



WINNIPEG SCHOOL DIVISION

# STRATEGIC ACTION PLAN

2025





# **Strategic Action 1: Seek Truth & Reconciliation**

## 1.1 Close the Achievement Gap between Indigenous and non-Indigenous learners

### STEPS

- » Use disaggregated data to track and respond to achievement.
- » Embed culturally responsive pedagogy and assessments.
- » Involve Elders, families, and community voices in learning.

### PLANNED RESULTS

- » Close the achievement gap between Indigenous and non-Indigenous learners as evidence through provincial reporting metrics. Increase the graduation rate of Indigenous learners to 75% by 2030.

### OVERSIGHT

- » RR, MM

### COMPLETION/PROGRESS MONITORING

- » Quarterly reviews of attendance, achievement, and engagement data.

## 1.2 Create schools focused on land, language, community, and culture

### STEPS

- » Develop a land-based learning centre
- » Create partnerships with First Nations to share land and develop programming
- » Increase access to Elders, Knowledge Keepers, and fluent language speakers.
- » Expand Pow Wow clubs, drumming groups, language programs, and cultural experiences for Indigenous learners.

### PLANNED RESULTS

- » Schools are places of healing, belonging and cultural safety for Indigenous learners. Our Schools survey indicates increased sense of belonging for Indigenous learners and Grade 3, 7, 9, and 12 data points improve. Attendance for Indigenous learners improves.

### OVERSIGHT

- » RR, MM

### COMPLETION/PROGRESS MONITORING

- » Land-based learning centre by 2030. Partnership with Treaty 1 and Swan Lake beginning in 2025. Elders and knowledge keepers in every school by 2030.

## 1.3 Develop, recruit, and retain Indigenous leaders and educators

### STEPS

- » Establish a leadership pathway for Indigenous staff.
- » Partner with Indigenous organizations and post-secondary institutions to build leadership capacity.
- » Develop EA and Teacher education programs with a focus on First Nations staff development.
- » Continue and expand Library Technician, Clerical, 5th Class Power Engineer, and Bus Driver training at RB Russell Career Lab.

### PLANNED RESULTS

- » Increased representation of Indigenous leadership, educators, and staff in WSD schools.

