

By June 2019, all K-5 students will demonstrate growth in critical thinking skills to interpret, connect and evaluate ideas and information across curricular areas. Teacher observations of short learning sprints will be used to evaluate critical thinking skills and provide report card data.

Students will co-construct goals and criteria for success in all areas of critical literacy.

Students will participate in visible learning practices that facilitate access to critical thinking.

Students will view reading as a thinking and responding process by inferring, making connections, exploring and understanding different points of view.

Students will recognize that different experiences, opinions and ideas impact understanding of read texts.

Teacher will use common resources to teach critical thinking skills: the new MB ELA Curriculum and recommended books: Visible Learning for Literacy (Fisher, Frey and Hattie), Making Thinking Visible (Ritchhart, Church and Morrison) and Read, Write, Lead (Routman)

Teachers will work collaboratively with divisional literacy and numeracy coaches to build their repertoire of strategies for continuous improvement with desired critical thinking outcomes.

Teachers will meet with their grade group partners to develop and share critical thinking formative assessment strategies.

Teachers will use "rich texts" to promote and engage students' critical thinking.

By June 2019, all K-5 students will demonstrate growth in their success with solving mathematical tasks. Students will approach numeracy practices with a mathematical mindset that includes: curiosity, confidence, determination and endurance to foster resiliency.

Students will persevere through complex, real world mathematical problems.

Students will understand and be able to articulate their own strengths and areas for growth.

Students will support one another when using strategies to solve problems.

Students will approach mathematical problems in a variety of ways (concretely, orally, and written by using pictures/ diagrams, words, symbols, numbers, graphs, and charts).

Students will be able to explain their ideas and strategies

Teachers will use daily routines and strategies such as "Number talks", "Math Play- ground activities", "Box Cars and One-Eyed Jacks", and manipulatives to strengthen mathematical concepts.

Teachers will meet to analyze a variety of data and assessments that will lead to school wide plans for instructional practice and student achievement improvement.

Teachers will provide clear, specific, ongoing feedback to students about their learning.

Teachers will model and provide opportunities to practice a growth mindset.

Teachers will provide students with supported entry points to tasks that are designed to challenge and maintain high expectations for all learners.

By June 2019, all K-5 students will consistently demonstrate mental health practices that will support a positive social-emotional, safe and caring school culture, with a focus on resiliency and collaborative problem solving.

Students will participate in HERD groups to strengthen cross grade relationships and mentorships; and to support understanding of diverse perspectives.

Students will increase their endurance with problem solving.

Students will explore new Growth Mindset strategies for improved resiliency and increased confidence with task initiation.

Students will continue to resolve conflicts appropriately using their "WITS" strategies.

Teachers will implement programming to model and guide students in developing positive social-emotional strategies: the Zones of Regulation Program, the "Mind up" Curriculum, classroom "talking circles" and/or "spirit buddies"; "Roots of Empathy" used in grade 4 and 5 classes; Grade 5 Leadership and Sports Council, Project 11; and Indigenous Education to support school wide learning toward Truth and Reconciliation.

Teachers will use report card "Learning Behaviors" data; TTFM survey data; and classroom/school profiling to understand and support all K-5 students.