Graduation Rate of 2020
Province	14,371	82.6%
Park West	150	84.2%

Manitoba's Five-Year "On-Time" High School Graduation Rates September 2016 - June 2021

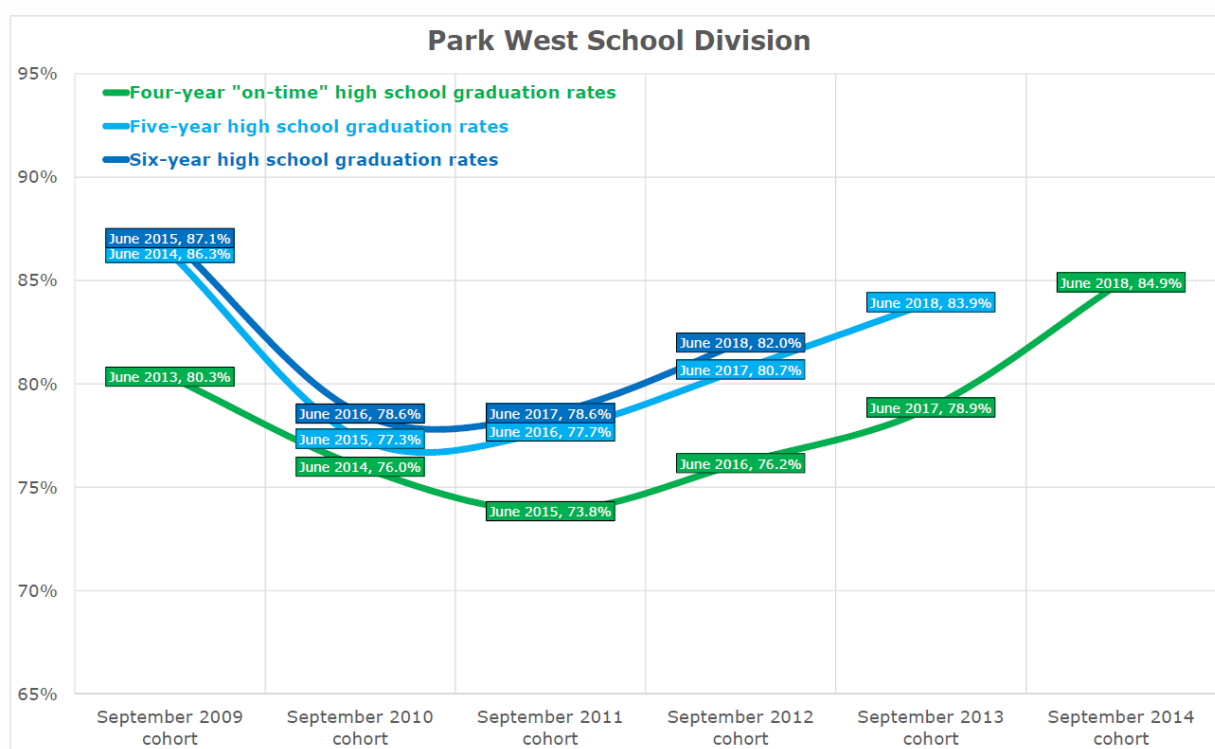
	First Time Grade 9 Cohort of September 2016	On Time Graduation Rate of 2021
Province	14,371	86.5%
Park West	150	85.8%

Manitoba's Six-Year "On-Time" High School Graduation Rates September 2015 - June 2021

	First Time Grade 9 Cohort of September 2015	On Time Graduation Rate of 2021
Province	14,371	88.3%
Park West	150	84.3%

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 rate for 2018 is 84.9% compared to the provincial rate of 79.9%.
- Self-declared Indigenous students are graduating at a significantly lower level than their non-Indigenous counterparts, at 57.9% compared to 97.8%.
- The graduation rates for divisional self-declared Indigenous students have increased each of the last five years.
- Divisional females are consistently graduating at a higher rate than males.



Four-Year "On-Time" High School Graduation Rates Park West School Division

Grade 9 starting cohort year	September 2009 cohort	September 2010 cohort	September 2011 cohort	September 2012 cohort	September 2013 cohort	September 2014 cohort
Four-year graduation year	June 2013	June 2014	June 2015	June 2016	June 2017	June 2018
Provincial	76.2%	77.2%	77.3%	78.2%	79.0%	79.9%
Divisional	80.3%	76.0%	73.8%	76.2%	78.9%	84.9%
Girls	81.8%	79.6%	81.6%	79.4%	79.0%	90.3%
Boys	78.8%	71.5%	67.0%	73.9%	78.7%	79.7%
Non-Indigenous	89.4%	94.1%	87.9%	93.3%	95.3%	97.8%
Non-Indigenous girls	91.3%	99.3%	94.9%	90.6%	95.0%	100.0%
Non-Indigenous boys	87.3%	88.2%	81.9%	95.1%	95.6%	94.4%
Indigenous	47.6%	33.4%	36.2%	41.2%	46.5%	57.9%
Indigenous girls	49.3%	39.0%	47.3%	58.2%	38.6%	61.6%
Indigenous boys	45.6%	24.8%	26.0%	28.3%	52.1%	55.4%

Note: These graduation rates have been adjusted for attrition based on Statistics Canada's estimates of population, deaths, and mobility/migration as of February 28, 2019. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates. (Graduation rates for cohorts of fewer than 10 students are omitted.)

Five-Year High School Graduation Rates Park West School Division

Grade 9 starting cohort year	September 2009 cohort	September 2010 cohort	September 2011 cohort	September 2012 cohort	September 2013 cohort
Five-year graduation year	June 2014	June 2015	June 2016	June 2017	June 2018
Provincial	80.4%	81.5%	81.4%	82.5%	83.1%
Divisional	86.3%	77.3%	77.7%	80.7%	83.9%
Girls	89.5%	81.9%	84.4%	84.1%	83.6%
Boys	83.0%	71.7%	71.8%	78.3%	84.3%
Non-Indigenous	93.7%	94.3%	89.0%	94.7%	95.5%
Non-Indigenous girls	98.0%	99.6%	95.1%	91.1%	95.3%
Non-Indigenous boys	89.2%	88.4%	83.7%	97.1%	95.8%
Indigenous	59.6%	37.4%	47.6%	52.2%	61.1%
Indigenous girls	60.4%	45.6%	56.8%	71.0%	54.2%
Indigenous boys	58.7%	24.8%	39.1%	38.0%	66.0%

Note: These graduation rates have been adjusted for attrition based on Statistics Canada's estimates of population, deaths, and mobility/migration as of February 28, 2019. Thus, simply multiplying starting cohort sizes by graduation rates will not yield the number of graduates. (Graduation rates for cohorts of fewer than 10 students are omitted.)

OurSCHOOL Survey

Effective in 2023-2024, we will be 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.

Our first data collection occurred October 16-27, 2023. As such, there is no data available for review and/or analysis at this stage. 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>
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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>
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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.

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 Childhood Development Initiative

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.

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.

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

2023-2024

Park West School Division

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