



Whyte Ridge School

400 Scurfield Blvd Winnipeg, MB R3Y 1L3
Phone: 204-.488.4245 | www.pembinatrails.ca/whyteridge

Mission Statement

Whyte Ridge School is dedicated to educational excellence through challenging and enriching experiences for all in a safe and caring community.

Principal
Carla Sadler
Vice Principal
Cyndi Tibbs



Board of Trustees Three Expectations for Student Learning

1. All students in Pembina Trails will be personally and intellectually engaged in their learning at school.
2. By the end of grade 8, all students in Pembina Trails will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.
3. All students in Pembina Trails will graduate from high school.

2025/2026 School Plan Priorities:

- **Literacy**—How can we increase our understanding of and enhance our implementation of the Pembina Trails School Division Comprehensive Approach to Literacy?
- **Social-Emotional Learning**—How can we create classroom and school environments that support student regulation, social-emotional learning, and growth mindset?

Progress Toward School Plan Priorities:

How can we increase our understanding of and enhance our implementation of the Pembina Trails School Division Comprehensive Approach to Literacy?

To strengthen foundational literacy skills, particularly in phonological awareness, phonics, and word study, all staff participated in professional learning in the UFLI (University of Florida Literacy Institute) program. UFLI was implemented consistently across Kindergarten to Grade 2 classrooms, while Grades 3 and 4 teachers incorporated the *Words Their Way* word study program. As a result, teachers have reported noticeable improvements in students' understanding of letter-sound relationships, decoding skills, and overall word knowledge.

In addition, all teachers engaged in professional development with the division's plurilingual language consultant to deepen their understanding of English Language Acquisition (ELAP) planning. This learning supported the development and implementation of targeted EAL (English as an Additional Language) groups, allowing for more responsive and focused instruction for multilingual learners.

To further support data-informed instruction, all Kindergarten to Grade 3 teachers received training in the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) assessment. This universal screening tool has enabled staff to more effectively identify student needs, monitor progress, and implement timely, targeted reading interventions.

Together, these efforts have strengthened both instructional practice and student outcomes in early literacy.

How can we create classroom and school environments that support student regulation, social-emotional learning, and growth mindset?

To build a shared understanding of emotional regulation, all staff were trained in the *Zones of Regulation* framework and are actively implementing it in their classrooms. This has provided a common language for identifying emotions and a consistent approach to teaching self-regulation strategies. As a result, students are developing increased awareness of their feelings and the tools needed to manage them effectively.

Many teachers have also created “calming corners” within their classrooms. These spaces offer students access to a variety of regulation tools and strategies, supporting them in recognizing when they need a break and providing a safe, supportive environment to refocus and return to learning.

In addition, teachers have increasingly incorporated outdoor learning experiences. Time spent outdoors has been shown to support student well-being by reducing stress, improving mood, increasing engagement, and enhancing focus. These opportunities not only promote physical health but also contribute positively to students’ emotional regulation and overall readiness to learn.

Progress Toward the Three Expectations for Student Learning 2025/2026:

All students in Pembina Trails will be personally and intellectually engaged in their learning at school.

Teachers provided a wide range of engaging learning opportunities within their classrooms, intentionally designing experiences that foster curiosity, creativity, and active participation. Across the school, students were invited to connect their learning to real-world experiences and their own interests.

We also created meaningful whole-school opportunities to build engagement and a strong sense of community. Monthly outdoor learning challenges encouraged students to explore, inquire, and learn beyond the classroom walls, supporting both engagement and well-being. Special events such as *Shark Week* sparked excitement and cross-curricular learning. Community-building events such as *Dance in the Park* and *Fun Day* brought all students together to celebrate, strengthening relationships and school spirit. In addition, a variety of clubs were offered to give students opportunities to pursue their interests, develop new skills, and try new experiences beyond the classroom.

Finally, visits from Knowledge Keepers enriched students’ understanding of Indigenous perspectives through teachings about artifacts and plants. Our school-wide celebration of Indigenous Peoples Day provided an important opportunity for learning, reflection, and community connection. By participating in the annual Indigenous Gallery Walk, we were able to showcase the amazing things that Whyte Ridge School is doing to support and actively engage in reconciliation.

By the end of Grade 8, all students will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.

To support this, staff have intentionally used data-informed decision making to guide classroom programming. Assessment data has been regularly analyzed to identify student strengths and areas for growth, allowing teachers to plan targeted instruction and interventions that meet the diverse needs of learners.

There has also been a strong focus on the thoughtful selection and ongoing reflection of classroom resources and materials to ensure they are responsive, engaging, and aligned with curricular outcomes. A key initiative this year was the enhancement of our school library collection. With the support of a generous PAC fundraiser, we were able to update and expand our resources to better reflect student interests, identities, and reading levels. Our library also promotes a summer lending program, where students can borrow up to 10 books to enjoy over summer!

All students in Pembina Trails will graduate from high school.

We support students in achieving long-term success by building strong academic and personal foundations. Through intentional teaching and supportive learning environments, students develop essential skills in literacy, numeracy, and critical thinking. At the same time, we foster social-emotional growth by helping students build self-regulation, resilience, and a positive mindset toward learning. By creating inclusive, engaging classrooms and nurturing strong relationships, we help students develop confidence, independence, and a sense of belonging. These foundational skills and dispositions position students for continued success as they progress through school and ultimately toward high school graduation.

