



DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

Multi-Year Strategic Plan

2019-2023





“A dream becomes a goal
when action is taken toward
its achievement.”

BO BENNETT



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Our Motto

Thriving Learners ∞ Flourishing Communities

Des apprenants épanouis ∞ Des communautés florissantes

Gegwe-gikenjigewaad ∞ Mamino-ayaang Eyaang



Our Vision

Our Vision is for all members of our community to excel as caring, confident, capable, and resilient life-long learners who contribute to a democratic and sustainable world.

Our Mission

Our Mission is to provide a safe, inclusive, and engaging environment, where personal and collective learning are valued, and each one of us reaches our full potential.





Sandy Nemeth

Letter from the Chair

Our new Multi-Year Strategic Plan (MYSP) is a bold, visionary, and comprehensive roadmap for the future of the Louis Riel School Division. It illustrates what our community can expect and what all learners will experience as they journey from kindergarten to Grade 12.

As Indigenous culture and teachings continue to guide many conversations and decisions in LRSD, we looked to the [Circle of Courage](#) and how its principles of Belonging, Mastery, Independence and Generosity create a whole learner approach to education. By applying these principles to our MYSP, we, as a community, are able to collectively create a four-year plan that supports and nurtures a culture of learning and [well-becoming](#), inclusion and equity, of caring and collaboration, and inquiry and responsibility.

The [Louis Riel School Board](#) takes great pride in sharing our MYSP with our community. Creating this vision for the future was a collaborative effort with the [LRSD Senior Leadership Team](#), who are an incredible collective of passionate individuals dedicated to ensuring LRSD continues to flourish.

Our community can continue to look forward to regular, thorough and transparent reporting as we journey to 2023 together in support of our more than 15,500 thriving learners, their [well-becoming](#) and success.



Christian Michalik

Letter from the Superintendent

Celebrating an LRSD Milestone!

A major milestone for LRSD was achieved in June 2019 as the [Louis Riel School Board](#) adopted our 2019-2023 MYSP. This plan articulates our goals for the next four years and serves as our navigation system to a thriving and flourishing future.

I am proud and excited to share this document with the broader community so everyone in LRSD can learn about what we aim to achieve by 2023 and how we plan to get there.

Our MYSP was built from the input we received through a series of [interactive Thoughtexchange consultations](#) with the LRSD community. We asked learners, staff and families what LRSD's best future looked like to them, and 5,910 participants shared 7,486 thoughts and offered 202,229 ratings.

The themes that emerged from these exchanges allowed us to consider the many voices that make up the LRSD community and engage in group conversations about visioning and

implementing our collective hopes and aspirations for LRSD through to 2023.

The following pages articulate these goals and our collective commitments to achieve them as we journey together over the next four years. We have expressed these outcomes in the form of four strategic priorities that centre around the notion of building and nurturing culture.

- **Strategic Priority 1:** Creating a Culture of Equity and [Inclusion](#)
- **Strategic Priority 2:** Creating a Culture of Learning and [Well-Becoming](#)
- **Strategic Priority 3:** Creating a Culture of Inquiry and Responsibility
- **Strategic Priority 4:** Creating a Culture of Caring and Collaboration

It will become evident that our four strategic priorities parallel the quadrants of the [Circle of Courage](#), an Indigenous-inspired whole-learner framework for a holistic learning