### OVERSIGHT

- » RR, MM

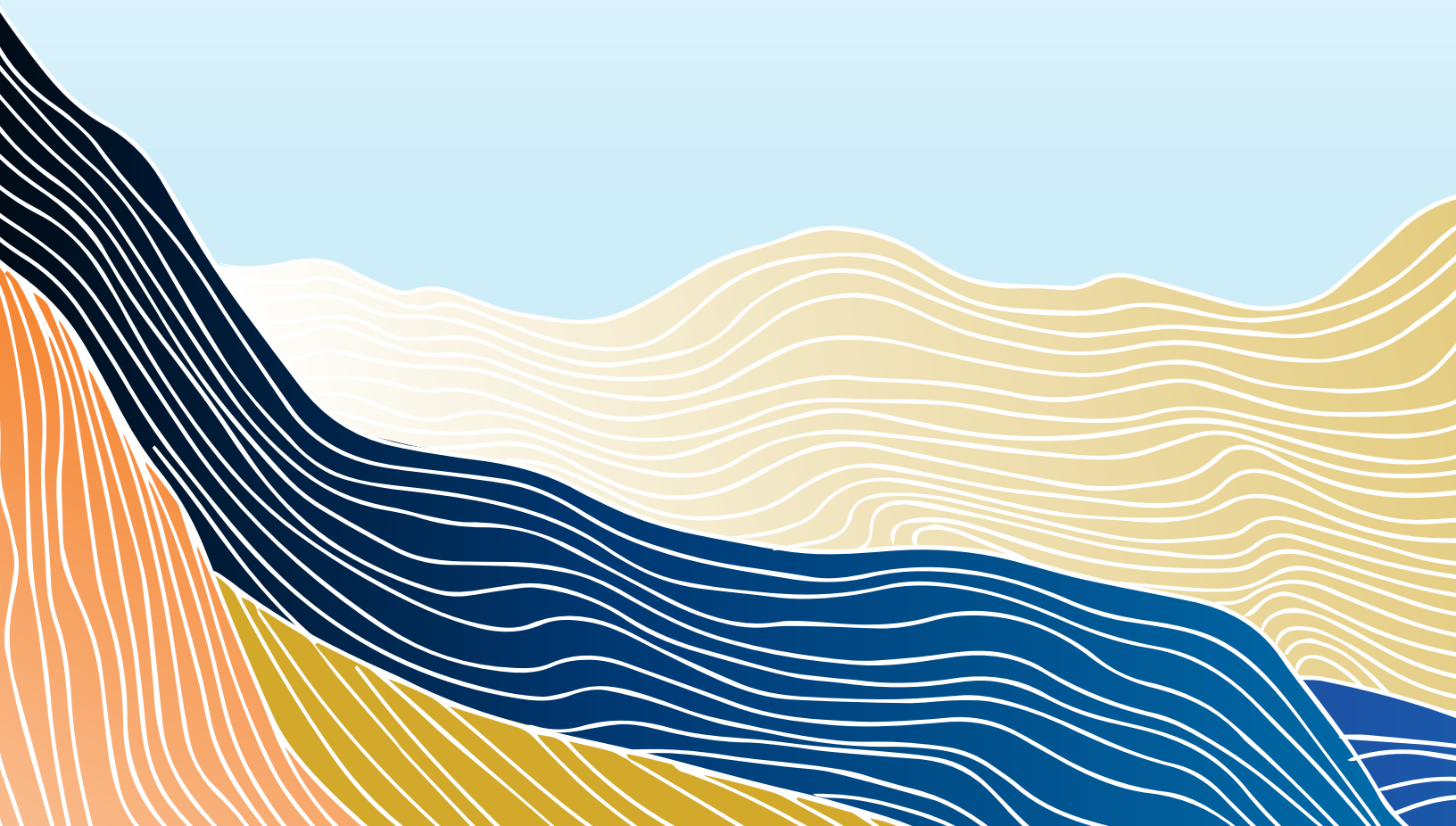
### COMPLETION/PROGRESS MONITORING

- » Increased number of Indigenous leadership to 30%, teachers to 25 %, and staff to 30% by 2030.





# Strategic Action 2: Building Community Schools that are Barrier Free



## 2.1 Accessibility & Infrastructure

### STEPS

- » Continue working towards goals within the five-year divisional accessibility plan.
- » Work with Manitoba Education for adequate funding for elevators and culturally accessible washrooms (including bidet systems).
- » Prioritize divisional budget allocations to accessibility needs.

### PLANNED RESULTS

- » Achieve 15% increase in schools meeting divisional accessibility benchmarks.

### OVERSIGHT

- » MA, CB, LB

### COMPLETION/PROGRESS MONITORING

- » Multi-year, phased (2025–2030). Annual review against accessibility plan milestones.

## 2.2 Instructional Programming Rooted in Community Strengths

### STEPS

- » Design and implement programming centered on students' and their communities' gifts and strengths.
- » Engage in practices rooted in and reflective of school community values and context.

### PLANNED RESULTS

- » Teachers and EAs better equipped in strength-based instructional practices.
- » Grassroots structures foster local capacity-building and relational teaching.

### OVERSIGHT

- » Program & Instructional Team (to be designated) This could be grounded in the Family of School structure.

### COMPLETION/PROGRESS MONITORING

- » Initial implementation by 2026. Staff professional development participation and classroom observation feedback.

## 2.3 Optimizing Existing School Spaces

### STEPS

- » Identify schools with available space and re-purpose for accessibility and community programming.

