



WINNIPEG SCHOOL DIVISION

WSD Strategic Plan Progress Report 2016-2022

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Strategic Priorities

STUDENTS

To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members.

LEARNING OUTCOMES

To further improve school attendance, achievements, and graduation rates through the exploration of additional programs and strategies.

ADDRESSING BARRIERS TO LEARNING

To further develop initiatives and innovative approaches addressing special needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.

EMPLOYEES

To retain, attract and develop our valued staff who are dedicated to the vision, purpose, values and Principles of Learning of Winnipeg School Division and reflect community diversity.

FISCAL RESPONSIBILITY

To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.

COMMUNICATIONS AND PARTNERSHIPS WITH COMMUNITY

To further develop communications and partnerships with communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.

SUSTAINABILITY

To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues

Progress Report on Each Strategy

For each of the 34 strategies within the 7 Strategic Priorities, WSD is providing a “score” and brief description of action(s) taken to date as well as pending action(s).

The Progress Report “score” is as follows:

- **GOOD PROGRESS** Actions taken and good progress underway.
- **IN PROGRESS** Fair or significant progress. In some cases, it is in the relatively early stages.
- **NO PROGRESS** or **not yet started**.

Some strategies may be harder to assess in terms of progress or “state of completion”. For each strategy, a brief description of actions to date are outlined to provide support to the “score” on relative progress to date.

Executive Summary

The Winnipeg School Division (WSD) Board of Trustees and Administrators developed the division's first strategic plan in 2016. The strategic direction of the plan, released in September 2016, provided direction for specific, targeted actions to be achieved over a four-year period. At the end of the four-year period, WSD had intended to review and renew the Strategic Plan. The onset of a global pandemic in the spring of 2020 followed by the Manitoba Government planned adoption of Bill 64, the Education Modernization Act, however, resulted in a delay in that review and renewal process.

A strategic plan focuses on organizational dynamics, and typically identifies a relatively short list of strategic issues (or fundamental challenges to organizational effectiveness). A strategic plan provides a strategy or action framework to address the specific strategic issues.

The WSD Strategic Plan consists of seven strategic priorities – the issues of greatest importance to the division over the six-year period. Associated with each priority is a set of strategies, desired outcomes and key performance indicators. This report summarizes the outcomes of each strategy over the six-year period and both qualitative and quantitative performance results.

The results articulated in this report are meant to inform the current WSD Board of Trustees and Administration in reviewing and renewing the division's Strategic Plan for the next four years.





Strategic Priorities

1 • Students

To provide robust and comprehensive education, equitable access, diverse opportunity, and a supportive learning environment for all students to help them prepare for their journey with values of learning and social justice, and to be responsible community members

Strategy Progress Report

Strategic Priority 1.1

Ensuring a positive learning environment through: policies that respect the intrinsic value of each student with an underpinning of social justice, inclusiveness, and a safe environment; a robust and challenging curriculum, well-trained staff, adequate technology and equitable access to learning opportunities; and providing students opportunities and educational means to develop their own skills, talents, and life plan.

STATUS TO DATE:

GOOD PROGRESS

Several policies have been reviewed and revised to reflect WSD values, others are currently in process. Policies revised and approved have included: Human Rights, Educational Philosophy, Recognition for Special Accomplishments, Security Cameras in School, Diversity and Equity Education, Safe and Caring, Indigenous Education, Heritage and Language Instruction, Extracurricular Activities, Responsible Use of Technology and Social Media, Remote Learning, Right to Participate, and Safe Schools.

- All other policies are currently under review to ensure accurate reflection of the priorities, values, purpose, and vision of WSD.
- CCTV installation was completed in all schools in 2018 enhancing safety and security.
- The Assistive Technology/Augmentation provides support to students who have complex communication needs.
- WSD Professional Learning opportunities for all staff (teachers, educational assistants, clerks, custodians) are in place and reviewed annually based on needs.
- Students are provided equitable access to technology.

ACTIONS PENDING:

- WSD will continue to review and update policies with the priority of implementing WSD values.
- Policies currently being revised: Special Education; Cyber Security Policy and Standards.
- Review the following specific policies: Professional Development, Performance Assessment and Development, Recruitment, Selection of School Administrators, Programs for Gifted and Talented Students.
- A Learning Technology Framework based on the Principles of Learning is in development.

Strategy Progress Report

Strategic Priority 1.2

Providing a range of programs and resources to enable students to reach their full potential and continue new programming and creative initiatives to meet the needs of students in a very diverse community

STATUS TO DATE:

GOOD PROGRESS

This strategy is ongoing.

- Current programs and resources: Read to Me, Reading Recovery, Talk to Me. Off Campus, Literacy Intervention Support Teacher (LIST), Thinking Classroom, Professional Support Services (PSS), Early Years Support Teacher (EYST), Math Mentors, Science Technology Engineering Arts and Mathematics (STEAM) Support Teachers, Graduation Coaches, and the COACH Program.
- Middle years and high school International Baccalaureate programs and Advanced Placement programs are in place.
- Let's Talk Science, Learning Partnership, University of Manitoba and University of St. Boniface Biomedical Exploration programs, school based medical programs and CAPstone programs.
- In the area of technology, WSD provided an additional 12,000 Chromebooks for classroom programming and implemented 21st Century learning tools such as Google Classroom, Microsoft Teams, SeeSaw, and MyBlueprint.
- Arts programs such as Quantum Arts, programs and performances, divisional events and competitions, drama and visual arts, Sistema and summer band programs.
- Career Education Support Teachers help prepare secondary schools in planning diverse career paths for students.
- WSD has 4,850 students who are English as an Additional Language (EAL) learners. Among them include newcomers with refugee backgrounds, international, Canadian born, and Indigenous students. WSD is proactive with various organizations to provide services for newcomers such as counselling, referrals, vision and hearing testing, and increasing English proficiency. WSD provides seven inter-cultural support workers and interpreter supports. EAL student success rates have shown improvement.
- Adult EAL serves 80 to 100 adults a year.
- Meeting ongoing provincial expectations.

ACTIONS PENDING:

- A Learning Technology Framework based on the Principles of Learning is in development.

2014-2015
12 to 20%
at grade level

**WSD
Read to Me
Participating
Schools'
Reading
Outcomes**

2018-2019
65 to 75%
at grade level

Strategy Progress Report

Strategic Priority 1.3

Focusing on consistent approach and application of our Principles of Learning and develop student skills in literacy, math and science, problem-solving, collaboration, critical-thinking, and creative-thinking.

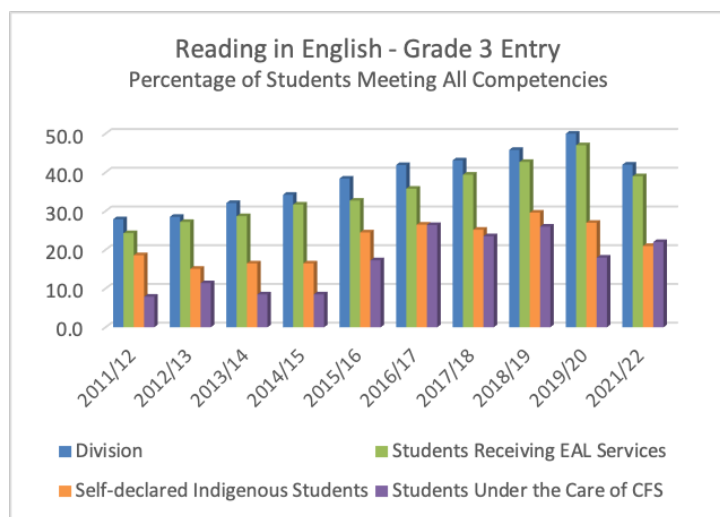
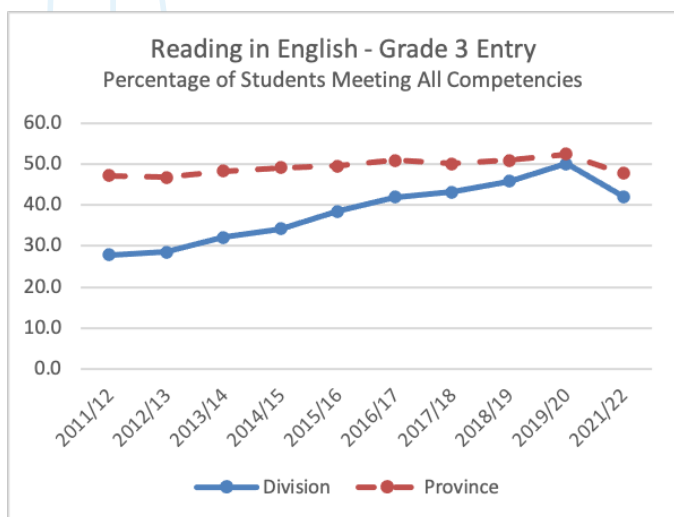
STATUS TO DATE:

IN PROGRESS

- Literacy and numeracy promoted critical thinking, curiosity, communication and collaboration through science, technology, engineering, arts, mathematics, (STEAM) programs, innovative teaching and learning leaders program, Makerspace, and other school-based initiatives.
- Principles of Foundational Teaching and Learning document developed to identify resources and research-based strategies for targeted learning.
- Baseline data gathered using Literacy and Mathematics Map. (Current school programming, resources, staffing, and external supports). Data collected used with student achievement data & K-12 Framework for Continuous Improvement (FCI) data to evaluate programs, structures, initiatives and needs.
- Division wide learning series for leadership teams and mentor/coaching resources for division-wide support staff are in place. i.e. Building Efficacy/ Professional Learning Communities (PLC)/ Spirals of Inquiry/ Truth and Reconciliation.
- Professional Support Services (PSS), Early Years Support Teachers (EYST), Literacy Intervention Support Teachers (LIST), and Inclusion Support Services (ISS) facilitated literacy and numeracy professional learning.
- Creation of common planning tools for division wide support teams with a focus on impact of teaching on student learning.
- Ambitious Science Teaching resource used with all schools participating in learning at the Inner City Science Centre.
- Continued implementation of provincial curriculum in ELA, Math and Science.
- Enrichment opportunities for students to attend the Mini-Enrichment Program at University of Winnipeg and Mini-University at the University of Manitoba. Sistema – after school partner program with the Winnipeg Symphony Orchestra.

ACTIONS PENDING:

- Focus on Planning and Application of the Principles of Learning into year-long/ mid/short term plans for student and adult learning.
- Explicit connection and understanding of the cycle of learning and assessment and outcome-based education infused into all professional learning for educators.
- Implementing the K-3 literacy progressions (Manitoba Education).



Strategy Progress Report

Strategic Priority 1.4

Continuously developing Indigenous education initiatives.