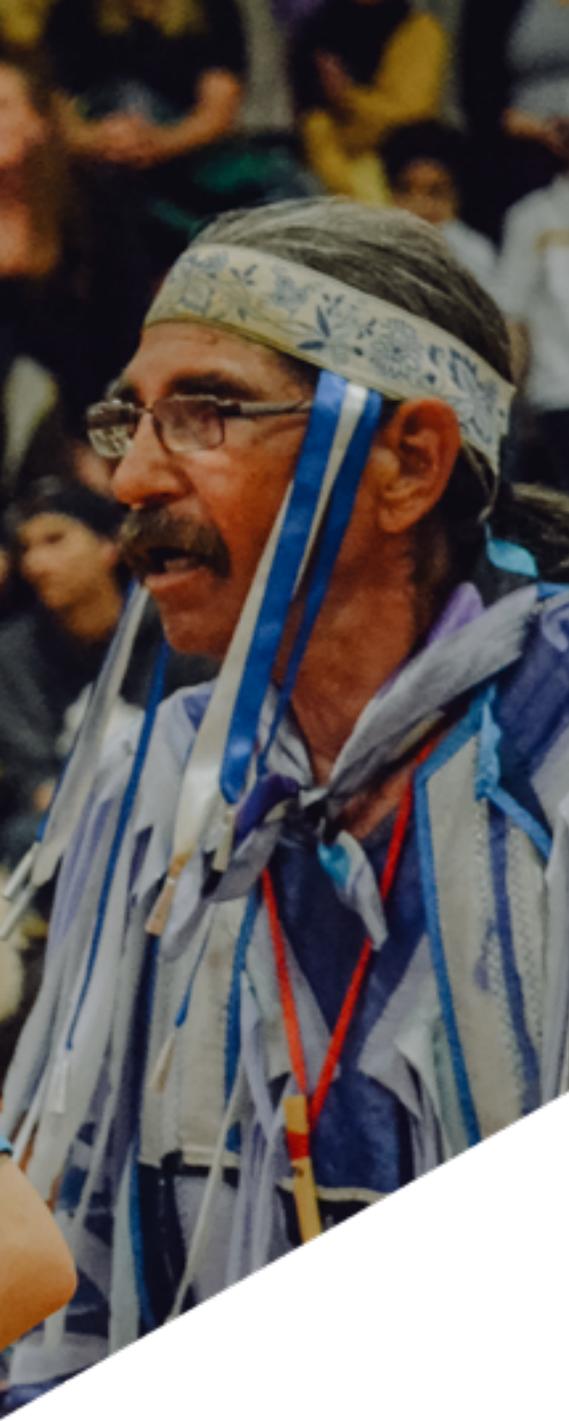
journey that incorporates the concepts of [Belonging](#), Mastery, Independence and Generosity.

Each of the four strategic priorities is supported by a series of strategic goals to build and nurture a sense of community and ownership for students, staff and parents/guardians. The goals are worded to suggest a theory of change that describes how we will achieve our strategic priorities.

The next step in our work as a community will be to develop and implement the strategies to achieve the strategic goals and to identify the targets to measure achievement.

As our MYSP makes clear, each one of us plays a vital role in supporting our growing divisional community of more than 15,500 thriving learners and 40 flourishing school communities.





Our Treaty Acknowledgement

The Louis Riel School Division acknowledges the land on which our learners, staff and families gather is Treaty One Territory and the traditional territory of the Anishinaabe, Ininewak, and Dakota peoples, and homeland of the Métis Nation.

LRSD is committed to a renewed relationship with Indigenous learners, families, staff and the broader community.

Our division recognizes the importance of the [Calls to Action outlined by the Truth and Reconciliation Commission of Canada](#). In our collective effort to see Indigenous learners flourish, LRSD has made significant local investments to address several of the education-specific Calls to Action.

LRSD has also implemented the [Circle of Courage](#), which is a model of positive youth development first described in the book, *Reclaiming Youth at Risk*, co-authored by Larry Brendtro, Martin Brokenleg, and Steve Van Bockern, as a whole-learner framework and as a reference tool in our strength-based class profile process in all 40 LRSD schools.





Introduction

Since January, the LRSD community has engaged in a series of conversations about visioning for our future as well as how to implement these hopes and aspirations.

During two separate online and [inter-active Thoughtexchange \(TE\) consultations](#), students, staff and parents were invited to share their perspectives and read and rate the thoughts of others.

The themes that emerged informed our renewed Vision and Mission and helped illuminate four strategic priorities that frame our MYSP for 2019-2023. Moreover, the collective aspirations shared in the TE as well as through a multitude of conversations throughout 2018-2019 inspired our efforts to identify meaningful and measurable strategic goals for each priority.

We detail our desired outcomes in our strategic goals that will guide our learning community to success by 2023.

These goals constitute the destination we are aiming to reach by the end of our four-year collective journey, and the MYSP will serve as our navigation system to a thriving and flourishing

future. Although the goals are worded to suggest a theory of change, the next step in our work as a learning community will be to develop and share strategies that will help us achieve success as well as the targets we'll use to measure achievement.

STRATEGIC PRIORITIES FOR 2019-2023

Our four strategic priorities parallel the quadrants of the [Circle of Courage](#), an Indigenous inspired whole-learner framework for a holistic learning journey that incorporates concepts of [Belonging](#), Mastery, Independence and Generosity.





