



At Darwin School our plan is generated through a cyclical process that occurs each year. Staff members meet to discuss previous years plans, review current data and make new plans for the upcoming year. We look for ways that our work can impact the learning of our students to the greatest degree. With the introduction of the Louis Riel School Division [Multi Year Strategic Plan](#), we continue to work to align our school planning goals with the greater vision and priorities of the school division. We believe that this integrated approach to planning will provide consistent and strategic goals that will lead to greater success for all our learners throughout the entirety of their educational journey in LRSD.

Our school plan uses the Circle of Courage as a reference to balance four areas of well-becoming and is derived from the work of Dr. Martin Brokenleg. Darwin School staff have read *Schools That Matter: Teaching the Mind, Reaching the Heart* by Steve Van Bockern which uses the work of Larry K. Brendtro, Dr. Martin Brokenleg and Steve Van Bockern from the book *Reclaiming Youth At Risk: Our Hope for the Future* to delve deeper into creating conditions for students to experience belonging, mastery, independence and generosity within their school experience. The work of Brendtro, Brokenleg and Van Bockern has also been adopted by many schools who wish to see that students receive balanced and child-centered education. It's four quadrants of Belonging, Mastery, Independence, and Generosity represent essential components of a balanced, healthy and well-rounded education.

Although the following represents our hopes for areas of growth this year, this is not meant as a complete list of all that we do. This process is what allows a school staff to remain progressive and in touch with the needs of the school and community.

Mastery – “I Am Capable”

Independence – “I Have Power”



Belonging – “I Am Loved”

Generosity – “I Have Purpose”

Belonging - “I Am Loved”:

Creating a culture of equity and inclusion where every child has an appropriate and meaningful connection with adults and peers and see themselves as significant and as part of the school community.

- As we share the same community, we have made a commitment to work in partnership with Dr. D. W. Penner School and Minnetonka School. These schools will share two professional learning days and two staff meetings with Darwin School staff in hopes of creating partnerships and common practice, while having our students also work together in the pursuit of achieving curricular outcomes and enhancing their social skills within a common school community.
- K-4 classrooms are using Responsive Classroom practices, structures and daily activities to provide voice and to build a safe and responsive classroom community. Grade 5-8 classrooms have implemented an Advisory Meeting period at the beginning of each day to help foster our new middle years model. Strong relationships are formed between students and most importantly, between teacher and students. We have shifted from a junior high specialist model to a generalist middle years model where the teacher / student relationship becomes paramount.
- Implementation of school wide inclusive activities through our newly developed Darwin Pod System and our implementation of monthly assemblies that use the Seven Sacred Teachings as a framework.
- Capitalizing on the physical spaces at Darwin School to provide an Academic Centre, Wellness Room, Art & Science Room that maximize opportunities for learning for all.

Mastery - “I Am Capable”:

Creating a culture of learning and well-becoming using the most effective teaching and learning strategies with a solid curricular base, implemented with technical savvy and informed by the most relevant data. All students should see themselves as capable and successful learners.

- The use of data to drive our response to interventions through class profiles and other data sets including: Early Years Evaluation, Past-R, Fountas & Pinnell, Provincial Report Card Data, Our School Survey and Darwin School Power BI Reports.
- Implementation of the Collaborative Learning Cycle (CLC) process to analyze data and develop proposed solutions to identified “worthy problems”. The staff will participate in CLCs that will focus on our Numeracy Data and determine next steps to increase scores in target areas. We will also complete a CLC focused on K-8 reading comprehension.
- Gr. 1&2 teachers to participate in the divisional Numeracy initiative to expand teaching strategies and provide a solid numeracy foundation for all students in early years.
- K-2 focus on Phonological Awareness that uses a Literacy Block framework to provide small group enrichment for all students at the beginning of their literacy learning.
- Continued use of data sources as described above to foster an appreciation of reading . With a K-8 focus on Reciprocal Teaching, report card scores and continual reading assessments over multiple years will be key to determining our success in improving overall reading comprehension.

- Promotion and increased use of electronic school portals for the development of 21st Century communication to parents from the classroom and from school administration. The use of Class News, School News and individual teacher My Sites will be used to improve overall communication between home and school. As we connect more families to these online tools, the increased use of class One Note Notebooks, class documents and shared content libraries will help students with their academic work at home.
- Staff collaboration will be increased by using technology tools such as a common Microsoft Outlook Calendar, Microsoft Teams, Darwin School Staff One Note and CLEVR, our divisional student records program.

Generosity - “I Have Purpose”:

Creating a culture of caring and collaboration by creating personal connections to all people in the building, fostering empathy and understanding of everyone’s unique perspectives. Finding one’s purpose through the caring of our world and each other.

- Students will explore Generosity by continuing to learn about the importance of becoming a generous person and by demonstrating generosity we can address societal inequities that exist at a local, national and international level.
- K-8 students will continue to learn about and develop ways to bring awareness to and, at times, fundraise to support local organizations such as Winnipeg Harvest and Siloam Mission; national organizations such as the Terry Fox Foundation and international organizations such as Creation of Hope in Kenya, Africa.
- Staff and students will continue to work collaboratively with the Darwin School Parent Association to beautify and maximize the physical environment. This year’s focus will be on our Reconciliation Garden that is set to open in early May. This project will be key to support teaching around environmental awareness and sustainability while at the same time infusing Indigenous plants and creating awareness for our community on the Reconciliation work taking place at Darwin School.
- Roots of Empathy and Canine Therapy will continue to be implemented and expanded to encourage and teach empathy for K-8 students. Our school partnership with St. Amant will allow for grade 7&8 students to work directly with residents at St. Amant and within our school. We believe both parties mutually benefit while instilling the importance of generosity and empathy within our immediate school community.

Independence – “I Have Power”:

Creating a culture of inquiry and responsibility through a focus on using student and staff skills and talents to invoke student voice and power within our school community.

Promotion of knowledge of ourselves, what we can control, and how our actions affect others.

- Developing structures to promote and honor student voice including monthly student led assemblies based on the Seven Sacred teachings; quarterly Darwin Pod system activities; special events including: Darwin School Community Feast; Spirit Week, I Read Canadian, Hoops for Hope, etc.

- The Natural Helpers Program for students in grades six, seven and eight as well as our Student Leadership team provide opportunity for student voice and align with the talent and skill sets of our oldest students to become leaders within the school and community.
- Use of mental health improvement strategies as imbedded practice. (Walking school bus and breakfast program, Project 11, Seven Teachings and various self-care strategies including: BOKs Program (Build Our Kids Success), daily intramurals, choir, and all extra-curricular opportunities that exist at Darwin School in the area of athletics and the arts.

In addition to the work that is done at Darwin School to meet our school plan goals, it is imperative that we instill in our students that learning takes place in all other spaces and places in their lives. From K-8, our students will be given an opportunity to learn outside of the classroom at the following locations during the 2019-2020 school year:

- Royal Canadian Mint
 - A Maze In Corn
- University of Manitoba - Max Bell Center
 - Camp Cedarwood
 - Fort Whyte Alive
- Marion School : LRSD Indigenous Enrichment Program
 - Camp Manitou
 - Winnipeg Harvest
 - Siloam Mission
- Bell MTS Place - Project 11
- Manitoba Theatre for Young People
- The Forks Market & Historical Site
 - Saint Boniface Cathedral
- Canadian Museum for Human Rights
- Springhill Winter Park, Asessippi Ski Resort, Holiday Mountain Resort
 - Riel House National Historic Site
 - Henteleff Park
- Louis Riel School Division Board Office
 - Dr. D.W. Penner School
 - Minnetonka School

