



Park West School Division
Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2025-2026

Park West School Division

1161 St. Clare St. N

Birtle, MB

R0M 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

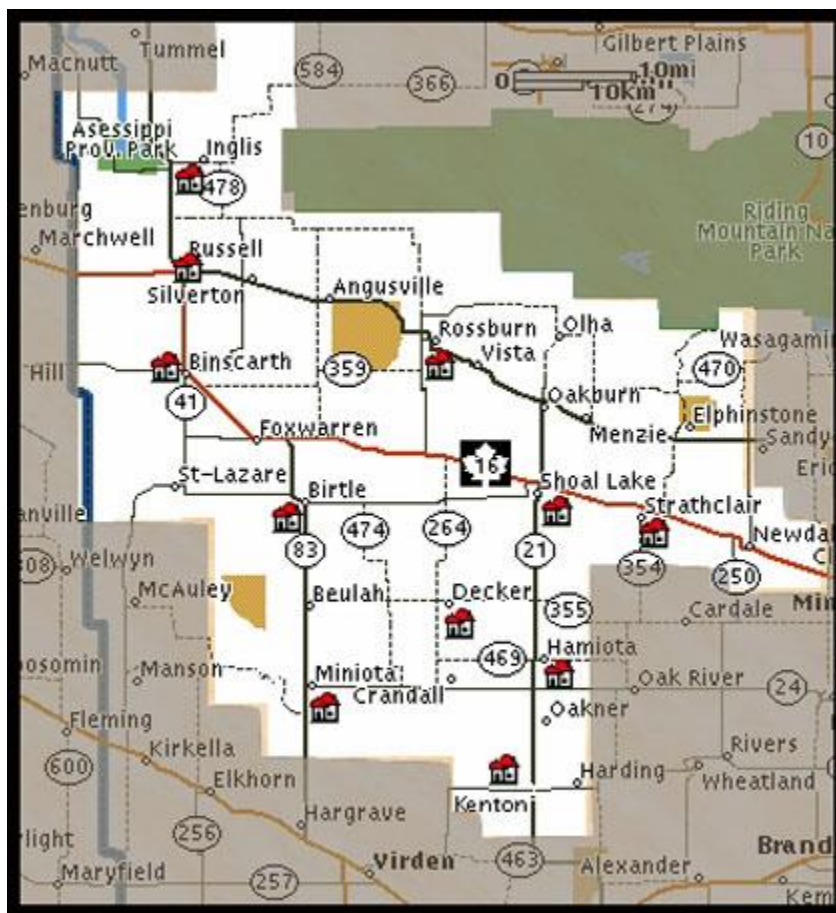
- a) Provide a brief overview of relevant geographic or demographic information as well as specific school division strengths, equity issues and or challenges

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 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	88
Birtle Collegiate	5-12	175
Birtle Elementary	K-4	86
Decker Colony	K-12	40.5
Hamiota Collegiate	6-12	150
Hamiota Elementary	K-5	100
Inglis	K-8	50.5
Major Pratt	K-12	554
Miniota	K-8	71.5
Monarch Colony	K-12	18.5
Rosburn Collegiate	9-12	96
Rosburn Elementary	K-8	93.5
Shoal Lake	K-12	148.5
Strathclair	K-12	151
Waywayseecappo	N-8	352.5
Wayway Off Campus / Adult Ed	9-12	51
	TOTAL	2226.5

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.

Our challenges are similar to previous years. They include

- Uncertainty about provincial funding levels. For the 2025-2026, we received one of the lowest levels of provincial funding among all eligible school divisions.
- 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 a recent agreement with non-teaching staff.

Budget information:

Provincial Revenue	2023-2024	2024-2025	2025-2026
Base Support	5,863,513	5,974,792	6,277,472
Categorical Support (specific)	2,280,577	2,348,108	2,294,793
Equalization (transfer payment)	169,224	0	0
School Building Support	104,520	104,460	104,280
Formula	1,075,032	1,065,506	911,250
Technology Enhancement Equipment Replacement		33,400	52,200
Additional Special Needs	143,466	143,466	148,257
Additional Operating Support	938,000	1,598,000	1,598,000
Wage Assistance	913,207	913,207	1,002,656
Student Engagement and Presence	255,000	255,000	255,000
Support for Enrolment Growth		53,000	-
Nutrition Funding		242,000	257,000
TOTAL Provincial revenue	11,742,539	12,730,939	12,900,908
Other revenue	2023-2024	2024-2025	2025-2026
Career development	31,250	31,250	62,118
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	0
Payroll tax rebate	383,004	383,004	395,986
Tuition fees (First Nations)	8,836,263	9,709,047	9,289,837
Substitute fees	0	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)	11,587,466	12,050,965	13,436,826
TOTAL Other revenue	21,142,583	22,478,886	23,459,367
TOTAL Revenue	32,885,122	35,209,805	36,360,275

Budget information (continued):

Expenditures	2023-2024	2024-2025	2025-2026	Previous Year Difference
Regular Instruction	19,499,076	20,581,454	22,011,709	1,430,255
Student Support Services	4,485,286	4,833,410	5,217,223	383,813
Adult Education	115,620	134,635	193,119	58,484
Early Childhood	122,332	224,385	129,444	-94,941
Divisional Admin	1,160,493	1,310,685	1,286,711	-23,974
Curriculum	301,476	293,931	106,201	-187,730
Library	331,579	340,830	361,725	20,895
PD	105,779	122,533	482,945	360,412
Nutrition	-	242,000	257,000	15,000
Transportation	2,147,974	2,170,781	2,013,831	-156,950
Maintenance	3,714,383	3,947,624	4,109,437	161,813
Fiscal	526,600	526,600	526,600	0
Capital items and surplus	550,000	575,000	410,000	-165,000
TOTAL Expenditures	33,060,598	35,303,869	37,105,945	1,802,076

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.

Kelly Knight	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	170
Counsellors	6.5
Resource teachers	10.25
Teachers supporting special needs low enrolment classes	0
Educational assistants	85
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	291.40

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	120	5%
Self-declared Indigenous	450	20%

e) Education for Sustainable Development (ESD)

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

Divisional Strategic Plan

Park West updated our strategic plan in September 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).

Our Vision We will bring the world to our students to prepare our students for the world 	Our Mission PWSD will work with communities to: • Provide innovative learning opportunities • Challenge student to reach their potential as engaged citizens of the world • Value, accept, and nurture students 
Our Values Park West values: • our PEOPLE • our PARTNERSHIPS • our PRACTICES • Our PROGRAMS	Our Motto Learners Today Leaders Tomorrow 

Updates from Previous Divisional Strategic Plan

The 2025 Divisional Strategic Plan includes several updates, expanded initiatives, and shifts in focus compared to the 2022 plan, particularly regarding timelines, specific curriculum frameworks, assessment tools, student governance, workforce stability, and infrastructure planning.

While both the 2022 plan the 2025 plan operate under the same four pillars (High-Quality Learning, Student Engagement and Wellbeing, Excellence in Teaching and Leadership, and Responsive Systems) and shared core elements (like increasing literacy and numeracy achievement and prioritizing wellbeing), the 2025 plan outlines a new implementation cycle of 2024-2029.



Here are the key updates and new initiatives organized by priority area:

I. High-Quality Learning

The 2025 plan introduces a renewed focus on integrating modern learning competencies and specific literacy tools:

Global Competencies Focus:

- The 2025 plan's Priority Focus explicitly targets incorporating Manitoba's Global Competencies (Critical Thinking, Citizenship, Connection to Self, Collaboration, Communication, and Creativity) into teaching and learning. A specific outcome and action plan are included to increase awareness and understanding of these six competencies and purposefully embed them in schools.

Literacy Framework and Assessment:

- The 2025 plan details the introduction of a new K-8 Literacy Framework aligned with provincial directives, starting with a soft rollout in Fall 2025.

- There is a shift in divisional assessment practices: June 2025 will be the last time literacy data is collected using the Fountas and Pinnell assessment. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data.

Numeracy Support:

- The 2025 plan updates numeracy support by introducing a dedicated numeracy lead/coach. This position is designed to build the capacity of high school mathematics teachers through in-class support, coordination of professional development, and facilitation of access to instructional resources.

Course Options Expansion:

- While both plans aim to increase vocational course options, the 2025 plan includes exploring the introduction of earlier exposure to trades, career, and vocational opportunities, possibly starting in Grade 5 and 6. The 2025 plan also adds an initiative to expand outdoor education programs with clear curricular connections, structured with lessons and activities.

Indigenous Programming:

- The 2025 plan expands on the commitment to Indigenous student outcomes by stating it will further develop high school programming to include courses on Indigenous ways of knowing, language, culture, and land-based learning. It also specifies to expand the Elder and Knowledge Keeper in Schools initiative.

Assessment Practices:

- The 2025 plan updates the assessment review by focusing on identifying gaps and weaknesses in current assessment practices to ensure a more comprehensive and equitable assessment strategies across all grade levels.

II. Student Engagement and Wellbeing

The 2025 plan introduces new dimensions for addressing student wellness and engagement, including leveraging Indigenous perspectives and formalizing student voice:

Foundational Context:

- The 2025 plan is informed by Manitoba's Vision for Learner Success and the concept of Mino-Pimatisiwin (The Good Life), emphasizing student success as reaching one's full potential and living Mino-Pimatisiwin.

Wellness Curriculum:

- A new action in the 2025 plan involves the implementation and strategic integration of responsive wellness curriculum, including the continued development and expansion of locally developed courses such as the Fundamentals of Mental Fitness 41G.

Attendance Barriers:

- While the 2022 plan mentioned implementing the provincial attendance policy, the 2025 plan outlines a detailed outcome to develop and implement a detailed plan to improve student attendance that actively helps remove barriers to school attendance. Specific new actions include:
 - Prioritizing literacy support as an early intervention for at-risk students, focusing on expanding assessment and support at the high school level.
 - Strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers.
 - Establishing consistent data tracking, monitoring, and reporting related to student attendance.

Student Empowerment:

- The 2025 plan includes a new outcome to foster student empowerment by increasing meaningful student participation in decision-making. This involves establishing a Divisional Student Advisory Committee and strengthening collaboration among school-based student councils.

III. Excellence in Teaching and Leadership

The 2025 plan introduces comprehensive strategies for teacher professional development, workforce stability, and leadership retention:

Teacher Capacity Building (PLCs):

- The 2025 plan introduces the implementation of Professional Learning Communities (PLCs) as a specific framework for professional development. PLCs are designed to be teacher-driven, self-selected, and self-directed, fostering continuous improvement and collective efficacy, and utilizing the Manitoba Framework for Learning.

Workforce Retention and Recruitment (New Area):

- The 2025 plan includes a new outcome focused on cultivating a stable, skilled, and engaged workforce by enhancing teacher retention, proactively planning for leadership succession, and expanding recruitment. Actions include:
 - Developing targeted retention strategies for schools with high staff turnover, including mentorship programs and wellness supports.
 - Exploring rural solutions to attract teachers and staff to remote communities.
 - Partnering with local economic development offices and immigration services to broaden the candidate pool.

Succession Planning and Workload Review (New Initiatives):

- Implementation of a succession planning framework focused on identifying, mentoring, and supporting aspiring school administrators to build leadership capacity from within.
- Conducting a review of school leadership workload, particularly in schools where principals hold combined roles (e.g., principal/resource/guidance), to analyze the impact of job overload on administrator retention and to inform future staffing models.

IV. Responsive Systems

The 2025 plan adds several new initiatives to improve technology, collaboration, and physical infrastructure planning:

Collaboration Strategies (New Area):

- The 2025 plan details specific actions to foster a culture of collaboration. New initiatives include:
 - Identifying sustainable strategies for providing release time that supports meaningful staff collaboration and professional growth.
 - Developing and promoting opportunities for collaboration between schools and communities, including innovative staffing models that support the sharing of teachers and specialized personnel across sites.
 - Creating a representative stakeholder group that meets regularly for coordinated initiatives and decision-making.
 - Proactively establishing and maintaining partnerships with municipalities, industry leaders, and community members.

Technology Plan and Digital Literacy (New Area):

- The 2025 plan introduces actions to support a robust digital learning environment:
 - Launching an updated, forward-looking divisional technology plan.
 - Creating and implementing a unified digital skills guide.
 - Strengthening and harmonizing digital literacy instruction by fully adopting and integrating a comprehensive K–12 ICT Skills Guide, grounded in the Literacy with ICT (LwICT) model.

Infrastructure and Specialized Spaces (New Area):

- The 2025 plan focuses capital investments on strategic building enhancements.
- A specific initiative is to increase the availability of safe, confidential, and appropriately designed spaces within schools to deliver specialized services such as clinical support, counselling, and wellness programming.

Transportation Improvements (New Area):

- The 2025 plan includes a focus on strengthening transportation infrastructure and services, including modernizing the fleet and improving bus route planning and scheduling.



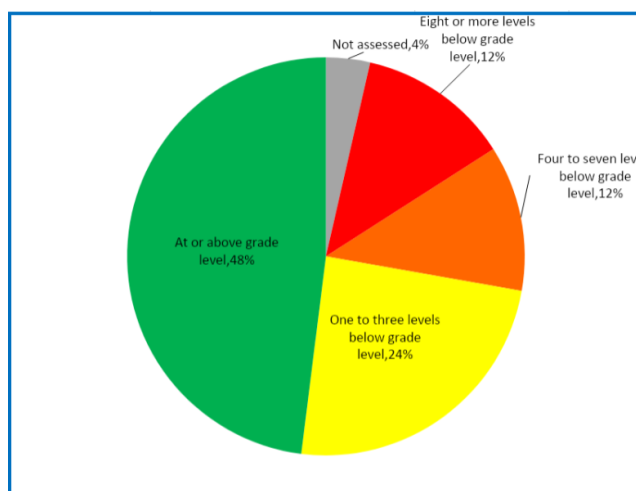
Report on Results

Divisional K-8 Literacy Assessments

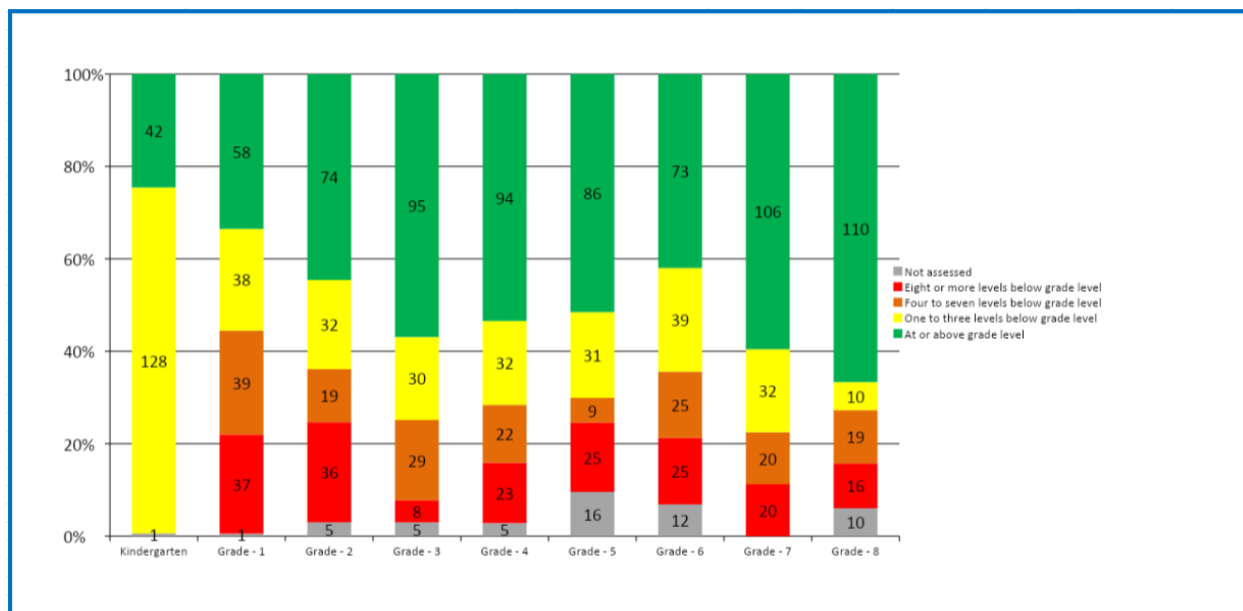
Park West School Division implements divisional assessments for Literacy for students in Kindergarten to Grade 8.

