

# SCHOOL REPORT 2023/2024 & PLAN 2024/2025

Manitoba Education and Advanced Learning is reviewing the current school and school division reporting and planning process; therefore the reporting and planning for the 2022/2023 school year will be a year of transition as changes to the process and templates may be forthcoming.

- 1) Please use this template to complete your **2023/2024 School Report on Outcomes and 2024/2025School Plan**.  
  
(Note: The web survey offered in previous years is suspended during the review.)

2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at <[www.edu.gov.mb.ca/k12/ssdp/index.html](http://www.edu.gov.mb.ca/k12/ssdp/index.html)>.

4) For inquiries to Manitoba Education and Advanced Learning regarding School Reporting and Planning, contact Tia Cumming <[Tia.Cumming@gov.mb.ca](mailto:Tia.Cumming@gov.mb.ca)> or 204-945-8417.

# SCHOOL REPORTING 2022/2023 and PLANNING 2024/2025

Identification			
Name of School Division Turtle River	Name of School Parkview	Name of Principal Vern McMichael	Date (yyyy/mm/dd) 2024/10/23

School Profile	(Complete the following using FTE as of Sept 30 <sup>th</sup> .)		
Number of Teachers: 3	Number of Students 36	Grade Levels K-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? Yes
What is your mission statement? Parkview strives to create a positive learning environment that engages all students.			Year Revised 2024

## SCHOOL REPORT – 2023/2024

School Priorities
1. Positive School Climate2021
2. Increased Student Engagement
3. Literacy
4. Numeracy
5. Mental Health

Previous Years’ Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2023/2024).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. Positive School Climate  By June 2024, students will take active participation in creating a positive school climate	The TTFM was not administered this year because the information provided is of little value. Anecdotal evidence was available. The students had rare absences. The absences that did occur were few with acceptable reasons. Participation was active in classes. Students voluntarily caught up assignments missed due to absence. During the breaks the students had mixing of grades when they were playing the different games. Students entered school with a positive attitude for the day.  Colony feedback has been positive and affirming to what the school has tried to accomplish.
2. Student Engagement By June 2024, students in grade 7-12 will report a 2% improvement in the following 5 identified academic engagement indicators (academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting a high level of interest and motivation)	Anecdotal evidence was available. The students had rare absences. The absences that occurred were required for colony work or medical. Students show up regularly with the occasional tardiness. Students take an active part in the classes to participate in the learning. We raised butterflies last year and from beginning to the release the students were always interested in the butterfly they had been provided. The usual Friday activities of the k to 8 students always brought active participation. The grade 9 to 12 asked for courses to be included for group student or individual pursuit. Many students of high school are now taking drafting, accounting etc. to add to their list pf required courses. Most of the High School students are working in the math at a higher level than essential for their grade10, and 11 years.
3. Literacy By June 2024, 70% of students in Grade 2-8 will	Approximately 80% of the Grade 4 students were reading at grade level. Approximately 50 of the K to3 were reading at grade level. Approximately 90% of the Grade 5 to 8 are reading at grade level. The assessments are conducted 3 times a year. 45% of High School students struggled with reading and comprehension of their school reading resources. Not understanding English vocabulary contributes to the performance on the assessments.

be reading at grade level according to the Fountas and Pinnell standards	
4. Numeracy By June 2024, students in grades 7-8 will demonstrate 80% proficiency in the essential outcomes using the mRLC quizzes and summative tests.	80% of the students in Grade 7 and 8 meet the proficiency rate. Students tend to struggle with word problems that involve the use of unfamiliar vocabulary. This contributes to the performance on the assessments. 65% of the students are surpassing the Mrlc baselines
5. Mental Health All students will participate regularly in wellness activities throughout the year.	Students and staff have taken part in wellness activities over the year. All students and staff gathered in the Gr. 5 to 8 room in order to take part in the designated planned activities.