STATUS TO DATE:

GOOD PROGRESS

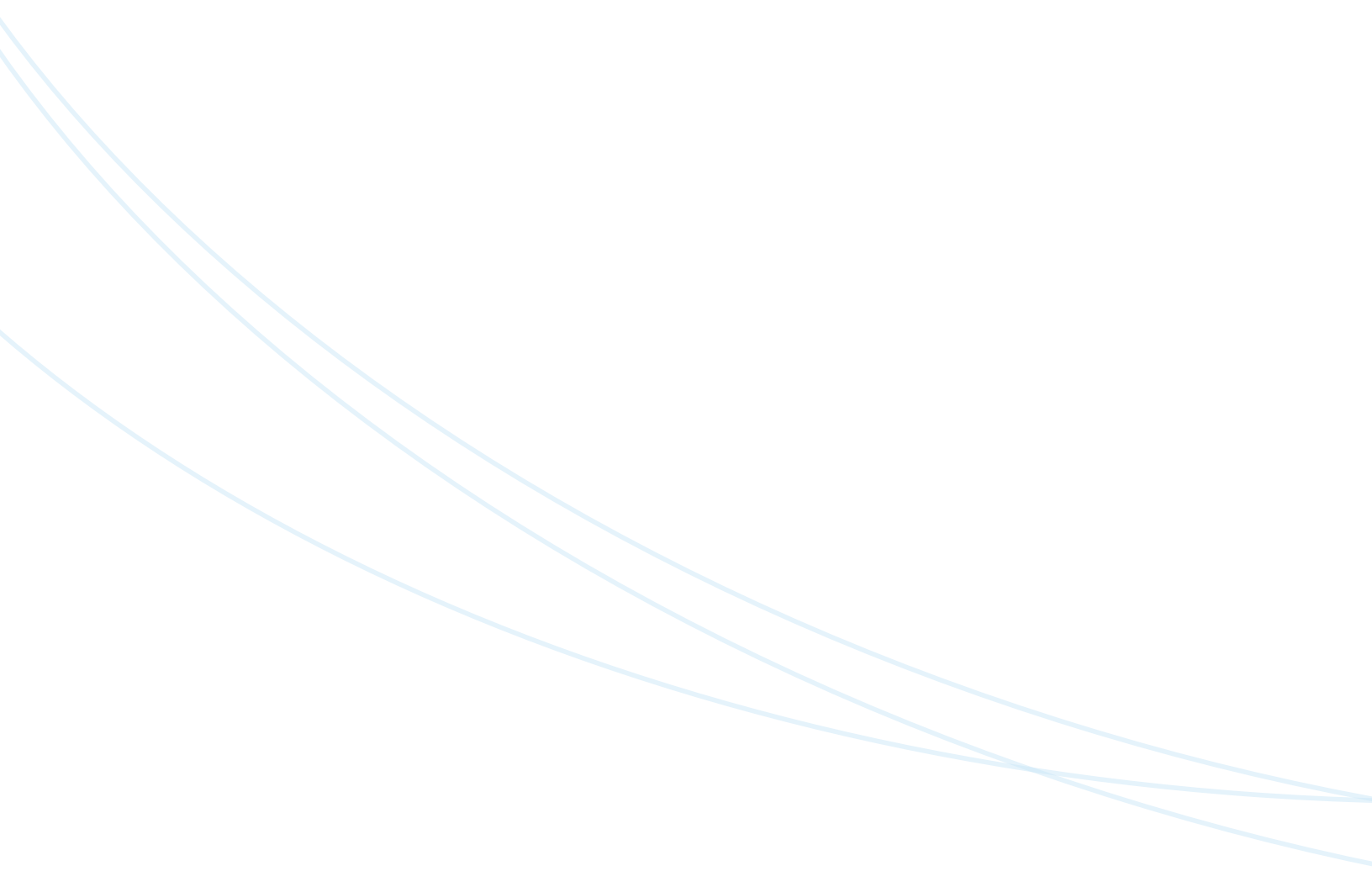
- WSD has made significant progress in implementing Indigenous Education initiatives.
- Indigenous Education Team provides professional learning opportunities for Principals, Vice Principals, Teachers, Support Staff, Education Assistants, and Community Support Workers.
- Treaty Education Training is provided and supported in the classrooms.
- Graduation Coaches in seven high schools supporting 750+ Indigenous students with positive increases in graduate attendance and credit attainment.
- Literacy Instruction Support Teachers support nine schools, 18 classroom teachers and 250+ students.
- Indigenous Leaders and Non-Indigenous Leaders of the WSD engaged in a Path Exercise and created a three-year Indigenous Education Plan (2019-2022) which established seven Action Areas.
- Journeys Training provided to Guidance Counsellors, Resource Teachers, Principals, Vice Principals, Community Support Workers, and Senior Administration in WSD, and Journeys Training was extended to more staff and services since 2017.
- Build From Within Indigenous Teacher Development Program beginning in 2018, Cohort I and Cohort II currently attending the University of Winnipeg and Cohort III beginning University in Fall 2023.
- Board approval of new Indigenous Education Policy in 2019.
- Professional Network of Indigenous Educators (PNIE) established in January 2021 creating a space for self-declared Indigenous teachers to network and grow professionally with other Indigenous teachers.
- Indigenous Book Study initiative discussions 10 times a year.
- Tea and Bannock noon gatherings facilitated by WSD Knowledge Keeper.
- Indigenous Education Team teaching 5000 university level course through University of Winnipeg for credit for WSD Staff.
- Pow Wow enhancement for division wide engagement.
- WSD is targeting actions to focus on effective roll out and implementation of the new Indigenous Education Policy.
- Indigenous representation on hiring process of WSD staff.
- Enhancement of Indigenous Youth Leadership Program (IYLP) through Indigenous Graduation Support Teachers.
- Enhanced professional development on Restoring Relationships (Indigenous Education Policy) and National Day for Truth and Reconciliation.
- Enhance partnerships and relationships with division allies to support Indigenous Education initiatives.
- Enhanced Jordan's Principle initiative and hired a Jordan's Principle Coordinator.
- Knowledge Keepers in schools as an integral part of learning processes.
- Knowledge Keeper Circle for division and school support implemented.

ACTIONS PENDING:

- Land-based learning initiative to be developed and implemented.
- Continue to implement the WSD Indigenous Education policy and Provincial document Mamāhtawisiwin: The Wonder We Are Born With.

BUILD FROM WITHIN ENROLMENT

Students enrolled since 2018.....	83
Students completed the EA program to date	45
Students enrolled in University to date	27



Strategic Priorities

2 • Learning Outcomes

To further improve school attendance, achievements and graduation rates through the exploration of additional programs and strategies.

Strategy Progress Report

Strategic Priority 2.1

Enhancing projects, initiatives, and enrichment programs to achieve and exceed grade level outcomes in literacy, math, and science.

STATUS TO DATE:

GOOD PROGRESS

- The province implemented a new ELA curriculum. WSD teachers have had Professional Development on this new curriculum.
- Continue to support International Baccalaureate programs (Kelvin, River Heights) and Advanced Placement programs (Churchill, DMCI, Sisler, Grant Park)
- Partnership with University of Winnipeg (Mini Enrichment Program) and University of Manitoba (Mini University)
- STEAM opportunities including Destination Imagination competition to build collaboration, creativity and problem solving.
- Online programs such as Dreambox Mathematics Learning uses formative data to respond “in the moment” learning to each student while providing educators with real-time progress monitoring tools.
- To date, 24 schools and 560 students have participated in an opportunity with the National Centre for Earth and Space Science Education to have micro-gravity experiments flown on Mission 12 to the International Space Station.
- The Inner City Science Centre (ICSC) for Grades 5 to 12 students, focuses on biological sciences and related careers. Total student visits to ICSC are 8,016 and total teacher professional learning sessions at ICSC are 247.
- WSD continues to renovate and upgrade science labs at high schools.
- Minecraft: Manito Abe Aki students learn and understand how Indigenous Peoples thrived on this land together while living in harmony with Mother Earth. As a member of the Anishinaabe Nation, learners build their understanding of this particular Indigenous worldview as they gain insights from Knowledge Keepers, building respect for the earth and her offerings.
- Differentiated instruction continues to be a priority.
- Long-term professional learning opportunities focus on mathematics. For example, The Thinking Classroom supports elementary and secondary teachers. This professional learning supports implementation of math curriculum.
- Ecole River Heights School became the first accredited Middle Years IB Programme in Western Canada in 2021-22. There are currently 465 students participating in the program.
- International Baccalaureate IB Diploma Programme is offered at Kelvin High School beginning in Grade 11. 60 students are admitted annually into the program.
- Advance Placement Program courses available at Grant Park, Sisler High School, DMCI, Churchill. Over 400 students participate in AP courses annually.
- Moved Science Fair to Tec Voc High School to encourage student interest and exploration of Career Education opportunities.

ACTIONS PENDING:

- Provide options in professional learning, focusing on the needs of the Division, teachers and students.



Strategy Progress Report

Strategic Priority 2.2

Maintaining and expanding projects and initiatives that demonstrate results in improving attendance and graduation rates.

STATUS TO DATE:

IN PROGRESS

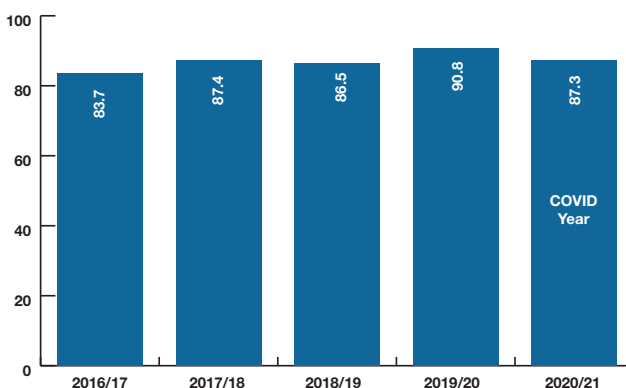
Overall, there has been a change in attendance trends across schools due to shifts in remote learning contexts and the impact of the pandemic on students.

- Several programs have been highly effective:
 - Argyle High School – alternative program
 - Attendance Counselling in Education Services (ACES) truancy outreach
 - Indigenous Graduation Support Teachers in all high schools
 - MorningStar
 - COACH
 - Virtual High School
 - Thunderwing
 - Elmwood Student Success Centre
 - Off Campus alternative locations
 - Walking School Bus
- School outreach and connections with families such as the purchase of alarm clocks, phone call reminders, breakfast programs, nutrition programs, and clothing drives.
- Safe Arrival Program facilitates daily attendance checks.
- Community outreach pilot initiative at St. John's High School.
- WSD's Anxiety Management Programs offers support to students in Grades 9 to 12.
- Mental health literacy and strategies have been embedded in school and classroom programs.
- The Learning to 18 Support Teacher has supported programming, connections to community resources and career and transition planning through the Off-Campus and Justice programs.
- You Can Do It Awards in partnership with the Winnipeg Foundation supports student achievement from Grades 5 to 8 in 9 schools and extends directly to students in Grades 9 to 12 with financial support for post-secondary.
- Indigenous perspectives and restorative practices continue to be a focus.

ACTIONS PENDING:

- Continue to advocate with government departments (Education, Health, Families and Justice) for their support to expand programs including Student Success Centre, MorningStar and Thunderwing.
- Continue outreach and supports for students.
- Pursue funding and community partners to support employment opportunities, mental health, and addictions counselling for youth.
- Continue professional learning in the areas of trauma informed classrooms and practices, restorative practices and circle of courage.
- Implementing direction provided in the Provincial Student Presence and Engagement document.

HIGH SCHOOL GRADUATION AND COURSE COMPLETION RATES



Strategy Progress Report

Strategic Priority 2.3

Supporting early childhood development initiatives and the development of further data and evidence on the importance of early childhood initiatives in educational outcomes.

STATUS TO DATE:

IN PROGRESS

- Nursery curriculum used was developed by WSD.
- Early Years Support Teachers support classroom teachers in integrating and programming to meet needs of students with additional needs.
- WSD offers initiatives in early grades such as Talk to Me which help develop speech and language skills, Read to Me, and Reading Recovery.
- Evaluation and changes to the Reading Recovery model to increase student contact and support early years literacy instructions and learning at the school level.
- Early Years Development Instrument and division assessment data are used to analyze and develop programming based on WSD student needs.
- Twelve Early Years Support Teachers hired and working with school leaders and teachers of Nursery to Grade 2 students.
- Development of five tenets of Early Years learning to support teacher reflection and impact of planning & programming on student learning.
- Welcome to Kindergarten bags and supports for Early Learners provided to all elementary schools to support building school readiness.
- Online learning tools such as Dreambox and SeeSaw continue to complement classroom learning.
- Collaboration with the Indigenous team to build understanding of and infuse Look/Listen/Learn/Live as the basis of programming and support.