- The divisional analysis states that the multiyear summary of literacy results shows a slight increase in the number of students in K-8 who are at or above grade level in the past two years.
- The most recent data (June 2025 Divisional Literacy Assessment) shows that 48% of K-8 students were At or above grade level.
- The analysis noted that in 2024, approximately 24% of students were one to three levels below grade level. The 2025 data confirms this percentage, showing that 24% of K-8 students are one to three levels below grade level. An additional 12% are four to seven levels below grade level, and another 12% are eight or more levels below grade level.
- The Divisional Literacy Assessment Results from 2021 - 2025" graph details the changes in the number of students achieving "At or above grade level" (Green):
- The highest number of students achieving "At or above grade level" occurred in June 2024 (759 students).
- In June 2025, the number of students achieving "At or above grade level" was 718, representing a decrease from the 2024 high.
- The breakdown by grade level shows that the largest absolute numbers of students categorized as "At or above grade level" (Green) were in Grade 7 (106 students) and Grade 8 (110 students). Conversely, the largest number of students in the "One to three levels below grade level" (Yellow) category was found in Kindergarten (128 students).
- The assessment protocol is shifting. June 2025 was the last time literacy data was collected using the Fountas and Pinnell assessment, and by June 2026, all teachers will be required to use DIBELS-8 and submit literacy data

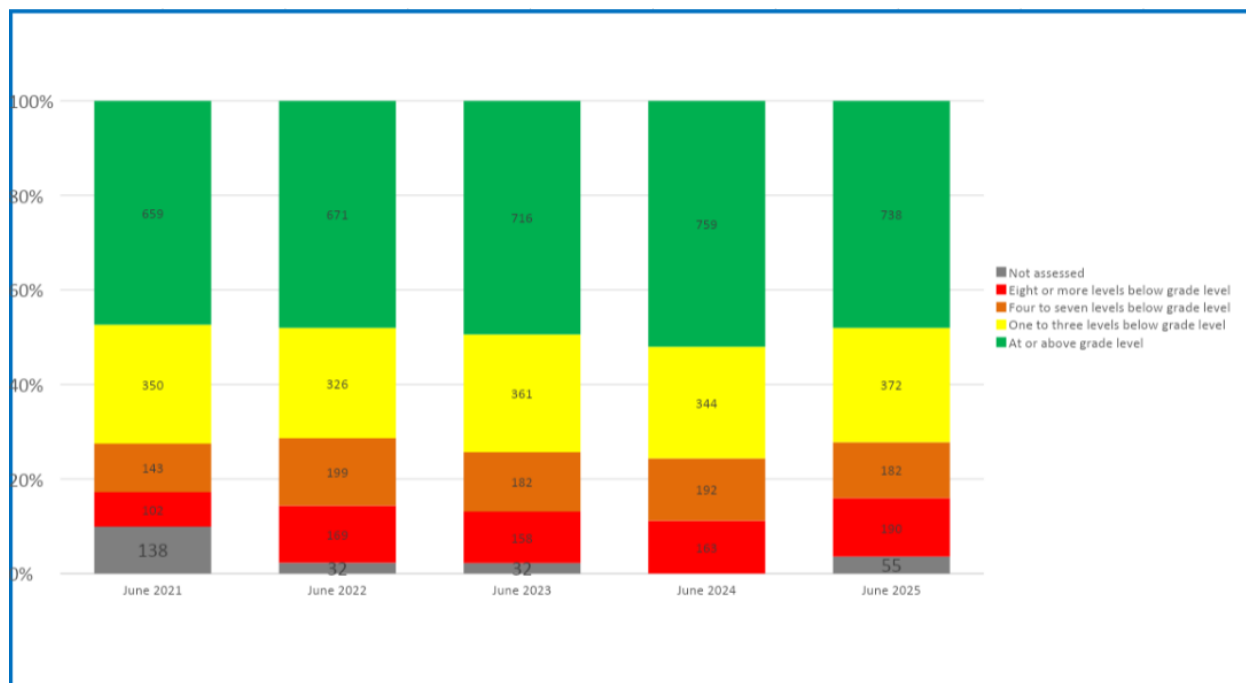
2025 Divisional Literacy Assessment – Overall Results for K-8



2025 Divisional Literacy Assessment Results by Grade Level



Divisional Literacy Assessment Results from 2021 - 2025

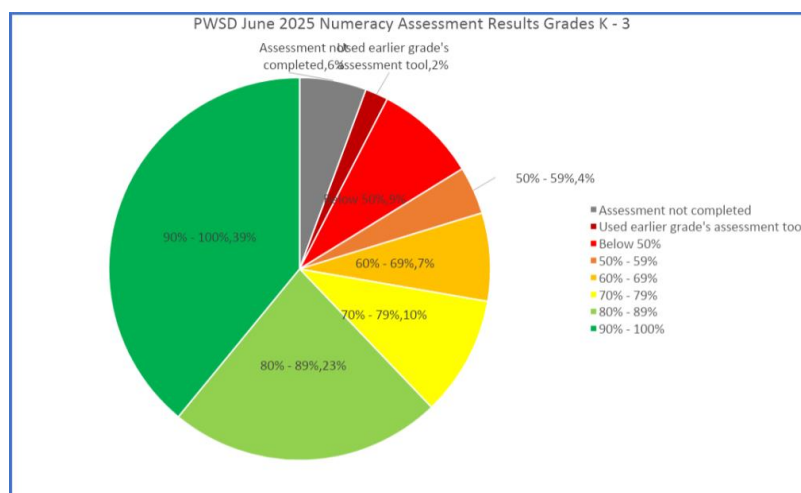


Divisional K-3 Numeracy Results

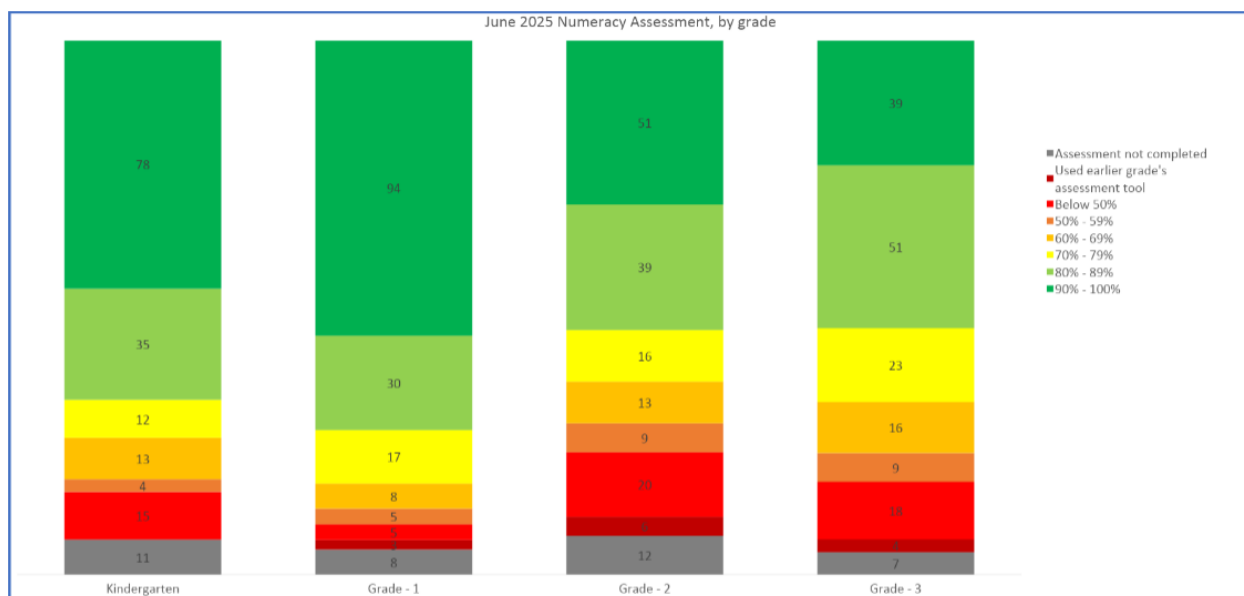
Park West School Division implements divisional assessments for Numeracy for students in Kindergarten to Grade 3.

- A high percentage of students scored above 70% in numeracy (72% in 2025).
- The divisional analysis makes four key points about K-8 numeracy: the assessment is summative and grade-specific, 70% of K-8 students scored above 70% in 2024, achievement is highest in Kindergarten and decreases subsequently, and the multiyear results show variability but no appreciable change from year to year.
- The 2025 Divisional Numeracy Assessment – Overall Results for K-8 pie chart confirms high achievement levels for June 2025: 39% of K-8 students scored 90% - 100%.
- A total of 72% of K-8 students scored 70% or higher (39% in 90-100%, 23% in 80-89%, and 10% in 70-79%). This closely aligns with the analysis claim that 70% scored above 70% in 2024.
- The analysis claims that the percentage scoring at grade level (high achievement) is highest in Kindergarten and tends to decrease slightly in subsequent years. The data supports this trend, looking at the number of students in the highest bracket (90% - 100%, Dark Green). The numbers scoring in the top bracket show a clear numerical drop from Grade 1 to Grade 3.
- The multiyear summary shows the variability mentioned in the analysis: The number of students scoring 90% - 100% peaked in 2017 (459 students) and 2018 (445 students). The highest performing group (90% - 100%) dropped significantly after 2019 (485 students) to 2021 (327 students) and has continued a gradual decrease through 2024 (261 students), with a minor increase in 2025 (262 students).
- Although there is a long-term downward trend in the highest achievement bracket, the statement that there is no appreciable change in results from one year to the next is supported when looking at the last three years (274 students in 2023, 261 students in 2024, and 262 students in 2025).

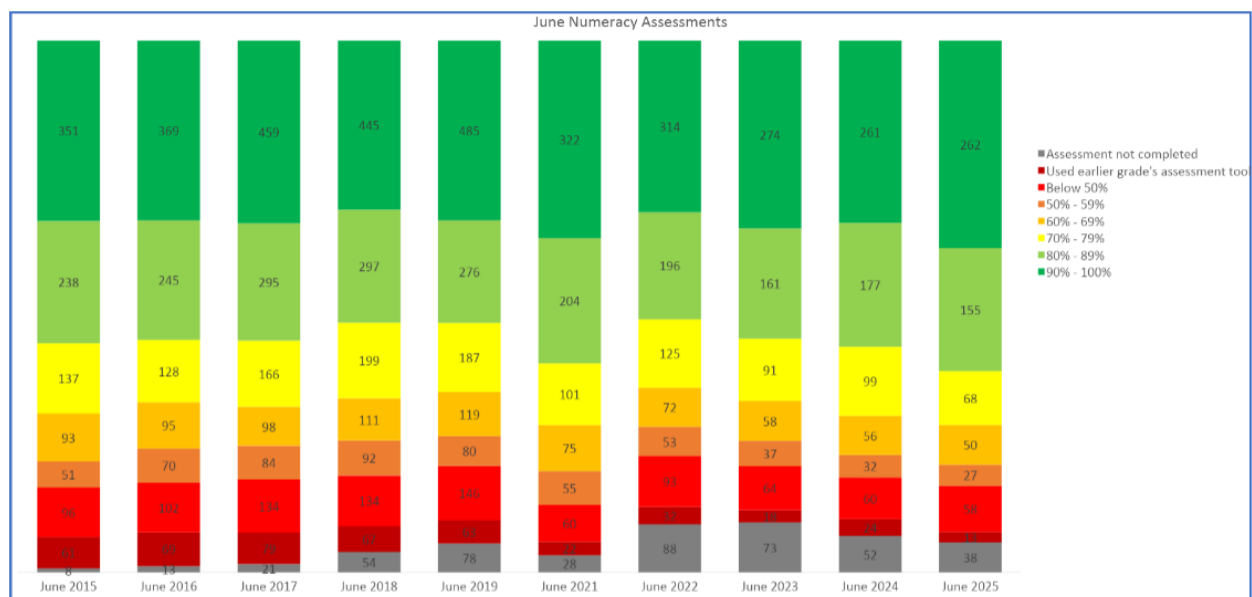
2025 Divisional Numeracy Assessment – Overall Results for K-8



2025 K-3 Divisional Literacy Assessment Results by Grade Level



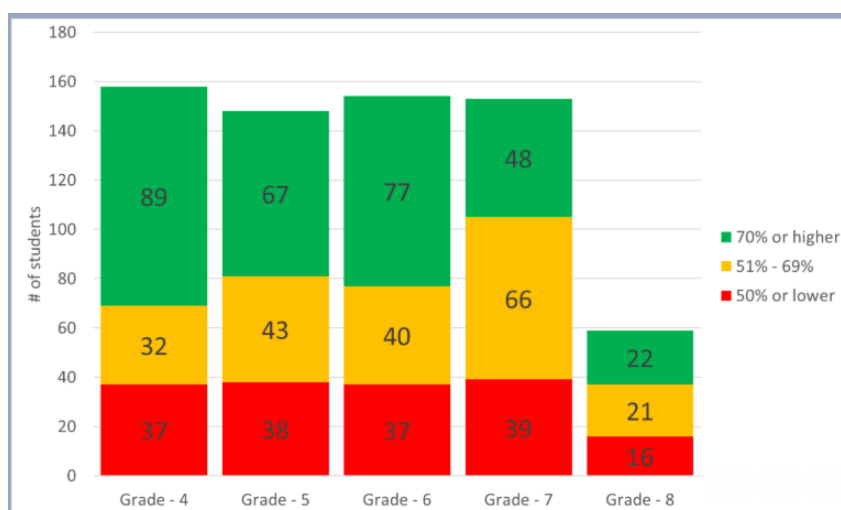
Divisional K-3 Numeracy Assessment Results from 2015 – 2025



Divisional Grade 4-8 Numeracy Results

Park West School Division implements year-end divisional assessments for Numeracy for students in Grade 4-8 using tools from the Numeracy Achievement Project. The Numeracy Achievement Project is a province-wide initiative to improve mathematics teaching and learning. It supports teachers, schools, and divisions in enhancing student numeracy outcomes through evidence-based instructional practices and collaborative professional learning.

