

SCHOOL REPORT 2024/2025 & PLAN 2025/2026

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 **2024/2025 School Report on Outcomes and 2025/2026v ,School 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>.

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

SCHOOL REPORTING 2024/2025 and PLANNING 2025/2026

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 th .)		
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 2025

SCHOOL REPORT – 2024/2025

School Priorities
1. Literacy
2. Numeracy
3. Mental Health
4.
5.

Previous Years’ Successes: Please comment on successes and progress towards meeting previous school plan outcomes (2024/2025).	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
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.	80% of the students between Grade 2 and 8 meet the proficiency rate. Some students tend to struggle with reading and sounding out word especially when confronted with unfamiliar vocabulary . From the Grade 3 Provincial Assessment, students showed consistent results to previous years in meeting or approaching outcomes in reasoning skills, symbols meaning, representation of numbers and mental math strategies. Similar results were recorded for the reading in English goals, comprehension and strategies to make sense. In the Grade 8 Provincial Assessment, students performed consistently with previous years in reading and writing categories. The categories are key ideas, interpreting and responding to texts as well as organizing ideas, sentence patterns and finalizing drafts.
2. Numeracy By June 2025, students in grades 7-9 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 In the Grade 7 Provincial Assessment, students showed consistent results to previous years in approaching or meeting outcomes in fractions, decimal numbers, and patterns but a little lower in the representing numbers and mental math outcomes. Grade 9 struggled to reach the 80% proficiency levels. Particular skill were performed well in adding and multiplying fractions. The modeling of polynomials was done well but the more abstract work was peppered with difficulties with integers and fractions. Surface area on 2 dimensional shapes and volume on prisms were done well.
3. Mental Health By June 2025, students in grade 7-12 will demonstrate an improvement in the following the	Each month, 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. The end of year activities also serve to improve mental health. There was 100% participation of students. The successes of these days contributed to a positive work environment and interactions between students within and between grades. All students entering grade 9 come in with the decision to finish high school with graduation credits. Students prefer the courses where application to colony life is concrete.

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)	

SCHOOL PLAN – 2025/2026

Planning Process
List or describe factors that influenced your priorities. All K and Grade 1 students are EAL Division priorities, colony goals Student 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 2024-2025 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 (2025-2026) the staff plans to include the planning and strategies within the regular staff meetings. Specific planning meetings when needed with occur at the time the need is identified.
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?

School Priorities
1. Numeracy
2. Mental Health
3. Literacy

4. Aboriginal Perspectives
5.

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1Literacy By June 2026, 75% 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
2Numeracy By June 2026, students in grades 7-9 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 assistance 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 2026, 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, and aspirations on finishing high school)	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
4. Aboriginal Perspectives By June 2026, students from K to 12 will	i. acquire books with aboriginal content ii. incorporate perspectives within regular lessons iii. class discussions of cultural comparisons	Positive understanding about different perspectives Voluntary inclusion of perspectives in individual projects	Anecdotal information Observation of classroom projects Participating in classroom discussions

demonstrate an understanding of the objectives and purposes of reconciliation	iv. identify differences in histories	Displays of reconciliation Land acknowledgment	