ACTIONS PENDING:

- Create a continuum of support for Early Years learners and teachers.
- Advocate with the new Department of Education and Early Childhood Learning for supports to early childhood initiatives.

WSD Welcome to Kindergarten (WTK)

Annual average

- 700+ families receive WTK bags
- 200+ are English as an Additional Language families
- 450+ are Indigenous or Inuit families

Strategy Progress Report

Strategic Priority 2.4

Supporting students in their transition and opportunities from high school to their next path such as post-secondary education, trades, and jobs.

STATUS TO DATE:

GOOD PROGRESS

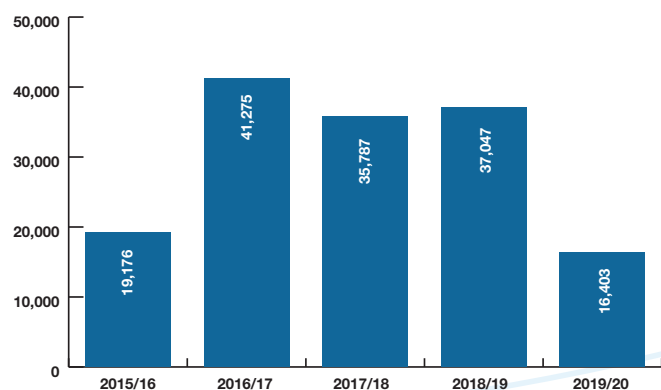
- Inclusion Support Team supports teachers in inclusion and programming to meet needs of students with additional needs up to age 21.
- Career Education Support Teacher, Career Interns, and Learning to 18 Support Teacher help prepare students in planning for post-secondary, training, apprenticeship and transition to work.
- Connections between Career Education Team and ISS Community Support Teacher/Guidance Counsellors to support knowledge and understanding of careers.
- Partnerships with Manitoba Building and Trades Institute in the “Try a Trade” program and the International Brotherhood of Electrical Workers WSD Electrical Program.
- Learning Partnership: Take Our Kids to Work program to support student understanding of the world of work.
- Provide schools with funding through our School to Work Transition program. Schools explore connections to career development. The Learning to 18 coordinator has connected with schools to offer supports to implement their proposal.
- Medical Careers Education Program (MCEP) offered.
- Build from Within Indigenous student to teacher program.
- Partnership with Manitoba Aerospace.
- Lifeworks programming offered at high school level.
- Workplace Safety Coordinator hired to assess student job placement sites.
- Indigenous Graduation Support Teachers transitioning students to the world of work and post-secondary education.

ACTIONS PENDING:

- Review and implement the Provincial directive “five-year projection for jobs in Manitoba.”

CAREER INTERN STUDENT CONTACTS: 2016-2020

Number of Students Seen



*please note that in 2015/2016 some data appears to have been lost/not collected, so those numbers would be higher than recorded.

**please also note that in 2019/2020 numbers are lower due to the pandemic.



Strategic Priorities

3 • Addressing Barriers In Learning

To further develop initiatives and innovative approaches addressing individual student needs and accessibility requirements, mental health issues, childcare needs, and nutritional needs.

Strategy Progress Report

Strategic Priority 3.1

Maintaining and defending the best learning environments, the learning continuum, Clinical Support Services, Interdivisional Student Services, and other initiatives.

STATUS TO DATE:

GOOD PROGRESS

- Healthy Relationships and Professional Boundaries training is offered to all staff across employee groups.
- Clinical Support Services (CSS) adapted to on-line assessments and made recommendations for programming and supports. Additionally, CSS facilitated over 620 professional learning sessions in the areas of mental health and well-being, communication (speech and language) and academics (literacy).
- Read to Me is an Equity and Literacy Framework used for early literacy instruction consisting of daily structures, a comprehensive scope and sequence and enhanced staff support to ensure consistent and research-informed whole class and small group reading instruction and targeted intervention when learning gaps are identified at Grades 1 to 3. Nine schools are currently being supported.
- Diagnostic Learning Centre has shifted to in-school support, in a targeted block, to address the needs of students in reading or writing from Grades 3 to 6.
- Interdivisional Student Services provides specialized programs, interventions and supports to students with unique and complex needs.
 - Educational Services for Medical In-patients - Children's Hospital Program, Health Sciences Centre.
 - Child & Adolescent Mental Health Program Out-Patient Services, Health Sciences Centre.
 - Eating Disorders Clinic Classroom - Adolescent Day Hospital Program, Health Sciences Centre.
 - Child & Adolescent Psychiatry In-patient Classrooms – Psych Health Building, Health Sciences Centre.
 - Villa Rosa Classrooms - Villa Rosa.
 - Women's Shelters - Ikwe- Widdjiitiwin (Wisdom) and Willow Place (Sunrise).
 - SOURCE: Supporting Opportunities Utilizing Recreation, Community & Education.
 - Neurodevelopmental Service (NDS) - Manitoba Adolescent Treatment Centre services within Shared Health.
 - Community Child & Adolescent Treatment Service (CCATS) - Manitoba Adolescent Treatment Centre.
 - Tourette Syndrome Service (TSS) - Manitoba Adolescent Treatment Centre.
 - Attention Deficit Hyperactivity Disorder Services - Manitoba Adolescent Treatment Centre.
 - Montcalm School - Intensive Community Reintegration Service (ICRS) & Intensive Treatment Service (ITS).
- Mental health resources have been shared with staff and students to respond to social emotional learning.
- Evaluated and reviewed the Justice Transition classrooms to support schools with higher transitions of youth from Manitoba Youth Centre.
- Reviewed and update EAL Strategic Plan.
- Intercultural Support Workers provide resources and services to newcomer families and supports students with social, physical and emotional needs.
- WSD has partnered with Huddle to help improve educational outcomes by removing barriers to health care, mental health and substance use treatment and support a range of other programming.
- WSD has formed a Children in Care committee to facilitate families access to registration in schools.
- Restorative practices is offered through WSD professional development to inform and explore tools to manage conflict, repair harm and build relationships between staff, students and the community.

ACTIONS PENDING:

- Continue collaboration and partnerships between CSS and school teams.
- Continue partnership with Department of Education to offer educational programming and planning for sites associated with treatment services that are unique in the province and to acquire additional Intercultural Support Workers.
- Develop a land-based initiative to support Indigenous Education.

Strategy Progress Report

Strategic Priority 3.2

Addressing nutrition for vulnerable students as a basic human need, which includes maintaining and expanding nutrition programs.

STATUS TO DATE:

GOOD PROGRESS

- WSD maintains a Nutrition Program that involves 33 breakfast programs and 60 Nursery snack programs.
- The division has invested \$1 M upgrading and renovating gym kitchens, nutrition kitchens and food labs from 2016 - 2020.
- Food coordinators are selecting and testing new recipes to reflect the diversity of WSD population.
- Parents currently pay \$0.25 per carton of milk. The remainder of the cost is subsidized by The Schroeder Foundation.
- Food Security initiative organized by Community Support Coordinators and Community Support Workers.
- The WSD Summer Food Security Program prepared over 6000 hampers that were distributed to 1800 families in 2020. The program continued in 2021 and 2022.
- Many schools receive grants from outside organizations for food programs that support students and families (Breakfast Club, Snacks, Manitoba Nutrition Council, etc.)
- Partnerships with Manitoba Harvest, Second Harvest, Bimbo Bread, Cob Bread, Peak of the Market, Dairy Farmers of Manitoba and Egg Farmers of Canada.
- Programs focussing on cooking nutritious meals (i.e.: Kitchen Brigade).

ACTIONS PENDING:

- WSB Board of Trustees to continue allocating funds to subsidize nutritional programs.
- Strengthening partnerships that can support a strong nutrition and food security program.
- Continue to expand nutrition programs to assist families in the preparation of nutritious meals.

Strategy Progress Report

Strategic Priority 3.3

Improving academic and behavioural support services for students with special needs.

STATUS TO DATE:

GOOD PROGRESS

- Inclusion Support Services provide specialized programs and support including:
 - Anxiety Management Program
 - FASD Programs
 - Diagnostic Learning Teams
- Inclusion Support Services focus on collaborating with school support teams and enhancing collaboration with other divisional teams such as Professional Support Services, Clinical Support Services and Literacy Intervention Support Teams.
- A plan for implementing appropriate educational programming includes:
 - Identify the needs of the student population and providing the necessary professional learning opportunities for staff.
 - Support staff in gaining the knowledge and skills to accommodate individual students with diverse learning needs.
 - Monitor the effectiveness of programming and practices required for school-based planning and reporting.
- Partnership with Rehabilitation Centre for Children (RCC) to provide occupational and physical therapy (i.e.: SSCY, Klinik, WRHA).

ACTIONS PENDING:

- Continue to support the Inclusive, Safe and Caring Schools vision through professional learning and school team planning for restorative practices and/or Positive Behaviour Interventions and Supports (PBIS).
- Advocate with Manitoba Education the necessity for increased funding for students with exceptional needs. Recently funding has increased, but is still insufficient to meet the needs of students.

Strategy Progress Report

Strategic Priority 3.4

Enhancing partnerships with healthcare and other organizations to address mental health concerns, provide mental health education to staff and students, and to build on programming created to improve awareness and address mental health

STATUS TO DATE:

GOOD PROGRESS

- Winnipeg School Division will continue to collaborate with our many partnerships that range from health, peer support, addictions, youth hubs, 2SLGBTQ+, child welfare and cultural agencies to promote and entrench wellness into our school communities.
- To provide mental health programming and curriculums that are inclusive, strength based and formed with evidence such as FRIENDS, Thrival, Speak Up, Bounce Back, Living Life to the Full, Sources of Strength, Project 11, and Zones of Regulation.
- Providing ongoing supports and resources to our staff, caregivers and community through collaborating and highlighting the resources in our community to support them and their wellness such as the Canadian Mental Health Association, Sara Riel, the Addictions Foundation of Manitoba, All In, New Directions.
- To reach out to the caregivers in our community through our Community Support Workers, Guidance Counsellors and Clinicians and support them as they care for their children.
- Providing Professional Development to our staff to ensure they are able to support and identify students who are potentially at risk (Anxiety, Non-Suicidal Self Injury, Healthy Boundaries, 2SLGBTQ+, Mental Health from an Indigenous Perspective, etc.)
- Strives to be a Trauma Informed school division which supports the overall mental health and wellness of our schools and school communities by providing inclusive, stigma free and safe spaces for all.
- Learning to 18 Support Teacher supporting Guidance Counsellors and Off Campus programs in connecting to community organizations that support mental health and alternative programming for students.
- Advocated for and received COVID recovery funding from province.
- All WSD staff have access to an Employee Assistance Program, either through a WSD provider or Manitoba Teachers Society.
- Partnership with Huddle established a pilot program in 2023.

ACTIONS PENDING:

- Continue to pursue community partnerships and professional learning opportunities.
- Continue to advocate for funds to support mental health initiatives.

Strategy Progress Report

Strategic Priority 3.5

Continuing the phase-in of capital projects to ensure all facilities are physically accessible.

STATUS TO DATE:

GOOD PROGRESS

- WSD has a long-term plan in phasing-in construction and renovations at facilities for compliance with the provincial Accessibility for Manitobans Act, focusing on the accessibility-built environment standard.
- One elevator is being installed every year pending Provincial approval; there is a backlog of 15 elevators planned for installation throughout the division.
- Good progress in the installation of exterior wheelchair ramps. There are three facilities requiring a ramp.
- There is significant progress in installing auto door operators (at one entrance door of a facility) throughout the division. There are six facilities requiring auto door operators.
- Installation of accessible washrooms is in progress.
- Installation of accessible playgrounds continue to be in good progress.