- The most significant trend observed is the decline in high achievement between Grade 6 and Grade 7. In Grade 6, exactly half (50.0%) of the students achieved a score of 70% or higher. This percentage drops dramatically by 18.6 percentage points in the next year, with only 31.4% of Grade 7 students achieving 70% or higher.
- While Grade 8 (37.3%) shows a recovery compared to Grade 7, it remains below the performance levels seen in Grades 5 and 6.
- Grade 7 holds the largest percentage of students in the middle range (51%–69%) at 43.1%. This contrasts sharply with Grade 6, where only 26.0% of students were in this middle band. This suggests that students who were previously high achievers (70%+) in Grade 6 are often unable to maintain that level of performance when transitioning to the Grade 7 curriculum and assessment.
- The percentage of students struggling (50% or lower) is approximately 25% across the middle grades. The Grade 7 Provincial Numeracy Assessment (January 2025) divisional proficiency rate was 32.0% which matches the divisional NAP result of 31.4% achieving 70% or higher by the end of Grade 7.
- NAP should improve teaching and learning by shifting the focus of instruction from mere rules and procedures to deep conceptual understanding, procedural fluency, and problem-solving. It targets both student learning needs and teachers' instructional strategies.



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:

- Divisional results met the provincial average in Fall 2024, with both the division and the province achieving 44.7% and 44.9% of students meeting expectations, respectively.
- The existing analysis states that Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts. The Fall 2024 data confirms this persistent gap. In Fall 2024, only 23.5% of Indigenous students met expectations, compared to 47.2% of Non-Indigenous students. This difference of nearly 24 percentage points indicates that the achievement gap remains severe.
- The existing analysis noted that in 2023, female students were performing at a noticeably higher level than male students. The Fall 2024 data contradicts this recent trend, showing a significant reversal where male students (48.1%) performed higher than female students (41.7%) in meeting all three sub-competencies.
- A significant gap exists between Non-EAL students (48.6% meeting expectations in Fall 2024) and Pupils receiving EAL services (19.0% meeting expectations in Fall 2024). The 19.0% achievement rate for EAL students in Fall 2024 represents the lowest recorded outcome for this group in the table.
- The assessment results underscore the need to close significant achievement gaps, particularly for Indigenous students and those receiving EAL services, which are core priorities of the Park West School Division Strategic Plan.
- The division is enacting a major overhaul of its literacy framework and assessment tools, which directly responds to the fluctuating and inconsistent Grade 3 results. By June 2026, the division mandates a switch from the Fountas and Pinnell assessment (last used June 2025) to DIBELS-8 for all teachers, providing a unified and measurable data point aligned with provincial directives. A new K-8 Literacy Framework is also scheduled for a soft rollout in Fall 2025.

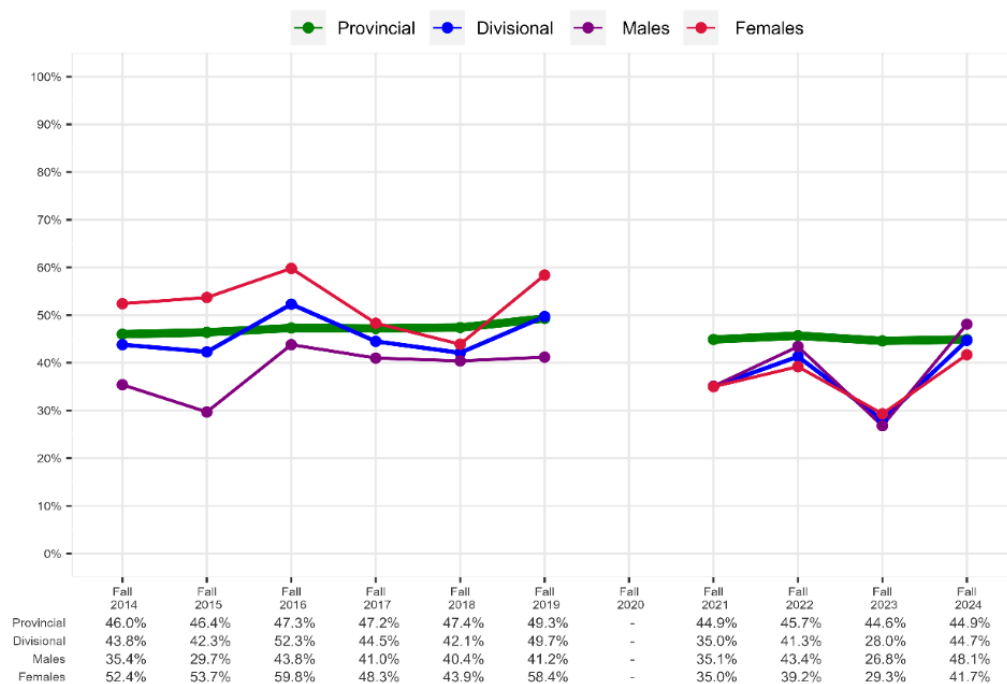
Grade 3 – Reading in English, English Program Percentage of students meeting expectations in all three sub-competencies

Grade 3 Entry - Reading in English - English Program

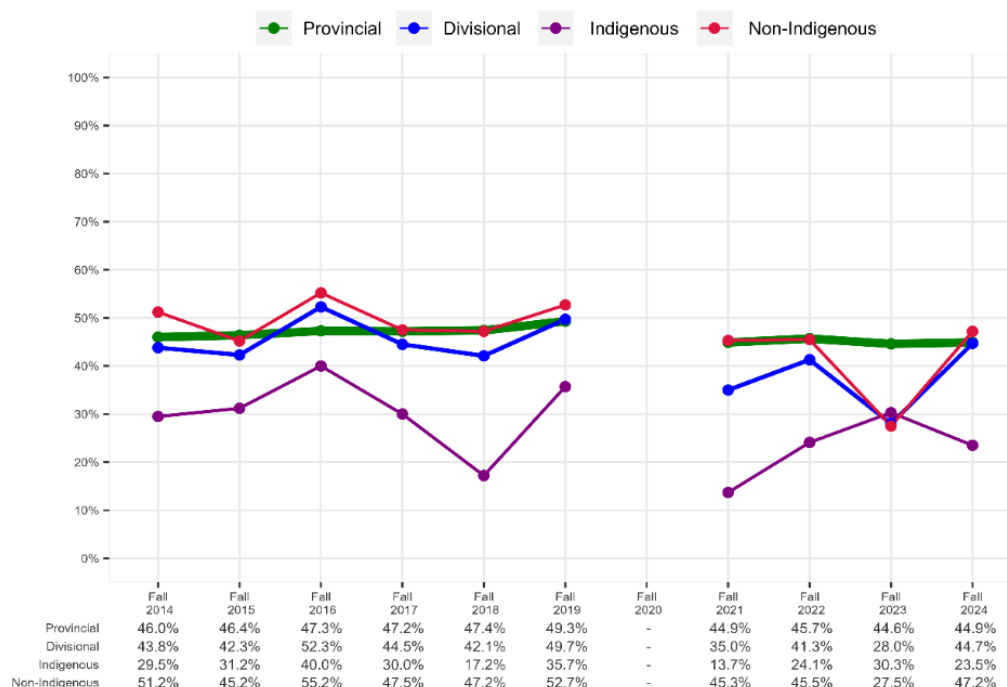
Percentage of students meeting expectations in all three sub-competencies

PARK WEST SCHOOL DIVISION											
Year	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Provincial	46.0%	46.4%	47.3%	47.2%	47.4%	49.3%	-	44.9%	45.7%	44.6%	44.9%
Divisional	43.8%	42.3%	52.3%	44.5%	42.1%	49.7%	-	35.0%	41.3%	28.0%	44.7%
Males	35.4%	29.7%	43.8%	41.0%	40.4%	41.2%	-	35.1%	43.4%	26.8%	48.1%
Females	52.4%	53.7%	59.8%	48.3%	43.9%	58.4%	-	35.0%	39.2%	29.3%	41.7%
Indigenous	29.5%	31.2%	40.0%	30.0%	17.2%	35.7%	-	13.7%	24.1%	30.3%	23.5%
Non-Indigenous	51.2%	45.2%	55.2%	47.5%	47.2%	52.7%	-	45.3%	45.5%	27.5%	47.2%
Non-EAL	45.5%	43.0%	52.6%	43.2%	42.9%	50.7%	-	33.3%	40.8%	28.3%	48.6%
Pupils receiving EAL services	*	*	*	*	30.0%	36.4%	-	53.8%	*	25.0%	19.0%
Non-CFS	44.4%	43.1%	52.7%	45.3%	43.0%	49.7%	-	35.3%	41.9%	28.0%	44.4%
Pupils under the care of CFS	*	*	*	*	*	n/a	-	*	*	n/a	*

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

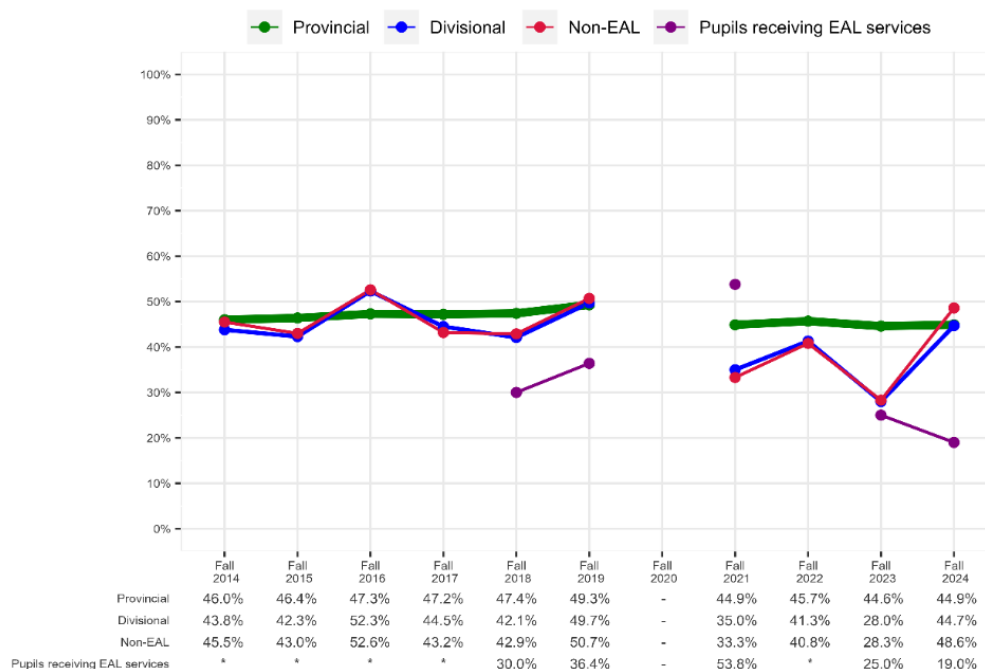


Grade 3 – Reading in English, English Program
Percentage of students meeting expectations in all three sub-competencies by Indigenous/Non-Indigenous



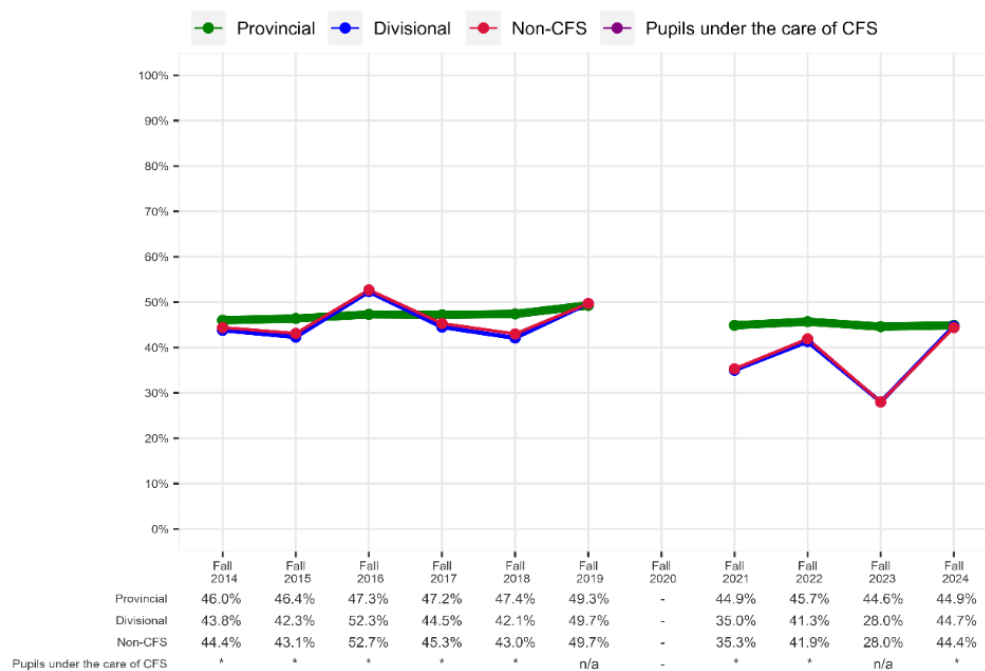
Grade 3 – Reading in English, English Program

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:

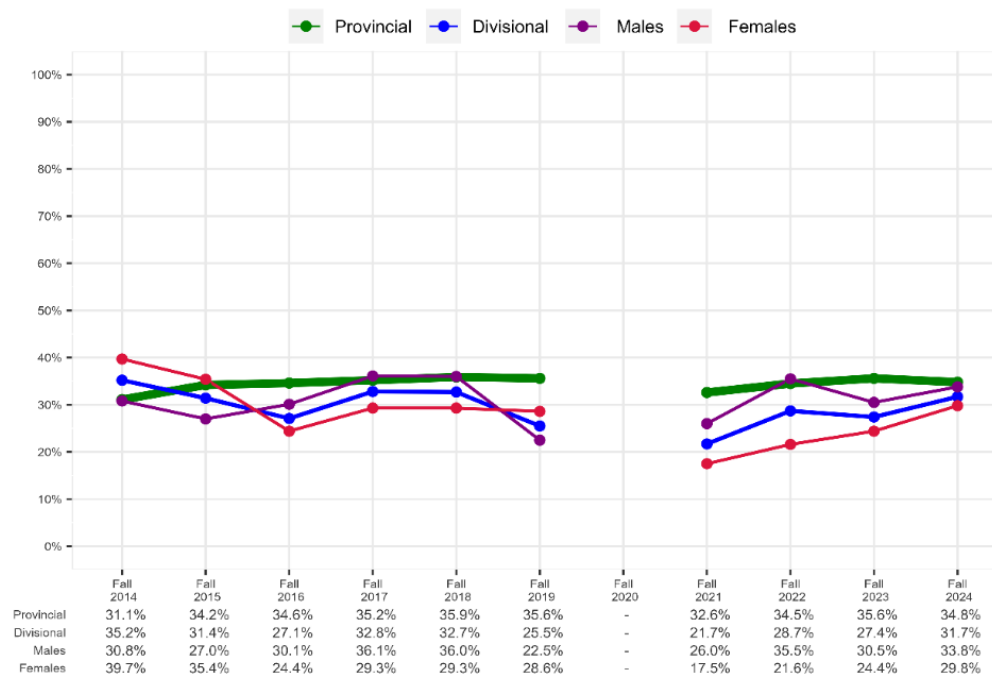
- The existing analysis accurately states that the divisional percentage of students meeting expectations has been below the provincial average in the last three years (Fall 2021–Fall 2023). This trend continues in Fall 2024, where the division achieved 31.7% proficiency, remaining below the provincial rate of 34.8%.
- The observation that Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts is confirmed and remains a critical equity issue. In Fall 2024, 23.5% of Indigenous students met expectations, compared to 32.6% of Non-Indigenous students. This represents an achievement gap of 9.1 percentage points.
- Unlike the Grade 3 Reading assessment (which showed a female advantage), the Numeracy results indicate that Male students (33.8%) outperformed Female students (29.8%) in meeting all four sub-competencies in Fall 2024.
- Both genders show improved achievement since the 2023 results (Males 30.5%, Females 24.4%). The 2024 male achievement rate (33.8%) is the highest recorded for males since Fall 2018 (36.0%).
- EAL student performance in numeracy remains highly volatile and requires further investigation, exhibiting a drop in the latest data.
- The persistence of the divisional gap below the provincial average and the continued equity gaps, particularly for Indigenous and EAL students, necessitate the sustained focus on numeracy outlined in the Park West School Division Strategic Plan.
- The division is also committed to reviewing and revising the divisional numeracy assessment protocol to ensure a more comprehensive and equitable assessment strategy across all grade levels.

