



Be Kind

Be Useful

Do Your Best

At Minnetonka School our plan is generated through a cyclical process that occurs each year. Staff members meet to discuss previous years plans, review 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 goals with the greater vision and priorities of the 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 during the entirety of their educational journey.

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's book "Reclaiming Youth at Risk" which all staff have read. It has also been adopted by many schools who wish to see that students receive balanced and child-centered education. It's four quadrants (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. Reflecting on the past school and divisional goals we have achieved, helps ensure we are continually integrating and adjusting the way we teach and learn to reflect best practice. 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.

- Promoting and modelling a new definition what it means to be a "Mustang": Being Kind, Useful and Doing Our Best! Efforts to use language, visuals, and clothing with the staff and students so that all in the community know we are the Minnetonka Mustangs.
- As we share the same community, a commitment to work in partnership with Darwin School and Dr. D. W. Penner School. These schools will share two professional learning days and two staff meetings with Minnetonka staff in the hopes of creating partnerships and common practice, while having our students also work together in the pursuit of achieving curricular and social outcomes.
- All classrooms are using Responsive Classroom techniques, activities and structures to provide voice, build classroom community and student comfort/safety in the classroom. This and other structures support increased inclusive and collaborative programming for students requiring accommodations.
- Implementation of school wide inclusive activities (minimum once per week). E.g. Active Start, Cross-grade classroom collaborations, Mustang Day, intramurals, and other ideas as developed by staff and student voice.
- Completion of a space usage review. Answering the questions: Are we utilizing our spaces in the school in the best way possible? Do the classrooms and breakout spaces maximize opportunities for learning?
- A commitment with our Glenlawn Family of Schools to ensure all students have at least three land based educational experiences that connect to a variety of curriculum.
- Promotion and teaching that Minnetonka is an anglicized Dakota word "mini tanka" meaning "great water". This knowledge will be celebrated and promote curiosity about other Indigenous connections in our community.
- Utilizing the skills and knowledge of our Community Liaison Worker and other professional staff, continued progress will be made connecting families to the school, social services agencies and other wellness supports to foster a connection to the community and school.

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.

- The use of data driven response to interventions through class profiles and other data sets. (EYE, Academic Data, OurSchool Survey, School AER Data (Power BI), Past-R)
- Implementation of the Collaborative Learning Cycle (CLC) process to analyze data and develop proposed solutions to identified "worthy problems". The staff will participate in a CLC that will focus on our Numeracy Data and determine next steps to increase scores in target areas such as problem solving and mental math.
- 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.
- Continued use of data sources as described above to foster an appreciation of reading and literature and monitoring its effects on report card scores over multiple years.

- Promotion and increased use of electronic school portals for the development of 21st Century communication to parents from the classroom and from administration.
- The integration 21st Century Skills into current pedagogy specifically the use of assistive technology such as Immersive Reader and other tools seen in OneNote.
- Staff collaboration increased by using technology tools such as Microsoft Teams, OneNote and CLEVR (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.

- Begin an analysis, using Dr. Martin Brokenleg’s work on what it truly means to be “generous” and how we can foster this in our students through the work we do at school. Does generosity have to “hurt”?
- Grade 7/8 Leadership Program will plan, organize and implement inclusive fundraising events and select social justice/charitable organizations to support and promote.
- Sustainable Development Courtyard Projects that support environmental awareness and sustainability.
- Creation of Service-Learning Activities where students develop skills and use talents to make positive change in the world.
- Roots of Empathy and other programming will continue to be implemented and expanded to encourage and teach empathy. Continued partnerships with St. Amant Center working with their residents at their location and within our school will mutually benefit both parties and support empathy goals.

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.

- Expansion of the “Zones of Regulation” program, where all staff and students are able to identify their “zone” and use the language to describe their emotional state. Student will also be able to identify what “zones” others might be in and the implications for their interactions with others at different levels (Blue, Green, Yellow, Red).
- Developing structures to promote and honor student voice, while supporting existing structures (Student government, OurSCHOOL Survey, Student Leadership Group).
- Promotion of Growth Mindset strategies and language in all classrooms. (E.G. – I can’t do this YET).
- Use of mental health improvement strategies as imbedded practice. (Project 11, 7 Teachings and Self-Care Strategies: Yoga, Active Starts, Breakfast Program).