ACTIONS PENDING:

- WSD is continuing to implement its Accessibility Plan, with a phased-in installation. Improvements to accessibility are ongoing and are in different stages of design and construction.

To improve accessibility in school buildings, between 2016-2020, the following were completed:

- 9 elevators
- 15 ramps
- Installation of auto door operators at main entrances and secondary exit doors at 56 schools
- 3 fire alarm visual signals installed
- 26 accessible washrooms, and
- 7 grooming rooms added

Strategic Priorities

4 • Employees

To retain, attract and develop our valued staff who are dedicated to the vision, purpose, values, and principles of learning of Winnipeg School Division, and reflect community diversity.

Strategy Progress Report

Strategic Priority 4.1

Hiring a workforce that is representative of our community.

STATUS TO DATE:

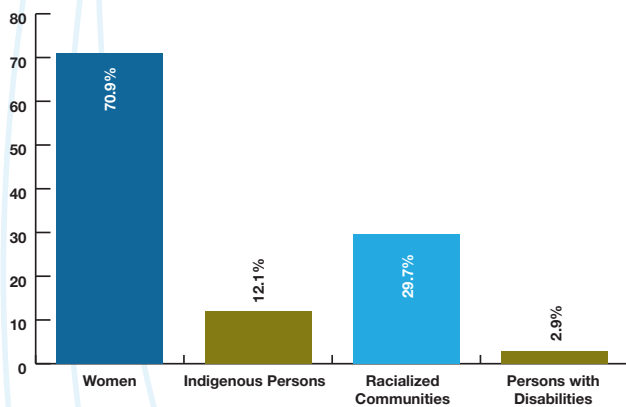
IN PROGRESS

- WSD is maintaining progress toward building a workforce representative of the community.
- Built partnerships with educational providers such as Nine Circles, CAARD, Academy of Learning, Red River College, University of Winnipeg, University of Manitoba, Université de Saint-Boniface, Opportunities For Employment, Job Works, Urban Circle
- Employment Equity Annual Report provided to the Board of Trustees and the public.
- Collaboration with the University of Manitoba, University of Winnipeg, Red River College Polytechnic, Manitoba Institute of Trades and Technology, and private career colleges for practicum placements within WSD schools.
- WSD developed programs to facilitate engagement and participation from a culturally diverse population in partnership with the University of Winnipeg
 - Community-Based Aboriginal Teacher Education Program (CATEP).
 - Immigration-Teacher Education Program (ITEP).
 - Build from Within Program
- The number of racialized employees on staff is increasing.
- Established WSD Acting Vice Principal Program.
- Established Acting Vice Principal Program for Indigenous and racialized teachers.

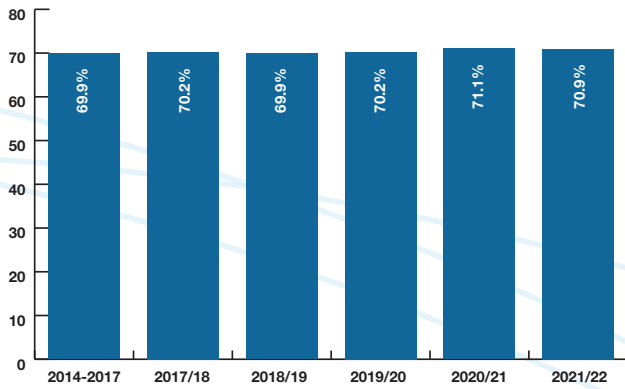
ACTIONS PENDING:

- Finalizing and implementing an employee equity report.

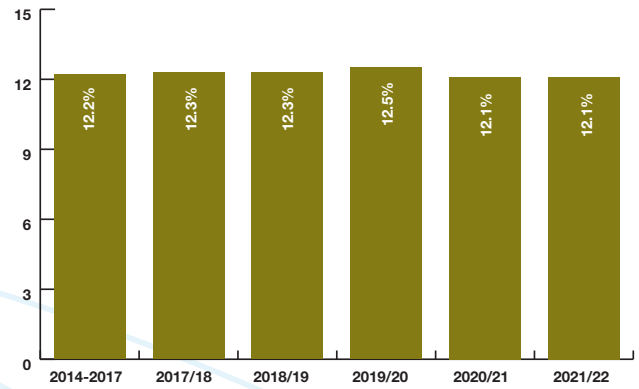
DIVERSITY OF WSD STAFF – EQUITY REPORT 2021/22
(EMPLOYEE SELF-DECLARATION)



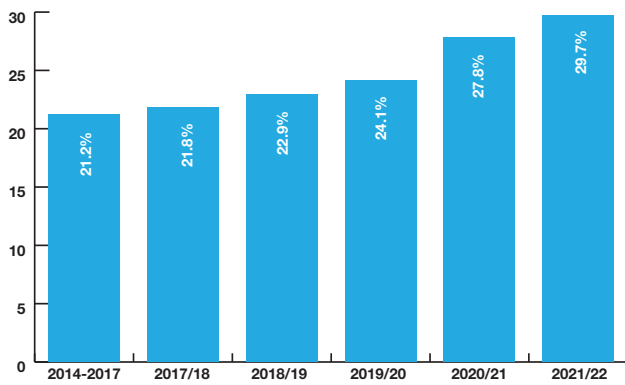
**DIVERSITY OF WSD STAFF – EQUITY REPORT
WOMEN (EMPLOYEE SELF-DECLARATION)**



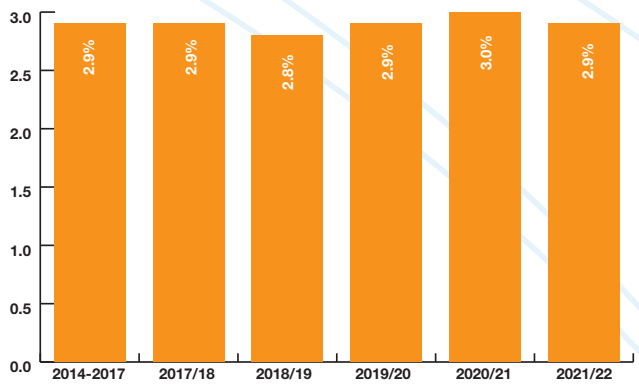
**DIVERSITY OF WSD STAFF – EQUITY REPORT
INDIGENOUS PERSONS (EMPLOYEE SELF-DECLARATION)**



**DIVERSITY OF WSD STAFF – EQUITY REPORT
RACIALIZED COMMUNITIES (EMPLOYEE SELF-DECLARATION)**



**DIVERSITY OF WSD STAFF – EQUITY REPORT
PERSONS WITH DISABILITIES (EMPLOYEE SELF-DECLARATION)**



Strategy Progress Report

Strategic Priority 4.2

Continuing to improve upon hiring and retention practices to ensure WSD is providing the most qualified employees to our students.

STATUS TO DATE:

IN PROGRESS

- Staffing Framework implemented for all employee groups.
- Employment qualifications reviewed/updated for clerical assignments.
- Continue to retain more staff than industry standard (low staff turnover).
- Equity and Transformation Training Series to train current and future staff:
 - WSD Leadership Program
 - Developed Competencies for School Leaders – WSD
 - Clerical Development Plan
 - Instructional Staff Professional Learning sessions
 - Understanding and conducting merit and bias free based selection of staff
- Partnership with Université de Saint-Boniface for French language practicum placements.
- Continue to promote WSD as a preferred workplace for new employees.

ACTIONS PENDING:

- Review and revise School Administration selection policy.
- Continue to develop industry partnerships to support the hiring of specialty educators.
- French language teacher development program funding.
- Educational Assistants, bus drivers continue to need additional staff.
- Follow up to Employee Equity Report.

Strategy Progress Report

Strategic Priority 4.3

Continuing to provide high quality support and professional development for our staff to foster their creativity, and to be on the cutting edge of education.

STATUS TO DATE:

GOOD PROGRESS

- Continues to provide updated professional learning training in provincial curriculum.
- WSD's Professional Support Services (PSS) supports instructional staff both in professional learning and in programming through a job-embedded approach that is grounded in the Principles of Foundational Teaching and Learning.
- Recently implemented training for staff in cultural awareness/sensitivity.
- Recently implemented training programs for people transitioning into new roles.
- Training programs are continuously improved for non-teaching staff (ie.: bus drivers, clerks, etc.)
- Early Years and Math Teams are working collaboratively with school teams, using the Principles of Learning, Early Years priorities and the Pillars of Mathematics Learning as foundational documents. Inquiry, problem solving, Indigenous ways of being & doing and STEAM approaches are embedded into planning and the facilitation learning.
- Indigenous professional development and learning standards for all staff.
- WSD Professional Learning Leadership Centre (PLLC) supports approximately 200 teachers and new vice principals annually through job-embedded, inquiry-centred mentorship.
- The PLLC promotes effective teaching, student learning, and leadership development.
- Mandatory professional development for new teachers/staff includes drug awareness, family life, inclusion, personal safety, provincial Accessibility for Manitobans Act training.
- WSD pre-calculus teachers and University of Manitoba professors collaborated to support students successfully transitioning from high school to university mathematics.
- Inclusion Support Services provides extensive opportunities for professional development in the areas of:
 - Mental Health – SafeTALK, Trauma Informed Schools, Mental Health Literacy, Healthy Boundaries
 - Inclusion – Regulate Empathy Learn Adapt Team Experience (RELATE), Non-violent Crisis Intervention, Appropriate Educational Programming
 - Safe Schools – Kids in the Know, Restorative Practices, Social-Emotional Learning, Inclusion Across the Rainbow.

ACTIONS PENDING:

- Professional development for educational leadership.
- Develop a program for acting vice principals before they are placed in a group for prospective administrative positions.

Strategy Progress Report

Strategic Priority 4.4

Further building partnerships with the universities and colleges to develop staff within the Indigenous community, internationally trained teachers, and leading programs in special education and math.

STATUS TO DATE:

GOOD PROGRESS

- CATEP and ITEP provide effective partnerships with the University of Winnipeg for teacher education and training.
- “Build from Within” program encourages career opportunities for Indigenous students to work within the division as teachers.
- Completed a University of Manitoba partnership with high school calculus teachers.
- University of Winnipeg placed 4th year Education students in WSD’s “Roots and Shoots” program.
- University of Winnipeg placed Faculty of Education students for course credit to support the Cultural Enrichment Summer Program.
- Partnership with Université de Saint-Boniface.
- Partnership with Red River College Polytechnic teaches Indigenous languages.
- In a partnership with the University of Winnipeg, teachers who complete the WSD Inclusion Support PD Series are able to acquire 3 elective credit hours in the U of W’s Inclusive Education Stream.
- Boys and Girls Club Winnipeg partners with WSD to create STEAM-based learning opportunities for the CSI program at 12 low socio-economic elementary schools.
- CEDA Pathways year-long and summer programming provides students with academic, financial and one-on-one supports at RB Russell Vocational High School, Children of the Earth High School, St. Johns High School and Tec Voc High School.

ACTIONS PENDING:

- Continue developing relationships with universities toward encouraging recognition of internationally trained teachers and Indigenous teachers.



**University
of Manitoba**



THE UNIVERSITY OF
WINNIPEG



RRC
POLYTECH



Indspire

Strategy Progress Report

Strategic Priority 4.5

Continuing to increase the leadership capacity and competency within schools.