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

Year	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022	Fall 2023	Fall 2024
Provincial	31.1%	34.2%	34.6%	35.2%	35.9%	35.6%	-	32.6%	34.5%	35.6%	34.8%
Divisional	35.2%	31.4%	27.1%	32.8%	32.7%	25.5%	-	21.7%	28.7%	27.4%	31.7%
Males	30.8%	27.0%	30.1%	36.1%	36.0%	22.5%	-	26.0%	35.5%	30.5%	33.8%
Females	39.7%	35.4%	24.4%	29.3%	29.3%	28.6%	-	17.5%	21.6%	24.4%	29.8%
Indigenous	29.5%	34.4%	16.7%	10.0%	10.3%	21.4%	-	3.9%	20.7%	24.2%	23.5%
Non-Indigenous	38.1%	30.6%	29.6%	37.4%	37.3%	26.4%	-	30.2%	30.6%	28.2%	32.6%
Non-EAL	36.6%	32.2%	27.6%	30.6%	33.5%	27.4%	-	19.4%	27.5%	26.3%	32.9%
Pupils receiving EAL services	*	*	*	*	20.0%	0.0%	-	46.2%	*	41.7%	23.8%
Non-CFS	35.7%	32.0%	28.4%	33.3%	33.9%	25.5%	-	21.8%	29.1%	27.4%	31.2%
Pupils under the care of CFS	*	*	*	*	*	n/a	-	*	*	n/a	*

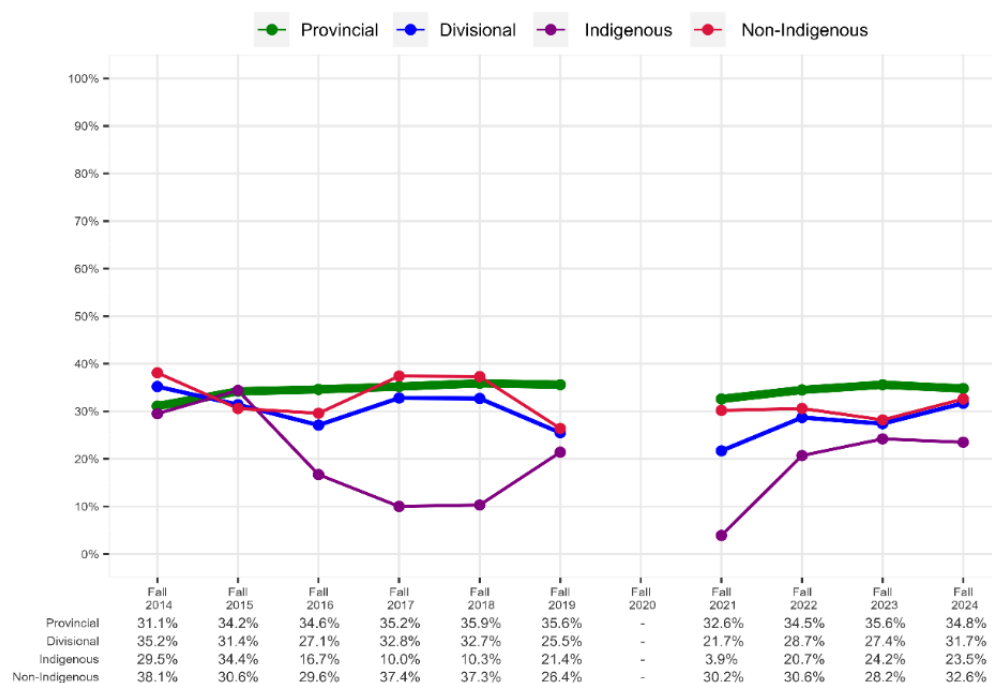
Grade 3 – Numeracy

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



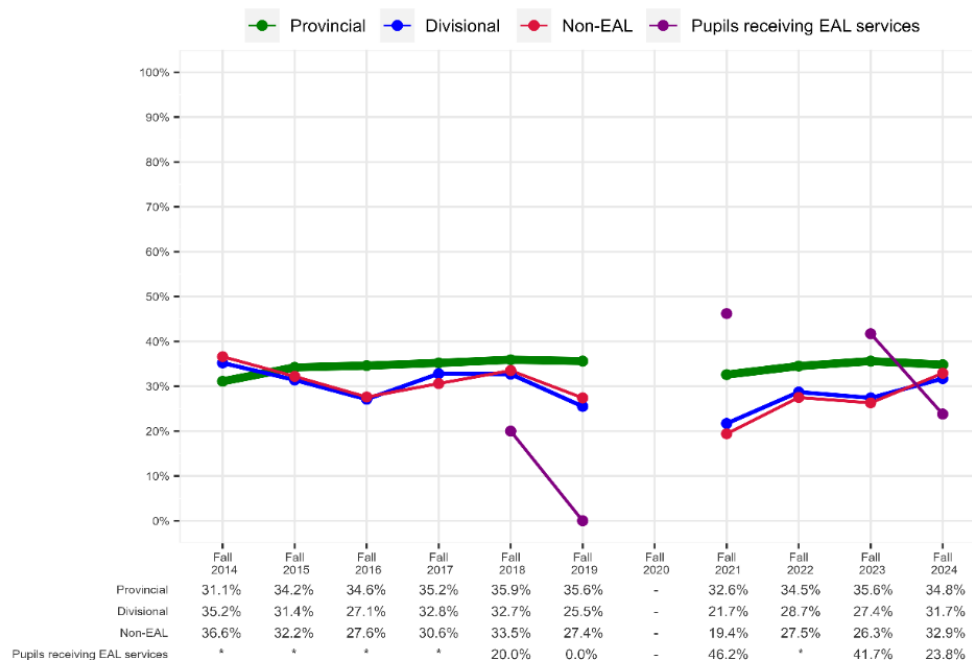
Grade 3 – Numeracy

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



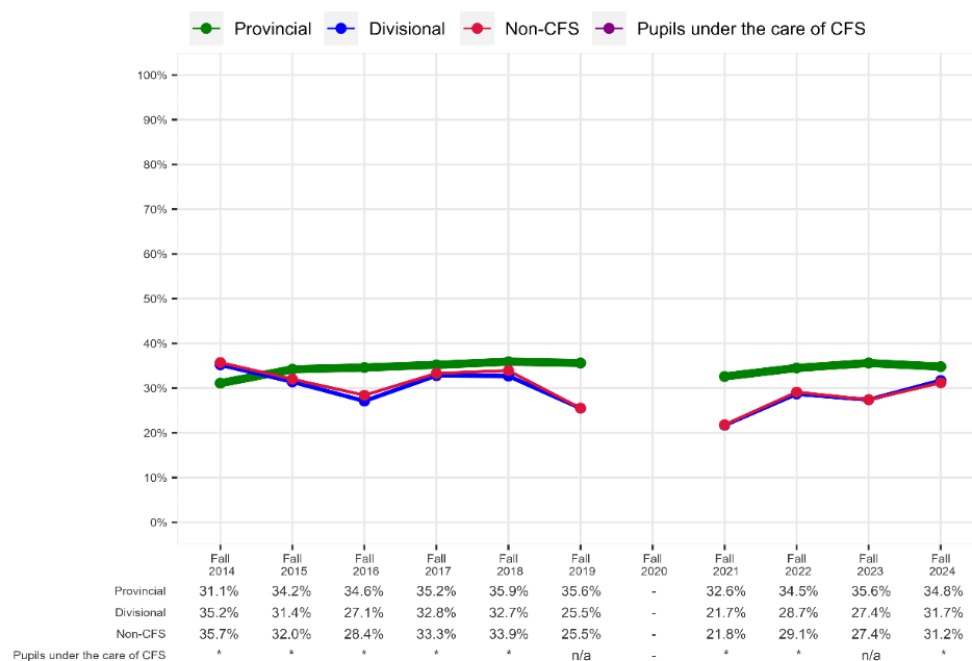
Grade 3 – Numeracy

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 divisional results in 2024 (38.5%) were consistent with provincial averages (39.3%).
- In the most recent assessment (January 2025), the Divisional rate (32.0%) fell significantly below the Provincial rate (37.4%), resulting in a gap of 5.4 percentage points.
- The divisional proficiency rate dropped 6.5 percentage points year-over-year (from 38.5% in 2024 to 32.0% in 2025). This 32.0% result is the lowest divisional achievement since January 2018 (32.1%), excluding the low of 20.6% recorded in January 2019.
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts is confirmed and intensified by the 2025 data. In January 2025, Indigenous students achieved a proficiency rate of only 13.5%. This represents a severe drop from 20.7% in 2024 and is substantially below the Non-Indigenous rate of 37.0%. The low performance in this demographic likely still reflects significant lost instructional time due to low pandemic attendance.
- The previous analysis noted that Female students were performing significantly better than males in 2024 (45.6% vs 31.2%). The January 2025 data reveals a dramatic reversal of this trend: Male students (34.2%) now show a higher proficiency rate than Female students (30.2%). This reversal is driven by a steep decline in female performance, dropping 15.4 percentage points from 2024.
- Data for Pupils receiving EAL services remains suppressed for 2025 (*), mirroring previous years. However, the performance rate for Non-EAL students dropped sharply from 37.5% in 2024 to 30.9% in 2025.
- Conclusions and Connection to Strategic Planning (Numeracy and Equity)
- The sharp decline in Grade 7 Numeracy results in 2025, coupled with persistent and intensifying equity gaps for Indigenous students, signals an urgent need for the strategic numeracy interventions currently being implemented by the Park West School Division.

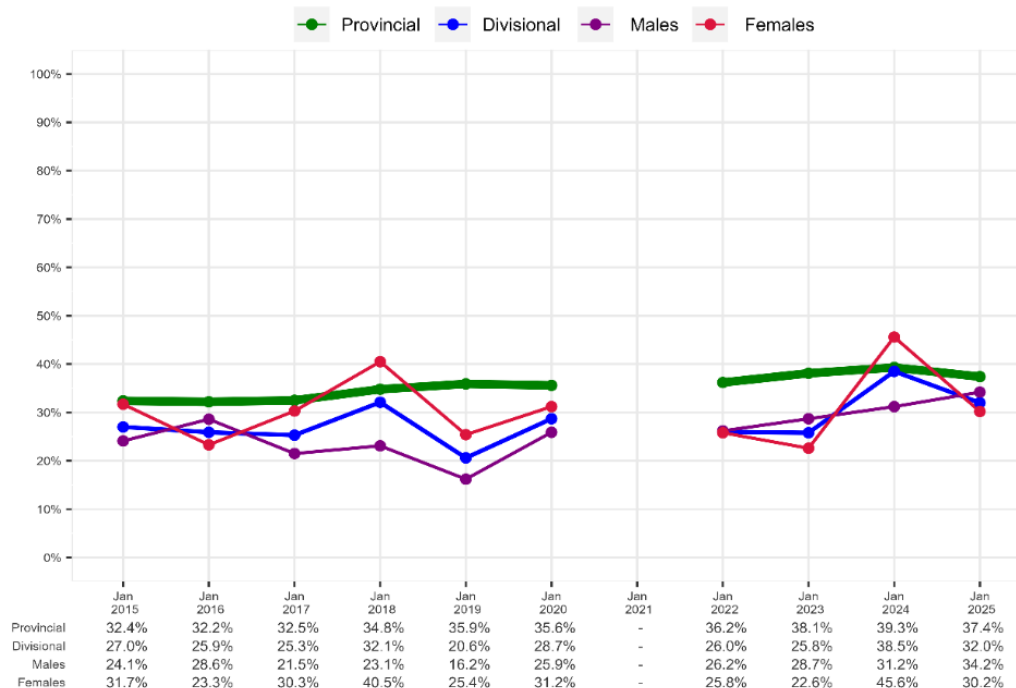
Grade 7 – Numeracy

Percentage of students meeting expectations in all five sub-competencies

Year	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%
Divisional	27.0%	25.9%	25.3%	32.1%	20.6%	28.7%	-	26.0%	25.8%	38.5%	32.0%
Males	24.1%	28.6%	21.5%	23.1%	16.2%	25.9%	-	26.2%	28.7%	31.2%	34.2%
Females	31.7%	23.3%	30.3%	40.5%	25.4%	31.2%	-	25.8%	22.6%	45.6%	30.2%
Indigenous	9.3%	4.5%	6.0%	18.8%	13.6%	15.4%	-	13.3%	6.7%	20.7%	13.5%
Non-Indigenous	34.7%	35.4%	35.4%	37.7%	24.1%	32.6%	-	29.9%	29.7%	42.5%	37.0%
Non-EAL	26.3%	25.4%	25.0%	32.3%	20.3%	29.2%	-	25.4%	25.7%	37.5%	30.9%
Pupils receiving EAL services	*	*	*	*	*	*	-	*	*	*	*
Non-CFS	27.0%	26.1%	25.7%	32.3%	20.9%	29.2%	-	26.8%	26.6%	38.7%	32.2%
Pupils under the care of CFS	*	*	*	*	*	*	-	*	*	*	*