### PLANNED RESULTS

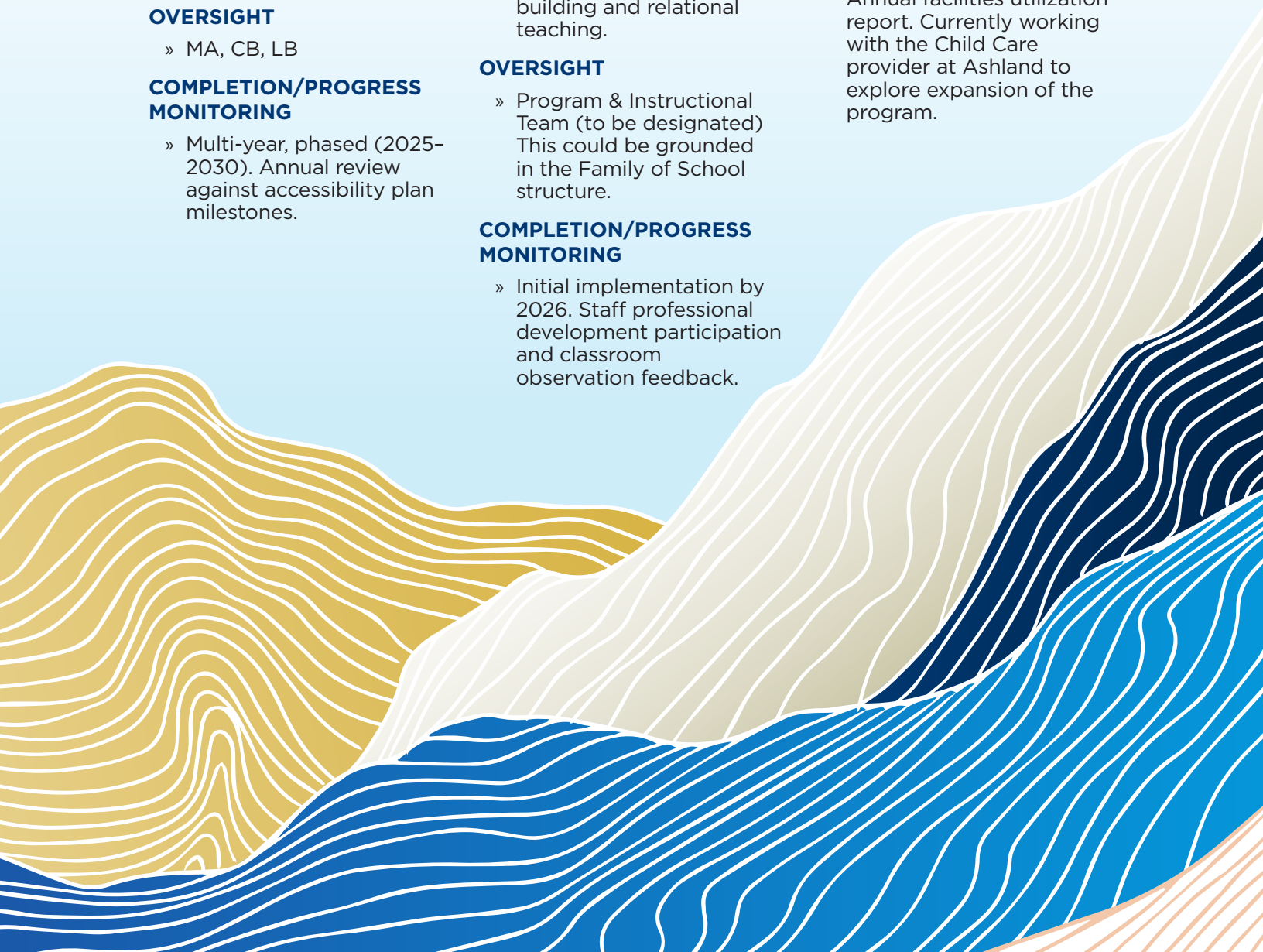
- » More equitable distribution of accessible learning environments.

### OVERSIGHT

- » MA, CB, DM

### COMPLETION/PROGRESS MONITORING

- » Space audit 2025; phased adaptation 2026–2028. Annual facilities utilization report. Currently working with the Child Care provider at Ashland to explore expansion of the program.







# Strategic Action 3: **Rich Instructional Practices Centering the Child**

### 3.1 Collaboratively Design Leadership Learning Opportunities

#### STEP

- » Provide targeted professional learning on inclusive pedagogy.
- » Establish leadership learning communities to share practices and challenges.
- » Embed inclusion-focused goals in administrator growth plans.

#### PLANNED RESULTS

- » School leaders actively model and support inclusive instructional practice.
- » Principals/Vice-Principals become catalysts for professional growth among staff.
- » Leadership is distributed and responsive to student needs.

#### OVERSIGHT

- » SW, CC, LB

#### COMPLETION/PROGRESS MONITORING

- » Common annual PD calendar published each year that is linked to the Strategic Plan.
- » All PD is linked together and linked to the Strategic Plan on a yearly basis.
- » WSD 123 (Continuous Improvement Report) monitors the professional learning arc each year.