SCHOOL PLAN – 2024/2025

<b>Planning Process</b>
List or describe factors that influenced your priorities. All K and Grade 1 students are EAL Division priorities, colony goals Student behaviour choices Assessment of Student learning
Describe the planning process and the involvement of students, staff, families and the community. Who was involved? The principal attended division meetings where plans, goals and strategies were discussed. The priorities were shared with the staff in the building. Throughout the 2023-2024 school year, the staff discussed school goals and priorities at a staff meeting. The staff worked together to develop strategies that work towards achieving our goals. Discussions have been undertaken with colony members about future plans. The principal has regular meeting with the colony preacher to discuss student progress and issues that require attention. The staff will be informed and kept up to date with any changes of the division plan or school plans.
How often did you meet?  Last year the staff had many informal meetings where the goals and plans were discussed. Any formals meetings were called and included with staff meetings. This year (2024-2025) the staff plans to include the planning and strategies within the monthly staff meetings. Specific planning meetings if needed with occur second semester..
What data was used? Staff observation records Formal assessment records (ie. mRLC) Incident reports, observations, community input Attendance reports Formal testing scores (Fountas and Pinnell, Jump Math , Observation Surveys)
Other highlights?

<b>School Priorities</b>
1. Numeracy
2. Mental Health
3. Literacy
4.
5.

<div>School Plan</div>			
<b>Expected Outcomes</b> What specifically are you trying to improve for student learning? (observable, measurable)	<b>Strategies</b> What actions will you take?	<b>Indicators</b> How will you know that learning is improving?	<b>Data Collection</b> By what means will you collect evidence of progress toward learning?
1. Literacy By June 2025, 70% of students in Grade 2-8 will be reading at grade level according to the Fountas and Pinnell standards.	i. Focus on reading ii. Support a variety of reading (fiction / non-fiction) iii. Teachers will provide formative, immediate, and relevant feedback Staff PD opportunities Class Novel Study Reading Groups Reading Intervention groups Include mental health strategies as part of class activities Use multigrade activities in reading	Reading levels will steadily improve Students will be able to answer questions about what they have read. Students will voluntarily select books to read of their choosing. Students are actively participating in reading and sharing	Fountas and Pinnell reading assessments completed 3 times per year Reading A to Z Oral reading within the classes Anecdotal info on books borrowed for home reading
2. Numeracy By June 2025, students in grades 7-8 will demonstrate 80% proficiency in the essential outcomes using the mRLC quizzes and summative tests.	i. Continuation of implementation of mRLC project (Grades 4 -9) ii. All teachers use formative assessments to inform instructional iii. All teachers learn and implement the GRASS problem solving method Maintain the number of grades in a math class (K-2, 3-4, 5-6, 7-8) Increase math time in the time table Re-organize class combinations and reallocate EA assistanced Allocate time specifically for mental math and problem solving (grade 4-8) using mental math strategies Include mental health strategies as part of class activities	Improved problem solving ability Use of math vocabulary Demonstrating concepts in a variety of ways—symbolically, pictorially and concretely. Improvement on unit test scores	Grade 3& 7 Provincial Math scores mRLC quizzes informal assessments formative assessments anecdotal info on number of students asking for assistance in math assignments
3. Mental Health By June 2025, students in grade 7-12 will demonstrate an improvement in the following the identified academic engagement indicators (academic engagement, valuing school outcomes, having positive relationships, aspirations on finishing high school, and students reporting a high level of interest and motivation)	Activities may include stress-reduction strategies, coping with stress, calming activities, growth mindset activities or zones of regulation.  Setting a timetable that includes provincial courses that are desired by the colony members. Working with the colony so school days and colony needs are not competing. Creating SIC courses that focus on integrating school with colony needs Introduction of independent study courses that are of interest to students in high School	Improved student motivation and effort in class understanding how stress reduction contributes to school engagement Improved attendance Healthy school environment Have regular conversations with students of all grade levels	Staff and students working in small groups Students working with peers of all ages Students selecting courses that are desired in the colony Students requesting specific courses for future years Anecdotal info on student positive interaction during class time and breaks
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