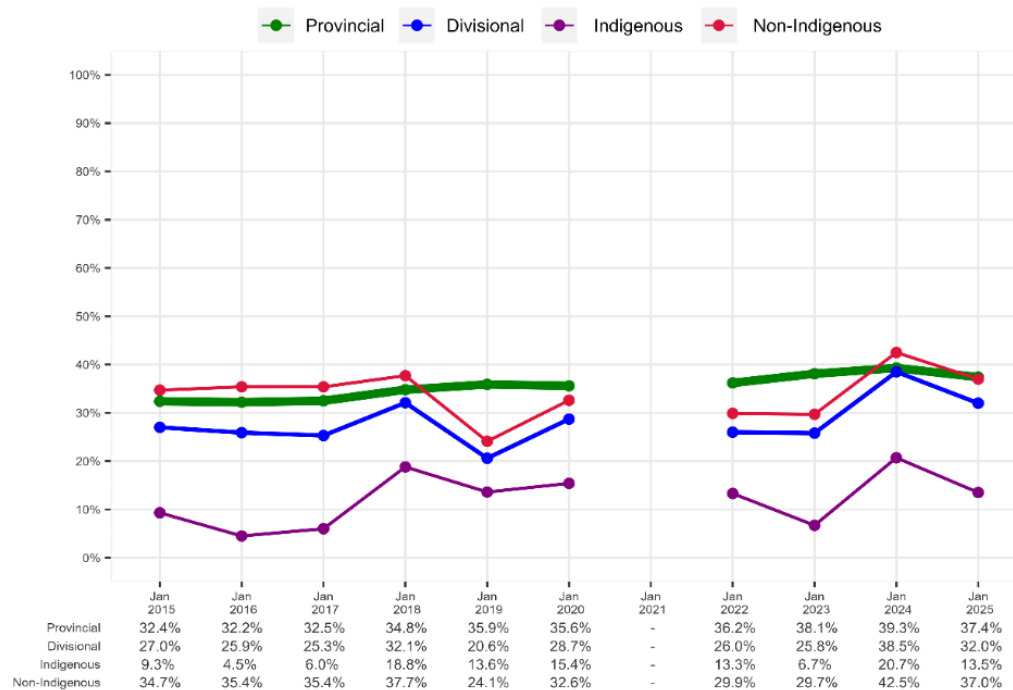
Grade 7 – Numeracy

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



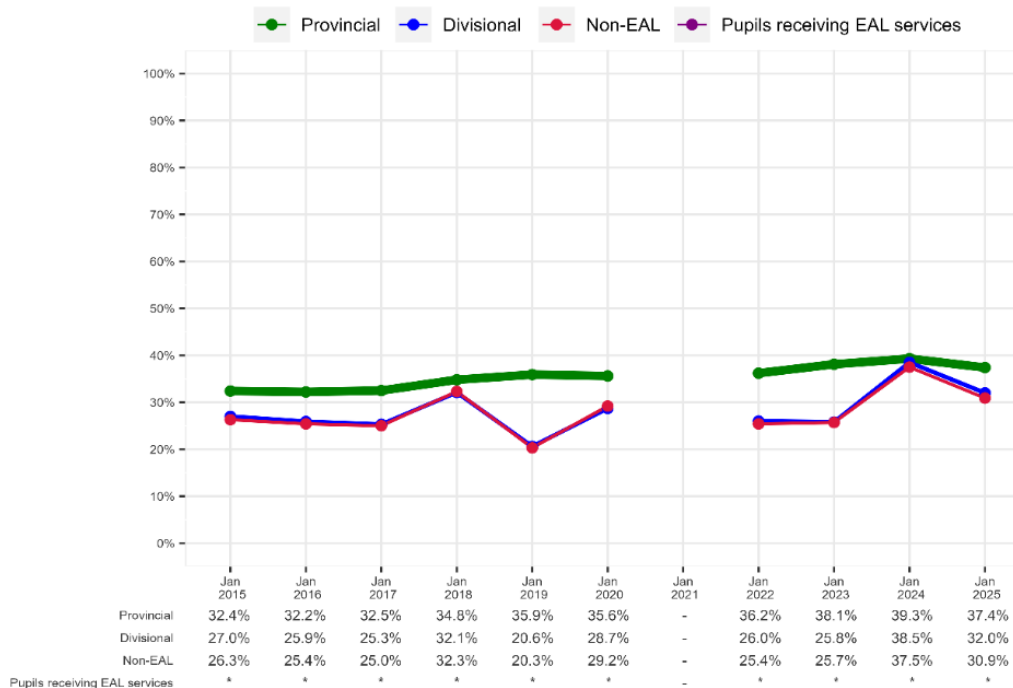
Grade 7 – Numeracy

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



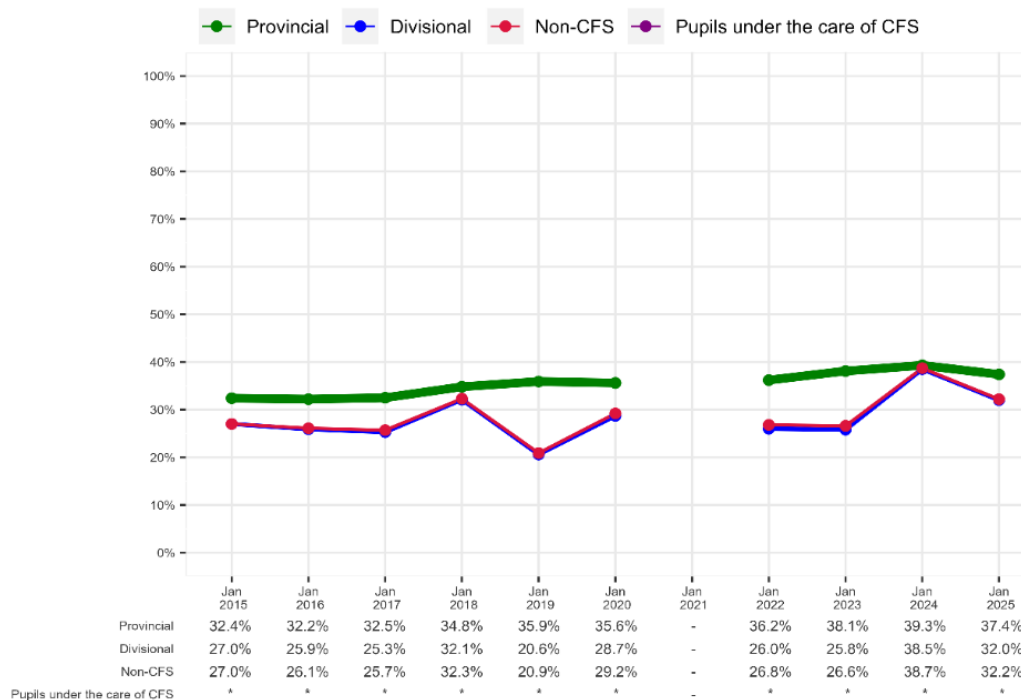
Grade 7 – Numeracy

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:

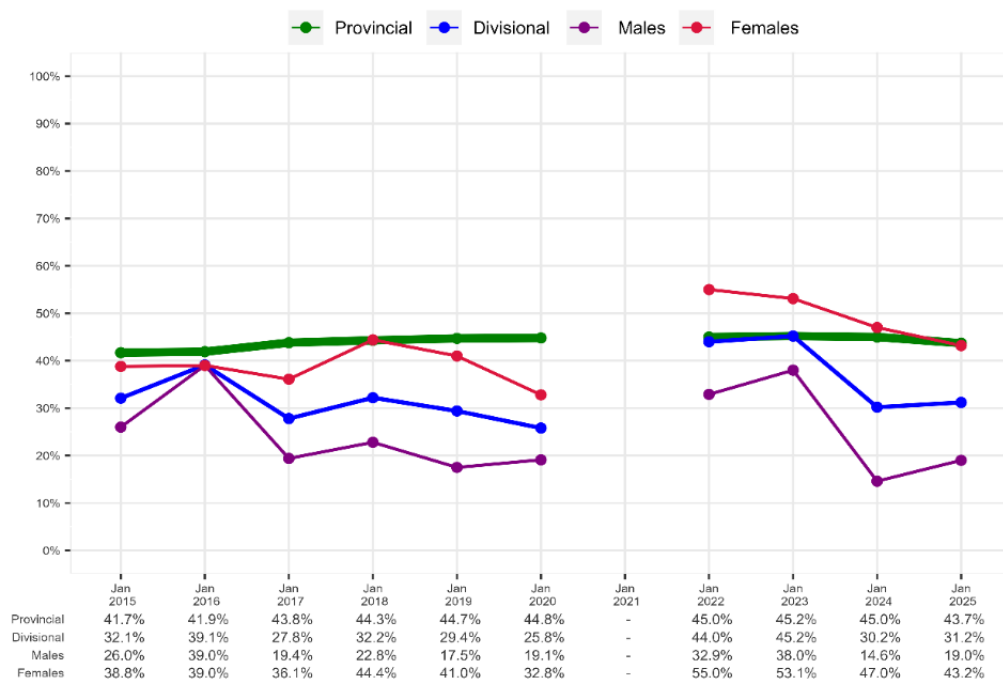
- The number of PWSO students meeting expectations in 2024 (30.2%). In the latest assessment (January 2025), the Divisional rate improved slightly to 31.2%, but it remains significantly below the Provincial rate of 43.7%.
- The Division had higher achievement levels in previous years (e.g., 44.0% in Jan 2022 and 45.2% in Jan 2023).
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts remains a critical finding. In January 2025, Indigenous students achieved 26.5% proficiency, compared to 32.5% for Non-Indigenous students.
- In 2024, Female students (47.0%) performed significantly higher than males (14.6%). In January 2025, while females (43.2%) still significantly outperform males (19.0%), both groups showed substantial movement: Female achievement dropped by 3.8 percentage points, while Male achievement increased by 4.4 percentage points. The persistent, extreme gap between genders (24.2 percentage points in 2025) suggests literacy instructional strategies may not be equally effective for male students in the Middle Years.
- Similar to other middle years data, results for Pupils receiving EAL services were suppressed in January 2025. However, Non-EAL students showed a slight increase in proficiency, rising from 29.8% in 2024 to 31.2% in 2025.

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

Year	Jan 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	41.7%	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%
Divisional	32.1%	39.1%	27.8%	32.2%	29.4%	25.8%	-	44.0%	45.2%	30.2%	31.2%
Males	26.0%	39.0%	19.4%	22.8%	17.5%	19.1%	-	32.9%	38.0%	14.6%	19.0%
Females	38.8%	39.0%	36.1%	44.4%	41.0%	32.8%	-	55.0%	53.1%	47.0%	43.2%
Indigenous	11.6%	13.6%	17.5%	22.9%	16.7%	17.8%	-	10.3%	32.3%	27.6%	26.5%
Non-Indigenous	41.2%	51.1%	31.7%	36.8%	34.8%	29.9%	-	51.5%	49.0%	30.8%	32.5%
Non-EAL	31.3%	39.3%	28.2%	32.1%	30.4%	26.6%	-	43.5%	44.6%	29.8%	31.2%
Pupils receiving EAL services	*	*	*	*	*	*	-	*	*	*	*
Non-CFS	32.4%	39.7%	27.8%	32.6%	29.6%	26.0%	-	45.1%	45.4%	30.4%	31.4%
Pupils under the care of CFS	*	*	n/a	*	*	*	-	*	*	*	*

