

2026-2027 HIGH LEVERAGE STRATEGIES

STRATEGY 1 - Center our commitment to Truth and Reconciliation and the Calls to Action	
SPECIFIC ACTIONS	TARGETED STUDENT OUTCOMES
Expand Land-Based Learning and Community Connections	Students demonstrate increased belonging, engagement, well-being, and connection to land, culture, and community.
Strengthen Indigenous Student Success Through Transition Planning and Graduation Pathways	Increased Indigenous student engagement, successful transitions, and graduation rates.

STRATEGY 2 - Centre our commitment to equity and anti-racism	
SPECIFIC ACTIONS	TARGETED STUDENT OUTCOMES
Advance equity and inclusion by fully integrating Policy and Regulation ACB: Anti-Racism into all areas of staff and student life within Pembina Trails School Division—including governance, instruction, human resources, and school culture. Action: All staff in Pembina Trails will receive at least 1 day of Anti-Racism training within 3 years.	Though education and training of staff, IBPOC students will feel a greater sense of belonging in our schools. Non-IBPOC allies will feel more equipped to speak-up against racism when it occurs.
Creation of a clear, responsive protocol for addressing incidents of racism, hate, and discrimination.	Students and staff will feel more safe and comfortable reporting incidents of racism.
Advance Anti-Racism Through Curriculum, Instruction, and Student Learning	Students demonstrate increased understanding of equity, anti-racism, and respect for human diversity and experience a stronger sense of belonging in their schools.

STRATEGY 3 - Commit to the equitable allocation of resources and sustained support for schools	
SPECIFIC ACTIONS	TARGETED STUDENT OUTCOMES
Managing demands of system growth: catchment planning, additional schools, & increasing student enrollment.	Establishment of long-term catchment plan for Waverley West that takes into account two new schools and current enrollment trends.
Conduct a review of additional learning spaces to ensure alignment with neurodiverse programming and inclusive learning environments.	Students will access appropriate programming and supports within their catchment school to meet their individual learning needs and promote success.
Coordinate specialized divisional student supports at the divisional level, to ensure equitable resource allocation and targeted interventions that support student success and inclusive learning environments.	Increase opportunities for direct service delivery to provide timely, targeted supports that enhance student learning, participation, and well-being
Development of a school administration specific manual as a resource for administrators	Clear and transparent guidelines for school admin.

STRATEGY 4 - Empower well-supported school leaders to champion high-quality, inclusive teaching and learning	
SPECIFIC ACTIONS	TARGETED STUDENT OUTCOMES
Principal Learning Networks will be offered as a learning opportunity for principals and vice principals to continue their leadership journey.	Research shows a direct correlation to principal efficacy and student success.
Initiate a review and update of the Pembina Trails Professional Growth Management (PGM) document for school leaders, incorporating the Manitoba Leadership Framework.	Research shows a direct correlation to principal efficacy and student success.
Monitor and Strengthen French Immersion Recruitment & Retention K-12	Students remain engaged in and successfully continue their French Immersion learning pathway.

Implementation of Atrieve Human Resources/Payroll System will provide school leaders with employee data at-a-glance and in turn support employee wellness (i.e. attendance)	
Implement a system-wide restorative practices framework that fosters belonging, well-being, and inclusive learning environments through strong community partnerships and collaboration with external agencies.	Students will experience stronger relationships, an increased sense of belonging, improved self-regulation, and greater accountability, contributing to enhanced well-being, engagement, and academic success.