Strategic Priority 1: Creating a Culture of Equity and Inclusion

BELONGING QUADRANT

Achieving the following goals will accomplish LRSD's strategic priority of creating a culture of equity and inclusion.



STRATEGIC GOAL 1.1

All learners will demonstrate a thorough understanding of equity and inclusion through a strong sense of connectedness to peers, staff and community.

We will achieve this by:

- knowing and valuing the story of each learner, family and community;
- reducing the impact of factors such as complex poverty, racism, prejudice, and physical and mental health challenges on learning and [well-becoming](#);
- implementing the [Truth and Reconciliation Commission of Canada's \(TRC\) Calls to Action](#) (i.e., Indigenous languages, treaty education, and closing the gaps for Indigenous learners);
- ensuring every learner sees a place for themselves in classrooms, schools, and LRSD;
- allocating opportunities and resources in ways that recognize local and personal strengths and needs;
- eliminating the learning gaps related to socio-economic status, race, ethnicity and gender.

STRATEGIC GOAL 1.2

All staff will recognize their collective capacity to strengthen practices of equity and inclusion that can be achieved through a strong sense of connectedness to their learners, peers, families and community.

We will achieve this by:

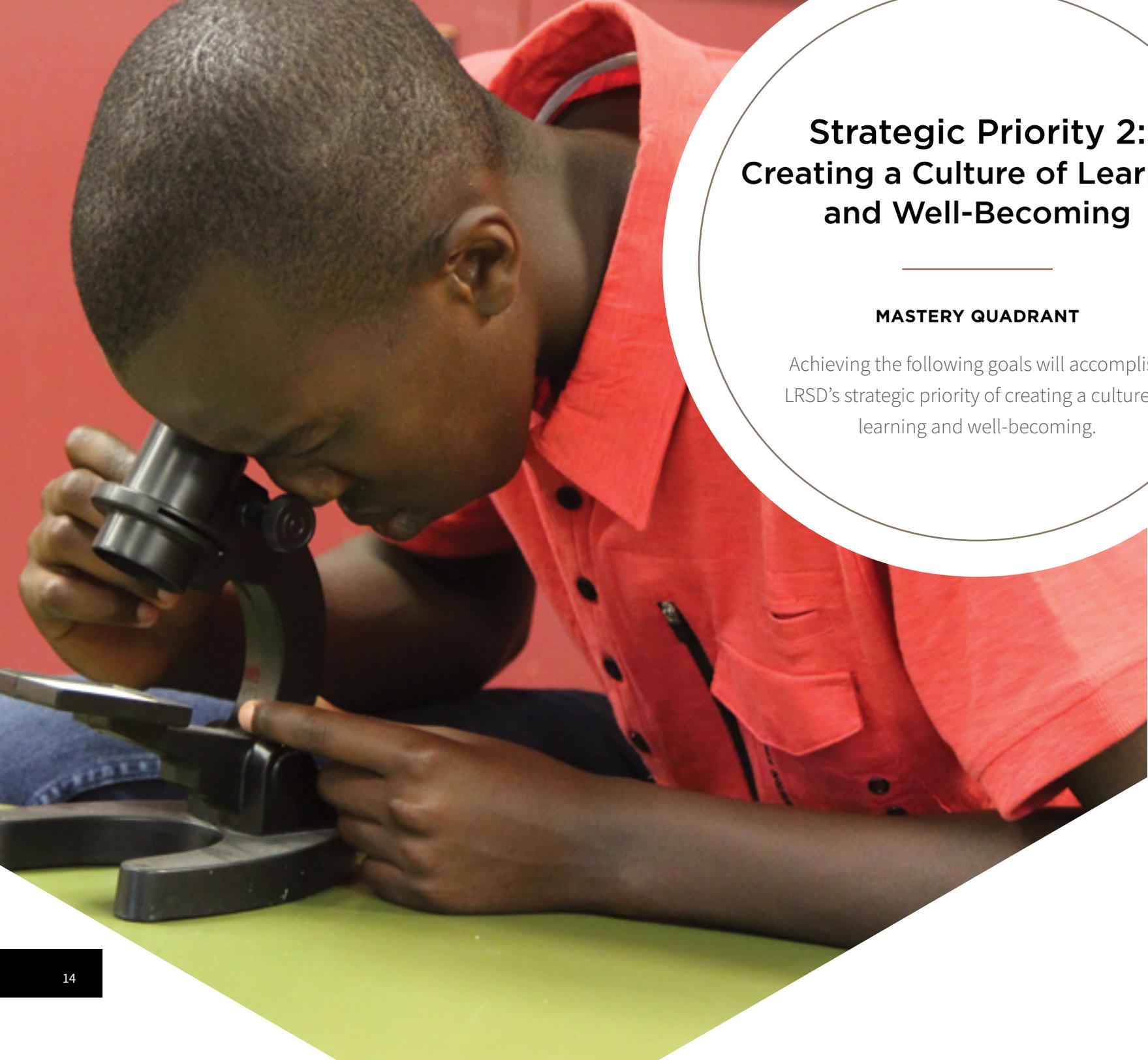
- ensuring staff are a part of a collective response that guarantees each learner and family know they have a person in their school who will advocate for them;
- involving staff in a collective and systemic effort to reduce the impact of factors such as complex poverty, racism, prejudice, and physical and mental health challenges on learning and well-becoming;
- ensuring all staff sees they are reflected and have a place in classrooms, schools, and LRSD;
- building capacity and co-creating the strategies to implement the TRC's Calls to Action such as continuing the development of the K-3 Ojibwe language program, including Indigenous perspectives in curriculum, treaty education throughout K-12 and learning cohorts we call [ECHO](#) in all high schools;
- strengthening the principles of equity and [inclusion](#) such as responsive tiered instruction, the [Circle of Courage](#), and [Universal Design](#) into our collective practice;
- co-creating systemic strategies to eliminate the learning gaps related to socio-economic status, race, ethnicity and gender.