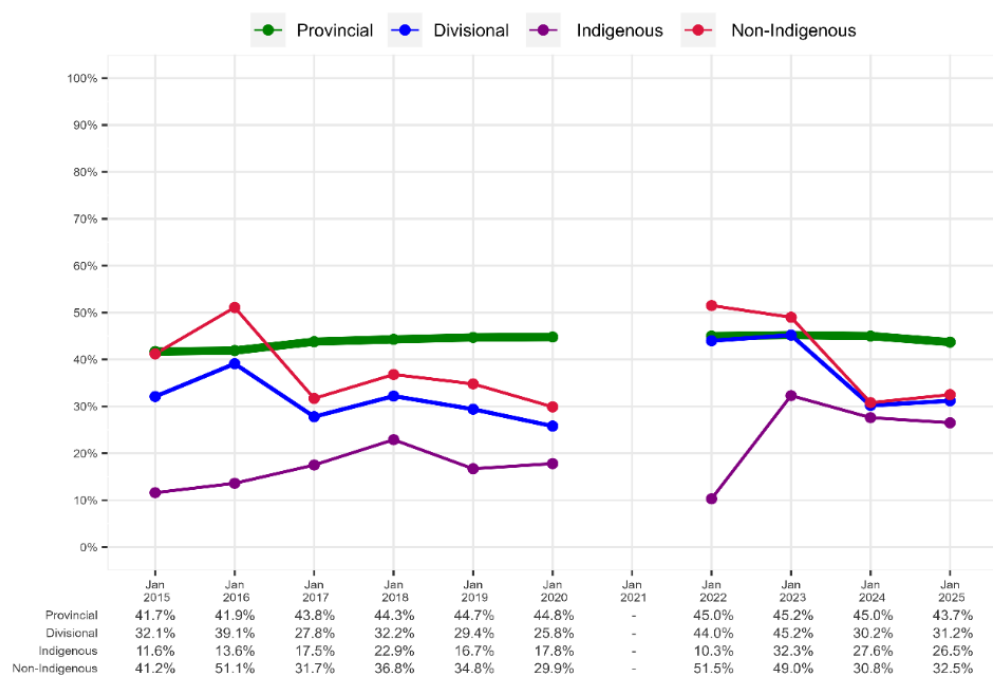
Grade 8 Reading

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



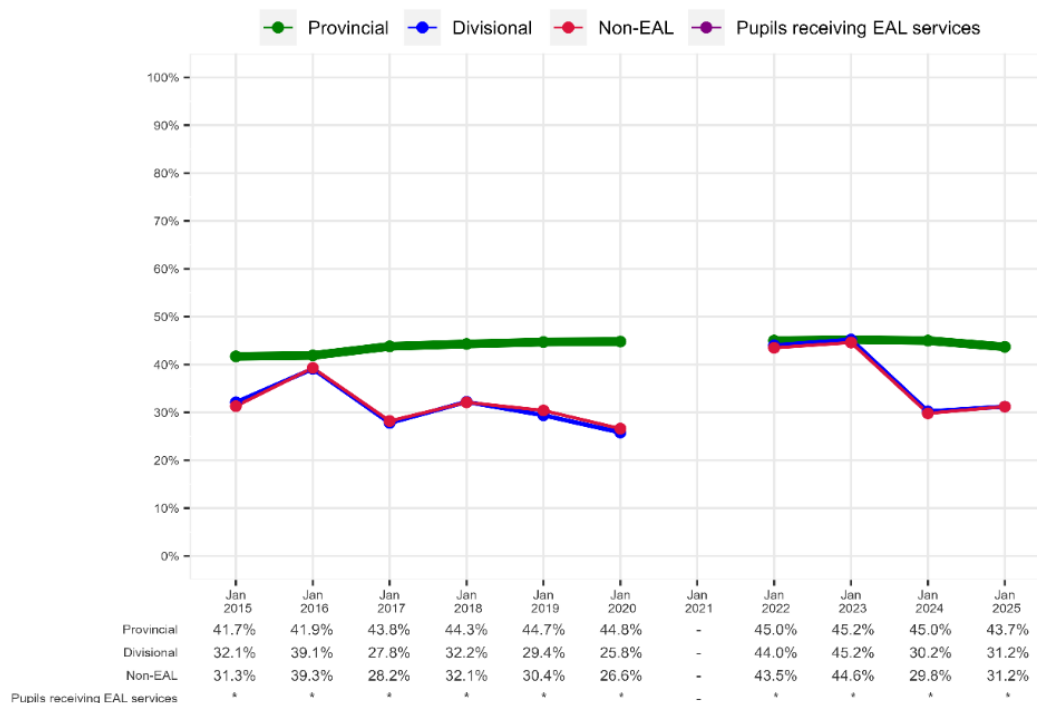
Grade 8 Reading

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



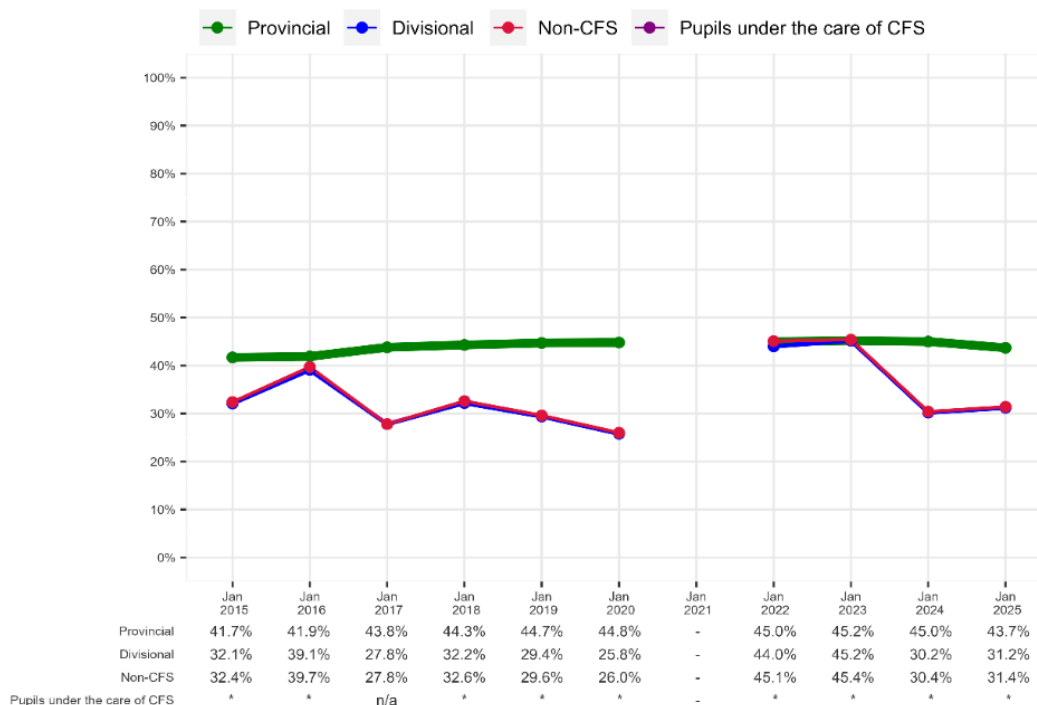
Grade 8 Reading

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:

- In January 2024, the Divisional proficiency rate was 30.2%, which is significantly below the Provincial rate of 45.0%. This 14.8 percentage point gap marks a failure to maintain prior divisional performance levels (e.g., 44.0% in 2022 and 45.2% in 2023).
- Self-declared Indigenous students are performing significantly below their non-Indigenous counterparts holds true. This deficit is attributed to significant lost instructional time due to low pandemic attendance. In January 2024, Indigenous students achieved 27.6% proficiency, compared to 30.8% for Non-Indigenous students.
- Female students were performing significantly higher than males in 2024. The data reveals a large gap in 2024: Female students achieved 47.0% proficiency, while Male students achieved only 14.6% proficiency. The male achievement rate (14.6%) is the lowest recorded achievement for boys in the data table dating back to 2014.

Grade 8 Reading

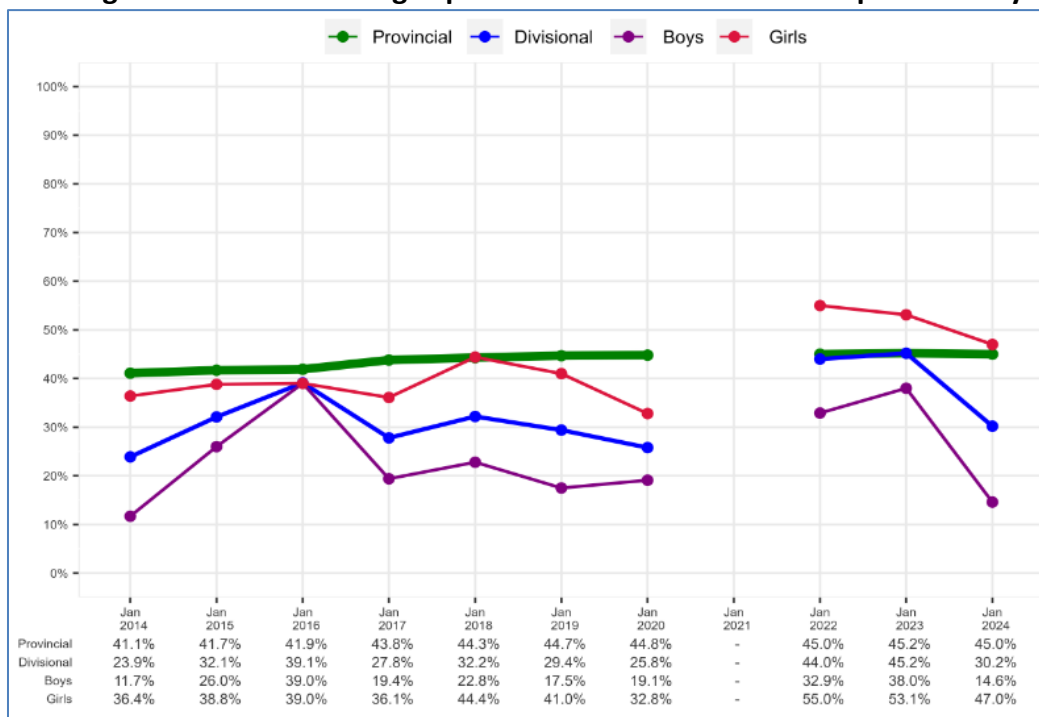
Percentage of students meeting expectations in all three sub-competencies

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.

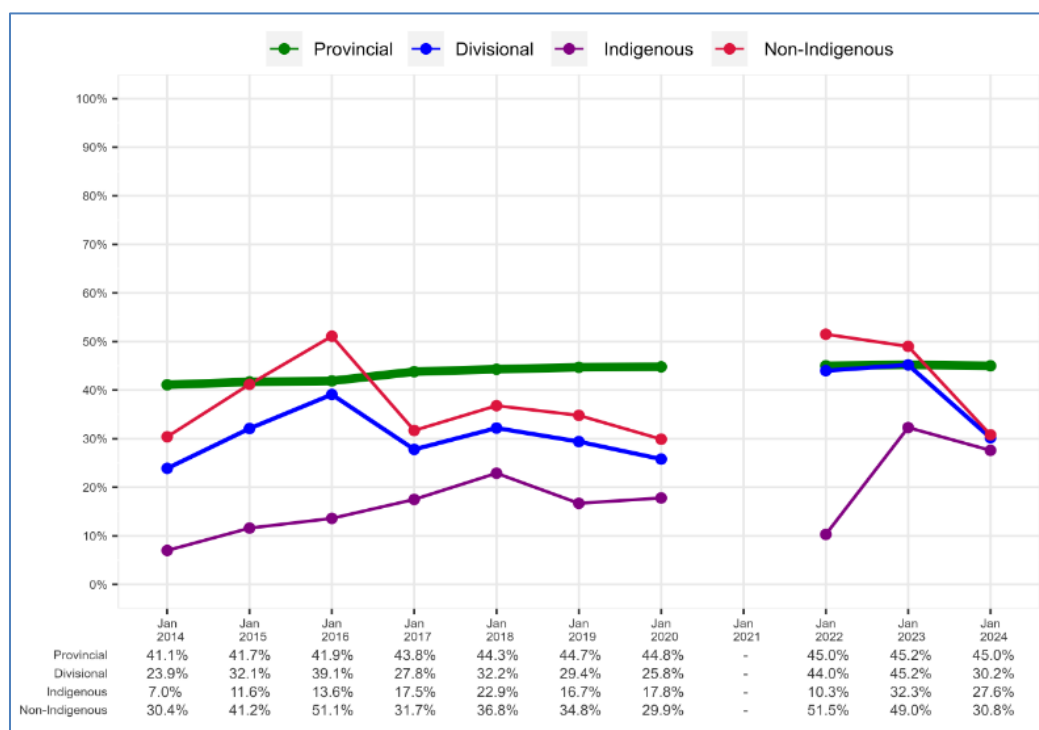
Grade 8 Expository Writing

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



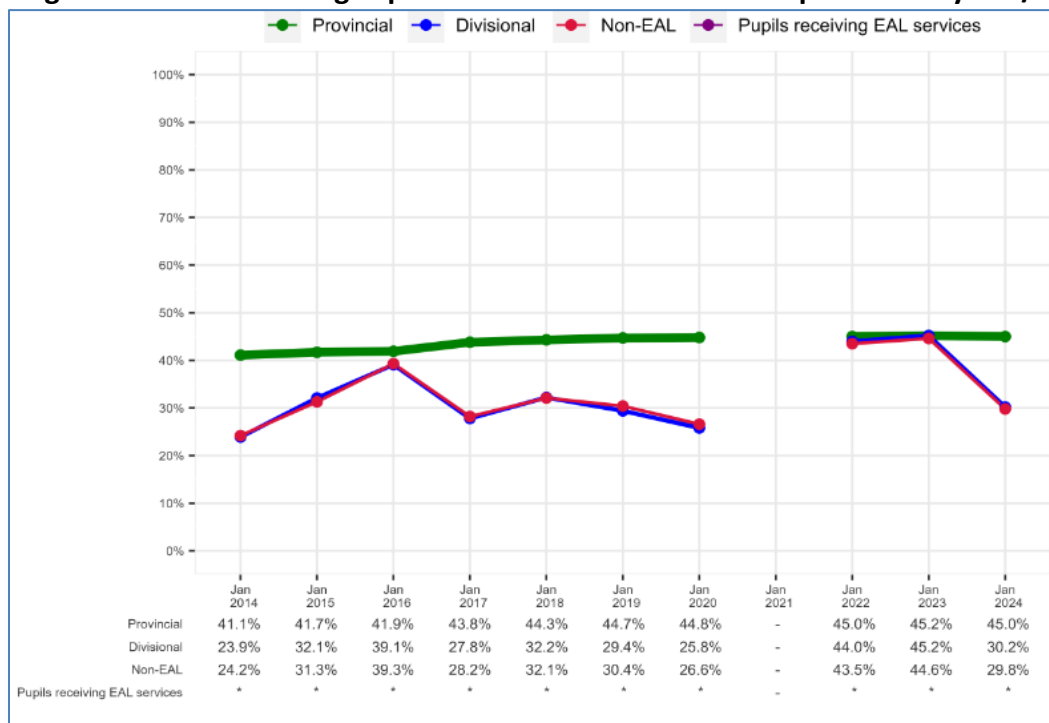
Grade 8 Expository Writing

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



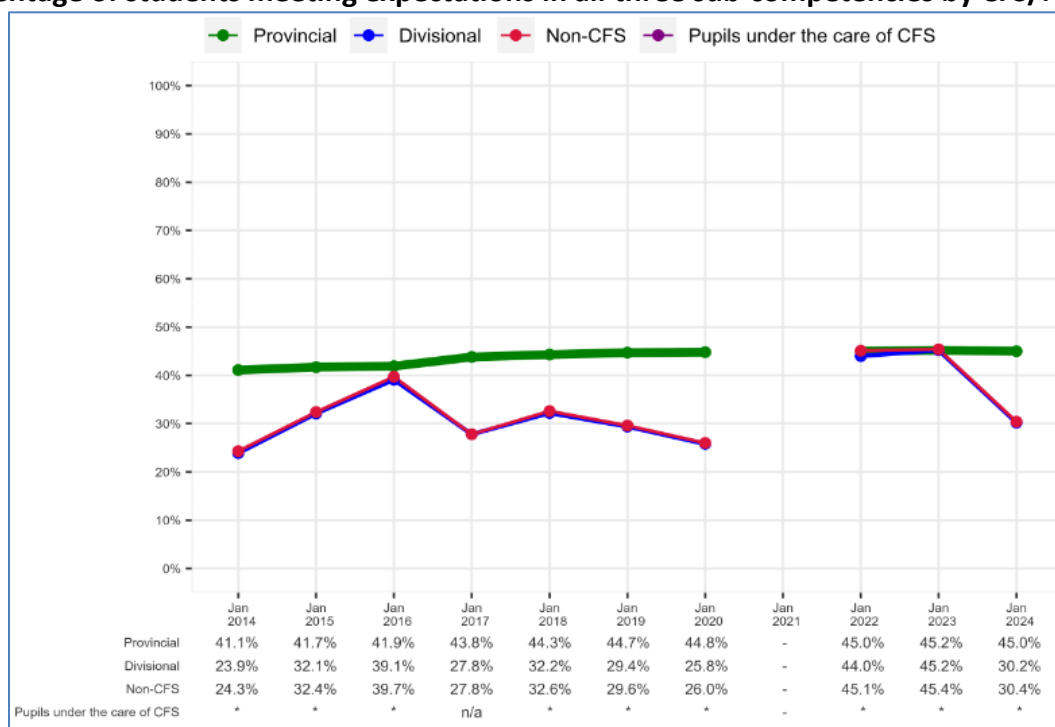
Grade 8 Expository Writing

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

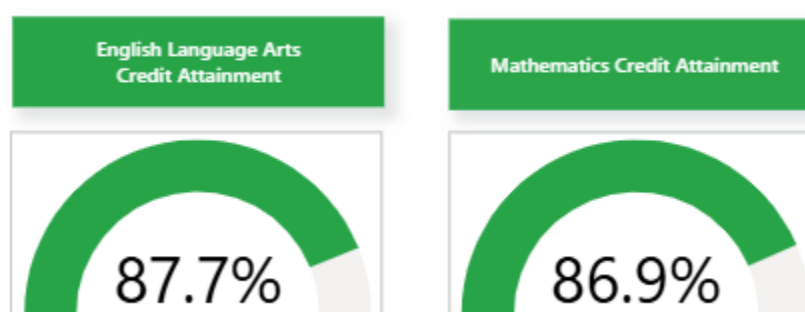


Grade 9 Math and ELA Successful Credit Attainment

Grade 9 is a pivotal year in a student's academic journey, as it marks the first time they must earn credits toward their high school diploma. Success during this year plays a crucial role in determining future academic achievement, setting the foundation for completing high school.

Grade 9 marks the first year in Manitoba schools where students must pass core courses to work toward their high school diploma. This transition year can be challenging, often leading to declines in academic achievement and increased absences due to various social factors. Research indicates that success in Grade 9 credit attainment is a key predictor of whether a student will successfully complete high school.

Grade 9 Credit Attainment for All Manitoba Students, 2023-2023



The data presented include a cohort of first-time Grade 9 students in public schools, First Nations schools administered by school divisions and funded independent schools.

Strong literacy and numeracy foundations are closely linked to success in high school, particularly in achieving Grade 9 credits in English Language Arts and Mathematics. Students who enter Grade 9 with well-developed reading, writing, and problem-solving skills are significantly more likely to meet course outcomes and earn credits in these core subjects.

In turn, attainment of Grade 9 ELA and Math credits is a strong predictor of continued academic engagement and achievement through to graduation, including performance on Grade 12 provincial examinations. Students who establish credit success early in high school tend to demonstrate higher proficiency, confidence, and persistence in meeting provincial academic standards.