STATUS TO DATE:

GOOD PROGRESS

- Leadership Program: Core Leadership Series have been developed to support principals, vice-principals, managers, supervisors, designated teachers-in-charge, department heads, team leaders, head clerks and head custodians.
- New Principal and New Vice-Principal Professional Learning groups engage in on-going professional learning and training to enhance leadership and management skills.
- Mentorship program to support new school principals.
- Educational Leaves support staff learning in the areas of instruction, assessment and curriculum.
- Training to learn to use assessment data, understand data trends, and plan appropriately.
- Elementary leadership program in place at all schools.
- WSD's Professional Support Services (PSS) supports principals and vice-principals in reviewing data trends for the development and improvement of instructional programs.
- Leadership competencies document reviewed with all Principals and Vice-Principals.
- Developed Acting Vice-Principal Program to provide training in leadership theory, workplace safety and health, and essential management skills such as conducting workplace investigations, resolving conflict and leading in a unionized environment.

ACTIONS PENDING:

- Establish specific training for Teachers-in-Charge.
- Continue to implement Personnel Development Program (PDP) I.
- Continue to develop and offer Leadership Program: Core Leadership Series.

Strategy Progress Report

Strategic Priority 4.6

Ensuring effective communications internally and externally, understanding that staff are WSD ambassadors, and the face of WSD in the community.

STATUS TO DATE:

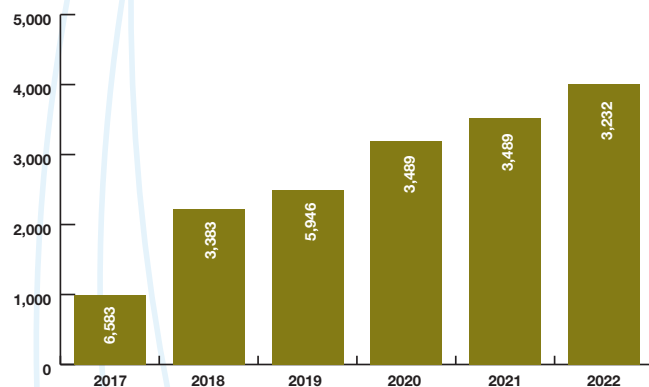
GOOD PROGRESS

- Managing staff interactions with media has helped to ensure WSD key messages are appropriately shared.
- The all-staff email communications from Chief Superintendent/CEO and Senior Administration during COVID-19 has presented an opportunity where staff feel more connected to WSD and feel more fully informed.
- WSD has connected with 3,518 LinkedIn members (professional social media platform).
- The WSD Bulletin is now shared universally in WSD (previously was sent to school or department secretaries only) via the all-staff email tool.
- Teaching Excellence Awards are shared via Spotlight/ OurSchools newsletters, , social media and included in the Annual Report to the community.
- WSD Employment Opportunities are posted on social media.

ACTIONS PENDING:

- Media relations protocol reminders to be shared with all staff annually.
- Ensuring the all-staff email communications tool is not overused will be a key factor in its continued success to inform and engage without overwhelming staff.
- Continue to use LinkedIn for sharing professional development opportunities.
- Review Yammer (Office 365 internal social media platform) to engage employees and create subgroups.

LINKEDIN FOLLOWERS



Strategic Priorities

5 • Fiscal Responsibility

To provide responsible management of tax dollars and resources to ensure long-term fiscal sustainability and accountability of the programs, facilities, and services that we provide.

Strategy Progress Report

Strategic Priority 5.1

Ensuring good governance, accountability, and transparency in the reporting of finances and operations, including annual budgets and consultation, annual reports, and audited financial statements that are publicly available.

STATUS TO DATE:

GOOD PROGRESS

- WSD delivers clear and comprehensive reporting through budgets, consultations, annual reports and audited financial statements.
- The Budget process is formalized, carefully planned and shared with the Board of Trustees and the public.
- Budget information and annual reports are accountable and transparent.
- Budgets have been met and cost-saving targets achieved.
- Developed a Financial Facts Booklet.

ACTIONS PENDING:

- Continue to provide information for the Budget process and consultations, report results in annual reports and share facts.
- Continue to update the Financial Facts Booklet on an annual basis.



Strategy Progress Report

Strategic Priority 5.2

Implementing the long-term capital plan, and recognizing and prioritizing needs and plans for infrastructure renewal, including further development and implementation of the technology infrastructure plan.

STATUS TO DATE:

GOOD PROGRESS

- Five-year capital plan is publicly available, and implementation is ongoing.
- Under the capital plan, projects are prioritized and shared with the Board.
- There is an established Facilities Management process that identifies maintenance, renovation and replacement of facilities.
- Between 2019 and 2022, WSD tested drinking water for lead in all schools as advised by Manitoba Public Health and Office of Drinking Water due to revised national guidelines.
 - WSD has tested all drinking water fixtures (water services, water fountains, kitchen sink faucets) and non-drinking water fixtures (in washrooms, utility rooms, labs, workrooms, etc.)
 - WSD has taken corrective measures where the fixtures tested above the guidelines. This included replacing fixtures, faucets, valves, aerators, fittings and piping, removing fixtures and or labelling “Do not Drink” and/or shut off.
- Between 2018 and 2021, Manitoba Environment Climate and WSD conducted lead in soil testing at 44 division school sites.
 - 13 school sites had samples that exceeded established guidelines.
 - Five school sites average sample concentration was below the guidelines. Therefore no further action required.
 - Seven school sites had exceedances, the division implemented a maintenance / management mitigation plan.
 - One school site (Weston) had remedial activities completed.
- WSD received \$2.5M in funding in January 2022 for ventilation system operational improvements in all our schools.
 - The funding is for completing the preliminary and final air survey reports, optimization plans and repairs, Engineering assessments, duct and coil cleaning, addition of CO2 sensors in air handling units, and air purifiers where required. These actions will optimize and improve the air flow and air exchanges within the schools.
 - As of Dec. 31, 2022 the division has expended \$899,000 of the \$2.5M and work is continuing.
 - As part of the repairs to optimize the ventilation systems within the school the WSD has invested \$185,000 to the end of Dec. 2022.
- WSD has acquired property and is planning for a new high school in the north-west part of the division.
- Replaced 1300 Wireless Access Points in all school and non-school sites within the division to provide increased capacity supporting the increasing number of student devices present.
- Replaced Network Switches across the division (Support for current network switches ends in October 2025, therefore replacement ensures continued network reliability and support for staff and students in each school and non-school sites division-wide.)

ACTIONS PENDING:

- WSD will continue to execute the five-year capital plan.
- Request to province for additional funding to address the constant infrastructure upgrades needed for buildings over 100 years old.
- Replacing VOIP phones and upgrades to fiber optic cabling services offered to new schools, new additions, and one existing school which does not currently have fiber. (Fiber optic cabling provides higher bandwidth and performance, increased security, and a more reliable connection to internet and telecommunication systems.)

Strategy Progress Report

Strategic Priority 5.3

Continuing to prudently manage expenditures, effectively allocate resources, and diligently seek operational efficiencies across the school division

STATUS TO DATE:

GOOD PROGRESS

- Expenditures are carefully planned, evaluated and monitored. Reports are shared with Administration and the Board, and projections are produced.
- Financial analysis is conducted on a monthly basis by the finance department.
- Employee retention has consistently been well within national norms despite the impact of aging workforce and pandemic related retirements.
- Carry out annual audits by an external auditor.
- Internal audits of each school bi-annually.
- Purchasing Department works collaboratively with other school divisions to achieve economies of scale.
- WSD subscribes to Merx.com RFP online program to maximize reach to service providers.

ACTIONS PENDING:

- Continued efforts to improve processes and develop capacities to analyze and implement operational efficiencies.

Strategy Progress Report

Strategic Priority 5.4

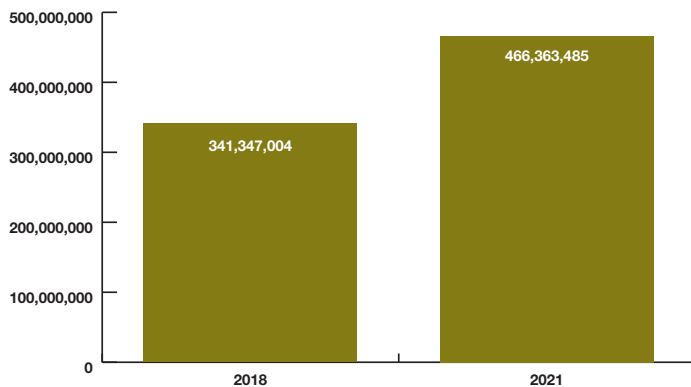
Continuing to prudently manage the long-term sustainability of WSD pension funds.

STATUS TO DATE:

GOOD PROGRESS

- The Sinking Fund Trustees Act has been repealed and a new asset mix has been developed; this is reflected in the Board approved Statement of Policies and Procedures (SIPP).
- WSD has established an investment committee comprised of external financial planners and internal staff to oversee pension fund investments.
- Actuarial company supports the pension fund committee.
- Employees are represented on the pension fund committee.

PENSION INVESTMENT VALUE



Strategy Progress Report

Strategic Priority 5.5

Pursuing additional sources of funding for programs, including attracting additional revenues for the Children's Heritage Education Endowment Fund, expanding upon scholarship programs, and developing partnerships with other community stakeholders.

STATUS TO DATE:

GOOD PROGRESS

- International education revenue has grown to over \$1.5 Million.
- The Children's Heritage Education Endowment Fund (CHEEF) has revenues of approximately \$2.0 M annually. There is currently about \$5.0 M in the Fund. Among other capital and program investments, the fund investment income is used to build play structures.
- WSD receives community philanthropic donations to further support student needs (i.e.: Moffats, Winnipeg Foundation, Schroeder, other).
- WSD has funding partnerships with various organizations (i.e.: Manitoba Aerospace, Indspire, University of Winnipeg).
- Jordan's Principle Coordinator is funded by Southern Chiefs Organization.

ACTIONS PENDING:

- Continue to disseminate information about the CHEEF.
- Continue to pursue partnerships.

Strategy Progress Report

Strategic Priority 5.6

Advocating on behalf of students and ratepayers to government for sustainable funding.

STATUS TO DATE:

GOOD PROGRESS

- Trustees and Administrators both advocate to government for adequate and sustainable funding through their respective contacts and avenues for influence.
- Throughout the pandemic, WSD advocated for additional funding to offset related costs.
- WSD advocated for additional provincial funding for Inclusive Education Student Support.

ACTIONS PENDING:

- Continue to advocate to government for sustainable funding. Given the fiscal position of the Province, funding increases are expected to be limited in the short-term.



Strategic Priorities

6 • **Communications and Partnerships with the Community**

To further develop communications and partnerships with communities we serve, parents, families, government, businesses, health and social service agencies, Indigenous education, other community organizations, and our valued volunteers.

Strategy Progress Report

Strategic Priority 6.1

Continuing to engage parents, guardians, families and caregivers as critical partners in learning.

STATUS TO DATE:

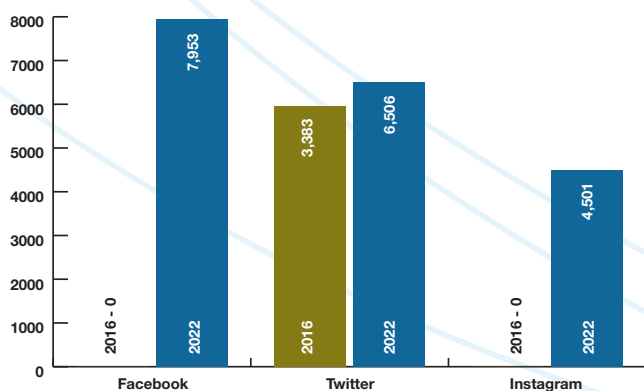
GOOD PROGRESS

- Established positive Social Media presence and engaged followers:
 - Facebook – 8060 Followers
 - Twitter – 6376 Followers
 - Instagram – 4004 Followers
- Media relations have improved and WSD is represented more fairly in recent years.
- WSD continues to take a leadership role in Manitoba on education related media coverage.
- Positive news coverage has increased for WSD with more focus on community outreach programs, teacher and student excellence recognition, classroom/education innovation.
- Lack of education-based communications tools from MB Government has led to increased WSD-created COVID-19 information materials for school communities.
- Increased subscription to School Messenger has streamlined direct communication with families from schools, supported by divisional communications.
- Provide learning opportunities for parents at the division level (ex. conferences, webinars, in-person) as well as at the school level (ex. math night, make and take evenings, drug awareness, etc.)

