



Linden Meadows

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Mission Statement

Inspiring Growth and Wonder

Principal
Darren Oughton
Vice-principal
Michelle Barclay



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.

2024-25 School Plan Priorities:

1. **Literacy** - By June of 2025, we will see 85% or more of our students achieve a 3 or greater in reading and writing on the provincial report card.
2. **Critical Thinking** - By June 2025, 100% of Linden Meadows' students will build on their inquiry and critical thinking skills based on the school wide inquiry focus on the UNESCO Sustainable Goal - Take Action Against Climate Change.
3. **Culture and Engagement** – By June of 2024, 100% of students and staff will participate in several whole school and cross grade experiences that will develop a positive school culture that promotes engagement, belonging and the development of a safe, caring and inclusive environment.
4. **Numeracy** - By June of 2025, 85% of students (across K-8) will achieve a 3 or greater on the provincial report card in mental math and estimation. We want to Improve students' numeracy skills with a focus on mental math skills to support problem solving and foster positive attitudes towards mathematics.
5. **Indigenous Education** - By June 2025, 100% of students and staff will strengthen and enhance their knowledge and understanding of the TRC Calls to action and First Nations culture and language. We will create an inclusive environment where all students can appreciate the rich history and contributions of Indigenous peoples in Canada, and actively work towards reconciliation.

Progress Toward School Plan Priorities:

Literacy

- Based on June report cards, 84.9% of our students achieved a 3 or greater in reading comprehension and 77.5% with written communication.
- All students were able to participate in I Love to Read Activities, book clubs and in MYRCA.
- Levelled Literacy intervention supported early years students and designated morning literacy blocks were planned for grades 1-4 students.
- Staff worked with Adrienne Gear, a renowned literacy educator, to support non-fiction reading and writing strategies based on her book, Powerful Thinking. A collection of her recommended titles were compiled on Destiny for teachers to access.
- Cross grade learning/reading buddies were resumed.
- Kindergarten students participated in Book Cooks once/cycle.
- We Celebrated student authors with bulletin board displays, book launches and with guest readers visiting classes.
- Home reading materials and online reading resources (RAZ) were organized and made available for families to support students having books and materials at home.
- Colleen Nelson, a Canadian author and teacher at LM, supported writing workshops for classes.

Numeracy

- Data from the June 2025 report card, indicated that 85.9% of students in grades 1-8 achieved a 3 or greater in mental math and estimation, while 84.3 achieved a 3 or greater in problem solving.
- Grades 5-8 students were involved in additional math support periods involving small group instruction with teachers and student support services team.
- Early years students participated in math games and activities with their learning buddies from middle years.
- Mental Math strategies were posted in each classroom to support student learning and understanding.
- Students had access to online resources that included MATH Up, Knowledgehook and Mathology.
- Students participated in the Caribou Math Contest.
- Grade level teams collaborated on common math vocabulary and each classroom created a word wall.
- K-4 families received the divisional mental math brochures to support parents and students.
- Student support teachers and parent volunteers were used to work with identified students to develop automaticity of math facts

Critical Thinking

- A school-wide was connected to our school UNESCO goal on Climate Action. Each grade level used the inquiry model to develop an inquiry question relevant to their curriculum and which supported our whole-school sustainable UNESCO goal. The learning was demonstrated through whole-school, whole-class, and individual inquiry projects with a focus on making the learning authentic.
- A STEM period was added to the grades 5/6 practical arts rotation to work on critical thinking challenges.
- The critical thinking team provided staff with short 'tech talks' at staff meetings.
- Linden Meadows students have demonstrated a strong understanding of how to think critically. Based on report card data, 86% of our students have demonstrated a 3 or higher related to thinking creatively, applying analytical thinking and communicating that thinking to others.

