



Principal:
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Mission Statement

The mission of River West Park School is to provide quality education in a safe, nurturing, stimulating environment. As an inclusive school community, we promote responsibility, respect, team work and academic excellence. Our goal, in an educational partnership with parents and community, is to empower students to develop the strategies and skills necessary to become happy, productive, lifelong learners.



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2024-2025 Progress Toward School Plan Priorities:

1. Literacy

Our school continues to employ a multifaceted approach to literacy beyond the strategies employed in the classroom. This included daily literacy blocks with targeted instruction for students in grades 1-3. For the purpose of literacy blocks students were arranged in fluid groups, across the grades, according to their ability and needs. We also continue to utilize a variety of strategies to support student learning both in class and through pull-out groups including Levelled Literacy, Heggerty and UFLI.

By June 2025, 95% of students in Grades 1-3 will improve their reading by at least two instructional levels according to F & P.

In addition to meeting the stated goal we had students make two years growth in Grade 1 (5), Grade 2 (12) and Grade 3 (5).

By June 2025, students in Grade 4-8 will improve comprehension levels according to F & P.

Growth in comprehension in Grades 4-8, where students were not already at maximum levels (n= 41), occurred in approximately 60% of this small group.

By June 2025, Target Groups (students 1 or more years below grade level) will improve in fluency, comprehension and accuracy.

Data reveals that 16 out of 17 students that received pull out support demonstrated growth of one year, across all three domains. 1 student increased his instructional reading level by two years according to F & P data.

2. Culture and Engagement

By June 2025, 100% of students will participate in whole school and cross-grade experiences that develop a positive school culture promoting engagement, belonging and a safe, caring and inclusive environment .

Anecdotal evidence suggests that positive interactions student to student, and student to teacher are the norm in the school. Furthermore it suggests that Spirit Days and Dance In The Park were the most successful activities.

Aside from numerous field trips, our school offered students opportunities to engage in a variety of activities designed to foster community, engagement and inspire learning. Some, but not all, of the activities include whole school assemblies, band and music concerts, the StarDome (a mobile planetarium), an overnight band camp, a band trip to Brandon, Grades 3 & 5 Math Olympics, Water Fun Days, RWP Track & Field Day, Dance in the Park, Spirit Days, attendance at the MYRCA Awards, and special activity days throughout the year. Students also had the opportunity to participate in numerous interschool sports including cross country, flag football, soccer, volleyball, basketball and indoor/outdoor track, and badminton.

Some of our more specialized offerings included:

- We expanded our Esports program and had teams compete in league play and at the provincial championships where we were provincial champions in two categories.
- We continued to offer select Grade 7 & 8 students the opportunity to develop job related skills when hired to be assistant lunch monitors.
- Grade 5 students visited the UofM Farm.
- Grade 8 girls attended a day-long Career Symposium for Women in Trades at RRC Polytech.
- Select Grade 7 & 8 students made 4 visits to participate in the Fort Whyte Farm Middle Years program.
- Students engaged in cross-grade Reading Buddy activities and assisted as Kindergarten Helpers.
- Select students engaged in the Music Experience program.
- An Art club for Early Years students.
- The Roots of Empathy program for Grade 1 students.
- The RWP Dance team worked in conjunction with students from the Oak Park Dance team and performed at the Gas Station Arts Centre.
- Continued to offer a special science class for Grades 1-5 called Topics in Science once during each 6 day cycle.

3. Numeracy

By June 2025, at least 95% of the students in grades 1-8 (outside the target group) will improve the speed and/or accuracy of their basic math facts according to classroom assessments based on the grade level expectations.

Guided by an increased emphasis on improving math fact fluency, teachers moved towards explicit teaching practices such as math fact practice which was supplemented by work with manipulatives, activities, worksheets and the use of online platforms to promote student growth. We also conducted two schoolwide probes to gauge the effect of attending to math fact recall in addition, subtraction and multiplication (if applicable). Data suggested that while there was growth student ability in the Early Years grades (1-4) the level of automaticity falls below expectations. In the Middle Year's grades (5-8) there was demonstrated growth in student automaticity as well with an average of 65% of students meeting expectations by year end. The emphasis on automaticity of math facts will remain as an ongoing goal for the upcoming school year.

We invested in teachers to increase their capacity through professional development including having UW Professor Anna Stokke present to all teachers on the importance of automaticity of math facts. We also had two Middle Year's teachers, and a Student Service Team member train on and implement the Numeracy Achievement Program (NAP) in Grades 6 –8.

To support struggling students (target group) we offered numeracy support as a pull out program. Quantitative and qualitative data suggests that students in the math pullout program demonstrated gains in place value understanding and math related content.

4. Indigenous Education

In addition to infusing indigenous perspectives inside the teaching of curriculum, the school observed Orange Shirt Day and supported it with teaching and activities such as making acrostic poems at each grade level. All staff also received a full day of professional development on Indigenous Education as a part of the division's commitment to the recommendations of the Truth and Reconciliation Commission. Our Indigenous Teaching Champion continued her journey of learning through related professional development in order to inform our school's practices.

Progress Toward the Three Expectations for Student Learning 2024-25

1. **Student Engagement** We continue to strive to engage and inspire our learners through the provision of a variety of novel learning experiences both inside and outside the classroom. The continuation of (new) subject areas, such as Topics in Science, and Drama which culminated in a performance for the school and community members further engaged and enriched student learning. The thoughtful and intentional pre and post teaching that surrounds these opportunities leverages student engagement to optimize learning, facilitates the making of connections and promotes their personal growth. Dedicated staff members alongside some members of our community, continue to provide the enrichment activities for our students outside of the school day in the form of extracurricular activities.

2. **Student Achievement** - The ongoing analysis of data regarding student growth is done to identify student needs and address them through adjustments in both teaching and assessment. This year we supported a number of students in numeracy, literacy and EAL with a pull-out sessions to address gaps in skills and knowledge and to accelerate student learning. Our staff took part in professional learning to enhance their ability to promote the development of our students' critical thinking skills.
3. **High School Graduation** - It remains our desire to entrench the habits of mind that will yield success for our students in both their secondary and post-secondary undertakings. The ongoing development of our students' knowledge, skills and problem-solving abilities remain a focus for our school, as does our commitment to the development of their personal character and the people skills necessary for them to take their place as positive members of the community.

RWP

⇒ Engagement

⇒ Achievement

⇒ Inspiration