ACTIONS PENDING:

- Re-establish in person connections following the COVID-19 pandemic via parent-teacher conferences, concerts, family BBQ's, spring festivals, etc.
- Re-establish connections with parent councils following the COVID-19 pandemic.

SOCIAL MEDIA FOLLOWERS



Strategy Progress Report

Strategic Priority 6.2

Pursuing partnerships and activities in the community that raise awareness and advocate for student needs. Communicate successes to the community.

STATUS TO DATE:

GOOD PROGRESS

- Shared 650 Spotlight/Our Schools articles between September 2016 and June 2021.
- There are many community partnerships. Some examples are:
 - Winnipeg Art Gallery – Quantum Arts programs
 - Winnipeg Symphony – Sistema
 - Sisler Vancouver Film School
 - Breakfast2Go – Manitoba Harvest
 - Cool 2Be Kind – Winnipeg Police Services
 - Omazinibii'geg Artist Collective – SEED
 - Tec-Voc builds beds - Sleep in Heavenly Peace non-profit
 - Variety Dental program
 - Student walk with Bear Clan
 - Jordan's Principle
 - Partnerships with community, government and financial institutions regarding access to Canada Learning Bond.
 - Newcomers Employment and Education Development Services (NEEDS)

ACTIONS PENDING:

- Continue to build on current partnership relationships and add to relationships.
- Revisit how to work with partners in ongoing program development.
- Stay mindful of the changing needs of students.



Strategy Progress Report

Strategic Priority 6.3

Developing initiatives to expand the use of community partnerships, connecting with division graduates in local business and industry, encouraging graduates to live and work in Manitoba, utilizing in-house expertise, apprenticeships, co-op programs, and partnerships to respond to labour market needs.

STATUS TO DATE:

GOOD PROGRESS

- High School Apprenticeship, International Brotherhood of Electrical Workers (IBEW) Electrical program, technical vocational education (Tec-Voc and R. B. Russell), Aerospace Program at Tec-Voc, Medical Industry programs at Children of the Earth, Medical Industry program at DMCI including partnerships with Pan Am Clinic, WRHA and Health Sciences Centre
- Partnership with Manitoba Building and Trades Institute which houses the WSD Electrical apprenticeship program and access to the Try a Trade program.
- Work experience and community partnerships with technical vocational programs at R. B. Russell and Tec-Voc.
- Through the work of the ISS Community Transition Support Teacher, students in high school ISS programs receive community/work experiences.
- All schools work with employment sites and community placements to ensure student safety through the Worksite Safety Officer.

ACTIONS PENDING:

- Continue efforts, utilizing existing partnerships, and invite new partnerships with businesses.



Health Sciences Centre
Winnipeg



Strategy Progress Report

Strategic Priority 6.4

Continuously developing Indigenous Education Initiatives. Demonstrate leadership in acting on the recommendations of the Truth and Reconciliation Commission where applicable for a public school division.

STATUS TO DATE:

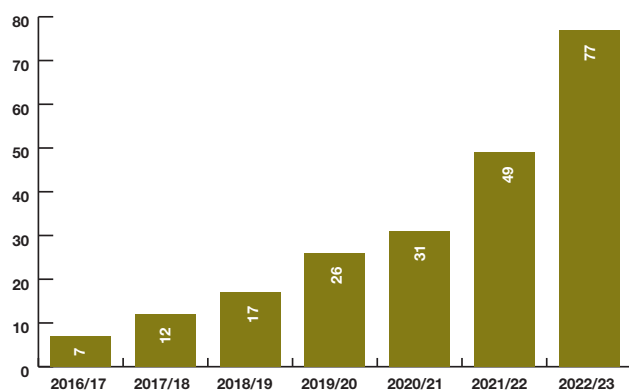
GOOD PROGRESS

- Policy Training for all staff.
- Strengthen division-wide engagement in Pow Wows.
- Enhanced division-wide National Day for Truth and Reconciliation (formerly Orange Shirt Day).
- Enhanced Professional Network of Indigenous Educators (PNIE).
- Enhanced Indigenous Book Study engagement.
- Enhanced Tea and Bannock engagement.
- Began Elder/Knowledge Keeper Circle.
- Began grandmother/grandfather initiative.
- Jordan's Principle initiative – hired a Jordan's Principle Coordinator with plans to add a second Coordinator.
- Continue to develop Indigenous content to integrate into curricula for all students.
- Continue Journeys Training with Division Leadership.
- Enhanced Bilingual (Ojibwe and Cree) Program enrolment.
- Enhance Indigenous Youth Leadership Program (IYLP) thru the Indigenous Graduation Coaches.
- Continue offering Indigenous Professional Development related to classroom enhancement and change.
- Began implementation of the provincial document Mamāhtawisiwin: The Wonder We Are Born With.

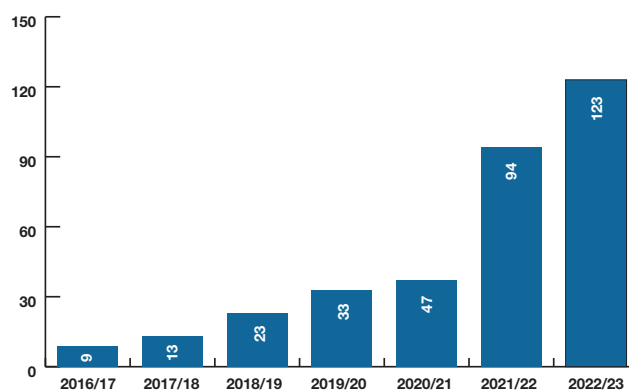
ACTIONS PENDING:

- Continue to develop Land-based Learning initiatives.

CREE ENROLMENT



OJIBWE ENROLMENT



Enrolment in Cree/Bilingual language program.

Strategy Progress Report

Strategic Priority 6.5

Developing school community hub programs with wrap-around services for children and families as appropriate. Continue to identify applicable health and social service supports.

STATUS TO DATE:

IN PROGRESS

- Programs have been developed in two directions: 1) around the needs of students, and 2) around development of health and services provided in neighbourhoods.
 - MorningStar – R. B. Russell Vocational High School
 - Student Success Centre – Elmwood High School
 - Community Outreach Worker Program – St. John’s High School
 - COACH – Mulvey School, General Wolfe School
 - Youth Justice Programs – Elmwood High School, Gordon Bell High School, St. John’s High School, Daniel McIntyre Collegiate Institute, R.B. Russell Vocational High School.
- Transition programming supports students when they move to different settings.
- Began implementation of Huddle program partnership.

ACTIONS PENDING:

- Most services are external and outside of WSD control. WSD will continue to advocate for effective wrap-around services for children and families.
- Continue to work with government in obtaining services for children and families.

Strategic Priorities

7 • Sustainability

To strengthen and enhance sustainable development initiatives that address environmental, social, and economic issues.

Strategy Progress Report

Strategic Priority 7.1

Ensuring that the Education for Sustainable Development plan, through the five lenses of governance, curriculum, teaching and learning, capacity building, facilities and operations, places emphasis on citizenship and environmental stewardship behaviours.

STATUS TO DATE:

GOOD PROGRESS

- WSD's Education for Sustainable Development Plan (ESD) is reviewed annually.
- Schools have had their own ESD Plans and engage in awareness and action-oriented initiatives and activities.
- Students are actively involved in social justice, citizenship, environmental activities, and initiatives in the school and community.
- WSD's long standing Human Rights Resource Group (HRRG) is planning a year series of initiatives engaging all the schools in the division.
- WSD has four UNESCO schools that work collaboratively with a world-wide network of schools in learning approaches to address global challenges.
- WSD has five ROOTS and SHOOTs schools that are members of the Dr. Jane Goodall Institute and work to improve the lives of people, animals and the environment.
- Every school has mentor representation in divisional professional development and meetings.

ACTIONS PENDING:

- Committees are aligning the plan to the WSD Strategic Plan for reporting purposes.
- Human Rights Resource Group to plan another series of division-wide initiatives as a sequel to Everybody Has the Right.
- Schools to focus on all pillars of ESD, continue work with Environment and enhance Economic and Human Rights pillars.



Strategy Progress Report

Strategic Priority 7.2

Developing initiatives that are reflective of the interdependence of economic, environmental and social issues such as waste reduction, energy management, LEED (Leadership in Energy and Environmental Design) implementation, and human rights.

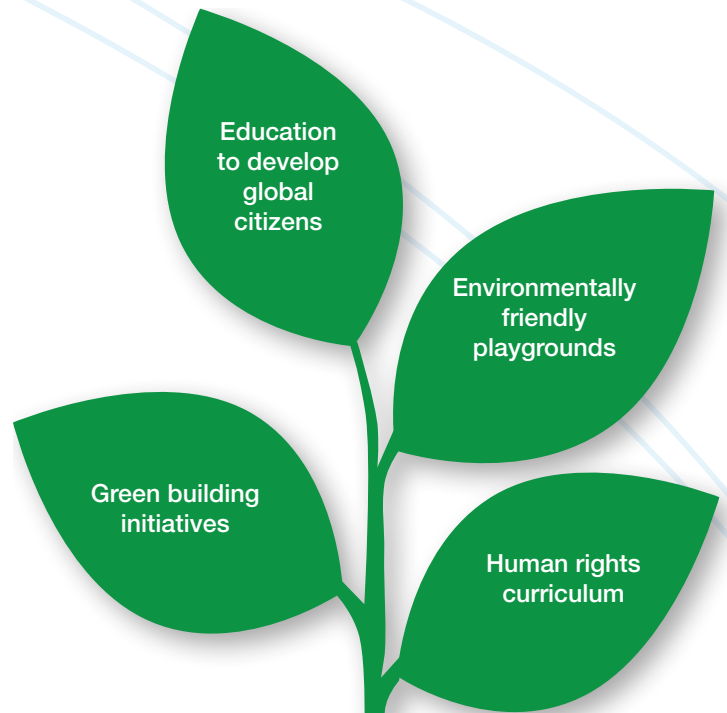
STATUS TO DATE:

GOOD PROGRESS

- WSD has tracking metrics and mechanisms to monitor waste and energy consumption. WSD actions have led to significant reductions in water and energy consumption.
- WSD has LEED building standard programs (for new and major upgrades) and energy management initiatives in place. Our newest school Waterford Springs is expected to achieve LEED gold.
- Construction and maintenance materials conform to LEED Resource Re-use, Recycled Content, Durable Building criteria, and low VOC content where available and practical.
- There has been an increase in the use of recycled paper, environmentally friendly cleaning and building products, and energy-efficient electronics and appliances.
- WSD has implemented a process to review, optimize and make improvements to ventilation systems and air quality within schools.
- School mentors will focus on all pillars of ESD, continue work with Environment and enhance Economic and Human Rights pillars.

ACTIONS PENDING:

- Continue efforts to monitor resource and energy consumption and to further develop environmental management strategies.