STRATEGIC GOAL 1.3

All parents/guardians will demonstrate support for Strategic Priority 1 and contribute to a culture of equity and inclusion in LRSD.

We will achieve this by:

- sharing and promoting Strategic Priority 1 with the community to gain their understanding and support;
- ensuring all parents/guardians are welcomed as partners in classrooms, schools, and LRSD;
- involving parents/guardians in a collective and systemic effort to reduce the impact of factors such as complex poverty, racism, prejudice, and physical and mental health challenges on learning and well-becoming.

A young boy with short dark hair, wearing a bright red short-sleeved button-down shirt, is leaning over a desk. He is looking through the eyepiece of a black microscope. His left hand is on the base of the microscope, and his right hand is holding the eyepiece. The desk is green. The background is a solid red color.

Strategic Priority 2: Creating a Culture of Learning and Well-Becoming

MASTERY QUADRANT

Achieving the following goals will accomplish LRSD's strategic priority of creating a culture of learning and well-becoming.



STRATEGIC GOAL 2.1

All learners will demonstrate evidence of improved achievement, engagement, and well-becoming as critical-thinkers, problem-solvers and communicators.

We will achieve this by:

- co-creating and co-articulating a K-12 learning journey that values relevance and creativity as much as rigour and accountability;
- strengthening pre-school partnerships and structures, [early years programming](#), and play-based instructional practices;
- advancing deeper-learning, project-based, problem-solving and career-focused middle and high school instructional practices;
- deepening inclusive instructional practices;
- enhancing and modernizing learning environments in our schools;
- innovating and applying the use of technologies to support learning;
- developing systemic approaches to promoting and supporting our students' health, well-being and [well-becoming](#).

STRATEGIC GOAL 2.2

All staff will demonstrate greater collective efficacy, capacity and well-being.

We will achieve this by:

- co-creating and co-articulating a K-12 learning journey that values relevance and creativity as much as rigour and accountability;
- creating professional learning structures that nurture trusting relationships and create opportunities for meaningful collaboration;
- promoting participative decision-making that genuinely empowers staff and fosters collective efficacy;
- supporting [cycles of collaborative inquiry](#) that lead to student, staff and system improvements;
- integrating the latest cognitive science research into our collective practice;
- innovating and applying the use of technologies to support learning and system improvements;
- developing systemic approaches to promoting and supporting our staffs' health, well-being and well-becoming.

STRATEGIC GOAL 2.3

All parents/guardians will demonstrate support for Strategic Priority 2 and contribute to a culture of learning and well-becoming in LRSD.

