



Linden Meadows

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Mission Statement

Inspiring Growth and Wonder

Principal
Darren Oughton
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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.

2025-26 School Plan Priorities:

- 1. Numeracy** - This year, our mathematics goal will focus on fostering students' confidence, enhancing their problem-solving abilities, and nurturing positive math identities. Through these efforts, we aim to develop resilient learners who approach mathematical challenges with a positive mindset and a belief in their ability to succeed.
- 2. Culture and Engagement** – Linden Meadows School is committed to fostering a culture of wellness, belonging, and inclusion where all students and staff feel valued, connected, and supported. Through intentional wellness initiatives, citizenship opportunities, and community-building activities, we strengthen relationships within our school and the broader community while celebrating the diversity that enriches us. By June of 2026, 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.
- 3. Literacy** - Linden Meadows School will improve student literacy achievement by strengthening reading and writing instruction. Through collaborative teacher planning, structured literacy practices, targeted interventions, authentic literacy experiences, and responsive teaching strategies that meet the diverse needs of learners, all students will be supported in making measurable progress and developing the confidence and skills necessary for academic success.
- 4. Indigenous Education** - By June 2026, 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. Linden Meadows School is committed to embedding Indigenous perspectives, histories, and ways of knowing, being, and doing throughout the school community. By fostering meaningful learning opportunities, strengthening relationships with Indigenous families and community partners, and increasing access to cultural supports and experiences, we aim to create an environment where Indigenous students experience a strong sense of belonging, develop confidence and mastery in their learning, and build the independence needed to thrive academically, socially, and emotionally.

Progress Toward School Plan Priorities:

Numeracy

This year, our math goal focused on building students' confidence, problem-solving skills, and positive math identities. Through teacher professional learning with Dr. Sheri-Lynn Skwarchuk (University of Winnipeg), staff have been strengthening practices that support a positive math mindset. This includes using consistent, grade-level language around productive struggle and thinking time and helping students become more comfortable when faced with challenging concepts. Teachers administered math attitude surveys across all grade levels and will continue to reflect on how students' attitudes toward mathematics evolve from year to year.

We are seeing progress as students share their thinking, use a variety of strategies, and persist through difficulty. School-wide efforts such as cross-grade learning buddies, math word walls, anchor charts, and real-world problem solving are helping deepen critical thinking and reinforce that math ability grows with effort.

Moving forward, we will continue to build a strong growth mindset culture while supporting students' stamina and equipping them with tools for mental math and problem-solving so all learners can see themselves as capable mathematicians.

Culture and Engagement

Linden Meadows School promotes a strong sense of school culture, belonging, and community through a wide variety of academic, athletic, leadership, cultural, wellness, and service-learning opportunities. Throughout the year, students and staff come together for school-wide events and assemblies such as Meet the Teacher, Truth and Reconciliation, Terry Fox, Remembrance Day, Holiday Concerts, Canada Day celebrations, Olympic celebrations, and Spirit Week activities that strengthen school spirit and shared experiences.

Students build connections through initiatives such as multi-age Wolf Packs, Learning Buddies, leadership opportunities, UNESCO programming, MYRCA, LM TV, community clean-up projects, and recycling programs. Cultural awareness and inclusion are fostered through events including Lunar New Year celebrations, Culture Fair activities, guest speakers and presenters, and Indigenous learning opportunities.

A strong extracurricular program provides students with opportunities to participate in sports teams, intramurals, outdoor learning experiences, camps, exchanges, and performance opportunities including band, art, and international exchange programs. Family movie nights, Jump Rope for Heart, Tabloid Day, Physical Activity Day, and staff-student activities further strengthen relationships and promote wellness.

Together, these activities create meaningful opportunities for students, staff, and families to connect, celebrate diversity, build school pride, develop leadership skills, and foster a welcoming and inclusive school community.

Literacy

This year, Linden Meadows School focused on improving student writing achievement through collaborative planning, targeted instruction, professional learning, and authentic writing opportunities. Grade-level teams worked together to design engaging writing experiences, share successful practices, and plan next steps to support student growth. Students participated in a variety of writing projects, including non-fiction writing, narrative stories, fairy tales, poetry, reading responses, and other creative and informational writing tasks. Teachers also collaborated to examine student writing samples and discuss assessment practices, beginning important conversations about developing a writing continuum that will support consistent expectations across grade levels.

To strengthen literacy instruction, staff engaged in ongoing professional learning focused on structured literacy approaches. Teachers received training in UFLI and implemented resources such as *Words Their Way*, while all Grade 1–4 teachers and several support staff were trained in the DIBELS early literacy screener. A school-based professional development day was dedicated to exploring the new ELA curriculum draft and planning effective writing instruction. Staff also participated in mentorship opportunities, resource sharing, and professional discussions to further strengthen classroom practice.

