



Westgrove Elementary

50 Westgrove Way, Winnipeg, MB R3R 1R7 204-895-8208

www.pembina Trails.ca/WESTGROVE

Mission Statement

At Westgrove, we create safe, caring and inclusive learning environments by teaching and encouraging academics, respect, teamwork and leadership. We value and celebrate the strengths of all individuals.

Principal
Chris Todd



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:

Westgrove School focused on increasing student engagement in literacy, particularly writing, while maintaining strong commitments to outdoor learning, play-based education, and student well-being.

Key priorities included:

- Expanding outdoor classroom and outdoor learning opportunities
- Using oral storytelling as a bridge to writing to improve literacy outcomes
- Embedding play-based, hands-on, and culturally responsive practices
- Increasing student engagement, attendance, and sense of belonging
- Integrating Cree language and Indigenous teachings into daily school life
- Strengthening Universal Design for Learning (UDL) and regulation supports
- Addressing barriers to attendance, especially during winter months

The central inquiry question guiding this work was:

How can we increase engagement in literacy goals with a focus on writing, while still embracing outdoor and play-based learning?

Progress Toward School Plan Priorities:

Literacy & Engagement:

- Increased use of oral storytelling strategies to support writing development
- Students engaged in hands-on, creative, and interest-based writing opportunities
- Growth in connecting writing to real-life purposes (lists, letters, storytelling, persuasion)
- Ongoing development of an “I am a writer” mindset

Outdoor & Experiential Learning:

- Continued use of the outdoor classroom to enhance engagement and learning
- Partnerships with Knowledge Keepers Tipi Joe (tipi teachings, soapstone carving) and Jason Parenteau, Wild Roots Theatre, Green Kids Inc., MYTP and Recycle Everywhere enriched experiential learning

Student Well-Being & Belonging:

- Prioritized regulation, safety, and physiological needs (nutrition programs, clothing supports)
- Strong focus on belonging through Circle of Courage framework and relationship-building
- Expanded lunch clubs and extracurricular opportunities (intramurals, D&D, Pow Wow Club, Connections Club, leadership)

Cree Language & Culture:

- Cree integrated into daily announcements and classroom signage
- Increased visibility and normalization of Indigenous language and culture

Attendance committee actively addressed barriers through:

- Outreach (calls, home visits, walking school bus)
- Nutrition programs
- Winter clothing drives (coats, boots, ski pants)
- Efforts made to increase winter engagement through events, festivals, and communication with families

Professional Learning (PD):

- Focus on oral storytelling and writing instruction
- Collaborative planning for effective literacy programming
- Exploration of shared writing practices and practical classroom strategies

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

1. Academic Achievement (Literacy Focus):

Data identified writing as an area of need, and targeted instructional strategies were implemented. Students showed increased engagement when writing was connected to:

- Oral storytelling
- Hands-on activities
- Personal interests

Continued need to address barriers to writing and build stamina and confidence

2. Engagement & Well-Being:

Students demonstrated strong engagement in:

- Outdoor learning
- Play-based activities
- Creative and collaborative experiences

Improved sense of belonging through:

- Clubs, teams, and cultural opportunities
- Intentional teaching of soft skills and self-regulation

Ongoing focus needed on winter attendance and consistent engagement

3. Equity, Inclusion & Belonging:

- Increased efforts to embed Cree language and Indigenous perspectives
- Revival of the Lighthouse Program provided a renewed sense of belonging for current and past Westgrove students after school hours
- Strong emphasis on meeting basic needs first to support learning readiness
- Implementation of UDL strategies to better support diverse learners
- Continued commitment to creating an inclusive environment where all students feel seen and valued

Overall, Westgrove School made meaningful progress in aligning literacy goals with engaging, culturally responsive, and developmentally appropriate practices, while recognizing the continued need to support writing development, attendance, and equitable access to learning opportunities. We are grateful for the support of Pembina Trails School Division and our supportive community partners.