### 3.2 Create Opportunities for Educators and Students to Co-Design and Showcase Learning

#### STEPS

- » Implement rich Mathematics professional learning and practice in all EY schools that focuses on direct instruction.
- » Develop professional learning cohorts of teachers and leaders in literacy/math.
- » Host student-led conferences, exhibitions, and performances.
- » Support schools in project-based learning (PBL) and global issues.
- » Use portfolios to document and share student progress publicly.
- » Build love of reading/writing with meaningful, multicultural texts.
- » Grow teacher's abilities to design learning for all through appropriate programming and UDL in classrooms.

#### PLANNED RESULTS

- » Improved math results for Grades 3, 7, 12.
- » Improvement for Indigenous learners and children in care.
- » Enhanced student engagement and agency.
- » Consistent, high-quality instructional practice in literacy and math.
- » Community celebration of diverse learning and growth.

#### OVERSIGHT

- » GM, MR, SW

#### COMPLETION/PROGRESS MONITORING

- » Multi-year (2025–2028), annual reporting.

### 3.3 Develop an Inclusion Framework and Professional Learning

#### STEPS

- » Develop an inclusion framework with professional learning for all staff.
- » Develop a summer institute for educational assistants.
- » Conduct audits of support models and gaps.
- » Shift to co-teaching and collaborative models.
- » Develop flexible interdisciplinary teams.
- » Establish PD funds for teachers and admin.
- » Provide support for principals and divisional leaders.

#### PLANNED RESULTS

- » Responsive, needs-based supports.
- » School teams that have the abilities to welcome all children within their neighbourhood.
- » Increased trust in support systems.
- » Consistent practices for Workers Compensation claims. Reducing SHARP reports.
- » Increased capacity for inclusive planning with all learners.

#### OVERSIGHT

- » LB, CC

#### COMPLETION/PROGRESS MONITORING

- » Initial framework by 2026; reviewed annually.





# **Strategic Action 4: Equitable Distribution of Resources**



## 4.1 Establish a Recruitment Office

### STEPS

- » Create a recruitment office within SSR.
- » Recruit and hire a Director of Recruitment.
- » Develop a WSD Indigenous Teacher Education program for adults.
- » Create an onboarding handbook and ticketing model.
- » Deploy new ERP.
- » Ensure critical control processes are in place.
- » Create a staff services/wellness directorship and office.

### PLANNED RESULTS

- » Increase in Indigenous teaching staff.
- » Increase in Indigenous representation in senior administration and school leadership.
- » Development of an onboarding process that is barrier-free, transparent, and welcoming.

### OVERSIGHT

- » RH, MM, RR, CB, CM, DM

### COMPLETION/PROGRESS MONITORING

- » Phased implementation, 2025 onward.
- » New ERP vendor presentations completed and operational staff survey responses compiled and scored. Vendor recommendation pending.

## 4.2 Develop Frameworks for Equitable Staff Allocation

### STEPS

- » Create a student services department reflecting family of schools model.
- » Develop a Research, Planning, and Enrolment Office.
- » Recruit a Director of Research, Planning, and Enrolment.
- » Develop allocation formulas for EAs, food coordinators, etc.
- » Deploy a new SIS system.

### PLANNED RESULTS

- » K to 3 class size under 20.
- » Grades 4 to 8 class size under 23.
- » 1 LST per 4 teachers.
- » Allocation based on up-to-date data.

### OVERSIGHT

- » LB, CB, RH, CM

### COMPLETION/PROGRESS MONITORING

- » September 2024 – August 2025.
- » New SIS contract awarded to PowerSchool. First phase of deployment scheduled for January 2026.

## 4.3 Develop Framework for Financial Resource Distribution

### STEPS

- » Develop metrics and ratios for school budget allocation.
- » Allocate computers, tablets, and screens equitably among schools.
- » Replace divisional network over five years.
- » Add more to school budgets and increase flexibility.
- » Provide professional learning for school principals on budgeting.

### PLANNED RESULTS

- » Elimination of school fees to reduce financial burden on families.
- » High-quality technology in all schools.
- » Development of robust network.
- » Completion of Gordon Bell envelope project.

### OVERSIGHT

- » CB, CM, CC

### COMPLETION/PROGRESS MONITORING

- » Multi-year phased implementation, 2025–2030.
- » New metrics used for the 2025/26 school budgets based on a funding per student model and a socio-economic factor per school.
- » School budgets were also increased 36% YOY with increased access to discretionary funds.



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