Energy improvements have resulted in avoidance of

61,101

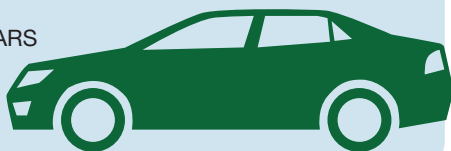
TONNES OF CARBON DIOXIDE EMISSIONS,

EQUIVALENT TO

18,572

 CARS

BEING REMOVED FROM THE ROAD



Green Manitoba, an agency of the Manitoba Government, estimates that the WSD's recycling program has the following effects each month:

45 TONNES GREENHOUSE GAS MITIGATED

77 KILOWATT HOURS SAVED IN ELECTRICITY

90 CUBIC METRES SAVED IN LANDFILL SPACE

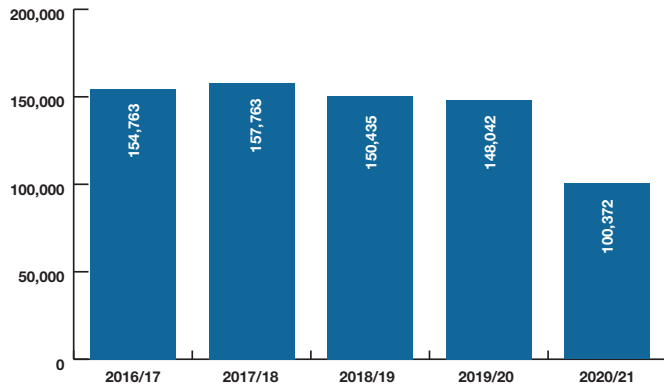
178 BARRELS OF OIL SAVED



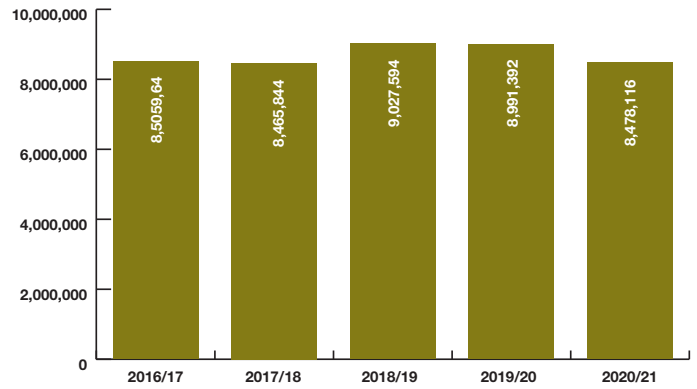
Key Performance Indicators

Sustainability

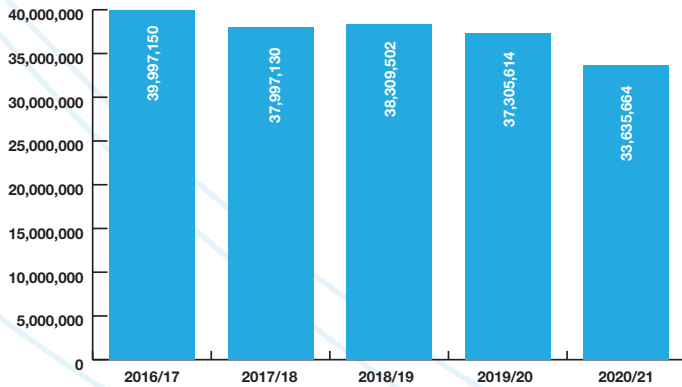
**WATER AND ENERGY CONSUMPTION:
WATER USAGE (CUBIC METERS)**



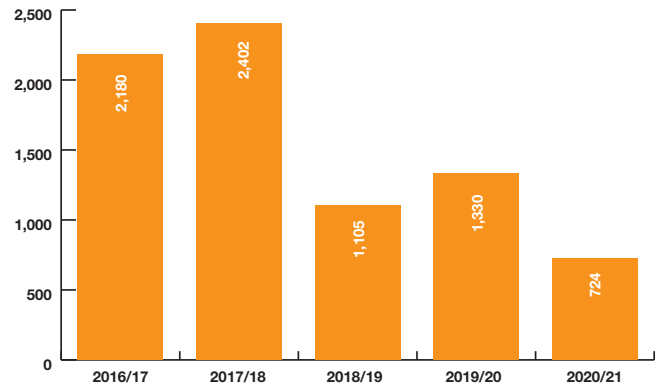
**WATER AND ENERGY CONSUMPTION:
GAS USAGE (CUBIC METERS)**



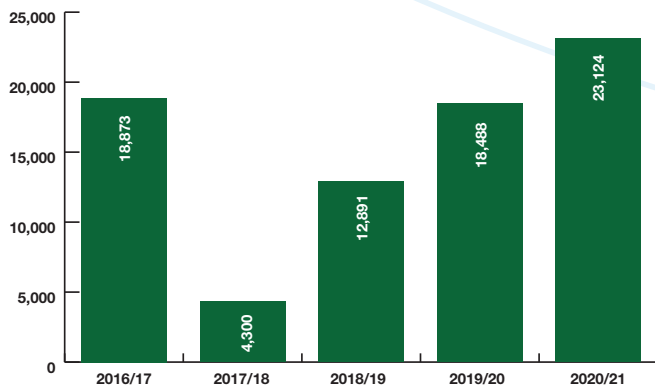
**WATER AND ENERGY CONSUMPTION:
ELECTRICITY(KWH)**



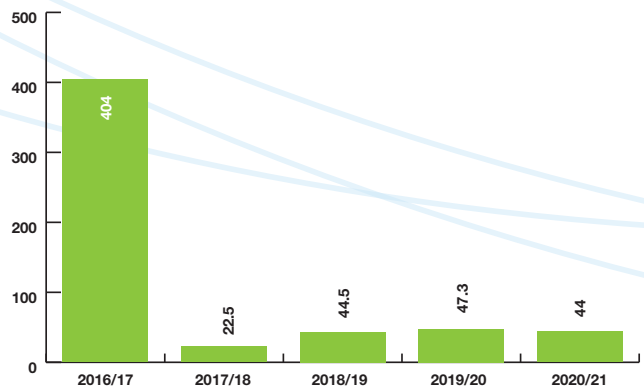
**RECYCLING:
FLUORESCENT LAMPS/BALLASTS (KG)**



**RECYCLING:
SCRAP METAL (KG)**



**RECYCLING:
CONCRETE/ASPHALT/PEA GRAVEL (CU. METERS)**



Strategy Progress Report

Strategic Priority 7.3

Continuing to expand diversity and equity related practices in education.

STATUS TO DATE:

IN PROGRESS

- WSD has programs and policies to promote diversity and equity via professional learning opportunities.
- Implementation has focused on awareness and action.
- Differentiated instruction addresses the needs of all learners.
- Enhanced relationships through the Professional Network of Indigenous Educators.
- Enhanced professional development to understand the diversity of students and families moving towards reconciliation and building relationships.
- An employment equity audit is being finalized.

ACTIONS PENDING:

- Human Resource Services is reviewing policies and practices to increase workplace diversity and equity.
- Recruitment practices continue to be reviewed to ensure the workforce reflects the student population.
- Develop an education equity strategy.

Strategy Progress Report

Strategic Priority 7.4

Expanding active transportation initiatives such as cycling, walking school bus, and encouraging physical activity as part of the learning experience.

STATUS TO DATE:

IN PROGRESS

- Walking school buses at various schools. This is limited as some neighbourhoods do not have sidewalks.
- Schools initiate various learning experiences for active living i.e. walk-a-thon, Terry Fox Run, field day.
- Educate and communicate with families regarding idling in school zones.
- Provide safety programming as part of active transportation.

ACTIONS PENDING:

- Continue efforts to integrate daily physical activity as part of transportation.
- Continue to advocate that the City of Winnipeg develop more bike/walking paths.
- Continue to educate and communicate with families regarding idling in school zones.
- Continue to provide safety programming as part of active transportation.

Key Performance Indicators

Winnipeg School Division has developed a group of key performance indicators (KPIs) to report on regularly that align with the strategic priorities. In addition, Administration tracks and measures a range of quantitative and qualitative indicators to assess the effectiveness of operations and programs.

STUDENTS

- Student achievement and performance locally, provincially, and nationally
- Satisfaction and well-being survey of students and parents
- Percentage of students at grade-level in literacy and math

LEARNING OUTCOMES

- High school graduation and course completion rates

ADDRESSING BARRIERS TO LEARNING

- Programs/initiatives to address accessibility, equity and social well-being
- Stability and mobility of children and families

EMPLOYEES

- Rate of employee retention/turnover (%)
- Diversity of school division staff – Equity Report (employee self-declaration)
- A comprehensive Employee Engagement Strategy be developed
- Promote leadership opportunities

FISCAL RESPONSIBILITY

- Financial plans and results (annual budgets, annual reports, and audited financial statements)
- Cost savings achieved in current year
- Budget-to-actual expenses (% variance)
- Percentage of funding allocated directly to schools compared to division administration

COMMUNICATIONS AND PARTNERSHIPS WITH COMMUNITY

- Number of partnerships developed that support the objectives of the strategic plan
- Number of student placements for career and life skill development
- Staff providing volunteer hours in the community and number of volunteers working in the school division
- Number of joint services with community organizations

SUSTAINABILITY

- Carbon footprint of WSD operations
- Water and energy consumption, volume of recycling
- Programs and initiatives that address the Education for Sustainable Development plan through the five lenses of sustainability
- Use of low emitting materials in all operations

Key Performance Indicators

STUDENTS	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
1. Student achievement and performance in the Division (Grade 12 Provincial Test)	(Jan./June)	(Jan./June)	(Jan./June)	(Jan./June)	
• English Language Arts	82.1% / 79.2%	82.1% / 80.1%	82.8%/80.4%	87.2%	Not assessed due to COVID-19 pandemic
• French Language Arts	95.1%	91.4% / 88.4%	NA / /88.7%	90.2%	
• Essential Math	68.4% / 51.7%	55.9% / 59.5%	56.6% / 62.9%	67.7%	
• Applied Math	60.0% / 62.2%	69.6% / 62.2%	75.1% / 72%	70.7%	
• Pre-Calculus	83.8% / 85.2%	83.1% / 84.4%	83.7% / 70.3%	87.2%	
2. Percentage of students at grade-level in literacy and math in the Division	Fall 2016	Fall 2017	Fall 2018	Fall 2019	
• Grade 3 ELA Reading Comprehension	49.9%	53.4%	54.4%	57.3%	Not assessed due to COVID-19 pandemic
• Grade 4 FLA Reading Comprehension	54.5%	53.6%	53.4%	57.2%	
• Grade 3 Math: Predicts Element/Pattern	62.8%	64.3%	65.5%	59.9%	
• Grade 7 Math: Number Representation	46.4%	51.2%	55.4%	49.3%	
• Grade 8 ELA		64.3%	63.6%	60.4%	
• Grade 8 FLA		77.2%	74.5%	79.4%	
3. Survey of students	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2021
• Sense of belonging (elementary)	84%	81%	79%	77%	69%
• Sense of belonging (secondary)	69%	66%	64%	65%	58%
• Feel safe at school (elementary)	63%	62%	61%	58%	57%
• Feel safe at school (secondary)	60%	56%	54%	49%	51%
• Positive teacher-student relations (elementary)	8.4 / 10	8.4 / 10	8.3 / 10	8.2 / 10	N/A
• Positive teacher-student relations (secondary)	7.0 / 10	6.9 / 10	6.9 / 10	6.8 / 10	N/A

Notes:

1. Provincial Assessment Results: ELA results have improved but remain below Provincial average, while FLA results are now above. Essential Math and Pre-Calculus results have both trended upwards over time and are both above Provincial results. Pre-Calculus has been above Provincial results for three years, whereas Applied Math scores have generally been below the Provincial results. *June 2020 and Jan/June 2021 assessments were not completed as they were cancelled by the Department of Education due to the COVID-19 pandemic.
2. Provincial Assessment Results: ELA and FLA reading comprehension in Grade 3 and Grade 4, respectively, have improved, although remain significantly behind Provincial results. Math results have fluctuated in both Grade 3 and Grade 7, remaining below the Provincial levels. *Fall 2020 assessments were not completed due to COVID-19 pandemic.
3. The OurSchool Survey is completed annually by a third party for many school divisions. WSD Survey results have slightly decreased over the past four years. Results in 2021-22 are much higher for students reporting moderate to high levels of anxiety. *Fall 2020 survey not completed due to COVID-19 pandemic. **Fall 2021 survey did not include teacher-student relations.