Grade 9 Math and ELA Distribution of Marks

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

- In the highest achievement category, 44.8% of PWSD students earned marks of "At least 80%", falling below the provincial rate of 51.0%.
- Equity gaps are evident in the failure margin. 7.1% of self-declared Indigenous students received a mark of exactly 50% (the minimum passing grade), compared to 2.3% of non-Indigenous students. Although the percentage of students scoring "Less than 50%" was 0.0% for the division, the proximity of Indigenous students to the failure threshold remains a concern.
- Only 25.0% of self-declared Indigenous students attained marks of "At least 80%", which is substantially lower than the 51.1% of non-Indigenous students who achieved the same level.
- Female students significantly outperformed males in achieving high marks. 60.0% of females attained marks of "At least 80%", almost double the rate of males (31.1%).
- Secondary students in the division report lower rates of positive self-regulation (49% vs. 58% norm) and lower positive homework behaviours (40% vs. 49% norm) compared to Canadian norms. These factors impede consistent high-level performance in a rigorous subject like Grade 9 Math.
- The division is responding to chronic poor performance at the senior years level by introducing a dedicated numeracy lead/coach specifically tasked with building the capacity of high school mathematics teachers through in-class support and professional development.
- The strategic plan is prioritizing transitional support for at-risk students entering high school, combining academic and cultural guidance.

	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	14,905	6.3%	3.1%	7.6%	12.4%	19.7%	51.0%
Divisional	116	0.0%	3.4%	14.7%	18.1%	19.0%	44.8%
Males	61	0.0%	4.9%	21.3%	19.7%	23.0%	31.1%
Females	55	0.0%	1.8%	7.3%	16.4%	14.5%	60.0%
Indigenous	28	0.0%	7.1%	21.4%	17.9%	28.6%	25.0%
Non-Indigenous	88	0.0%	2.3%	12.5%	18.2%	15.9%	51.1%
Non-EAL	114	0.0%	3.5%	14.9%	18.4%	19.3%	43.9%
Pupils receiving EAL services	2	*	*	*	*	*	*
Non-CFS	111	0.0%	3.6%	13.5%	18.0%	19.8%	45.0%
Pupils under the care of CFS	5	*	*	*	*	*	*

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

- Park West student mark distribution generally closely parallels the average mark distribution of provincial students in ELA. Furthermore, PWSD students are more likely to have a mark of at least 70% (71.6%) when compared to their provincial counterparts (67.9%).
- The most striking feature is the gender gap in high achievement. Female students were significantly more likely to earn marks of "At least 80%" (69%) compared to male students (32.5%). This represents a difference of 36.5 percentage points.
- While Park West generally has a low failure rate, 3% of students identified as self-declared Indigenous or under CFS care received a mark of 50% or lower, compared to only 1% for non-Indigenous students.
- The profound gender gap in Grade 9 ELA marks (69% female high achievement vs. 32.5% male high achievement) is consistent with the gender gap observed in foundational literacy skills in the middle years. In the Grade 8 Reading Provincial Assessment (January 2025), female proficiency (43.2%) was significantly higher than male proficiency (19.0%), suggesting literacy instructional strategies may not be equally effective for male students.

School Year	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022	2022/2023	2023/2024
Number of students (n)	13,792	13,960	13,851	13,849	13,967	13,806	13,940	13,776	14,367	14,688	14,905
Less than 50	5.3%	5.8%	5.2%	5.4%	5.8%	6.3%	5.9%	6.7%	6.6%	6.6%	6.3%
Exactly 50	3.1%	3.1%	3.2%	3.0%	2.8%	2.8%	3.4%	3.8%	3.9%	3.5%	3.1%
50.01 to 59.99	9.9%	10.3%	10.0%	9.2%	9.0%	9.4%	7.0%	9.0%	8.5%	8.5%	7.6%
60.01 to 69.99	17.3%	16.8%	16.7%	16.1%	15.9%	15.1%	12.8%	13.2%	13.3%	13.5%	12.4%
70.01 to 79.99	22.4%	23.0%	22.0%	22.4%	21.8%	21.3%	19.9%	18.2%	18.8%	19.6%	19.7%
At least 80	42.0%	41.0%	42.8%	43.9%	44.7%	45.1%	51.0%	49.0%	48.9%	48.3%	51.0%

Grade 12 Provincial Exams

Observations, Analysis, and Conclusions of Grade 12 Math

Grade 12 Applied Mathematics (January 2024)

- The divisional performance in Applied Mathematics fell below the provincial average. The Park West School Division (PWSD) pass rate was only 34.4%, less than half the Provincial pass rate of 63.6%.
- The Divisional mean score was 45.3%, significantly trailing the Provincial mean of 56.3%.
- PWSD students struggled most notably in the curricular units of Financial Mathematics (40.5% mean score) and Design and Measurement (39.1% mean score).
- This data is based on 32 students writing the exam across two schools in the division.

Grade 12 Essential Mathematics (January and June 2024)

- Results for Essential Mathematics showed the division is generally below provincial results, although the mean score for the smaller June sitting exceeded the provincial average.
- In the January 2024 sitting (49 students writing), the Park West Pass Rate was 53.1%, falling below the Provincial rate of 61.9%. The Park West Mean Score was 51.0%, below the Provincial mean of 55.9%.
- In the June 2024 sitting (7 students writing), the Divisional Pass Rate was 57.1% (Provincial: 66.1%), but the Divisional Mean Score was 59.2%, slightly exceeding the Provincial mean of 58.6%.

Grade 12 Pre-Calculus Mathematics (January and June 2024)

- Pre-Calculus Mathematics displayed the largest achievement gap relative to the province.
- In January 2024 (33 students writing), the Park West Pass Rate was only 33.3%, less than half the Provincial rate of 65.6%. The Park West Mean Score was 43.8% (Provincial: 60.6%).
- In June 2024 (20 students writing), the Park West Pass Rate improved to 60.0%, but still trailed the Provincial rate of 70.9%. The PWSD Mean Score was 57.9% (Provincial: 63.5%).
- Students struggled severely with the core concepts, scoring lowest in Trigonometric Functions (42.9% mean score) and Transformations of Functions (42.8% mean score).

Strategic Response: Targeted Senior Years Numeracy Intervention

- The division's 2025 Strategic Plan directly addresses the underachievement in Grade 12 Provincial Exams by dedicating specific resources and capacity building efforts. The 2025 plan introduces a new, dedicated numeracy lead/coach whose role is to build the capacity of high school mathematics teachers. This intervention will involve in-class support, coordination of professional development, and facilitation of access to instructional resources for Grades 9–12 math teachers.

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
1042	14	14	1	50.0	61.8	46.9	45.2	52.1	50.0	49.4
1727	18	18	0	48.9	53.8	35.5	34.3	45.6	22.2	42.2

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
1042	6	6	2	54.6	31.5	41.7	56.7	37.8	60.6	50.0	46.4
1125	7	7	0	48.4	49.2	37.5	66.2	43.8	61.0	42.9	50.2
1546	9	9	0	64.2	41.4	50.0	66.3	51.1	55.6	77.8	54.5
1554	5	5	1	65.6	38.9	45.0	67.3	28.0	55.5	40.0	49.5
1566	8	8	2	76.0	79.2	60.9	75.4	58.3	67.0	87.5	67.8
1727	14	14	0	58.1	49.6	35.7	41.2	32.4	43.8	28.6	42.2

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
1727	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
1125	1	1	0	33.3	18.8	55.0	68.8	23.1	66.7	34.6	42.4	37.7	0.0	40.6
1546	6	6	1	31.5	35.9	33.3	66.7	21.2	38.2	35.9	37.4	34.6	16.7	35.5
1554	5	5	0	26.1	21.3	34.0	58.8	15.4	35.0	40.0	31.8	30.0	0.0	30.5
1727	21	21	0	50.4	51.2	51.7	74.1	41.0	46.8	50.9	53.5	49.6	47.6	49.4

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
1042	4	4	0	22.5	38.3	67.0	40.3	29.8	43.3	48.9	62.5	37.2	25.0	37.6
1566	10	10	0	52.7	57.5	66.8	72.2	38.1	61.0	68.6	65.9	57.4	60.0	56.3
1727	6	6	0	67.2	73.4	84.8	81.5	69.2	76.7	81.1	76.5	75.3	83.3	74.1

Observations, Analysis, and Conclusions of Grade 12 ELA

- The Grade 12 English Language Arts (ELA) Standards Test results from January 2024 are consistent with historical performance near or above the provincial average.
- Park West had an average mark of 66.4%, which comparable to the provincial average of 67.6%.
- The divisional pass rate was 82.8%, falling slightly below the provincial pass rate of 85.5%.
- Park West students had previously met or exceeded provincial pass rates and averages in Grade 12 ELA in 4 of the past 6 years.
- Analysis of the mean scores by test component shows that Park West students performed better on the more skills-based "Process Booklet Tasks" than on the "Responding to Text" component, which requires deeper analytical and critical thinking skills.
- The division is enacting a major change in its K-8 literacy framework. This shift aims to improve instructional coherence.
- The strategic plan includes strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers, which directly supports improved daily attendance necessary for success in senior-level courses.

GRADE 12 ENGLISH LANGUAGE ARTS STANDARDS 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 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
1042	19	19	4	44.7	54.7	62.1	62.6	62.1	52.6	62.5	68.4	58.6
1125	13	13	4	42.3	46.7	46.2	61.2	63.1	47.9	58.2	53.8	54.9
1546	12	12	2	40.8	51.1	50.0	67.1	71.7	51.1	63.7	75.0	59.6
1554	10	10	2	61.0	59.3	68.0	76.5	70.0	61.7	74.8	100.0	70.0
1566	10	10	3	66.0	68.0	70.0	80.0	86.0	70.3	78.0	90.0	75.5
1727	35	35	0	66.0	64.8	73.7	78.4	77.1	67.2	77.5	97.1	73.6

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 Student Tracked High School Graduation Rate June 2024

	4 Year Grad Rate	5 Year Grad Rate	6 Year Grad Rate
Manitoba	83.1%	86.6%	88.5%
Park West	77.3%	85.0%	88.5%

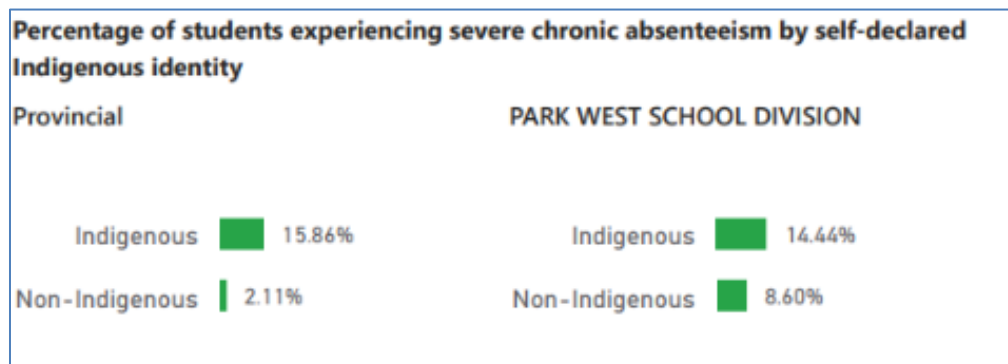
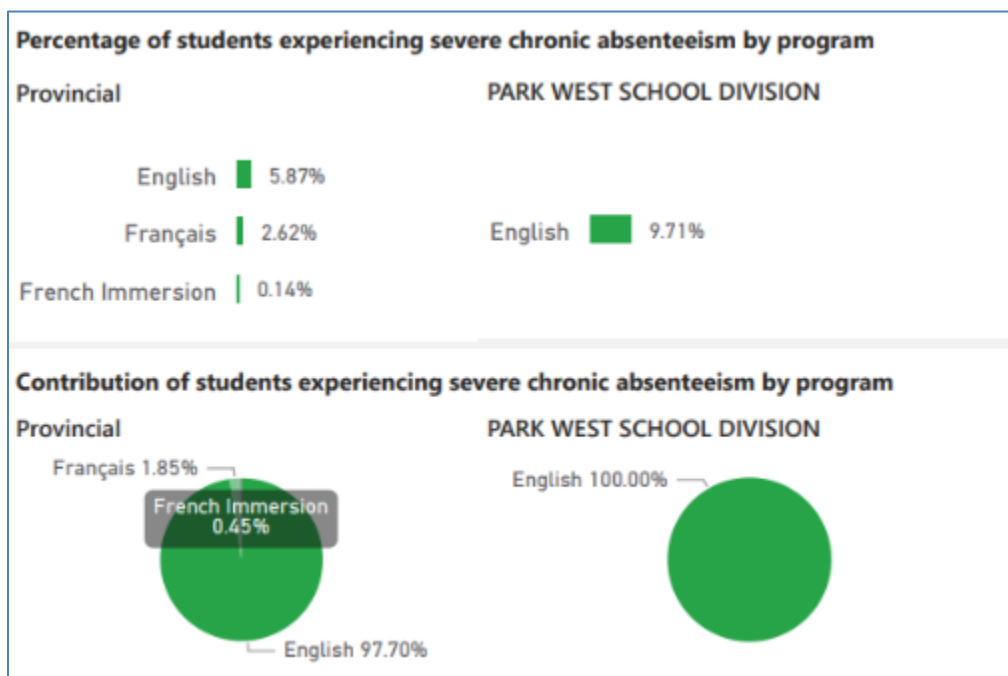
Observations, Analysis, and Conclusions of High School Graduations Rates

- The most recent data available (June 2024) shows that while the Park West School Division (PWSD) successfully supports students in achieving long-term graduation, the immediate four-year rate is below the provincial level. The divisional four-year grad rate for June 2024 was 77.3% compared to the provincial rate of 83.1%.
- The overall six-year student-tracked high school graduation rate in June 2024 was 88.5%, which is perfectly consistent with the provincial rate (88.5%). The five-year rate (85.0%) is also close to the provincial rate (86.6%). Students are graduating but some students require additional time.
- The strategic plan has outlined a detailed plan to improve student attendance that actively helps remove barriers, including establishing consistent data tracking, monitoring, and reporting.
- The Division is committed to strengthening and expanding breakfast and nutrition initiatives to address hunger-related attendance barriers and ensure students are ready to learn.

Attendance

Severe chronic absenteeism in Manitoba schools is defined as unexcused absences accounting for 20 or more classes in a single high school course or 20% or more of instructional days in Kindergarten to Grade 8.

The following data shows the percentage of students experiencing severe chronic absenteeism as of March 2024.



Percentage of K-Grade 8 students experiencing severe chronic absenteeism

Provincial

4.88%

School Division

9.71%

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.



Our SCHOOL Elementary School Survey

The MB Elementary School Survey measured 16 indicators related to student outcomes and school climate. Data was gathered from Grades 4-6 students across 13 schools in the Division during the 2024-2025 school year.

Implementation Timeline

- The Elementary Survey was conducted between October 10, 2024, and May 21, 2025.