Additional supports were provided through small-group instruction led by Student Services and EAL teachers, who targeted specific reading and writing needs and monitored student progress throughout the year. Cross-grade buddy programs, learning buddies, pen pals, book launches, and the MYRCA club with 45 members created authentic audiences and meaningful literacy experiences for students. Together, these efforts helped build students' confidence as writers, strengthen foundational literacy skills, and support growth in writing across all grade levels.

Indigenous Education - Learning about Indigenous education, Truth and Reconciliation

Throughout the school year, Linden Meadows School strengthened its commitment to Indigenous Ways of Knowing, Being, and Doing through learning experiences that supported Truth and Reconciliation (Mamahtawisiwin) and UNESCO Sustainable Development Goal #16: Peace, Justice, and Strong Institutions. All students engaged in opportunities to deepen their understanding of Indigenous histories, cultures, and perspectives through Outdoor Learning Wednesdays, Indigenous Peoples' Day, land-based field trips, and a year-long inquiry into 13 Moons on Turtle's Back. These experiences encouraged students to build relationships with the land, explore traditional teachings of the Inineew and Anishinaabe peoples, and develop a greater sense of environmental stewardship through initiatives such as sensory, pollinator, and native vegetation gardens. Indigenous perspectives were further woven throughout the curriculum, literacy programming, music, physical education, and classroom learning across all grade levels.

A key component of this work was the support and leadership of the school's Kiskinohamakewak (Indigenous Student Success Teachers), who collaborated with students, staff, community members, Elders, and Knowledge Keepers to enrich learning and promote meaningful action toward reconciliation. Through the Oodena group, students engaged in Indigenous language learning, ribbon skirt making, beading, cultural teachings, and community service opportunities that strengthened cultural

learning, ribbon skirt making, beading, cultural teachings, and community service opportunities that strengthened cultural understanding and identity. Students also worked with Indigenous educators and presenters to explore topics such as land acknowledgements, decolonization, Inuit games, Indigenous structures, and the Fur Trade. School-wide learning was enhanced through collaborations with Elders, Knowledge Keepers, and community members including Brenda Muswagon, Christine Daniels, Senika Courchene, Brian Clyne, and others. All students and staff participated in Orange Shirt Day, Truth and Reconciliation Week, and learning-from-the-land experiences.

Staff members further strengthened their understanding of Indigenous perspectives through professional learning opportunities, including Project 11, which highlighted Indigenous voices through storytelling, lived experiences, music, and reflection. Teaching staff also participated in Indigenous beading workshops and cultural learning facilitated by the school's Kiskinohamakewak. The Kiskinohamakewak themselves engaged in extensive professional development focused on reconciliation, allyship, cultural teachings, ribbon skirt making, and land-based learning, while also contributing to the Pembina Trails Indigenous Gallery Walk. Together, these initiatives fostered a deeper understanding of Indigenous cultures and histories, strengthened relationships within the school community, and supported Linden Meadows' ongoing journey toward truth, reconciliation, and belonging for all.

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.

Linden Meadows students demonstrated high levels of engagement through inquiry-based learning, Indigenous education, UNESCO initiatives, critical thinking activities, and authentic learning experiences connected to sustainability, Truth and Reconciliation, and global citizenship. The collective efforts of the Indigenous Education, Culture and Engagement, and UNESCO teams empowered students to become active participants in their learning while developing a deeper understanding of the TRC Calls to Action and their role as responsible global citizens. Provincial report card data further reflects strong student engagement, as 87% of students displayed active participation in their learning, 86% demonstrated positive personal management skills and 89.5% behaved socially responsible. These experiences encouraged students to think critically, collaborate with others, and apply their learning to real-world issues.

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.

Student achievement data indicates that Linden Meadows students continue to make strong progress toward meeting provincial standards in literacy and numeracy. Provincial report card results show that 93% of students in grades 7 & 8 achieved a Level 3 or 4 in writing, while 98% achieved a Level 3 or 4 in reading. In mathematics, 93% of students in grades 7 & 8 demonstrated Level 3 or 4 achievement in problem-solving, and 95% for mental mathematics and estimation. Targeted literacy and numeracy instruction, collaborative teacher planning, small-group interventions, structured literacy practices, and authentic learning opportunities supported students in developing the foundational skills necessary for continued academic success.

All students in Pembina Trails will graduate from high school.

Student engagement, achievement, and attendance data indicate that Linden Meadows students are well positioned for future success and are on track for high school graduation. The school's emphasis on literacy, numeracy, critical thinking, global citizenship, Indigenous education, and student well-being helps build the academic and personal skills required for success in secondary school and beyond. In addition, feedback from former Grade 8 students consistently suggests that they feel well prepared for the academic expectations, organizational demands, and social experiences of high school. These outcomes demonstrate that Linden Meadows is providing students with the knowledge, skills, and confidence needed to access a wide range of educational pathways and opportunities after Grade 8.