Key Performance Indicators

LEARNING OUTCOMES	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
High school graduation and course completion rates					
Graduation rates	83.7%	87.4%	89.5%	90.8%	87.3%
Completion rates:					
ELA Course Pass Rates					
Grade 7	93.1%	92.1%	90.2%	90.0%	85.6%
Grade 8	90.9%	90.5%	89.1%	88.3%	78.9%
Grade 9	77.2%	76.0%	75.7%	75.0%	71.9%
Grade 10	70.9%	72.3%	67.6%	73.8%	71.9%
Grade 11 (Literary focus)	74.5%	70.1%	69.3%	71.4%	70.3%
Grade 12 (Literary focus)	93.8%	74.6%	72.0%	73.1%	73.3%
Math Course Pass Rates					
Grade 7	92.3%	90.1%	89.6%	90.7%	86.1%
Grade 8	87.8%	87.8%	87.7%	89.5%	79.1%
Grade 9	75.6%	73.9%	70.2%	76.5%	75.2%
Grade 10	N/A	69.9%	71.3%	72.7%	70.3%
Grade 11	N/A	71.4%	68.7%	72.1%	68.7%
Grade 12	N/A	70.0%	71.1%	74.6%	74.4%
Grade 10 (pre-calculus)	81.6%	76.5%	76.1%	77.8%	79.1%
Grade 11 (pre-calculus)	82.9%	80.4%	77.0%	81.1%	76.4%
Grade 12 (pre-calculus)	81.6	78.7%	80.6%	84.9%	83.7%

Notes:

Graduation rates are based on Manitoba's six-year High School Graduation Rates (adjusted for attrition). Provincial graduation rates calculated by following students from Grade 9 for six years until graduation, from any school division in the province. WSD Graduation rates have improved from 2017/18. WSD notes a marked increase in the graduation of Indigenous students compared to ten years prior.

ELA course pass rates have decreased in the past four years in Grades 7 to 9. Course pass rates in Grades 10 to 12 have generally remained stable over the past four years.

Math course pass rates have fluctuated over the past four years. Grades 10, 11, and 12 also have pass rates for Essential Math and Applied Math, which have remained stable in the past four years. Grade 12 Pre-Calculus pass rates have improved.

Key Performance Indicators

ADDRESSING BARRIERS TO LEARNING	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Stability and mobility of children and families				Pandemic greatly affected stability and mobility	Pandemic greatly affected stability and mobility
Mobility – Elementary	21.6%	20.8%	19.5%	14.9%	27.4%
Mobility – Secondary	17.1%	16.5%	17.4%	14.2%	22.2%
Stability – Elementary	91.4%	91.9%	92.2%	93.6%	89.3%
Stability – Secondary	92.5%	92.6%	92.5%	93.0%	90.8%
Programs/initiatives to address accessibility, equity and social well-being	<p>WSD currently has nearly 1300 students enrolled in one of its 126 specialized low enrolment centres in 46 schools. Additional assistance is provided to 2500 identified students through WSD's continuum of support services. Student specific planning continues to be an important process and Individual Education Plans (IEP) are developed to address unique learning needs of students.</p> <p>To improve accessibility in school buildings, between 2016-2020, the following were completed:</p> <ul style="list-style-type: none"> • 8 elevators • 4 ramps • Installation of auto door operators at main entrances at 23 schools • 3 fire alarm visual signals installed • 12 accessible washrooms, and • 5 grooming rooms added 				

Notes:

The COVID-19 pandemic has impacted mobility and stability rates in the last few years. There were less students moving at the end of 2019/20 resulting in lower mobility rates and higher stability rates in the Division. In 2020/21, an increase of students switching to remote learning or home schooling resulted in higher mobility rates and lower stability rates.

Key Performance Indicators

EMPLOYEES	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Rate of employee retention/turnover (%)	3.8%	5.83%	5.63%	4.87%	5.93%
Diversity of school division staff – Equity Report (employee self-declaration)					
Women	69.9%	70.2%	69.9%	70.2%	71.1%
Indigenous Persons	12.2%	12.3%	12.3%	12.5%	12.1%
Visible Minorities	21.2%	21.8%	22.9%	24.1%	27.8%
Person with Disabilities	2.9%	2.9%	2.8%	2.9%	3.0%
Equity report derived from self declaration forms.	Plan is in development.				
Promote leadership opportunities	Leadership programs are in place.				
FISCAL RESPONSIBILITY	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Financial plans and results (annual budgets, annual reports, and audited financial statements)	Financial budget, annual reports and audited financial statements are all publicly available – WSD financial reports are accountable and transparent.				
Cost savings achieved in current year	Cost savings that were budgeted in 2020-2021 were achieved. Overall expenditure was under-budget, primarily due to cost savings in operations and maintenance.				
Budget-to-actual expenses (% variance) Note. In 2020-2021, budget to actual expense has a variance of -\$1.064 M on a total budget of \$454.5 M.	1.09%	1.04%	1.01%	1.00%	0.97%
Percentage of funding to division administration Note. WSD is amongst one of the lowest share of funding to division administration of all school division in Manitoba	2.64%	2.70%	2.53%	2.78%	2.54%

Key Performance Indicators

COMMUNICATIONS AND PARTNERSHIPS	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
Number of partnerships developed that support the objectives of the strategic plan	>100	>1000	>1000	>1000	>1000
Number of student placements for career and life skill development	802	949	522	Pandemic greatly affected student placements	Pandemic greatly affected student placements
Number of staff providing active volunteer hours in the community and number of volunteers working in the school division	953	1206	1309	916	153
Number of joint services with community organizations					180

Notes:

Community Transition Program provides job placements for students to gain work experience. Career development credits are offered at high school to support students engaging in career planning choices.

WSD staff provide a substantial amount of volunteer hours in our communities. In addition, in 2017/18, 76 schools registered 1,206 community volunteers including 931 parents and grandparents. In 2018/19, 75 schools registered 1,309 community volunteers including 1,004 parents and grandparents. In 2019/20 volunteers were reduced due to COVID-19 restrictions, 75 schools registered 916 community volunteers including 627 parents and grandparents. In 2020/21 volunteers were reduced due to COVID-19 restrictions, 37 schools registered 153 community volunteers including 86 parents and grandparents.

Total Volunteers consists of parents, grandparents and community volunteers supporting our schools. COVID-19 restrictions limited the use of volunteers in the 2019/2020 and 2020/2021 school years.

At least 10 community partners support WSD’s mental health strategy.

Key Performance Indicators

SUSTAINABILITY	2016/2017	2017/2018	2018/2019	2019/2020	2020/2021
1. Carbon footprint of WSD operations Avoidance of CO2 emissions (year over year)	4,006 Tonnes	5,152 Tonnes	5,732 Tonnes	5,792 Tonnes	685 Tonnes
2. Water and energy consumption:					
• Water usage (cubic meters)	154,370	157,763	150,435	148,042	100,372
• Gas usage (cubic meters)	8,505,964	8,465,844	9,027,594	8,991,392	8,478,116
• Electricity (kWh)	39,997,150	37,997,130	38,309,502	37,305,614	33,635,664
• Recycling:					
• Fluorescent lamps/ballasts (kg)	2,180	2,402	1,105	1,330	724
• Scrap metal (kg)	18,873	4,300	12,891	18,488	23,124
• Concrete/asphalt/pea gravel (cu. meters)	404	22.5	43.5	47.3	44

Notes:

1. Since the start of the energy reduction program in 2003, WSD has avoided 61.1 tonnes of CO2 emissions (equivalent of 18,572 cars being removed from the road). Twenty nine tonnes were avoided from 2014-2020. WSD continues to make good progress in reducing its carbon footprint with ongoing upgrades / replacements of building systems, such as boilers, windows, roofs, building envelopes, and digital controls.
2. Since 2002, WSD has reduced water consumption by 51% (by the end of 2019) and 66% (by the end of 2020). This trend in reduced water usage continues. WSD has had a steady decline in energy consumption since 2002. Electricity usage has decreased by 17% (by the end of 2019) and 25% (by the end of 2020). Gas usage has decreased by 32% (by the end of 2019) and 36% (by the end of 2020). The above 2020 percentage values reflect the start of the pandemic when schools were closed for periods of time. Recycling materials and volumes continue and remain steady.

Programs and initiatives that address the Education for Sustainable Development Plan through the five lenses of sustainability: WSD is providing leadership in programs and initiatives that address sustainable development, including active student involvement at school, teachers integrating sustainability topics, issues and approaches, recycling, reductions in energy and water consumption, construction and maintenance, and usage of recycled products, education awareness, and many other initiatives.

Use of low emitting materials in all operations: Low emitting materials and products are used throughout WSD including low VOC paints, adhesives, solvents, low formaldehyde lumber products, low VOC and environmentally friendly cleaning products. 2020-2021 emissions are very low as the first ten school in the initiative are no longer being tracked.

Summary

Winnipeg School Division worked diligently to make progress in the strategies outlined in its plan. Overall, 26 of the strategies within the Strategic Plan have shown good progress, and 8 continue to be in progress. The chart below summarizes WSD’s “report card” on progress to date. The Board and Administrators also recognize that some strategies, particularly those focused on students, are higher priority, and some areas by their nature are continually “in progress.”

STRATEGIC PRIORITY AREA	Number of Strategies Rated:		
	GOOD PROGRESS	IN PROGRESS	NO PROGRESS
1. Students	3	1	0
2. Learning Outcomes	2	2	0
3. Addressing Barriers to Learning	5	0	0
4. Employees	4	2	0
5. Fiscal Responsibility	6	0	0
6. Partnerships with the Community	4	1	0
7. Sustainability	2	2	0
TOTAL	26	8	0

WSD continues to improve on its ability to collect, monitor and track performance indicators. As outlined in this progress report, there have been positive trends in a number of key areas across the Division. WSD performance has improved in several areas, including but not limited to the following:

- Addressing barriers to learning and improving accessibility in facilities over a phased-in capital plan.
- Course completion rates in language arts and math.
- Increasing availability, adoption and usage of technology in the classroom.
- Assisting more students with services such as new ways of learning, career learning, mental health, and other services.
- Enhanced education support services for Indigenous students and new Canadian students.
- New policies to promote diversity, inclusiveness, and equity, and to further ensure safety.
- Reducing employee turnover.
- Increasing the diversity of staff members.
- Transparency of financial budgets, results, and meeting budgets.
- Maintaining the lowest share of funding to administration of all school divisions in the Province.
- Growing partnerships with community.
- Increasing the number of staff members volunteering in the community.
- Environmental stewardship such as reducing CO2 emissions, water and gas usage; and increasing the recycling of materials.

This Progress Report is part of WSD's commitment to the Strategic Plan. The achievements of WSD are a testament to the students, teachers, staff, parents, Trustees, administrators, and partners in the community.

WSD is committed to being accessible and transparent in reporting on educational and financial results. WSD will continue to develop plans and implement actions aligned with the direction and priorities of the Strategic Plan. Communication and partnerships with the community is ongoing. WSD invites input from all stakeholders to provide opportunities for all students.



WINNIPEG SCHOOL DIVISION