Key Findings (Compared to Canadian Norms)

Areas of Strength (District results exceeding or meeting Canadian norms):

- **Sense of Belonging:** The district showed a high sense of belonging, with 77% of students reporting high belonging compared to the Canadian norm of 72%. This was particularly high among boys (82% vs. 75% norm).
- **Life Satisfaction:** Students reported positive life satisfaction (81%), significantly higher than the Canadian norm of 76%.
- **Homework Behaviours:** Positive homework behaviours were higher in the district (61%) than the Canadian norm (55%).
- **Positive Behaviour at School:** The district matched the Canadian norm, with 90% of students reporting positive behaviour.
- **Wellbeing Measures:** Students reported high levels of positive eudaimonia (82% vs. 80% norm) and positive hedonia (95% vs. 95% norm). Hedonia refers to a state of pleasure, enjoyment, and positive feelings, often described as "feeling good".
- **Anxiety:** Moderate to high anxiety levels (27%) were slightly below the Canadian norm (29%).

Areas Requiring Focus (District results falling below Canadian norms or indicating a challenge):

- **Bullying and Exclusion:** 33% of students reported being victims of moderate to severe bullying in the previous month, exceeding the Canadian norm of 30%. Girls were particularly affected (36% vs. 27% norm).
- **Positive Relationships:** Students reporting positive relationships (78%) were slightly below the Canadian norm (80%).
- **Sleep Time:** Only 35% of students reported getting at least 9 hours of sleep each night.

OurSCHOOL Secondary School Survey

The OurSCHOOL Secondary School Survey was comprehensive, measuring 34 indicators. Data was gathered from Grades 7-12 students across 12 schools in the Division during the 2024-2025 school year.

Implementation Timeline

- The Secondary Survey was conducted between October 11, 2024, and May 14, 2025.

Key Findings (Compared to Canadian Norms)

Areas of Strength (District results exceeding Canadian norms):

- **Participation in School Sports:** Participation was significantly high (64% vs. 46% norm).
- **Life Satisfaction:** Secondary students reported positive life satisfaction (71%), exceeding the Canadian norm (68%).
- **General Health:** Positive general health reports (77%) were slightly above the Canadian norm (76%).
- **Academic Achievement:** Average percentage marks in Language Arts (81%), Math (81%), and Science (80%) met or slightly exceeded Canadian norms.

Areas Requiring Focus (District results falling below Canadian norms or indicating a challenge):

- **Sense of Belonging:** A significant gap was noted here, with only **53% of students** reporting a high sense of belonging, substantially lower than the Canadian norm of 62%.
- **Bullying and Exclusion:** **26% of students** were victims of moderate to severe bullying, which is higher than the Canadian norm of 20%.
- **Self-Regulation:** Positive self-regulation (49%) was well below the Canadian norm (58%).
- **Homework Behaviours:** Positive homework behaviours (40%) were lower than the Canadian norm (49%).
- **Interest and Motivation:** Only 30% of students were interested and motivated in their learning, below the Canadian norm of 33%.
- **Truancy:** The student truancy rate (19%) was slightly above the Canadian norm (18%).

Detailed Reports on Specific Grants

Indigenous Academic Achievement (IAA) Grant

Timeline	Outcomes	Evidence
2025-2029	To improve literacy and numeracy outcomes for Indigenous, Metis, and First Nation students.	Equity is integral to all engagement, policies, programs, and decision making. This shifts the inclusion goal from an add-on activity to a core function aimed at ensuring that personal circumstances, including cultural background, are not obstacles to achieving full potential. Providing professional development on best practices in literacy and numeracy instruction. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data. Divisional curriculum resource teacher implements an intensive coaching model of PD in literacy: ▪ 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. Providing additional resources and professional development to support K – 8 literacy and numeracy programs. This will include intensive training in DIBELS-8. Assessment of Indigenous, Metis, and First Nation student achievement using the Divisional literacy and numeracy Assessment protocol. The new K-8 Literacy Framework begins its soft rollout in Fall 2025. The integration of this framework into teaching practices will provide instructional evidence aligned with provincial directives. Early intervention is also a priority with educational and parenting sessions planned for community members.

		Developed clear transition protocols between elementary and high schools to ensure appropriate plans are developed to ensure senior years' success for at risk students. 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. Prioritized literacy support as an early intervention for at-risk students, focusing on expanding assessment and support at the high school level. Provision of 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 . Increased professional development and resource support to address middle and senior year student literacy and numeracy needs. Addition of a dedicated numeracy lead/coach. This new position is specifically tasked with building the capacity of high school mathematics teachers through in-class support, coordination of professional development, and facilitation of access to instructional resources. The reach and impact of this specialized support will be assessed on Indigenous student outcomes in Grades 9–12 math attainment. Purchased Indigenous, Metis, and First Nation resources to enhance classroom and school libraries. Indigenous student achievement is noted as being significantly impacted by issues like low attendance, particularly reflecting lost instructional time due to the pandemic. Strengthening and expanding breakfast and nutrition initiatives will help to address hunger-related attendance barriers. Establishing consistent data tracking, monitoring, and reporting related to student attendance to inform timely interventions. This data, disaggregated by Indigenous status, will provide key insight into improving outcomes.
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2025-2026	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.	Our Indigenous Education Facilitator (Community Connector) provides leadership in education as it relates to Indigenous, Metis, and First Nation students. The Community Connector assists teachers and schools in planning and implementing strategies to improve student engagement and achievement. Professional development will be delivered to existing Park West teachers to assist them in incorporating Indigenous perspectives into their instruction and indigenize the curriculum. Expansion of the Elder and Knowledge Keeper in Schools initiative. This will provide concrete evidence of increased opportunities for staff and students to learn directly from Indigenous knowledge holders. Framing student success within the concept of Mino-Pimatisiwin (The Good Life), which emphasizes honoring and respecting Indigenous ways of knowing, being, and doing. Evidence could track how this concept is intentionally woven into curriculum development and staff training materials. Future reporting on the expansion of outdoor education programs that include clear curricular connections, lessons, and activities. Further develop high school programming to include specific courses on Indigenous ways of knowing, language, culture, and land-based learning. The completion and delivery of these distinct courses are concrete measures of respectful inclusion.
2025-2026	To build cultural competencies in students and staff.	Develop high school programming and learning experiences to address Indigenous history, language development, and cultural awareness. Provide opportunities for student voice regarding Indigenous, Metis, and First Nation issues.

		Professional development will be delivered to Park West teachers to assist them in developing cultural competencies. The 2025 Plan introduces a new structure for all teacher professional growth, which should be the delivery mechanism for Indigenous content inclusion. Support for "incorporating Indigenous perspectives into their instruction and indigenize the curriculum" is occurring through the mandated Professional Learning Communities (PLCs) framework.
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Literacy Grant

Timeline	Outcomes	Evidence
2025-2026	To provide early years' students with comprehensive support for the development of their literacy skills.	Implement the DIBELS-8 Data Collection. The evidence will explicitly track performance data based on the newly mandated provincial assessment tool. June 2025 will be the last time literacy data is collected using the Fountas and Pinnell assessment. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data. This provides a unified, measurable data point for early years literacy support success. The 2025 plan introduces a new K-8 Literacy Framework aligned with provincial directives. This provides qualitative evidence that the division is structurally addressing instructional practices in the early years. Tracking will occur related to milestones and results associated with the new K-8 Literacy Framework. While literacy is core academic content, evidence could show how the new Global Competencies, particularly Communication and Connection to Self, are being embedded in early years literacy instruction, thereby ensuring a more holistic definition of readiness and development. Students are assessed using the six tasks from the Observation Survey of Early Literacy Achievement.

		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.
2025-2029	We will increase the capacity of teachers as reading instructors.	The division is adopting new standardized tools and curricula for literacy, which should be used as primary evidence of updated teacher capacity. Evidence will be collected on successful teacher training and subsequent compliance with the mandatory divisional shift to DIBELS-8. Monitoring student performance with respect to grade level reading expectations as measured by divisional literacy protocol. Documentation regarding the integration metrics of the new K-8 Literacy Framework into instructional practices. This framework mandates instructional coherence in the early years.
2025-2029	We will support 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.	Ongoing professional development for teachers focusing on: ▪ Daily 5 ▪ Stepping into Literacy Place framework ▪ Guided reading ▪ Handwriting Without Tears ▪ Words Their Way ▪ Levelled literacy intervention Informal teacher feedback indicates increased confidence in ability to teach children how to read. Monitoring student performance with respect to grade level reading expectations as measured by divisional literacy protocol.

Numeracy Grant

Timeline	Outcomes	Evidence
2025-2029	Early years' students will receive comprehensive support for the development of their numeracy skills.	The existing divisional numeracy protocol is an annual summative assessment. The 2025 Plan mandates a review process that can be used to strengthen the validity and equity focus of this assessment. The review should document steps taken to address any identified gaps and weaknesses in the numeracy assessment to ensure a more comprehensive and equitable assessment strategies across all grade levels. 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. An elementary divisional numeracy protocol is implemented annually. Summative data from numeracy assessments is analyzed and used to inform future PD and planning. Improved student performance with respect to numeracy outcomes as indicated by results on the divisional numeracy protocol.
2025-2029	Kindergarten to Grade 8 will 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.	Ongoing professional development for educators, including: ▪ 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 Informal teacher feedback will indicate increased confidence in ability to teach children how to read. Sustain professional learning through PLC’S, support, colleague visits.

		Work toward implementing Guided Math to meet the developmental needs of all students. 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. Teachers use of the divisionally purchased materials such as ORIGO, Numeracy Nets to support mathematical concept development in their classrooms. All teachers will implement the K – 8 numeracy protocol Students will be assessed using End of Year Division Numeracy Assessment. Student work will show growth through: ▪ 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. There will be a greater number of students “meeting expectations” on the Grade 3 and 7 math assessments and divisional numeracy protocols.
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English as an Additional Language (EAL) Grant

Timeline	Outcomes	Evidence
2025-2029	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.
2025-2029	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.
2025-2029	Clinical services protocols and procedures in Park West School Division will be reviewed, revised, and implemented.	Student Services Handbook developed including protocols and procedures. Support document developed to support intake of EAL students and resources for teachers
2025-2029	Schools will have a welcome and intake protocol for EAL students and their families.	Schools have based their intake and welcome protocol on the Division Protocol. There has been an increase in community resources and agencies to support families Feedback from parents, students and teachers on the intake process has been extremely positive.
2025-2026	Appropriate and effective EAL strategies will be used in classrooms to support diverse EAL learning, Park West students will show an improvement in stages as indicated by the provincial EAL continuum.	Through the Student Services Support Model, EAL students' needs are discussed by divisional and school teams. Decisions are based on assessment data. Based on provincial EAL continuum and assessment data students will be identified by stages 1-3. School-based teams meet a minimum of 2 times a year to review EAL student IEPs. 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.

		Resource Teachers and classroom teachers are receiving professional development on effective EAL teaching strategies in an inclusive classroom. Students have demonstrated progress base on the MB Continuum of EAL Acquisition, and variety of assessment methods. IEPs for EAL students are identifying student specific outcomes and student progress.
2025-2026	Provide increased social opportunities in assisting students in adding English to their linguistic repertoire and improving proficiency in the language.	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. Feedback from teachers and students is positive regarding EAL initiatives.

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 was 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.

Monthly attendance reports will be fully integrated into the divisional mandate to establish consistent data tracking, monitoring, and reporting related to student attendance to inform timely interventions. This moves the practice from general reporting to a core component of the division's detailed plan to improve student attendance.

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.

The Division will also work with school teams to prioritize and monitor at-risk, low-attending students who require consistent access to strengthened and expanded breakfast and nutrition initiatives to directly address hunger-related attendance barriers and ensure students are ready to learn.

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. The EDI survey will be implemented again during the current school year.

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%
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.						

Observations, Analysis, and Conclusions of EDI Results

- Park West generally met or exceeded provincial norms in the majority of domains in the "On Track" category, indicating that most students entering Kindergarten are meeting developmental expectations.
- The Division significantly outperformed the province, with 73.5% of students "On Track" compared to the Manitoba norm of 67.6%.
- Park West students were "On Track" at a rate of 75.8%, notably higher than the provincial norm of 69.0%.
- For Social Competence, the Division's "On Track" rate was 72.7%, exceeding the provincial rate of 71.5%.
- For Physical Health and Well-Being, Park West performed nearly identically to the province (73.5% "On Track" vs. 74.9% provincial norm).
- The Language and Cognitive Development (On Track Deficit) was the only one in which Park West trailed the province. Only 65.9% of Divisional students were "On Track," falling below the Manitoba norm of 69.5%.
- The division also generally showed lower "At Risk" percentages compared to the province across most domains.
- The Strategic Plan's major overhaul of K-8 literacy, including the mandated switch from the Fountas and Pinnell assessment (last used June 2025) to DIBELS-8 (by June 2026), directly addresses the need for standardized and effective early years literacy support, which is closely tied to the EDI's Language and Cognitive Development domain.

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

Several new, strategic, and proactive measures are outlined in the 2025 Divisional Strategic Plan, particularly those addressing leader retention, succession planning, and workload management.

The previous Divisional strategic plan primarily focused on developing existing or new leaders (e.g., PD on conflict management, data use, and new administrator mentorship). The 2025 Plan shifts focus to systemic stability and workforce cultivation, which provides measurable new elements for the enhancement plan. The new plan will:

- Formalize succession planning and internal capacity building
- Targeted mentorship for new principals
- Review of school leadership workload

Stakeholder involvement in planning process

The identification of priorities in Park West School Division relies on a collaborative, iterative, and cyclical process that supports the school board's strategic planning. The planning process emphasizes coherence, capacity building, data-informed decision making, and shared responsibility for student achievement, as outlined in the *K-12 Framework for Continuous Improvement*.

The strategic planning approach is grounded in a data culture and an inquiry-based approach. School division and school staff are required to formulate goals in each priority area after meaningfully examining data, exploring research, and considering feedback from stakeholders. Data is viewed as guidance, a snapshot of information at a certain point in time, which leads to deeper conversations.

This overall strategic plan was developed through comprehensive stakeholder consultation and review of school and divisional data. The plan is a dynamic, living document that undergoes ongoing monitoring and renewal every four years, with priority areas adjusted annually to ensure the system is responsive to emerging information and student and staff needs.

The divisional planning process involved multiple stakeholders. A major consultation occurred during a focus group session in May 2025 that included 70 representatives from various stakeholder groups who assisted in the development of the strategic plan. Stakeholders were also surveyed to inform the development of the next strategic plan, providing feedback on priority areas and possible action areas. The participants in the strategic planning session on May 2, 2025, represented a diverse range of perspectives.

The 2025 Divisional Strategic Plan introduces new, formalized structures to guarantee continuous stakeholder involvement beyond the initial planning phase, specifically focusing on improved Responsive Systems and Student Engagement. The plan includes a new outcome to foster student empowerment by increasing meaningful student participation in decision-making processes. This will be accomplished through:

- Establishing a Divisional Student Advisory Committee to ensure students have a formal, influential platform to share perspectives, advise on key issues, and contribute to shaping policies and initiatives.
- Strengthening collaboration among school-based student councils through structured opportunities for networking, shared initiatives, and leadership development across the Division.

To ensure responsive systems, the division will transition from informal consultation to proactively establishing and maintaining strategic partnerships. A Key action will focus on establishing and maintaining partnerships with municipalities, industry leaders, and community members and organizations to enrich educational experiences and align resources with student and community needs.



Park West School Division
Learners Today, Leaders Tomorrow

K–12 Framework for Continuous Improvement

School Division Planning and Reporting

2025-2026

Park West School Division

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