We will achieve this by:

- sharing and promoting Strategic Priority 2 with the community to gain their understanding and support;
- nurturing community connections that build community partnerships and parental participation to co-create a culture of learning and well-becoming in LRSD;
- encouraging a shared vision of the future that focuses our aspirations for learning and well-becoming in LRSD;
- developing systemic approaches to promote and support our families' journeys of learning and well-becoming.



Strategic Priority 3: Creating a Culture of Inquiry and Responsibility

INDEPENDENCE QUADRANT

Achieving the following goals will accomplish LRSD's strategic priority of creating a culture of inquiry and responsibility.



STRATEGIC GOAL 3.1

All learners will demonstrate the aptitudes, skills and knowledge to be autonomous and confident in their innate ability to achieve goals and become life-long learners.

We will achieve this by:

- enhancing a student-centred and strength-based approach that ensures student feedback is specific, personalized and relevant, achieving the impactful differentiation as described by [John Hattie \(2012\)](#), beginning with teachers knowing, for each learner, where they are in relation to the success criteria;
- ensuring learners have a clear understanding of the learning intentions and success criteria so that they become assessment-capable learners ([Frey, Fisher and Hattie, 2018](#));
- encouraging student-centred and strength-based assessment practices as well as designing learning opportunities where learners use “goals and results to fuel their own learning” ([Frey, Fisher and Hattie, 2018](#));
- building learning structures that empower learners to self-monitor and adjust their pace and path, thereby becoming self-guided, self-efficacious life-long learners ([Almarode, Fisher, Thunder, Hattie & Frey, 2019](#)).

STRATEGIC GOAL 3.2

All staff will demonstrate that they are members of on-going cycles of collaborative evidence-informed inquiry to improve practices and systems.

We will achieve this by:

- strengthening experiential job-embedded professional learning models such as the [Personalized Professional Learning](#) initiative and [The Writing Project](#) to enhance collective teacher capacity;
- ensuring all teachers are part of on-going cycles of collaborative evidence-informed teacher inquiry to refine or rethink instructional practices that support student learning;
- developing a cycle of multi-year norming studies for literacy and numeracy in early, middle and high school to support the [collaborative inquiry](#) cycles;
- strengthening the Leadership Team’s collective capacity by consolidating its learning inquiry cycles using the [Learning Conversations Protocol](#) developed by educational psychologists, Steven Katz and Lisa Ain Dack, and guided by [system-level](#) and [school-level](#) leadership frameworks established by Dr. Leithwood, a renowned educational researcher;
- extending the experiential job-embedded professional learning model and cycles of collaborative evidence-informed inquiry to all staff in all departments;
- aligning budgets with strategic priorities and goals;
- enhancing all staffs’ data literacy.

STRATEGIC GOAL 3.3

All parents/guardians will demonstrate support for Strategic Priority 3 and contribute to a culture of inquiry and responsibility in LRSD.

We will achieve this by:

- sharing and promoting Strategic Priority 3 with the community to gain their understanding and support;
- supporting all community members’ data literacy;
- helping parents/guardians understand and value staffs’ professionalism and LRSD’s collaborative inquiry cycles aimed at improving staff practice, systemic structures and student learning.



Strategic Priority 4: Creating a Culture of Caring and Collaboration

GENEROSITY QUADRANT

Achieving the following goals will accomplish LRSD's strategic priority of creating a culture of caring and collaboration.



STRATEGIC GOAL 4.1

All learners will demonstrate care and concern for others and their natural environment, so they feel safe to take risks, share successes and failures, and learn together.

We will achieve this by:

- providing all learners with opportunities to work collaboratively to demonstrate citizenship, compassion, cultural awareness and sensitivity;
- ensuring all learners feel valued and contribute their voice and agency;
- valuing diversity and varied world views;
- providing all learners with opportunities to demonstrate concern and care for the natural environment by co-creating a comprehensive K-12 climate-science-informed [Education for Sustainable Development](#) initiative.

STRATEGIC GOAL 4.2

All staff will demonstrate care and concern for others and their natural environment, so they feel safe to take risks, share successes and failures, and learn together.