Culture and Engagement

- The UNESCO team had another busy year! Our UNESCO club participated in the UNESCO meetings and the LSF Youth Forum. A new Junior UNESCO club for early years was formed. The team solidified our sustainable practices by increasing the use of reusable equipment in the deli like bowls, spoons and plates. We had full implementation of composting food scraps from lunches and filled a 33 gallon bin with compost. Our tall grass prairie garden increased in size and we planted an Indigenous medicine sensory garden in front of the school. The team supported outdoor learning days hosting sessions for students on making bird feeders and nature activities. We continued with making dog toys for Manitoba Underdogs from reclaimed fabric.
- Created a sense of belonging through school wide activities such as spirit days, winter & spring concerts, and band performances/assemblies Sub-committees for UNESCO, Promoting Inclusion & Promoting Healthy Living responsible for planning and organizing events and learning opportunities.
- Continued to foster community partnerships with Simkin Centre retirement home, cereal drive for divisional schools, skate collection for northern communities and a global partnership supporting Melton School in Kampala, Uganda, making toys for the Humane Society.
- Monthly recognition assemblies were planned by students.
- Winter activity days for grades 5-8 and grade 7/8 ski trip actively engaged students.
- Grades 3-5 Choir and grades 6-8 band students successfully participated in music festivals receiving accolades for their performance.
- Selected grade 8 students participated in a Japan Cultural Exchange with students from Setagaya, Japan. Japanese students visited our students for a week in September and our students explored areas of Japan for 2 weeks in January/February.
- School wide Pancake Picnic with grade level learning buddies
- Classroom Teacher Swaps took place twice throughout the year to allow students to build connections with all staff.
- Hosted a Newcomer Information Evening for families in our school community to support new families to Canada.

Indigenous Education - Learning about Indigenous education, Truth and Reconciliation

- School Inquiry Goal/Priority focused on Indigenous ways of Knowing, Being & Doing with continued action towards Truth and Reconciliation, Mamahtawisiwin and connecting to the school's UNESCO goal on climate change. All LM students participated in activities to build their understanding and all them to take actionable steps.
- Outdoor Learning Wednesdays (once /month from September to April and then weekly from May 18 to June 25. June 18 was LM's Indigenous Peoples Day with outdoor activities and guest presenters.
- All staff participated in 2 days of Treaty Training.
- UNESCO Initiatives to support school inquiry goal included: Food cyclers in each classroom, adding to tall grass prairie pollinator corridor, planting an Indigenous medicine's garden, wildflower seed balls, compost gift to community, fast fashion – made dog toys to divert from landfills.
- The embedding of Indigenous perspectives, history, and culture into the existing curriculum across all grade levels and subject areas continues to be a focus. Some examples: each class writing their own land acknowledgement that was shared throughout the year, students participating in the migration challenge to learn about seasonal migrations of animals and the impact on early Indigenous peoples, learning about Sacred Hoop Teachings, student participation in designing a mosaic installation at the front of the school with a Winnipeg artist, grades 7 & 8 classes attended presentations to learn about water teachings with Sandra Delaronde and applied this to their unit on water systems, students learned about drumming with Lisa Muswagon, teachers collaborated with divisional ISST
- Collaboration with Indigenous community members, Elders, and knowledge keepers; Kookum Daisy, Elder Alberteen Spence, Sandra Delaronde, Lisa Muswagon and Buffy Handel from the Aboriginal School of Dance (Hoop Dancer), and the continuation of the Oodena Sharing Circle and lunch hour beading clubs with the support of one of our parents, Charlene Klein.
- 100% of our students and staff participated in our Orange Shirt Day, the Moosehide campaign, and were able to attend Learning from the Land day.
- Community field trips were arranged to provide cultural experiences that incorporate Indigenous perspectives.
- Indigenous Teacher Champions attended PD sessions and planned day of learning for staff to work on lessons using the the school's Mamahtawisiwin padlet resource.

Progress Toward the Three Expectations for Student Learning 2024/2025:

- Provincial report card data indicates that 86% of students demonstrate the skills needed for scientific inquiry, research and communication skills and critical thinking skills.
- 84.9% of students Linden Meadows students demonstrate reading skills and 77.5% of students demonstrate writing skills that are at a 3 or a 4 on the provincial report card.
- 86% of LM students demonstrate problem-solving and mental math and estimation skills at a 3 or a 4 on the provincial report card. In mental math, 84.3% of our students have mental math skills at a 3 or 4 and 88.9% of students are at a 3 or 4 for knowledge and understanding on the provincial report card.
- The collective efforts of our Indigenous education and critical thinking focus teams combined with the school's dedicated UNESCO team made a significant impact in promoting sustainability and understanding of the TRC Calls to Action through intentional actions that empowered students to become responsible global citizens, ready to tackle the challenges of our ever-changing world.
- Student engagement, academic achievement and attendance scores at Linden Meadows indicate that our students are on track for graduation and will be able to access a range of educational choices for future studies. Former grade eight classes continue to visit the school and provide anecdotal evidence of having been well-prepared for high school.