We will achieve this by:

- providing all staff with opportunities to work collaboratively to strengthen our collective efficacy to provide all learners with opportunities to demonstrate citizenship, compassion, cultural awareness and sensitivity;
- ensuring all staff feel valued and contribute through their voice and agency;
- valuing diversity and varied world views;
- building capacity and co-creating strategies to implement the [TRC's Calls to Action](#);
- co-creating a comprehensive K-12 climate-science-informed Education for Sustainable Development initiative to research, develop and implement real-world sustainable development solutions.

STRATEGIC GOAL 4.3

All parents/guardians will demonstrate support for Strategic Priority 4 and contribute to a culture of caring and collaboration in LRSD. We will achieve this by:

- sharing and promoting Strategic Priority 4 with the community to gain their understanding and support;
- creating a collaborative learning culture where all members of the LRSD community feel safe to take risks, share successes and failures, and learn together;
- strengthening generosity and caring for all members of our community through the removal of barriers for all learners that will allow them to thrive and communities to flourish;
- co-creating strategies to implement the TRC's Calls to Action;
- co-creating a comprehensive K-12 climate-science-informed Education for Sustainable Development initiative to research, develop and implement real-world sustainable development solutions.

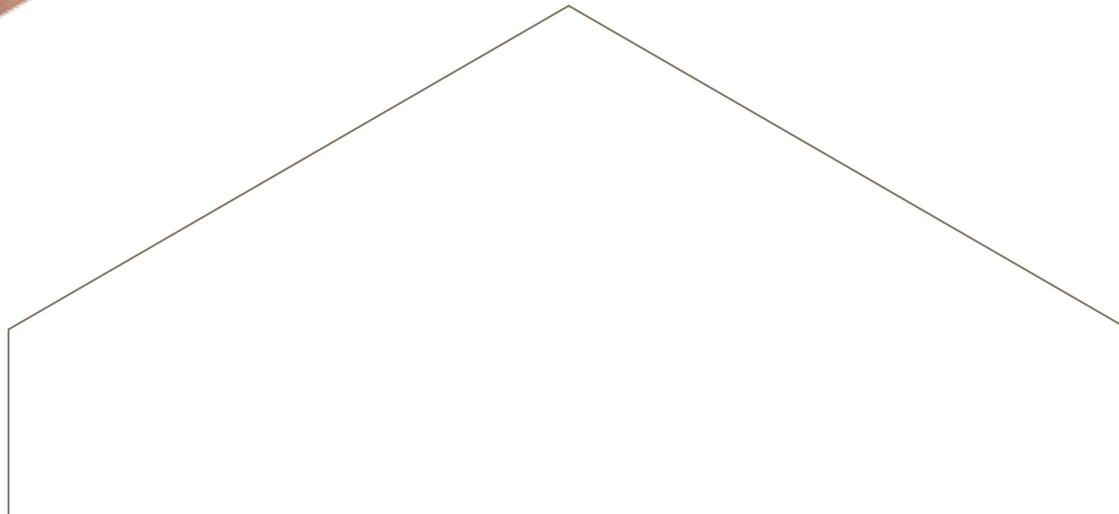




Our History

The creation of the [Louis Riel School Division](#) began in 1998 with the voluntary amalgamation of the Norwood School Division and the St. Boniface School Division.

Four years later, the St. Boniface School Division and the St. Vital School Division amalgamated. **Residents from both communities provided suggestions for the name of the new division and on February 5, 2002, the Louis Riel School Division emerged and was officially amalgamated on July 19.**







Who We Are

MORE THAN 15,500 LEARNERS AND GROWING EVERY YEAR

MORE THAN 2,149 STAFF AND GROWING

40 SCHOOLS

- **26 ENGLISH SCHOOLS**
- **13 FRENCH IMMERSION SCHOOLS**
- **ONE TECHNICAL & VOCATIONAL SCHOOL | [LOUIS RIEL ARTS & TECHNOLOGY CENTRE](#)**

ONE COMMUNITY LEARNING CENTRE | RENÉ DELEURME CENTRE

In 2019-2020, the LRSD budget is nearly \$194 million dollars and represents a significant investment in the future of our learners, community and province.



Acknowledgements

LRSD would like to thank all of our learners, families and staff who shared their thoughts and perspectives on what they hope to see as the future of education in our division.

The input and feedback given by our LRSD community has been instrumental in helping LRSD build a bold MYSP that will serve as a roadmap for continued success throughout the next four years.





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